

FISCAL YEAR 2021

Recommended Investment
in Public Education



Illinois
State Board of
Education





Illinois State Board of Education

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

Darren Reisberg
Chair of the Board

Dr. Carmen I. Ayala
State Superintendent of Education

February 2020

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

The Illinois State Board of Education (ISBE) respectfully submits its fiscal year 2021 recommended budget for birth to grade 12 public education statewide as required by 105 ILCS 5/2-3.47. ISBE's General Funds FY 2021 budget recommendation of \$9.64 billion reflects the State Board's mission 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.

In line with our mission, ISBE visited four regions of the state to offer stakeholders the opportunity to help shape our budget recommendation. Educators, students, and community advocates submitted 363 funding requests. We saw a 16 percent increase in the number of attendees at our hearings this year over last year, thanks in part to increasing the number of hearings and geographic diversity.

Attendees at each of the hearings testified about how Evidence-Based Funding (EBF) had transformed opportunities and outcomes for students in their communities. EBF accounts for 80.1 percent of ISBE's General Funds budget recommendation and includes resources to be specifically used for low-income, special education, and English Learner populations. School districts use these flexible and equitably distributed resources to holistically support students' academic success and well-being. ISBE recommends increasing the state's investment in EBF by \$510 million in FY 2021 for a total of \$7.72 billion.

The state's investment in EBF to date has begun to level the playing field for Illinois' 852 school districts. The number of students in districts at less than or equal to 60 percent of adequacy has decreased from 352,029 in FY 2018 to 92,009 in FY 2020. However, eight out of every 10 students in Illinois still attend schools funded at less than 90 percent of adequacy. The range of adequacy for Illinois districts is 51 to 269 percent, which illustrates the extent of the funding inequity that still exists.

Illinois has been praised as a model for its school funding reform; continuing to invest in this historic formula will help make Illinois a state where all children are equipped to make meaningful contributions to society and to live life to its fullest potential. The state must dedicate an additional \$656 million, or \$706 million when including \$50 million for the Property Tax Relief Grant, in each of the next seven fiscal years to fulfill its commitment to adequately fund every school district by 2027.

School districts can use EBF to hire additional teachers, social workers, and counselors; reduce class sizes; and invest in professional development; however, the state – along with the rest of the nation – still faces a complex teacher shortage that demands additional targeted investments in effective programs. ISBE

recommends \$43.75 million for high-impact investments in the teaching profession to elevate the recruitment and retention of diverse and effective educators.

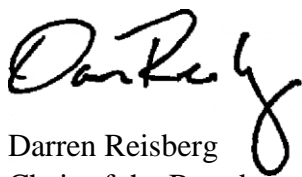
The Early Childhood Block Grant is the second-largest recommended General Funds investment in FY 2021. ISBE received more requests for early childhood funding than for any other program. Results from the 2018 Kindergarten Individual Development Survey showed only 26 percent of students entered kindergarten with the math, literacy, and social-emotional learning skills expected for children at that age. Children in Illinois need greater supports in their early years so they can enter school prepared for lifelong success.

Every dollar invested in high-quality early childhood programs returns \$7 to \$13 annually per child, a finding based on research by Nobel Prize-winning University of Chicago Economics Professor James Heckman that shows education, economic, health, and social outcomes all improve. The state's historic commitment to early childhood funding has put Illinois on the path to becoming the best place in the nation to raise young children. ISBE recommends increasing Illinois' investment in the Early Childhood Block Grant by \$100 million for a total of \$643.7 million to increase the quantity and quality of birth-to-5 programs and supports.

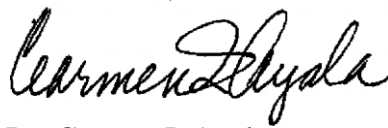
ISBE believes Illinois has an urgent and collective responsibility to achieve educational equity by delivering the comprehensive supports, programs, and educational opportunities each and every child needs to succeed. ISBE's budget recommendation for FY 2021 prioritizes investments that will have the greatest impact on accomplishing this vision.

We deeply value your partnership in serving Illinois' students and families and thank you for your consideration of ISBE's FY 2021 budget recommendation.

Sincerely,



Darren Reisberg
Chair of the Board



Dr. Carmen I. Ayala
State Superintendent of Education

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STATE BOARD OF EDUCATION



Dr. Carmen I. Ayala
State Superintendent
of Education



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Chair of the Board
Chicago



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Pacione-Zayas**
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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.



Susan Morrison
Chair of the Education
Policy Planning Committee
Carlinville



Jane Quinlan
Chair of the Finance and
Audit Committee
Champaign



Dr. Christine Benson
Ottawa



Cynthia Latimer
Aurora



Dr. David Lett
Springfield



Jacqueline Robbins
Batavia

Illinois State Board of Education

FY 2021 Budget Hearings

DATE	LOCATION	TIME
October 16, 2019	East St. Louis East St. Louis School District Administration Building 1005 State Street. East St. Louis, IL	Followed the Board meeting
October 23, 2019	Bloomington Bloomington High School Senior Cafeteria 1202 E. Locust Bloomington, IL	3:30 pm
November 6, 2019	Mt. Vernon Dr. Nick Osborne Primary Center CORE Classroom 401 N. 30 th St. Mt. Vernon, IL	3:30 pm
November 21, 2019	Chicago James R. Thompson Center 100 W. Randolph St. Conference Room 16-503 Chicago, IL	1:00 pm

Budget Overview

ILLINOIS STATE BOARD OF EDUCATION

Budget Overview

The Illinois State Board of Education (ISBE) submits its fiscal year 2021 budget recommendation for birth to grade 12 public education as required by 105 ILCS 5/2-3.47.

ISBE's recommended budget for public education statewide in FY 2021 aligns to the agency's developing Strategic Plan. The plan includes a new mission, vision, equity statement, and goals that sharpen the agency's focus on impactful and achievable outcomes. Priority areas within each goal further refine the agency's near-term direction.

Goal 1 | 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.

Priority Areas:

1. **System of Support:** Provide all schools and districts with the level of support necessary to propel efforts to continuously improve.
2. **Student Assessment:** Develop and support an aligned PreK-12 student learning system within four years that enables every student to accurately demonstrate their ability.

Goal 2 | Learning Conditions: All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

Priority Areas:

1. **Resource Allocation:** Strategic resource allocation decision-making is being used across Local Education Agencies (LEAs) and within LEAs within four years to address inequities, close achievement gaps, and improve the achievement of every student.
2. **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Goal 3 | Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

Priority Area:

1. **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

ISBE's recommended investments in the Early Childhood Block Grant and Evidence-Based Funding advance all of the agency's goals. Increasing the quality and quantity of Illinois' early childhood programs helps to ensure all children enter school ready to thrive academically and social-emotionally. Evidence-Based Funding provides school districts with flexible and equitably distributed resources to meet each student's needs throughout their K-12 educational journey.

ISBE's recommended investments in teachers and assessments seek to strengthen students' experiences in the classroom. All students deserve diverse educators in every subject, every day. ISBE's proposed budget will help Illinois meet this commitment, even in the midst of a national teacher shortage, by supporting research-backed programs to increase the number of educators, the retention of effective educators, and the diversity of the educator pipeline. ISBE's

recommended investment in assessments will deliver actionable and timely data to Illinois' educators, so they can better evaluate and improve student performance.

ISBE's proposed budget also includes a renewed emphasis on safe and nurturing school environments. The 2018 Youth Risk Behavior Assessment Survey showed an increase nationally in the number of students who did not go to school because they did not feel safe. One in five reported experiencing some type of bullying. The rate of children diagnosed with depression or anxiety also has increased over the past 15 years. All of these conditions affect students' ability to access and effectively participate in their learning. ISBE recommends investing in community partnerships for student health and well-being and expanding the agency's capacity to investigate complaints related to students' safety.

ISBE will continue to develop tools and to streamline processes to improve efficiency for Illinois' school districts.

Budget at a Glance

The Board's FY 2021 budget recommendation from General Funds is \$9.6 billion. This recommendation is a \$760.2 million increase compared to the FY 2020 General Funds' appropriation level. The recommended appropriation request from General Funds, other state funds, and federal funds totals \$13.3 billion.

The Board also recommends two supplementals from the General Revenue Fund (GRF) for FY 2020. An additional \$11.2 million is recommended for Special Education – Orphanage Tuition and \$1.1 million for the Student Care Department.

The Board's FY 2021 budget recommendation for General Funds includes the following increases compared to the current FY 2020 enacted appropriations:

\$510.0 million	Evidence-Based Funding
\$86.2 million	Mandated Categorical Reimbursements
\$100.0 million	Early Childhood Education
\$41.3 million	Elevating Educators Line Items
\$10.7 million	Student Assessments
\$10.0 million	Community Partnerships for Student Health & Well-Being Pilot
\$2.0 million	Net increase for all other line items

Evidence-Based Funding

At the heart of the Board's commitment to equity is the Evidence-Based Funding (EBF) formula. FY 2021 will be the fourth year in which districts receive state funding primarily through the EBF formula, which holds all districts harmless to their previous year's level of funding and distributes all additional dollars in direct proportion to the needs of the district and its students. EBF upholds both the Board's goals and the Board's commitment to equity by prioritizing the students in greatest need and by acknowledging that different students need different levels of resources to realize equal opportunities.

Districts are annually assigned to one of four funding tiers based on their percentage of adequacy. Districts in Tier 1 are those most in need of state assistance. 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, but the total amount of tier funding received by districts in Tier 1 is greater because they also receive a share of the 49 percent of

the increased funding distributed to Tier 2 districts. Tier 2 districts have a percentage of adequacy that is greater than or equal to the Tier 1 Target Ratio and less than 90 percent. Tier 2 districts receive 49 percent of the allocated tier funding which is also shared with Tier 1 districts. 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 greater than or equal to 100 percent and receive 0.1 percent of the tier funding allocation.

A total of nearly \$1.0 billion has been distributed through tier funding since the enactment of EBF. The number of districts at less than or equal to 60 percent of adequacy has decreased from 168 in FY 2018 to 34 in FY 2020. Unfortunately, eight out of 10 students attend a school in districts that have an adequacy percentage less than 90 percent.

Significant progress to improve equity has been achieved through the enactment of EBF, but the gap to 90 percent adequacy for all Tier 1 and Tier 2 districts, per the FY 2020 EBF calculations, is still \$4.54 billion after FY 2020 tier funding was distributed. The state would need to commit to an annual increase of \$656 million for tier distributions, or \$706 million when including \$50 million for Property Tax Relief Grant funds, for the next seven fiscal years for all Tier 1 and 2 districts to reach 90 percent adequacy by June 2027. Included in this amount is a 1 percent allocation for tier distribution for Tier 3 and 4 districts per the statutory formula. These estimates are based on current FY 2020 EBF data; future funding projections will be affected by changes to student enrollment, student demographics, local resources, recalibration of the cost factors, and recommendations from the EBF Professional Review Panel that are enacted through the legislative process.

Advocates testified at the public budget hearings that the enactment of EBF has brought stability to school district finances. Many district superintendents provided testimony that included examples of how his/her districts have improved student learning, learning conditions, and educator quality through their district's tier funding allocations since FY 2018. Most advocates recognize that the state cannot fully fund the EBF formula in next year's budget, so they requested an EBF funding increase ranging from \$400 million to \$700 million in FY 2021. The mode of EBF funding increases from advocate requests is \$500 million.

EBF received a \$375 million increase in FY 2020 compared to the FY 2019 appropriation. Based on FY 2020 EBF data, the impact of allocating an additional \$135 million in tier funding in FY 2020 (assumes FY 2020 appropriation increase would have been \$510 million) would have increased the average Tier 1 allocation by an additional \$109 per student or more than \$2,180 for a classroom of 20 students.

The Board recommends a \$7.724 billion appropriation for Evidence-Based Funding for FY 2021. This is a \$510 million increase over FY 2020.

Mandated Categorical Programs

EBF articulates the need to fund all Illinois schools and students, but the budget 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 have been integrated into EBF; the remaining MCATs in the recommended FY 2021 budget continue the important work of providing districts and other LEAs with the financial supports needed to assist each child in achieving his or her greatest potential.

Funding limitations have resulted in the proration of MCAT payments in recent years. Table 1 illustrates the degree of proration for the various MCAT lines for FY 2017 through FY 2020.

Table 1

MCAT Proration Level History

Program Name	FY 2017	FY 2018	FY 2019	FY 2020
Sp. Ed. - Private Tuition	96%	90%	80%	80%
Sp. Ed. – Orphanage Tuition*	100%	100%	100%	100%(est.)
Sp. Ed. - Transportation	92%	91%	86%	83%
Transportation - Regular/Vocational	71%	84%	82%	84%
Ill Free Lunch & Breakfast	22%	30%	31%	29%(est.)
Regular Orphanage 18-3	100%	100%	100%	100%(est.)

*FY 2020 estimate of 100% assumes a supplemental is received for \$11.2 million.

The Board recommends \$1,015,003,400 for MCAT lines for FY 2021 as presented in Table 2. This is an increase of \$75 million compared to FY 2020, assuming the \$11.2 million FY 2020 supplemental request for Special Education-Orphanage Tuition is appropriated. Children should be provided with the necessary financial supports from these programs to meet their needs, whether for special services, proper nutrition, safe transportation to school, and/or optimal opportunities for youth in care of the state to achieve their potential and meet high education standards.

Table 2

Program Name	FY 2021 Recommended (\$000's)	FY 2021 Projected Proration	Increase (Decrease) Over FY 2020 (\$000's)
Special Education – Private Tuition	\$173,760.0	80%	\$21,440.0
Special Education – Orphanage Tuition*	\$91,700.0	100%	\$0.0
Special Education – Transportation	\$410,477.2	84%	\$22,794.6
Sub-Total Special Education	\$675,937.2		\$44,234.6
Transportation – Regular/Vocational	\$320,166.2	90%	\$30,965.4
Ill Free Lunch and Breakfast	\$9,000.0	29%	\$0.0
Regular Orphanage 18-3	\$9,900.0	100%	(\$200.0)
Total Mandated Categorical Programs	\$1,015,003.4		\$75,000.0

*This line assumes there will be no increase from FY 2020 to FY 2021, assuming the supplemental request of \$11.2 million is appropriated for FY 2020.

Early Childhood Education

The Early Childhood Block Grant (ECBG) funds the Preschool for All (PFA), Preschool for All Expansion (PFAE), and Prevention Initiative (PI) programs. These programs enable Illinois students to receive the benefits of kindergarten readiness and high-quality comprehensive services, they also help families to prepare children for later success.

Preschool for All

The Preschool for All program provides half-day or full-day educational services to 3- to 5-year-old children who are not age-eligible for kindergarten. The program focuses on providing high-quality educational programs for children who have been determined to be at risk.

Preschool for All Expansion

The goal of the Preschool for All Expansion program is to provide high-quality preschool programs that reach and serve 3- to 5-year-old children in high-need communities and include a full school day of instruction and comprehensive services in the areas of medical, dental, and mental health. The PFAE program provides additional quality components that include an instructional leader, a parent educator, community partnerships, and family education opportunities.

Prevention Initiative

Prevention Initiative provides voluntary, continuous, intensive, research-based, and comprehensive child development and family support services for expectant parents and families with children from birth to age 3. The program offers coordinated services through a network of child and family service providers and promotes the development of at-risk infants and toddlers up to age 3. PI is offered at both home and center-based facilities, allowing children to be taught in safe and healthy environments rooted in their local community.

Competitive grants will continue to be awarded through a Request for Proposals process, as in previous years. Eligible applicants for the ECBG programs include Regional Offices of Education, public school districts, university laboratory schools approved by the Illinois State Board of Education, charter schools, area vocational centers, and public or private not-for-profit or for-profit entities with experience in providing educational, health, social, and/or child development services to young children and their families.

Estimates for FY 2021 allocations based on a \$100 million increase for early childhood education programs are provided in Table 3.

Table 3

Item	FY 2021 Estimate (\$millions)	FY 2021 Estimate Downstate (\$millions)	Notes
Chicago Public Schools	\$37		Statutory Requirement – 37%
One-Time Funding Sources in FY 2020	\$10		Loss of federal funds and FY 2019 carryforward of state funds
Downstate Balance:	\$53		
Prevention Initiative		\$13.25	Statutory Requirement – 25%
Quality Supports		\$9.94	25% allocated to quality support funding for existing programs
Preschool for All and Preschool for All Expansion		\$28.81	Allocation for PFA and PFAE new slots
Admin/Infrastructure Support		\$1.0	Operational Support/Monitoring
Total	\$100		

The Board recommends a \$643,738,100 appropriation for the Early Childhood Block Grant program for FY 2021. This is an increase of \$100 million compared to FY 2020. Increasing the early childhood line by this amount will allow the program to serve an estimated 10,092 more children in FY 2021. ISBE must allocate 37 percent of the ECBG appropriation to Chicago Public Schools (CPS) per statute, which equates to \$37 million of the increased amount for this line. The increase to CPS is estimated to serve an additional 2,044 children in FY 2021. In addition, statute requires 25 percent of the balance of any fiscal year increase to be allocated to Prevention Initiative programs. ISBE estimates an additional 1,379 children would be served from an increase of \$13.25 million for new or expanded downstate Prevention Initiative programs. ISBE also intends to allocate 25 percent of the remaining balance of the increase, or \$9.94 million, to quality support funding for existing programs. The \$28.81 million of the increase allocated to support new or expanded Preschool for All and Preschool for All Expansion programs would serve an estimated additional 6,387 children in FY 2021. An estimated 282 children served by federal funds in FY 2020 will also switch to state funding in FY 2021.

Elevating Educators

Every child in the State of Illinois deserves to be taught and supported by effective teachers and school leaders. So, too, every child deserves to feel supported and valued by caring adults and challenged by relevant and rigorous content. Research indicates that teacher quality has the greatest positive impact on student achievement and emerging research suggests student belonging in schools also plays an important role. In order to meet our ambitious goals for student achievement in Illinois, we must make investments in elevating educators.

As a state, Illinois must provide equity, access, and opportunity for every student as they are supported by effective teachers and leaders. This is a national challenge because of the educator shortage. More specifically, there were more than 1,400 unfilled teaching positions in the 2018-19 school year. As of January 2020, there were more than 1,800 unfilled teaching positions as shown in Table 4.

Table 4

Teaching Endorsement Area	January 2020 Unfilled positions
Classroom Teacher (e.g., individuals endorsed in ECE, Elementary, Middle Level, High School, and K-12)	894
Special Education	736
ESL/Bilingual	229
Total	1,859

ISBE has developed a comprehensive approach that leverages actions regarding educator support, recruitment, and preparation to tackle this issue. Within each of these categories is a series of legislative, regulatory, and programmatic opportunities that will positively impact the educator shortage in the short, medium, and long term.

ISBE is simultaneously focusing on educator recognition, recruitment, and retention as well as other legislative, regulatory, and programmatic opportunities to tackle the issues inherent within the problem of the educator shortage in Illinois. This can only occur, however, by investing in the support of programming for individuals from first experience as a candidate to entering into the

profession through development from novice to expert educator. The Board recommends investing an increase of \$41.25 million for elevating educators initiatives in FY 2021, which include grants for Career and Technical Education, Teach for America, New Teacher Mentoring, New Principal Mentoring, Diverse Educator Recruitment, Educators Rising, Illinois School Psychology Internship Consortium, Teacher of the Year, and Golden Apple.

The Board recommends \$43.75 million in FY 2021 funding for programs aligned specifically to the Elevating Educators goal. This represents 0.45 percent of the Board's total General Funds recommendation for FY 2021.

Career and Technical Education

The recommended amount for Career and Technical Education (CTE) in FY 2021 includes a \$10 million increase from FY 2020. That increase will be allocated to two competitive grants for Elevating Educators as follows: \$5 million for districts with high schools to develop or expand participation in educator pathways programming and \$5 million to fund the development of career exploration programs specific to preparing students in grades K-12 for careers in teaching/education. This bifurcated approach to distributing the additional funds affords ISBE the opportunity to support programs that are formalized via a CTE pathway as well as more flexible offerings focused on exploration in education that will reach more students across all of K-12. Grants will be awarded through a competitive process and will result in multiple awards based upon program size, so the federal maintenance of effort requirement will not increase for this program.

Teach for America

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 Teach for America demonstrate a commitment to expand opportunity and access for all children inside and outside of the classroom. Teach for America corps members undergo a rigorous seven-week summer training program teaching credit recovery courses in Chicago Public Schools and receive mentoring from veteran teachers throughout the summer program.

Funds are allocated via a grant to Teach for America. 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 on-site classroom visits, feedback on instruction, and guidance for monitoring student progress. Additionally, corps members participate in leadership summits to receive leadership training from veteran teachers, share best practices with one another, and reflect on their experiences to develop further as leaders in the work and to end educational inequity. Currently, TFA recruits its cohort to serve children in CPS. Funds will also be used in FY 2021 to support the recruitment of Teach for America alumni from other regions to teaching positions across Illinois. TFA is committed to recruiting and placing between 80-100 educators in FY 2021. At least 50 percent of the FY 2021 cohort will self-identify as a person of color.

The Illinois State Board of Education 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. Teach for America focuses on recruiting and training a

corps of teachers that better reflects Illinois' diverse student population (wherein 52 percent of the state's children are students of color.) Teach for America funded 112 incoming teachers, of which 45 (about 40 percent) were teachers of color, in FY 2019. These corps members joined a cadre of 233 total first- and second-year teachers in Illinois who were recruited by Teach for America. More than 13,500 students were taught by first- or second-year corps members in FY 2019. Many of the teachers choose to stay in the profession beyond their two-year commitment with TFA.

The Board recommends an appropriation of \$2 million for Teach for America for FY 2021. This is a \$1 million increase over FY 2020. The funding will enable Teach for America to recruit additional teachers for areas across Illinois, including many from diverse backgrounds, to teach in Illinois. The recommended appropriation amount would continue to receive matching dollar-for-dollar private funding for the program.

Teacher Mentoring

New Teacher Mentoring programs will provide critical support to new teachers in Illinois with the intention of increasing teacher effectiveness, student achievement, and teacher retention. The educator shortage in Illinois should make funding for new teacher supports a priority because of its potential to positively impact teacher satisfaction and retention. Nationally, one in 10 teachers quits after their first year. (U.S. Department of Education, 2018) In Illinois, the statistics paint an even gloomier picture. Forty-four percent of teachers leave their initial school of employment within their first two years, according to the Illinois Education Research Council. By their fifth year of teaching, 25-30 percent of young teachers have left the profession entirely. High-quality induction programs can reduce turnover by 50 percent, according to research compiled by the Illinois New Teacher Collaborative. Turnover creates additional administrative costs to a district and a loss of teaching quality and effectiveness. Each teacher who leaves the profession in a medium- to large-sized district costs from \$10,000 to \$18,000 due to recruitment, hiring, and training costs to replace them. Moreover, intensive mentoring and induction programs for new educators result in a return after five years of \$1.66 for each dollar invested. These findings are further supported by the number of public comments received in response to the *Teach Illinois* report that emphasized the essential importance of quality induction and mentoring programs for teachers.

Funding for new Teacher Mentoring programs will be allocated through competitive grants to districts to develop robust mentoring programs consistent with current administrative rules. The Board recommends a new \$8 million appropriation for new Teacher Mentoring programs for FY 2021. This level of funding is sufficient to support one year of mentoring for 6,660 first-year teachers in Illinois in accordance with the current Illinois Administrative Code.

Principal Mentoring

New Principal Mentoring programs provide essential support to assist new principals in transitioning successfully to their roles as instructional leaders. Strong schools are led by strong leaders. The Illinois State Board of Education revised state standards in 2012 for the preparation of principals to focus on preparing the principal as an instructional leader, rather than simply as a building manager. The preparation of an instructional leader, however, is only part of learning the day-to-day challenges of the principal position. A school leader is a servant-leader, an educator, a moral agent, a child advocate, a social worker, a crisis-negotiator, an organizational architect, and a community activist, all while ensuring students have equitable access to high-quality educational opportunities. Far too often, novice principals are left to "learn on the job" without guidance and access to support from peers. This results in ineffective leaders who feel alone and overwhelmed by responsibilities. Previous data collected by ISBE and public comment in response to the *Teach Illinois* report suggests that school principals who were trained through a

mentoring process report that they received professional support about their problems from their mentor and consequently overcame this difficult period of their careers much more easily than principals who did not have mentors.

Funds will be distributed through a competitive grant process and used to develop and implement Principal Mentoring programs within Local Education Agencies, including providing stipends for mentors and creating best practice guidance manuals that will be shared statewide. Programs will also include a component for measuring principal growth and effectiveness from the beginning of the program through its progression.

The Board recommends a new \$1 million appropriation for new Principal Mentoring. This appropriation would allow more than 350 new first-year principals in Illinois public schools to receive mentoring in accordance with current Illinois Administrative Code, which specifies that each mentored principal shall be supported with \$2,750.

Diverse Educator Recruitment

In Illinois, 83 percent of teachers are white and 77 percent are female, even though 52 percent of the state's students are of color. Recruiting a diverse educator corps is imperative insofar as diverse teachers are uniquely positioned to improve performance of non-white students by serving as role models, mentors advocates, and cultural translators. Additionally, Illinois faces a significant teacher shortage. The number of vacancies for bilingual educators in our state, at least 229 in FY 2019, is of particular concern. The funds requested under this program will be used for two purposes. First, to develop high school programs to support students in early preparation for pursuing a career in education via an education pathway while simultaneously earning the State Seal of Biliteracy, which is awarded to high school graduates who demonstrate proficiency in English and another language in the core domains of reading, writing, listening, and speaking. There were 6,217 seals awarded to Illinois high school graduates in 2018-19. Students who earn the Seal of Biliteracy are uniquely positioned to become strong bilingual educators who can meet the needs of the students across our state. Second, to recruit individuals of color to participate in educator pathways and matriculate into an institution of higher education with an approved preparation program. This work aligns with the Diverse Learner Teacher Ready (DLRT) Initiative of which Illinois is a participant.

In respects to the former, Public Act 100-982 created the requirement that ISBE establish and maintain the Supporting Future Teachers Program to assist qualified participants in acquiring a Professional Educator License. This Act became effective on Aug. 19, 2018, and requires ISBE to establish the first year of the program this fiscal year; however, this is currently an unfunded mandate. The Act defines a "qualified participant" as "a high school graduate who (i) can demonstrate proficiency in a language other than English or is a recipient of a State Seal of Biliteracy or, at any one-time during pre-kindergarten through grade 12, was identified as a low-income student; and (ii) is a member of the community in which the participating school district is located." A "qualified participant" must be enrolled in an approved educator preparation program at an institution of higher education in Illinois. More specifically, a qualified individual could be a full-time student or an individual who attends an institution of higher education offering an approved educator preparation program part-time while working in a school. In regard to the latter, ISBE has requested funding for diverse educator recruitment each year since FY 2015. ISBE has yet to receive funding for this work. Illinois was invited in 2018 to participate in the DLRT Initiative. DLRT afforded participating states the opportunity to identify strategies to support all learners as well as increase the number of diverse teacher candidates entering into the profession. Thus far, ISBE has developed culturally relevant teaching standards that will be incorporated into the Illinois Professional Teaching Standards. These standards were developed

with the expertise of teachers, administrators, students, and higher education faculty. This project gets at the first stream of the DLRT work. The second stream -- increasing the number of diverse teacher candidates -- is captured by this proposed budget line.

Specifically, a grant process will award multiple grants based upon need (e.g., numbers of vacancies in endorsement areas), district characteristics (e.g., student and educator demographics), and partnerships between districts and higher education that support diverse teacher candidates as they pursue licensure in Illinois per either the Supporting Future Teachers Program requirements or the DLRT work. Approximately \$2.5 million will be identified for each thread of the program (Growing Future Teachers Program and DLRT). Final amounts will be determined based upon submitted applications. Grantees will be required to provide evidence of need; articulate the scope and substance of the partnerships; explain how the district and institutions of higher education will work together to transition a student from the district into full- or part-time enrollment in a preparation program; describe the process a candidate must follow to obtain tuition and fee support; guarantee clinical placements for the teacher candidate; and promise a teaching position in the district, if available, upon completion of the program. Successful submission and approval of the planning grant deliverables will afford grantees access to additional dollars. In the case of the Supporting Future Teacher Program, funding this mandate will allow ISBE to provide a mandated report to the General Assembly detailing the first three years of the program (school years 2020-21 through 2022-23). It should be noted that the mandate requires reporting for the first four years of the program; however, the program is not operational during the 2019-20 school year as it is currently unfunded.

The Board recommends a \$5 million new appropriation for Diverse Educator Recruitment for FY 2021. Depending upon applications received, approximately \$2.5 million will be allocated for the Growing Future Teachers program and \$2.5 million for the Diverse Learner Ready Teacher work. This request is rooted in equity in that it will increase educational and career opportunities for multilingual students and increase diversity in our future teacher workforce. This funding will allow ISBE to implement the mandated Supporting Future Teachers program per Public Act 100-982 beginning in the 2020-21 school year, as well as support the Diverse Learner Ready Teacher work.

Educators Rising

Educators Rising, a national program supported by the National Education Association, the American Federation of Teachers, and Phi Delta Kappa, positions districts to address pipeline issues unique to their schools through partnership with institutions of higher education. Research shows that more than 60 percent of teachers teach within 20 miles of where they attended high school, and districts must take advantage of the opportunity to cultivate accomplished teachers within their communities.

Funding through an application process that favors areas of the state with greatest need (e.g., furthest away from adequacy, with a high number of unfilled positions in the district or region [if a consortium of districts applied], as well as the strength of partnerships between districts and institutions of higher education with approved preparation programs, will allow for implementation of a statewide series of regional networks to support the Educators Rising curriculum. This includes supporting regional coordinators to guide implementation, purchasing the Educators Rising curriculum to provide access for any school that wishes to deliver it, providing travel expenses and substitute teacher reimbursements for program sponsors at the school sites to attend a statewide training centered on implementing Educators Rising in their schools, and funding to host a state conference. This level of funding will allow for the creation or expansion of 10 regional networks. Each network will partner in the first year of implementation with 10 or more

high schools, along with a university hub and a partnering community college. Each network would serve between 50 and 100 students, depending on location.

ISBE will collect data to ascertain fidelity of implementation of programming. The agency will analyze how many students who were part of the Educators Rising program enroll in institutions of higher education with the goal of becoming an educator, how many complete educator preparation programs, and how many matriculate into Illinois public schools after program completion, as well as the racial and ethnic diversity of all of the aforementioned educators.

The Board recommends a new \$1 million appropriation for Educators Rising for FY 2021.

Illinois School Psychology Internship Consortium

A school psychologist serves multiple partners in the support of students. School psychologists partner with families, teachers, school administrators, and others to support the creation of safe, healthy, and supportive learning environments that strengthen connections among home, school, and the community. In particular, school psychologists may make evaluations, recommendations or, interventions regarding the placement of students in educational programs or special education classes. Unfortunately, like so many school support, teaching, and administrative positions in Illinois, there is a shortage of school psychologists to meet the needs of students. As of December 2019, there were 112 unfilled school psychologist positions (105 school psychologists and seven school psychologist interns).

More specifically, rigorous preparation that includes coursework and an extensive internship enables a school psychologist to apply her or his expertise in mental health, learning, and behavior to help students succeed academically, socially, behaviorally, and emotionally. (National Association of School Psychologists) The Illinois School Psychology Internship Consortium (ISPIC) advocates for the profession within Illinois by connecting districts and other entities to students who are preparing to serve as school psychologists. ISPIC has supported the preparation of 295 school psychology interns since its launch in 2002. Over 50 percent of these individuals remain in school psychologist positions throughout Illinois. Annually, ISPIC offers 20-30 accredited doctoral internships throughout Illinois.

ISPIC membership includes the four institutions with doctoral level school psychology preparation programs in Illinois (Illinois State University, Northern Illinois University, Loyola University, and the Chicago School of Professional Psychology) and other partners (districts and other entities that provide a stipend for the school psychology intern). ISPIC is the only internship opportunity accredited by the American Psychological Association (APA) for school psychology students in Illinois. A candidate must complete an accredited internship before completing a school psychologist program. There are many accredited internships outside of Illinois available to school psychologist candidates. Each of the four institutions in Illinois are accredited by APA; their students must pursue APA-accredited internships to successfully complete their preparation program. School psychology candidates would need to leave Illinois to complete their internship if ISPIC was no longer an option. Doing so may make it less likely that they return to serve Illinois' students.

Previously, ISPIC received funding support for operating expenses through the Illinois Board of Higher Education (a Higher Education Cooperation Act grant), the Illinois Children's Healthcare Foundation (a grant to increase the diversity and retention of school psychologists), and the Health Resources and Services Administration (a grant to expand internship opportunities from central/northern Illinois into southern Illinois). ISPIC requests \$50,000 to fund annual operating expenses. The current ISPIC operating budget is funded by contributions from the four institutions

of higher education, membership fees from the partnering sites, and registrant fees from continuing education events. The aforementioned institutions have managed to sustain programming thus far. However, continued budget cuts at the institutional level and the need to prioritize programming that serves their own departments and programs creates an environment that places the ISPIC program in jeopardy. Currently, ISPIC is not receiving any grant funding in support of its work.

The Board recommends a \$50,000 new appropriation to support the operating expenses of the Illinois School Psychology Internship Consortium in FY 2021. In addition to the operating costs, funding may allow for expansion of the program into additional underserved regions of the state.

Teacher of the Year

The Illinois Teacher of the Year program has recognized exceptional educators since 1971. Educators selected as Teacher of the Year represent Illinois as the nominee for the national equivalent. Illinois Teachers of the Year serve as mentors for future nominees and award winners through the Illinois State Teacher of the Year organization. The program shows how our state recognizes educators and acknowledges the importance of going above and beyond in and outside of the classroom. It celebrates the best of what Illinois educators do every day in elevating our students not only academically, but also socially and emotionally. In publicly recognizing these individuals and what they represent, the program promotes the profession and increases the recruiting potential these individuals represent to future educators. The Teacher of the Year participates in a yearlong ambassadorship on behalf of the agency that involves fulfilling numerous speaking engagements and participating in activities throughout the state.

The current lack of state funding means the costs for travel expenses, lodging, etc. associated with these activities are underwritten by either the school district wishing to host the Teacher of the Year or the Teacher of the Year themselves. Additionally, the costs for substitute teachers to fill the day-to-day vacancy left when the Teacher of the Year is traveling fall solely on the district in which he/she works. Finally, previous Teachers of the Year have expressed concern that under the current arrangement they felt torn between their teaching assignment and their duties associated with being the Teacher of the Year. The proposed funding is intended to make a yearlong sabbatical (July 1-June 30) possible for the Teacher of the Year, with the dollars being used to pay costs that would be incurred to replace the teacher with a recent graduate from an approved Illinois educator preparation program. The Teacher of the Year, when available, would help mentor the first-year teacher during the term. The replacement teacher would apply for this position with the understanding that it would only be a one-year assignment that would end upon the return of the Teacher of the Year to his/her original role.

Funding the program will remove time and travel restrictions for the Teacher of the Year. He/she thus will have more opportunities to schedule travel, greatly expanding their freedom to experience the diversity inherent in Illinois schools and districts. This also will provide a more equitable opportunity for all school districts to participate in this program and increase the prospect that more educators and students will engage with the Teacher of the Year. The proposed arrangement also would allow the Teacher of the Year to fully immerse themselves in the ambassadorship instead of the current situation in which they must split demands and expectations while simultaneously teaching and serving as Teacher of the Year. It would provide the Teacher of the Year's home district an opportunity to staff a fully credentialed replacement for the Teacher of the Year, as opposed to employing longtime substitute teachers, which potentially lessens the quality of education in the classroom. A sabbatical would allow Teachers of the Year to fully focus on sharing their valuable knowledge and experiences without feeling as though they are compromising their students' education.

The Board recommends a new appropriation of \$200,000 for fiscal year 2021 to fund the travel expenses, salary, benefits, substitute costs, and conferences for the Teacher of the Year.

Golden Apple

The mission of the Golden Apple program is to inspire, develop, and support teacher and school leader excellence in Illinois, especially in schools of need. State funding for Golden Apple would support two programs: Golden Apple Scholars and Golden Apple Accelerators.

The Golden Apple Scholars of Illinois program encourages academically talented Illinois students (Golden Apple Scholars), especially minority students, to pursue teaching careers, especially at high-need, hard-to-staff schools by providing tuition assistance (tuition, fees, and room and board or commuter allowance) at one of the participating colleges. Candidates may qualify for up to \$2,500 as a freshman or sophomore, and up to \$5,000 as a junior or senior.

Once licensed, a teacher must agree to work full time for a period of not less than five years at nonprofit Illinois public, private, or parochial preschool, or an Illinois public elementary or secondary school considered a school of need (e.g., a school with over 30 percent poverty or a school where 60 percent or fewer of students who approached, met, or exceeded state standards). A candidate must begin teaching within two years of the completion of your degree for which the assistance was awarded.

The Golden Apple Accelerators program provides a path to teaching for career-changers with a bachelor's degree (e.g., individuals moving from industry into education and those who serve in schools in roles such as paraprofessionals) and college seniors who commit to living and teaching in targeted school districts in southern, central, and western Illinois for four years after obtaining their teaching license.

The Accelerators program allows individuals to obtain a teaching license within 15 months through a one-year residency program in a partner district located in southern, central, or western Illinois. Candidates receive \$30,000 to apply toward tuition and/or housing costs as well as job placement in a partner school and mentoring during the first years of teaching.

The Board recommends a new appropriation of \$15 million for the Golden Apple program in order to increase the number of teachers serving in schools of need as well as districts statewide.

Student Assessments

A valid, reliable benchmark of student performance data that remains consistent over time is critical to the continuous improvement process. An assessment system that is responsive to the needs of diverse learners is essential to understanding the quality and impact of educational programs and to ensure equity for all students. A strong, differentiated assessment system that is well-aligned to standards helps educators improve the quality of public education and ensure equity of outcomes for all children. In FY 2021, the state will assess student mastery of the learning standards in English language arts and mathematics in grades 3-11, and science in grades 5, 8 and 11. ISBE also provides an alternate assessment in these grades and subjects for those students with the most significant cognitive disabilities. ISBE also assesses the proficiency of English Learners in kindergarten through grade 12. These assessments, in conjunction with other new measures of school quality and student success, provide the data to measure progress toward Board goals and ensures that all student groups within a school are experiencing success in line with their peers.

FY 2021 represents a period of alignment and innovation in the statewide assessment system. The Superintendent conducted a statewide evaluation of the assessment system in FY 2020 to ensure future procurements and innovations are most directly addressing the needs of educators and students and will provide the most impact from the investment. The results of the evaluation focused on the Illinois Assessment of Readiness (IAR). The FY 2021 budget recommends an increase for the IAR compared to FY 2020. The lower FY 2020 cost is a function of basic administration, scoring, and reporting services as limited by the scope of the District of Columbia multi-state contract used by ISBE as approved by the Board at its August 2019 meeting. A procurement is underway to secure these same supports and services, in addition to other core priorities identified by the results of the statewide assessment evaluation, including ensuring timelier reporting of results. There also will be expanded, more actionable reporting for schools and parents, including, at minimum, a link to Lexile and Quantile scores that will connect IAR results to the results of other interim assessments. The option for aligned interim assessment is also contained within the new Request for Sealed Proposals to ensure equity of access for schools and districts.

The value and utility of these assessments, even beyond the performance data they provide to educators, policymakers, and the public, are that the assessments provide concrete and visible indicators of what is expected for student performance. In grades 3 through 8, Illinois will shift emphasis toward actionable reporting for schools and districts that will be provided in a timelier fashion. This actionable reporting will include mapping to the Lexile and Quantile scale, so that educators and parents can understand their students' performance in relationship to other local assessments. Enhancements of the science assessment and assessment of English proficiency are also planned for FY 2021. Continually improving the quality of our assessments will give our teachers a better sense of what high-quality instruction looks like and better data to improve learning.

No single assessment can meet the needs of all users; however, assessments given as widely as the state's summative accountability assessments need to provide relevant, meaningful data to multiple stakeholders. When multiple measures of academic achievement and student success are pulled together, educators can begin a deeper and more transformative discussion about what it means for all students to experience success. ISBE has developed three new reports in the past year that are designed to facilitate school and district review of their data. Additionally, ISBE's Assessment Department conducted more than 300 phone calls, webinars, and public meetings to support districts in using their assessment and accountability data to drive school improvement. ISBE conducted eight focus groups with key constituencies and issued a public survey that received 3,500 valid responses to refine the vision for the assessment system. The increased awareness, capacity, and reflection on our assessment data in relationship to other measures of school and student performance will serve as a foundation for FY 2021.

The Board recommends a \$57.2 million GRF appropriation for assessments in FY 2021, an increase of \$10.7 million compared to FY 2020. The total estimated cost increase for assessments is \$14.6 million in FY 2021; however, an additional \$3.9 million in federal funds are estimated to be available next fiscal year, which reduces the General Funds assessment increase to \$10.7 million when compared to FY 2020. The following provides the approximate cost increases for assessment contracts in FY 2021 that totals to a net increase of \$14.6 million:

- IAR - \$11.9 million increase for expanded actionable reporting, link to Lexile and Quantile scores, and optional interim assessments.

- Content Development Contract for IAR -- \$1.0 million increase because costs will be higher in FY 2021 as the number of consortium states sharing in the costs will decrease from six to three, and ISBE plans on seeking additional content development and ownership of the content.
- Illinois Science Assessment (ISA) -- \$2.0 million increase that includes additional item and content development as required by the U.S. Department of Education for earth, physical, and life sciences and increases for the testing platform to allow item authoring, item banking, and formative testing
- All Other Items – a reduction of \$300 thousand from FY 2020 to FY 2021.

The primary driver of the \$11.9 million increase for the Illinois Assessment of Readiness is the difference between an FY 2020 known contract cost of \$24 per student to an estimated FY 2021 cost of \$40 per student associated with the RFSP that the Board approved at its January 2020 Board meeting. This \$16 per student estimated increase represents an increase in services and supports, as well as fundamental redesigns of core reporting elements to ensure results are more timely, actionable, and connected to local interim assessments as provided in Table 5.

Table 5

Increase	Component
\$5	Timelier return of results through dynamic reporting. (This doubles the scoring efforts by returning both a preliminary score and a final score.)
\$3	Actionable results with a significant expansion and redesign of reporting options for parents and educators. (Estimated from previous ISBE contracts.)
\$3	Professional learning and support tools or materials for effective use of assessment data to improve student learning. (Estimated from previous ISBE contracts.)
\$2	Lower contract volumes as we move from a multi-state contract to a single-state contract.
\$1	An annual license for Lexile and Quantile mapping to connect the summative results with local interim assessment products. (From known MetaMetrics license costs.)
\$1	Future transition of the assessment to a computer adaptive model. (Estimated administrative costs.)
\$1	Interim assessment aligned to the summative assessment. (Estimated general administrative costs to integrate reporting with summative reporting.)
\$16	TOTAL

The \$2 million increase in the FY 2021 request for the Illinois Science Assessment is driven by changes needed to comply with federal assessment guidelines as identified through the Assessment Peer Review process. This request improves accommodations and accessibility features available for the ISA to ensure all students have equal opportunity to demonstrate their knowledge. It also represents the cost associated with tripling the amount of content assessed. These required changes increase the price of the test per student \$4.20, from \$17.20 to \$21.40, as indicated in Table 6. Finally, as we shift from testing students taking biology in high school to all of grade 11, we expect 10,250 more students to be assessed, which adds another approximately \$175,950 over FY 2020.

Table 6

Increase	Component
\$1.40	Formative science assessment platform to enable local interim science assessment supporting the summative assessment. (This is necessary because the summative assessment cannot cover the entire breadth and depth of the standards, even with the expanded blueprint.)
\$1.00	Increased content development by cohorts of Illinois educators to fill out a longer test blueprint. (This is a required improvement mandated by Federal Peer Review.)
\$0.75	A full, secure practice test for the ISA. (This is the greatest reported need from the field.)
\$0.75	Increased collaboration with expert science partners to continuously improve the science assessment. (Current partnerships include Lewis University, University of Illinois Chicago, and Southern Illinois University [Carbondale and Edwardsville]. Additional proposals to collaborate have been received from other universities, state educators, and nonprofit organizations. Proposals are reviewed to ensure they align to the broader scope of work, and a new phase of work is slated to begin in summer 2020.)
\$0.30	Expanding accommodated forms and accessibility features to multiple languages. (Beginning with Spanish, these are required improvements mandated by Federal Peer Review.)
\$4.20	TOTAL

Community Partnerships for Student Health and Well-Being Pilot

Students today are facing an alarming number of health and safety issues, including, but not limited to, lack of access to adequate mental health supports, increased incidents of bullying, rising e-cigarette use rates, and alarming reports on the number of students contemplating suicide. The results of the Youth Risk Behavior Survey (YRBS) in 2018 identified an increase in the number of students who did not go to school because they did not feel safe. These students are missing out on valuable instructional time. Another issue facing today's youth is the number of students using e-cigarettes. The number of teens using e-cigarettes continues to rise, according to the most recent report by the Illinois Department of Public Health. Research suggests that there was a 65 percent increase in the number of 10th-graders who used e-cigarettes between 2016-18. These levels indicate that e-cigarette use among youth is now an epidemic. So, too, bullying in schools continues to be an issue. YRBS also identified alarming trends with regard to bullying and suicide. According to the survey, one in every five students has experienced some type of bullying. Recent studies suggest that bullying at any age is associated with worse mental and physical health, increased depressive symptoms, and lower self-worth. Participants who experienced chronic bullying also reported increased difficulties in physical activities like walking, running, or participating in sports. Those who experienced bullying in the past and were also experiencing bullying in the present showed the lowest health scores. More specifically, lesbian, gay, bisexual, transgender, or questioning (LGBTQ) youth and those perceived as LGBTQ are at an increased risk of being bullied. Results from the 2017 YRBS show that, nationwide, more U.S. high school students who self-identify as lesbian, gay, or bisexual report having been bullied on school property (33 percent) and cyberbullied (27.1 percent) in the past year than their heterosexual peers (17.1 percent and 13.3 percent, respectively).

Creating conditions for improved outcomes for student health and well-being further requires wholistic systems that address the physical, social-emotional, and mental health needs of all

children. For example, the 2018 YRBS identified an increase in the number of students who reported they felt sad or hopeless, considered attempting suicide, or planned as to how they would attempt suicide. This increase, while alarming, is not surprising. Dr. John Walkup, who is head of Child and Adolescent Psychiatry at the Ann and Robert H. Lurie Children's Hospital of Chicago, noted in a 2019 article in Illinois Issues magazine titled "Children's Access to Mental Health Care is in Critical Condition" that the vast majority of mental health conditions — 75 percent to 80 percent — begin prior to age 18. He pointed to a recent study that showed about 20 percent of Illinois children have an active mental health problem and slightly over half of them have ever been in treatment. Children who are anxious often fall behind in terms of their interpersonal development and that can lead to difficulties transitioning into adulthood, according to Walkup. Creating opportunities for school districts to engage and partner with community mental, social, and health systems will serve to address the eclectic needs of children throughout Illinois

The purpose of this funding initiative is to create pilot programs that expand the capacity of schools and school communities to:

- Address all factors and issues that impact learning conditions for all students; and/or
- Establish partnerships that will foster student health and well-being initiatives. This includes a targeted focus on wrap-around supports and initiatives.

Grants will be awarded to designated eligible entities within each of the six "areas" of the Illinois Association of Regional Superintendents of Schools (IARSS) and to Chicago Public Schools. Eligible entities are CPS, school districts, Regional Offices of Education, public university laboratory schools, and state-authorized charter schools. An amount of \$1.43 million will be available to entities in each IARSS area and CPS. Entities will be able to use this funding to develop a districtwide wellness plan that encompasses training; establishes partnerships with local health and substance abuse providers; secures access to resources and supports for students, educators, and the community; creates multi-faceted, targeted systems of support that include a comprehensive model of wrap-around services and supports; creates school safety initiatives, including professional development regarding programs for students to make a report of an urgent school safety matter (Safe2Help); ensures educators understand trauma outside of school as they engage students (Handle with Care); and provides school districts with needed first aid tools in the event of an emergency (Stop the Bleed). Funding may also be utilized to support LGBTQ programming, such as inclusive classrooms and substance abuse and vaping prevention initiatives.

The Board recommends a new \$10 million appropriation in FY 2021 for Community Partnerships for Student Health and Well-Being Pilot program.

**Fiscal Year 2021 Board Recommendation
Budget Highlights**

\$000s	FY 2020 At 01/27/2020	FY 2021 Request	\$ Change	% Change
General Funds	\$8,883,254.8	\$9,643,466.9	\$760,212.1	8.6%
Other State Funds	\$70,703.7	\$72,273.7	\$1,570.0	2.2%
Federal Funds	\$3,622,603.3	\$3,597,074.5	(\$25,528.8)	(0.7%)
TOTAL	\$12,576,561.8	\$13,312,815.1	\$736,253.3	5.9%

Evidence-Based Funding (EBF)

General Funds (\$000s)	FY 2020 At 01/27/2020	FY 2021 Request	\$ Change	% Change
Evidence-Based Funding	\$7,214,813.2	\$7,724,813.2	\$510,000.0	7.1%

Mandated Categoricals

General Funds (\$000s)	FY 2020 At 01/27/2020	FY 2021 Request	\$ Change	% Change
Illinois Free Lunch/Breakfast	\$9,000.0	\$9,000.0	\$0.0	0.0%
Orphanage Tuition	\$10,100.0	\$9,900.0	(\$200.0)	(2.0%)
Sp Ed – Orphanage Tuition	\$80,500.0	\$91,700.0	\$11,200.0	13.9%
Sp Ed – Private Tuition	\$152,320.0	\$173,760.0	\$21,440.0	14.1%
Sp Ed – Transportation	\$387,682.6	\$410,477.2	\$22,794.6	5.9%
Transportation – Regular/Vocational	\$289,200.8	\$320,166.2	\$30,965.4	10.7%
TOTAL	\$928,803.4	\$1,015,003.4	\$86,200.0	9.3%

Proration Levels	FY 2019 Actual	FY 2020 Actual	FY 2021 Request
Sp Ed – Orphanage Tuition*	100%	100% (est.)	100%
Sp Ed – Private Tuition	80%	80%	80%
Sp Ed – Transportation	86%	83%	84%
Orphanage Tuition	100%	100% (est.)	100%
Illinois Free Lunch/Breakfast	31%	29% (est.)	29%
Transportation - Regular/Vocational	82%	84%	90%

* FY 2020 proration level assumes supplemental appropriation of \$11.2 million.

Early Childhood Education

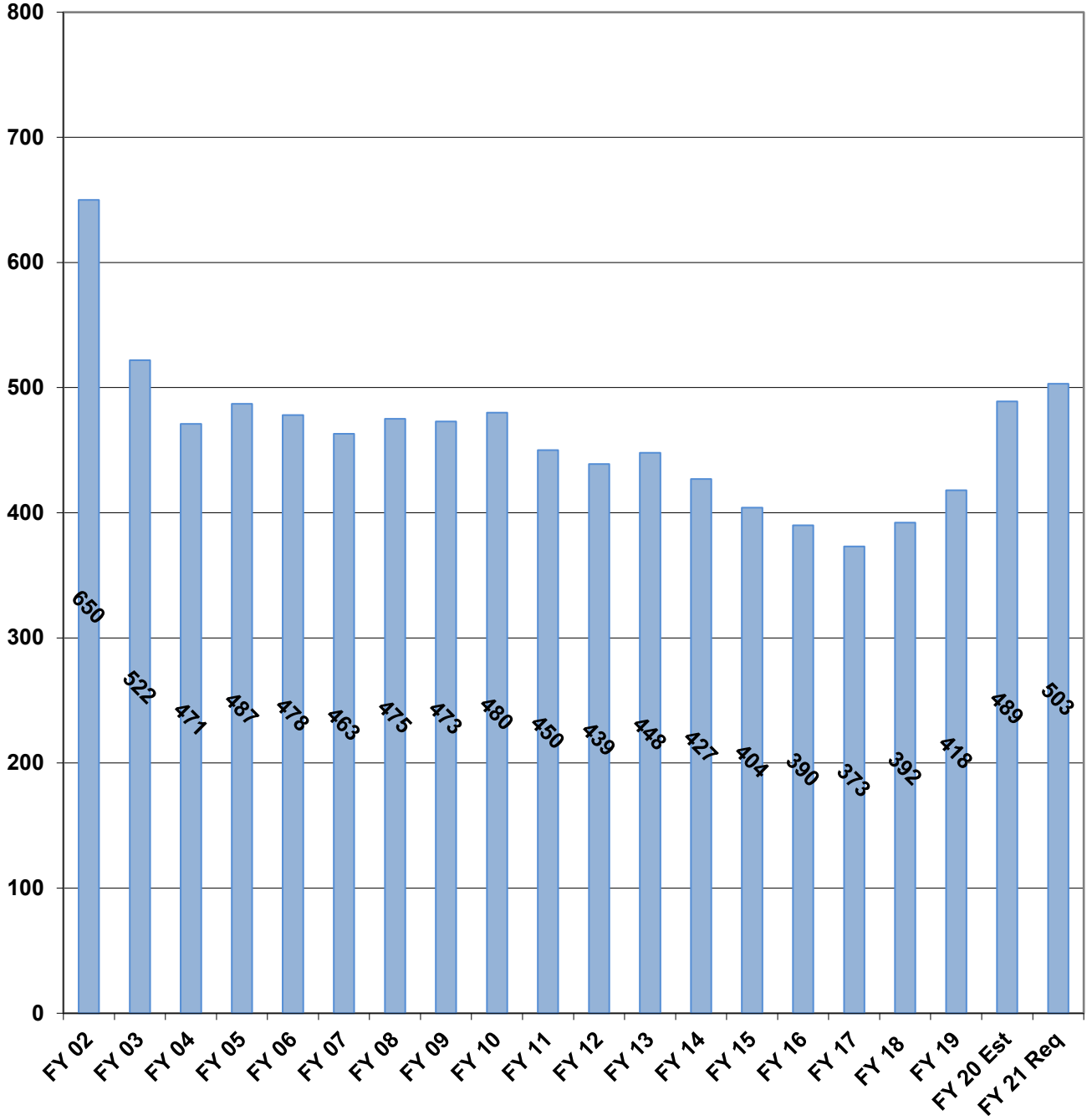
General Funds (\$000s)	FY 2020 At 01/27/2020	FY 2021 Request	\$ Change	% Change
Early Childhood Education	\$543,738.1	\$643,738.1	\$100,000.0	18.4%

	FY 2019 Actual	FY 2020 Estimated	# Change	% Change
Children Served	92,567	103,915	11,348	12.3%

Other Programs With Recommended Increases

General Funds (\$000s)	FY 2020 At 01/27/2020	FY 2021 Request	\$ Change	% Change
Career and Technical Education	\$43,062.1	\$53,062.1	\$10,000.0	23.2%
State and District Technology Support	\$2,443.8	\$3,350.0	\$906.2	37.1%
Philip J. Rock Center & School	\$3,777.8	\$4,218.6	\$440.8	11.7%
Teacher Mentoring	\$0.0	\$8,000.0	\$8,000.0	100.0%
Diverse Educator Recruitment	\$0.0	\$5,000.0	\$5,000.0	100.0%
Southwest Organizing Project	\$3,500.0	\$4,750.0	\$1,250.0	35.7%
Educators Rising	\$0.0	\$1,000.0	\$1,000.0	100.0%
Golden Apple	\$0.0	\$15,000.0	\$15,000.0	100.0%
Illinois School Psychology Internship Consortium	\$0.0	\$50.0	\$50.0	100.0%
Principal Mentoring	\$0.0	\$1,000.0	\$1,000.0	100.0%
Teacher of the Year	\$0.0	\$200.0	\$200.0	100.0%
Advanced Placement - Low-Income	\$2,000.0	\$2,500.0	\$500.0	25.0%
Teach for America	\$1,000.0	\$2,000.0	\$1,000.0	100.0%
Community Partnerships for Student Health & Well-Being	\$0.0	\$10,000.0	\$10,000.0	100.0%
Educator Quality Investigations & Hearings	\$429.9	\$475.0	\$45.1	10.5%
Student Care Department	\$0.0	\$2,200.0	\$2,200.0	100.0%
Community and Residential Services Authority	\$650.0	\$700.0	\$50.0	7.7%
Assessments	\$46,500.0	\$57,200.0	\$10,700.0	23.0%

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



ILLINOIS STATE BOARD OF EDUCATION

FY 2021 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 where each priority is justified annually according to merit rather than previous appropriations.

The Office of the Governor refined the outcomes in 2015 and identified seven results to be achieved. The Illinois State Board of Education (ISBE) is obligated to “Improve School Readiness and Student Success for All” and demonstrate continuous improvements.

This fiscal year 2021 budget document provides service-level detail for programs ISBE administers. In addition, ISBE publishes reports throughout the year in accordance with statutes to help Illinois residents and policymakers evaluate the effectiveness of education programs. ISBE looks forward to continued collaboration with Illinois policymakers to refine BFR measures and determine the most effective use of public funding to reach desired results.

BFR Methodology

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

The logic models consist of inputs (what we use), activities and outputs (what we do and who we reach), program outcomes (what results we achieve), and long-term outcomes (what changes occur statewide) to measure each program’s contribution to its primary statewide outcome. Inputs, outputs, and outcomes are the basic building blocks of program logic models. Inputs (resources) are used to produce outputs (services produced) that will drive outcomes (benefits, accomplishments, achievements).

These logic models guided staff in the development of performance measures, including measures of efficiency and effectiveness. Efficiency measures document the level of output per amount of resources, inputs, or funds put into the program (for example, the number of units of service per dollar spent). Effectiveness measures the level of outcomes or results given the amount of resources/input/cost (for example, the cost per unit of outcome).

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

Goal: Learning Conditions

After-School Programs

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

Performance Measure	School Year 2016	School Year 2017	School Year 2018	School Year 2019
Percentage of 21 st Century Community Learning Centers middle/high school students who complete homework to teacher's satisfaction	N/A	71	69	69

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 2016	School Year 2017	School Year 2018	School Year 2019
Number of grants/loans given for temporary school relocation	0	0	0	0

Regional Office of Education Services

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

Performance Measure	School Year 2016	School Year 2017	School Year 2018	School Year 2019
Number of high-quality professional development opportunities provided by Regional Offices of Education	N/A	2,160	2,258	3,517

Regulatory

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

Performance Measure	School Year 2016	School Year 2017	School Year 2018	School Year 2019
Number of waiver requests processed	163	139	141	105
Percentage of public schools fully recognized	99	99	100	100

Student Health

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

Performance Measure	School Year 2016	School Year 2017	School Year 2018	School Year 2019
Percentage of students reporting healthier behaviors on the Youth Risk Behavior Survey (given in odd-numbered years)	N/A	57	N/A	79.8

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 2016	School Year 2017	School Year 2018	School Year 2019
Number of students participating in Truants' Alternative Optional Education Program	28,081	28,085	25,944	24,836
Percentage of at-risk students graduating within five years	76.7	87.9	87.6	80.2

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 2016	School Year 2017	School Year 2018	School Year 2019
Number of teacher of color candidates recruited into Teach for America program	N/A	45	51	54
Number of public school administrators (FTE)	11,183	11,295	11,768	11,504
Number of full-time licensed teachers (FTE)	127,152	129,575	128,999	129,178
Percentage of teacher preparation programs fully approved	100	100	100	100
Number of educators recruited for initial National Board Certification	511	493	546	397
Number of educators qualified to perform teacher/principal evaluations	N/A	2,490	2,001	2,509

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 2016	School Year 2017	School Year 2018	School Year 2019
Number of low income students taking an Advanced Placement test	30,564	31,322	39,496	32,044
Number of new Advanced Placement courses to be offered	N/A	1	0	14

Assessment and Accountability

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

Performance Measure	School Year 2016	School Year 2017	School Year 2018	School Year 2019
Percentage of eligible students who participate in the appropriate state assessment	97.5	98.0	98.0	98.0
Average SAT score	N/A	1,015.9	1,007.1	994.5

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 2016	School Year 2017	School Year 2018	School Year 2019
Number of new charter schools opened	3	4	0	1

Goals: Elevating Educators/Student Learning

Special Education Services

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

Performance Measure	School Year 2016	School Year 2017	School Year 2018	School Year 2019
Number of students served ages 3-21	296,790	294,168	295,066	297,960
Percentage of special education State Performance Plan goals and targets met	44.8	44.8	41.4	41.4

Goals: Learning Conditions/Student Learning/Elevating Educators

Career and Technical Education

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

Performance Measures	School Year 2016	School Year 2017	School Year 2018	School Year 2019
Percentage of CTE concentrators who completed secondary education	95.8	98.6	98.1	95.6

Data

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

Performance Measure	School Year 2016	School Year 2017	School Year 2018	School Year 2019
Low-income student enrollment as a percentage of total enrollment	49.9	50.2	49.4	48.8
Percentage of 9 th -grade students on track to graduate with their cohort in 4 years	82.4	87.1	86.8	86.6
Average daily student attendance rate	94.4	94.0	93.9	94.0
Four year high school graduation rate	85.5	87.0	85.4	86.1
High school graduation rate for students with disabilities	70.6	71.2	68.8	74.7
High school dropout rate	2.0	2.1	2.1	4.2
Public school enrollment	2,041,779	2,028,162	2,005,153	1,984,519
Teacher-pupil ratio for elementary level	18.7	18.7	20.1	18.0
Teacher-pupil ratio for high school level	18.9	19.4	19.3	19.0
White, non-Hispanic student enrollment as a percentage of total enrollment	48.8	48.5	48.0	47.6
Black, non-Hispanic student enrollment as a percentage of total enrollment	17.3	17.0	16.8	16.7
Hispanic student enrollment as a percentage of total enrollment	25.5	25.7	26.2	26.4

Early Childhood

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

Performance Measure	School Year 2016	School Year 2017	School Year 2018	School Year 2019
Number of students served in early childhood programs	86,709	86,436	89,142	92,567
Percentage of children enrolled in Preschool for All and Preschool for All Expansion programs that meet at-risk criteria	N/A	77.9	81.9	77.0
Percentage of children served in early childhood programs that are kindergarten-ready	N/A	N/A	21.0	23.3
Percentage of low-income prekindergarten and Preschool for All enrollment	61.0	59.0	54.0	77.0
Percentage of programs with an Early Childhood Environment Rating Scale (ECERS-3) average score of 4.5 with no classroom below 4.0	49.7	73.9	85.2	78.4

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 2016	School Year 2017	School Year 2018	School Year 2019
English Learners enrollment as a percentage of total enrollment	10.5	10.7	11.7	12.1
Regular year program migrant student growth in reading/literacy (average student growth percentile compared to the state)	N/A	0.4	1.4	46

Evidence-Based Funding

The Evidence-Based Funding for Student Success Act (Public Act 100-0465) provides more resources to Illinois' most underresourced students to ensure all schools have the resources needed to provide a safe, rigorous, and well-rounded learning environment for all students.

Performance Measure	School Year 2016	School Year 2017	School Year 2018	School Year 2019
Percentage of districts in deficit spending	44.8	48.0	40.4	13.7
Number of districts achieving 100% Evidence-Based Funding adequacy	N/A	N/A	146	140

Financial Oversight

Provides expertise and guidance for districts to achieve financial stability.

Performance Measure	School Year 2016	School Year 2017	School Year 2018	School Year 2019
Number of school districts meeting the financial classification "Financial Watch"	32	19	22	12

Mathematics and Science Partnerships

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

Performance Measure	School Year 2016	School Year 2017	School Year 2018	School Year 2019
Number of math/science partnership independent evaluations conducted in accordance with federal protocols	N/A	0	11	1

School Support Services

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

Performance Measure	School Year 2016	School Year 2017	School Year 2018	School Year 2019
Percentage of schools meeting performance standards defined by Every Student Succeeds Act indicators (began FY 2018)	N/A	N/A	79.7	85.3

Technology Grants

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

Performance Measure	School Year 2016	School Year 2017	School Year 2018	School Year 2019
Number of students with access to upgraded technology	5,000	10,647	20,104	2,282
Percentage of Illinois Virtual School students who completed full-service courses	93	94	92	94

Title Grants

Provides assistance to districts as they implement the Every Student Succeeds Act through supplemental services for students, teacher/principal training, and student support and academic enrichment.

Performance Measure	School Year 2016	School Year 2017	School Year 2018	School Year 2019
Percentage of Title I students proficient in math on state assessments	20.6	21.1	21.0	22.2
Percentage of Title I students proficient in reading on state assessments	25.3	26.4	26.2	27.4

Goals: Learning Conditions/Student Learning

Mandated Categoricals

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

Performance Measure	School Year 2016	School Year 2017	School Year 2018	School Year 2019
Number of special education students transported	77,588	76,819	87,808*	88,083*
Number of regular/vocational education students transported	1,054,885	1,046,699	1,060,595*	1,059,065*
Number of Illinois Free Lunch and Breakfast meals served	137,168,426	136,056,406	200,850,276	196,100,802
Number of Special Education Orphanage Tuition students claimed	4,560	4,090	6,395*	6,413*
Number of Regular Education Orphanage Tuition students claimed	6,407	5,339	5,046	4,958
Number of Special Education Private Tuition students claimed	9,314	9,380	11,454*	11,635*

* Includes City of Chicago SD 299

Nutrition

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

Performance Measure	School Year 2016	School Year 2017	School Year 2018	School Year 2019
Percentage of students eligible for free and reduced-price meals in National School Lunch Program	58.9	58.9	60.8	59.4
Child nutrition programs enrollment rate	86.5	86.5	86.8	87.5

ILLINOIS STATE BOARD OF EDUCATION

Federal Maintenance of Effort Requirements

The Illinois State Board of Education (ISBE) is subject to maintenance of effort (MOE) requirements for three federal programs: the Individuals with Disabilities Education Act (IDEA) Part B, Child Nutrition and the Carl D. Perkins Career and Technical Education Act of 2006. Details of the various MOE requirements for each program are described below.

Individuals with Disabilities Education Act

Federal regulations at Title 34 CFR 300.163(a) require that the state must not reduce the amount of financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year.

MOE compliance can be demonstrated via an increase to the total amount of state special education financial support made available from the prior year or an increase to the amount of financial support per special education student. ISBE demonstrates MOE compliance by reporting an increase to the amount of financial support per special education student.

State financial support is provided through ISBE's 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.

ISBE was awarded \$534.1 million in IDEA funds for fiscal year 2020.

Child Nutrition Programs

There are two MOEs related to Child Nutrition Programs.

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

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

- 2) State Funds – Expenditures of funds from state sources in any fiscal year for the administration of the National School Lunch Program, School Breakfast Program, Special Milk Program, and Child and Adult Care Food Program shall not be less than that expended or obligated in fiscal year 1977. The minimum amount required is \$221,414.

ISBE complies with this requirement through the use of General Revenue Funds for administrative costs.

ISBE received \$787.5 million in federal Child Nutrition funding in fiscal year 2019.

Carl D. Perkins Career and Technical Education Act of 2006

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins), Title III, Part A, Section 311 (b) contains a MOE provision that requires that no payments shall be made under this Act for any fiscal year to a state for career and technical education programs or tech prep programs unless the secretary determines that the fiscal effort per student or the aggregate expenditures of such state for career and technical education programs for the fiscal year preceding the fiscal year for which the determination is made equaled or exceeded such effort or expenditures for career and technical education programs for the second fiscal year preceding the fiscal year for which the determination is made.

ISBE demonstrates MOE compliance via the combination of state administrative and program expenditures provided by the Illinois Community College Board as well as ISBE administrative and program expenditures utilized in the Career and Technical Education program.

ISBE was awarded \$44.7 million in Perkins funds in fiscal year 2020.

FY20 Supplemental Requests

Fiscal Year 2020 Supplemental Requests

Supplemental Table

Line-Item	FY20 Enacted as of 1/27/20	FY20 Supplemental Request	FY20 Total Request
Special Education-Orphanage Tuition	\$80,500,000	\$11,200,000	\$91,700,000
Student Care Department	\$0	\$1,100,000	\$1,100,000

The State Board recommends two fiscal year 2020 supplemental requests from the General Revenue Fund as shown in the above supplemental table.

Special Education – Orphanage Tuition

A supplemental of \$11.2 million is requested for Special Education – Orphanage Tuition. The FY 2020 appropriation for this line was used to pay approximately \$6.5 million in FY 2019 claims. The State Finance Act (30 ILCS 10525(j)) authorizes ISBE to use its current year appropriation for this line to pay

for prior year claims. The FY 2020 claims for this line have been adjusted after paying the actual FY 2019 claims in August.

Student Care Department

A supplemental of \$1.1 million is requested for the Student Care Department to address issues relating to protecting student and education staff from harm, namely, improper restraint and seclusion.

More information for both of these programs can be found in the applicable program pages of the General Funds section.

FY21 Budget Recommendation

ILLINOIS STATE BOARD OF EDUCATION
FY 2021 Board Recommendation

Page Ref.	\$000s	FY 2020 at	FY 2021	Increase (Decrease)	
		At 01/27/2020	Request	\$	%
GENERAL FUNDS					
77	Evidence-Based Funding	7,214,813.2	7,724,813.2	510,000.0	7.1%
87	Illinois Free Lunch and Breakfast	9,000.0	9,000.0	0.0	0.0%
94	Orphanage Tuition	10,100.0	9,900.0	(200.0)	(2.0%)
102	Special Education - Orphanage Tuition	80,500.0	91,700.0	11,200.0	13.9%
104	Special Education - Private Tuition	152,320.0	173,760.0	21,440.0	14.1%
118	Transportation - Regular and Vocational	289,200.8	320,166.2	30,965.4	10.7%
120	Transportation - Special Education	387,682.6	410,477.2	22,794.6	5.9%
	Subtotal, Mandated Categorys	928,803.4	1,015,003.4	86,200.0	9.3%
41	Advanced Placement - Course Implementation	500.0	500.0	0.0	0.0%
43	Advanced Placement - Low-Income AP Test Fee	2,000.0	2,500.0	500.0	25.0%
44	After School Matters	3,443.8	3,443.8	0.0	0.0%
45	After-School Programs	20,000.0	20,000.0	0.0	0.0%
46	Agriculture Education	5,000.0	5,000.0	0.0	0.0%
48	Alternative Education - Regional Safe Schools	6,300.0	6,300.0	0.0	0.0%
49	Assessments: State and Federal (TitleVI)	46,500.0	57,200.0	10,700.0	23.0%
53	Autism	100.0	100.0	0.0	0.0%
55	Blind and Dyslexic	846.0	846.0	0.0	0.0%
57	Career and Technical Education	43,062.1	53,062.1	10,000.0	23.2%
59	Community and Residential Services Authority	650.0	700.0	50.0	7.7%
61	Community Partnerships for Student Health & Well-Being Pilot	0.0	10,000.0	10,000.0	100.0%
63	District Consolidation Costs	218.0	213.0	(5.0)	(2.3%)
66	District Intervention	12,100.0	12,100.0	0.0	0.0%
68	Diverse Educator Recruitment	0.0	5,000.0	5,000.0	100.0%
70	Early Childhood Education	543,738.1	643,738.1	100,000.0	18.4%
73	Educator Quality Investigations and Hearings	429.9	475.0	45.1	10.5%
75	Educators Rising	0.0	1,000.0	1,000.0	100.0%
83	Golden Apple	0.0	15,000.0	15,000.0	100.0%
85	Grant Accountability and Transparency Act and Budgeting for Results	260.0	260.0	0.0	0.0%
89	Illinois School Psychology Internship Consortium	0.0	50.0	50.0	100.0%
91	Materials Center for the Visually Impaired	1,421.1	1,421.1	0.0	0.0%
n/a	Mental Health Services	1,000.0	0.0	(1,000.0)	(100.0%)
n/a	Mobile Tolerance Education Center	1,000.0	0.0	(1,000.0)	(100.0%)
92	National Board Certification	1,500.0	1,500.0	0.0	0.0%
n/a	Parent Education Pilot	175.0	0.0	(175.0)	(100.0%)
96	Philip J. Rock Center and School	3,777.8	4,218.6	440.8	11.7%

Page Ref.	\$000s	FY 2020 at	FY 2021	Increase (Decrease)	
		At 01/27/2020	Request	\$	%
98	Principal Mentoring	0.0	1,000.0	1,000.0	100.0%
n/a	School of the Art Institute of Chicago	30.0	0.0	(30.0)	(100.0%)
n/a	School Support Services	1,002.8	0.0	(1,002.8)	(100.0%)
100	Southwest Organizing Project Parent Mentoring	3,500.0	4,750.0	1,250.0	35.7%
106	State and District Technology Support	2,443.8	3,350.0	906.2	37.1%
n/a	STEM Programs	200.0	0.0	(200.0)	(100.0%)
108	Student Care Department	0.0	2,200.0	2,200.0	100.0%
111	Tax Equivalent Grants	222.6	222.6	0.0	0.0%
112	Teach for America	1,000.0	2,000.0	1,000.0	100.0%
114	Teacher Mentoring	0.0	8,000.0	8,000.0	100.0%
116	Teacher of the Year	0.0	200.0	200.0	100.0%
122	Truants' Alternative and Optional Education	11,500.0	11,500.0	0.0	0.0%
n/a	YouthBuild Illinois	2,500.0	0.0	(2,500.0)	(100.0%)
TOTAL - GRANTS		8,860,037.6	9,617,666.9	757,629.3	8.6%
n/a	Agency Capacity	23,217.2	25,800.0	2,582.8	11.1%
Subtotal, Agency Capacity		23,217.2	25,800.0	2,582.8	11.1%
TOTAL-GENERAL FUNDS		8,883,254.8	9,643,466.9	760,212.1	8.6%
OTHER STATE FUNDS					
AGENCY CAPACITY--OTHER STATE FUNDS					
123	Charter Schools - State Board of Education Special Purpose Trust Fund	0.0	1,050.0	1,050.0	100.0%
n/a	Indirect Cost Recovery	7,990.0	8,150.0	160.0	2.0%
129	Illinois State Board of Education Teacher Certificate Institute Fund	2,208.9	2,208.9	0.0	0.0%
133	Regional Services - Personal Property Replacement Tax Fund	0.0	810.0	810.0	100.0%
n/a	School Infrastructure Fund	600.0	600.0	0.0	0.0%
140	Teacher Certificate Fee Revolving Fund	6,000.0	6,000.0	0.0	0.0%
Subtotal, Agency Capacity		16,798.9	18,818.9	2,020.0	12.0%
TOTAL - AGENCY CAPACITY		16,798.9	18,818.9	2,020.0	12.0%
STATE CHARTER SCHOOL COMMISSION					
n/a	State Charter School Commission Fund	1,250.0	0.0	(1,250.0)	(100.0%)
Subtotal, State Charter School Commission		1,250.0	0.0	(1,250.0)	(100.0%)
GRANTS--OTHER STATE FUNDS					
n/a	After-School Rescue Fund	200.0	200.0	0.0	0.0%
125	Charter Schools Revolving Loan Fund	200.0	200.0	0.0	0.0%
127	Drivers Education Fund	16,000.0	16,000.0	0.0	0.0%
131	Personal Property Replacement Tax Fund – Bus Driver Training	100.0	100.0	0.0	0.0%

Page Ref.	\$000s	FY 2020 at	FY 2021	Increase (Decrease)	
		At 01/27/2020	Request	\$	%
131	Personal Property Replacement Tax Fund – Regional Offices of Education	6,970.0	6,970.0	0.0	0.0%
135	Personal Property Replacement Tax Fund – Regional Superintendents' and Assistants' Salaries	11,200.0	11,400.0	200.0	1.8%
136	School District Emergency Financial Assistance Fund	1,000.0	1,000.0	0.0	0.0%
138	School Technology Revolving Loan Fund	7,500.0	7,500.0	0.0	0.0%
n/a	State Board of Education Special Purpose Trust Fund	8,484.8	8,484.8	0.0	0.0%
85	State Board of Education Special Purpose Trust Fund - Grant Accountability and Transparency Act and Budgeting for Results	0.0	600.0	600.0	100.0%
142	Temporary Relocation Expenses Revolving Grant Fund	1,000.0	1,000.0	0.0	0.0%
	Subtotal, Grants	52,654.8	53,454.8	800.0	1.5%
TOTAL – GRANTS		52,654.8	53,454.8	800.0	1.5%
TOTAL-OTHER STATE FUNDS		70,703.7	72,273.7	1,570.0	2.2%
FEDERAL FUNDS					
AGENCY CAPACITY					
n/a	SBE Federal Agency Services Fund	1,378.8	2,900.0	1,521.2	110.3%
n/a	SBE Federal Department of Agriculture Fund	19,904.7	19,904.7	0.0	0.0%
n/a	SBE Federal Department of Education Fund	50,869.8	50,869.8	0.0	0.0%
	Subtotal, Agency Capacity	72,153.3	73,674.5	1,521.2	2.1%
TOTAL-AGENCY CAPACITY		72,153.3	73,674.5	1,521.2	2.1%
GRANTS					
CAREER AND TECHNICAL EDUCATION					
146	Career and Technical Education - Basic	66,000.0	66,000.0	0.0	0.0%
	Subtotal, Career and Technical Education	66,000.0	66,000.0	0.0	0.0%
CHILD NUTRITION					
149	Child Nutrition Programs	1,062,500.0	1,062,500.0	0.0	0.0%
	Subtotal, Child Nutrition	1,062,500.0	1,062,500.0	0.0	0.0%
INDIVIDUALS WITH DISABILITIES ACT					
153	Individuals with Disabilities Education Act - Deaf and Blind	800.0	800.0	0.0	0.0%
155	Individuals with Disabilities Education Act, Part B	754,000.0	754,000.0	0.0	0.0%
157	Individuals with Disabilities Education Act – Preschool, Part B	29,200.0	29,200.0	0.0	0.0%
159	Individuals with Disabilities Education Act - State Program Improvement, Part D	5,000.0	5,000.0	0.0	0.0%
	Subtotal, Individuals with Disabilities Act	789,000.0	789,000.0	0.0	0.0%
TITLE PROGRAMS (EXCLUDING ASSESSMENTS)					
n/a	Title I - Advanced Placement	3,300.0	0.0	(3,300.0)	(100.0%)
171	Title I	1,090,000.0	1,090,000.0	0.0	0.0%
n/a	Title II – Mathematics and Science Partnerships	2,000.0	0.0	(2,000.0)	(100.0%)

Page Ref.	\$000s	FY 2020 at	FY 2021	Increase (Decrease)	
		At 01/27/2020	Request	\$	%
182	Title II - Improving Teacher Quality, Part A	160,000.0	160,000.0	0.0	0.0%
184	Title III – English Language Acquisition	50,400.0	50,400.0	0.0	0.0%
187	Title IV	200,000.0	200,000.0	0.0	0.0%
191	Title V - Charter Schools	23,000.0	23,000.0	0.0	0.0%
193	Title V - Rural and Low-Income School Programs, Part B	2,000.0	2,000.0	0.0	0.0%
195	Title X – Education for Homeless Children	5,000.0	7,000.0	2,000.0	40.0%
	Subtotal, Title Programs (excluding Assessments)	1,535,700.0	1,532,400.0	(3,300.0)	(0.2%)
ASSESSMENTS					
49	Assessments: State and Federal (Title VI)	35,000.0	35,000.0	0.0	0.0%
	Subtotal, Assessments	35,000.0	35,000.0	0.0	0.0%
OTHER GRANTS					
144	Adolescent Health	500.0	500.0	0.0	0.0%
n/a	Congressional Special Projects	5,000.0	5,000.0	0.0	0.0%
161	Longitudinal Data System	5,200.0	5,200.0	0.0	0.0%
163	Preschool Development Grant Birth through Five	3,750.0	15,000.0	11,250.0	100.0%
n/a	Preschool Expansion Grant	35,000.0	0.0	(35,000.0)	(100.0%)
165	Sexual Risk Avoidance Education	6,500.0	6,500.0	0.0	0.0%
167	STOP School Violence and Mental Health Training	1,000.0	1,000.0	0.0	0.0%
169	Substance Abuse and Mental Health Services	5,300.0	5,300.0	0.0	0.0%
	Subtotal, Other Grants	62,250.0	38,500.0	(23,750.0)	(38.2%)
	TOTAL - GRANTS	3,550,450.0	3,523,400.0	(27,050.0)	(0.8%)
	TOTAL - FEDERAL FUNDS	3,622,603.3	3,597,074.5	(25,528.8)	(0.7%)
	GRAND TOTAL	12,576,561.8	13,312,815.1	736,253.3	5.9%

General Funds Programs

Advanced Placement – Course Implementation

Legislative Reference - 105 ILCS 302

Funding Source - State

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

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.

- **Student Assessment:** Develop and support an aligned PreK-12 assessment system within four years that enables every student to accurately demonstrate their ability.

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 Advanced Placement (AP) appropriation in the form of competitive grants to districts to 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 through 12. This commitment is exemplified by Champaign CUSD 4, a grantee whose demographics are 35.3 percent white, 35.5 percent African American, 12.2 percent Hispanic, and 8.1 percent other, with 54.8 percent reported as low-income students. The number of African American students enrolled in AP courses increased from 68 to 141 (107 percent) and the number of low-income students increased from 164 to 295 (80 percent) percent from school year 2018 to 2019. A passing score of three or higher was achieved on 779 or 73.9 percent of the exams that were taken.

Purpose

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

The AP program partners with the College Board in an effort to increase the

effectiveness of teachers and school leaders to identify potential students to take AP courses and to grow school district AP and Pre-AP programs. Students will be prepared to take the AP course exam for placement credit in college. Statistics indicate students who take AP courses typically experience greater academic success in college. Ten districts were awarded AP grants that serviced 21,278 students in fiscal year 2019-20. Professional learning was provided to 304 teachers.

Reimbursement/Distribution Method

Funds are awarded to eligible school districts (those serving grades 6 through 12 where 40 percent or more students qualify as low-income) through a Request for 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 inclusive of educating parents of 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 number of Illinois high schools served through the grant:

	FY18	FY19	FY20 (est)
Schools	14	17	17

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

Advanced Placement - Low-Income AP Test Fee

Legislative Reference - 105 ILCS 302
Funding Source - State

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$0	\$0	\$0	\$2,000,000	\$2,500,000
Change from Prior Year	\$0	\$0	\$0	\$2,000,000	\$500,000
	N/A	N/A	N/A	N/A	25.00%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

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.

- **Student Assessment:** Develop and support an aligned PreK-12 assessment system within four years that enables every student to accurately demonstrate their ability.

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

Illinois' low-income students who took AP exams did not receive state funding for AP test fee reductions in fiscal years 2018 and 2019. This program will help low-income students in Illinois take an estimated 59,850 AP exams in spring 2020. The College Board projects additional low-income exam volume growth in FY 2021.

Participation is open to all public Illinois high schools.

	FY18	FY19	FY20 (est)
Number of AP exams with state funding reimbursement	0	0	59,850

In 2019, 77,152 students in Illinois public high schools earned a three or higher on AP exams. Illinois' AP program delivered a total potential cost savings of more than \$42 million for these students and families in a single year, assuming an average rate of three credit hours granted per AP exam by colleges and universities at an average of \$594 per credit hour.

After School Matters

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$2,443,800	\$2,443,800	\$2,443,800	\$3,443,800	\$3,443,800
Change from	\$0	\$0	\$0	\$1,000,000	\$0
Prior Year	0.00%	0.00%	0.00%	40.92%	0.00%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for 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. They allow After School Matters to offer more than 14,275 hours of after-school opportunities to teens through 197 programs. The programs operate at public elementary schools, high schools, and community-based organizations throughout Chicago.

Reimbursement/Distribution Method

Funds are distributed as a grant to After School Matters.

Population and Service Levels

The following table displays service-level information:

	FY19	FY20	FY21 (est)
Number of students impacted	2,900	3,400	3,400
Activities	197	197	197

After-School Programs

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$15,000,000	\$15,000,000	\$15,000,000	\$20,000,000	\$20,000,000
Change from Prior Year	\$15,000,000	\$0	\$0	\$5,000,000	\$0
	N/A	0.00%	0.00%	33.33%	0.00%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Program Mission

These programs are locally designed school and community solutions that help youngsters learn and grow, keep children and teenagers safe, and support family engagement.

Purpose

ISBE recognizes that after-school programming is often the first entry point for family and community engagement in the school building. These programs are locally designed school and community solutions that help youngsters learn and grow, keep children and teenagers safe, and support family engagement. Schools serve as the core of healthy community systems through these programs. Funding for these programs will be utilized to develop new and innovative after-school programming or to

bolster existing after-school programs, such as those created by 21st Century Community Learning Centers. As a result, schools can offer greater access to needed services like wrap-around initiatives, as well as leverage community partnerships to maximize a program's potential.

Reimbursement/Distribution Method

A total of \$20 million was allocated for After-School Programs in fiscal year 2020. A total of 1,119 public schools and six state-authorized charter schools with low-income concentration of 70 percent received a total of \$17 million in allocations. Additionally, 10 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 161. A total of 444,514 students will be served in FY 2020. The remaining \$3 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:

	FY18	FY19	FY20
School Districts and Charter Schools	198	146	161
Non-School District	10	17	TBD

Agriculture Education

Legislative Reference - 105 ILCS 5/2-3.80

Funding Source - State

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$1,800,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
Change from	\$0	\$3,200,000	\$0	\$0	\$0
Prior Year	0.00%	177.78%	0.00%	0.00%	0.00%

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number

of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

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

Purpose

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

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

development of agriculture science teachers in addition to program improvement initiatives. The Three Circles Grant program partners with districts for Ag Ed teacher service costs incurred outside of the normal school day while supervising work-based learning experiences and skill and leadership development activities through FFA, which is the career and technical student organization for agriculture. The Ag Ed programs support the development of comprehensive programs in agriculture literacy for pre-K through adult learners, improve agriculture career preparation, and increase the application of classroom and industry skills in high school through postsecondary education opportunities.

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

Reimbursement/Distribution Method

Ag Ed funds are proposed to be distributed in fiscal year 2021 to districts/Local Education Agencies according to the following percentages.

- Approximately 50 percent of Ag Ed funds are allocated to the Three Circles Grant, which districts use to cover the personal service costs of Ag Ed teachers’ extended time outside their regular teaching duties for the benefit of Ag Ed.
- Approximately 18 percent of Ag Ed funds are allocated to the Secondary Ag Incentive Fund, which awards monies by formula to districts to grow and improve agricultural programs.
- Approximately 7 percent of Ag Ed funds are allocated to postsecondary institutions for the GAST Grant and Postsecondary Ag Incentive Funds, which are focused on training, retaining, and recruiting

agricultural science teachers in addition to improving program quality.

- Approximately 4 percent of Ag Ed funds are allocated for the first year of implementation of the Ag Education Preservice Teacher internship program, which is focused on providing experiences for preservice agriculture teachers to increase their depth of content knowledge.
- The remaining 21 percent of Ag Ed funds are allocated to the FCAE fund to be distributed for priority statewide initiatives identified by ISBE in cooperation with the Illinois Committee for Ag Ed, which is a statewide Ag Ed advisory committee appointed by the Governor. FCAE staff provides field support and implementation of these initiatives. ISBE releases these funds through a competitive grant process, and the grantee is responsible for providing services across the state.

Population and Service Levels

The following tables display service-level information:

FCAE

	FY17	FY18	FY19	FY20 (est)
Ag Literacy Coalitions	74	79	82	79
PreK-8 Students	661,797	694,449	664,534	660,000
High Schools	327	334	345	354
Teachers	403	413	432	440

Postsecondary GAST & Ag Incentive Fund

	FY17	FY18	FY19	FY20 (est)
Universities	7	7	7	7
Community Colleges	3	3	3	5
Postsecondary Students	9,695	7,149	7,300	6,781

Secondary Ag Incentive & Three Circles

	FY17	FY18	FY19	FY20 (est)
6-12 Students (Unduplicated)	37,023	33,050	34,077	35,269
High Schools	327	334	345	354
Teachers (3 Circles)	-	160	220	260

Alternative Education – Regional Safe Schools

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$6,300,000	\$6,300,000	\$6,300,000	\$6,300,000	\$6,300,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Program Mission

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

Purpose

The purpose of the program is to provide alternative education for youth in grades 6 through 12 who are eligible for suspension or expulsion or who have been expelled or suspended for more than 20 days due to gross misconduct and who are

administratively transferred to a Regional Safe School at the discretion of a local school district.

The Regional Safe Schools Program is serving approximately 3,800 at-risk youth statewide in fiscal year 2020. 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 School 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 Regional Office of Education and Chicago Public Schools. Remaining available funds are distributed based on a statutory multi-step weighted formula.

Population and Service Levels

The following table displays service-level information:

	FY19	FY20 (est)	FY21 (est)
Students served	3,717	3,800	3,800

Assessments: State and Federal (Title VI)

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$79,600,000	\$86,000,000	\$83,600,000	\$81,500,000	\$92,200,000
State	\$44,600,000	\$51,000,000	\$48,600,000	\$46,500,000	\$57,200,000
Federal	\$35,000,000	\$35,000,000	\$35,000,000	\$35,000,000	\$35,000,000
Change from Prior Year	\$55,819,700 234.73%	\$6,400,000 8.04%	(\$2,400,000) (2.79%)	(\$2,100,000) (2.51%)	\$10,700,000 13.13%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21**
Grant Award	\$11,427,655	\$11,313,107	\$11,203,050	\$11,122,189	TBD
Change from Prior Year	(\$47,447) (0.41%)	(\$114,548) (1.00%)	(\$110,057) (0.97%)	(\$80,861) (0.72%)	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 FY 2021 amounts are to be determined (TBD).

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

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.

- **Student Assessment:** Develop and support an aligned PreK-12 assessment system within four years that enables every student to accurately demonstrate their ability.

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).

ISBE will administer the following assessments:

- *Illinois Assessment of Readiness (IAR)* - This 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 (PARCC). A new procurement is underway to ensure that results are returned to schools and districts in a timelier manner, along with reports and tools that provide more actionable results. The results give parents, teachers, and schools a thorough measure of student learning, growth, and school performance. This test is given in grades 3 through 8.
- *Dynamic Learning Maps -- Alternate Assessment (DLM-AA)* -- The DLM is an adaptive, performance-based assessment administered individually to students who would otherwise take the regular grade 3-11 Accountability Assessment/SAT/or Illinois Science Assessment (ISA). DLM measures the learning of students with the most significant cognitive disabilities and individual student achievement relative to the Common Core Essential Elements. Students with the most significant cognitive disabilities take the DLM if participation in the 3-11 Accountability Assessment/SAT/or ISA -- with or without accommodations -- is not appropriate.
- *SAT School Day with Essay, PSAT 10, and PSAT 8/9* -- Illinois schools give the PSAT 8/9 to all students in grade 9, PSAT 10 in grade 10, and the SAT School Day with Essay in grade 11 and for those grade 12 students who have not yet fulfilled the requirement to take the state's final accountability assessment. This suite of exams enables schools to track the progress of student before they reach grade 11 and also enable 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 their function as state accountability assessments, 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 three points in a student's academic career -- grades 5, 8 and 11. The test is tripling in length, from one unit to three units, and transitioning from a course-based biology test at high school to a grade-based test that assesses all content domains.
- *ACCESS 2.0. ACCESS 2.0 for English Learners™ (ELs)* -- This is a standards-based, criterion-referenced English language proficiency test designed to measure ELs' writing, speaking, listening, and reading in English. This test is given in grades kindergarten through 12 for both reclassification and Title 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.

Reimbursement/Distribution Method

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

- *World Class Instructional Design and Assessment* -- A consortium of states that administers the ACCESS 2.0 test.
- *New Meridian* -- Test development and content licensing for the Illinois 3-8 accountability assessment and science assessment.
- *University of Kansas DLM-AA Consortium* -- Test development, administration, scoring, analysis, and reporting for the DLM-AA assessment.
- *Pending Procurement Approval* -- A vendor that provides test construction, administration, reporting, and other related assessment and data services for the Illinois 3-8 accountability assessment.
- *The College Board* -- A vendor that provides a suite of aligned assessments in grades 9 through 11 that culminates in a college entrance exam in grade 11.

Population and Service Levels

The Assessment Department assesses students in grades 3 through 8 and 11 in English language arts and mathematics, and in grades 5 and 8 and first-year high school biology in science. The department also administers a test of English language proficiency to all EL students in grades K through 12. Each of these tests has a general assessment and an alternate assessment for the 1 percent of students with the most significant cognitive disabilities.

These assessments are a combination of online and paper administrations. Valid scores in fiscal year 2019 by test and administration type are listed as follows:

ELA and math grades 3 through 8 (IAR):

Online ELA: 817,126
Paper ELA: 41,033
Online Math: 815,424
Paper Math: 40,952

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

Paper ELA: 142,031
Paper Math: 142,031

ELA and math grade 10 (PSAT 10):

Paper ELA: 141,601
Paper Math: 141,601

ELA and math grade 9 (PSAT 8/9):

Paper ELA: 149,005
Paper Math: 149,005

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

Online: 428,395

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

Online ELA: 14,543
Online Math: 14,525
Online Science: 4,751

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

Online: 169,841
Paper: 46,983
Alternate ACCESS: 4,228

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

The scores populate the award-winning Illinois Report Card and are used to help generate summative designations, an index

of academic achievement, and student success indicators. ISBE calculated and issued 3,747 summative designations for the 2018-19 school year.

Autism

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Change from Prior Year	\$100,000	\$0	\$0	\$0	\$0
	N/A	0.00%	0.00%	0.00%	0.00%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for 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 shall focus on ensuring equitable access and best practices in educational and workplace transition. The number of Illinois students identified with autism has increased from 1,560 in 1997, the year when the Autism Project began, to more than 27,000 in 2019.

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:

	FY17	FY18	FY19	FY20 (est)
Number of students with Autism Spectrum Disorder in Illinois	24,362	25,754	27,131	28,000

Blind and Dyslexic

*Legislative Reference – Not Applicable
Funding Source – State*

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$846,000	\$846,000	\$846,000	\$846,000	\$846,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Program Mission

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

Purpose

Learning Ally helps schools meet their obligations under the federal Individuals with Disabilities Education Act, Rehabilitation Act, and the Americans with Disabilities Act requirements to ensure effective communications for students with disabilities by supporting public schools, educators, and

K-12 students who have print disabilities, such as blindness, visual impairments, and dyslexia. Schools with grant membership can access Learning Ally’s:

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

Reimbursement/Distribution Method

Funds are distributed through a grant to Learning Ally.

Population and Service Levels

Research funded by the National Institutes of Health estimates that up to 20 percent of all individuals struggle to learn to read effectively due to disabilities, such as dyslexia. Consequently, it is estimated that 400,000 of Illinois’ 2 million public school students may have reading challenges due to a disability.

Demand for the program continues to be strong as all available school licenses were assigned quickly and a waiting list remains. This demand is expected to continue to increase as dyslexia legislation (Public Act 100-617) is implemented and teachers seek out tools to support students.

The following table displays service-level information:

	FY17	FY18	FY19	FY20 (est)
Students Served	33,165	45,854	54,674	55,000
Books Circulated	121,825	185,485	186,111	190,000
Schools Enrolled	754	750	705	750

Career and Technical Education

Legislative Reference – 105 ILCS 435
Funding Source - State

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$38,062,100	\$38,062,100	\$38,062,100	\$43,062,100	\$53,062,100
Change from Prior Year	\$0	\$0	\$0	\$5,000,000	\$10,000,000
	0.00%	0.00%	0.00%	13.14%	23.22%

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

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 individuals receiving special education services, English Learners, and students in the juvenile justice system, 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, the Education for Employment (EFE) regional delivery systems ensure a comprehensive career development system that provides career awareness, career exploration, and career preparation for K-12 students. In addition, the state funds satisfy the federal matching requirements of the Carl D. Perkins Career and Technical Education Act of 2006.

Embedding academics into the CTE curriculum and partnerships between education and workforce is critical to the

success of CTE. Activities that represent this work are occurring across the state.

Partnerships between EFEs and local businesses help CTE students prepare for a successful transition into postsecondary education or employment. Regional Early College and Career Academy students in the Champaign area can participate in the national Hot Rodders of Tomorrow engine-building competition, with support from local dealerships and automotive professionals.

A partnership between EFE 400's College Express program (Vermilion County) and a local manufacturing company allows more than 30 students to be enrolled in the Youth Apprenticeship Program. This program offers high school students the opportunity to participate in a paid internship several days a week while participating in hands-on and classroom instruction the remaining days.

The North Suburban Educational Region for Vocation (NSERVE) launched Algebra I in Manufacturing, Processes, Entrepreneurship, and Design (AMPED). NSERVE sponsored professional development training for both math and CTE high school and middle school teachers in the AMPED curriculum. The AMPED training offers a successful new experiential method of teaching a complete Algebra I course within the context of two areas of CTE. The goal is to provide a strong, relevant math foundation and help students find success in middle/high school.

Reimbursement/Distribution Method

Funds are distributed through both a formula and a competitive grant process. Education for Employment regional delivery systems receive formula grants. Competitive grants for state leadership initiatives are awarded through a Request for Proposals process.

The increase in funds will be distributed via grants that will be awarded through a competitive process and will result in multiple awards based upon program size. Specifically, awarded programs will include opportunities for students to participate in Educator Preparation Pathways to observe classrooms in P-12 schools; complete apprenticeships in a school, after-school program, community-based program, or early childhood setting leading toward the completion of the educator program of study; and earn early college credit in collaboration with universities and/or community colleges while in high school.

Population and Service Levels

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

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

	FY17	FY18	FY19	FY20 (est)
Elementary K-8 Students	1,351,627	1,338,795	1,277,929	1,300,000
Districts Served	624	748	714	750

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

Secondary Students Served	FY17	FY18	FY19	FY20 (est)
Secondary Students in Career Preparation Programs	287,495	283,473	295,270	295,770
Secondary Schools Offering Programs	634	657	773	773
Districts	634	632	632	632

Community and Residential Services Authority

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

Appropriation History

	FY17*	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$579,000	\$579,000	\$579,000	\$650,000	\$700,000
Change from	\$579,000	\$0	\$0	\$71,000	\$50,000
Prior Year	N/A	0.00%	0.00%	12.26%	7.69%

*Fiscal year 2016 funding was vetoed. Public Act 99-524 provided that the FY 2017 appropriation could also be used for FY 2016 costs.

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Program Mission

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

Purpose

The purpose of the program is to develop collaborative and coordinated human services delivery for individuals through the age of 21 with severe emotional disturbances who have typically been underserved and/or untreated. Funds are used to provide state and local community

interagency coordination for children and families with multiple-agency planning and service needs, to encourage statewide interagency policies and practices, and to maintain an interagency dispute resolution process. CRSA currently has seven paid staff and operates under the authority of a 19-member board -- nine representatives of child-serving state agencies, six public and private sector gubernatorial appointees, and four members of the General Assembly or their designees. All board members serve as unpaid participants.

Reimbursement/Distribution Method

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

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

Population and Service Levels

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

The following table displays service-level information:

	FY18	FY19	FY20 (est)
Referrals	263	349	400

Community Partnerships for Student Health and Well-Being Pilot

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$10,000,000
Change from Prior Year	N/A	N/A	N/A	N/A	\$10,000,000
	N/A	N/A	N/A	N/A	100.00%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Program Mission

The mission of the program is to create opportunities for school districts to engage and partner with community mental health and social service agencies to address the eclectic needs of children throughout Illinois.

Purpose

The purpose of the program is to create pilot programs that expand the capacity of schools and school communities to:

- Address all factors and issues that impact learning conditions for all students; and/or Establish partnerships that will foster student health and well-being initiatives.

This includes a targeted focus on wrap-around supports and initiatives.

Reimbursement/Distribution Method

Grants will be awarded to designated eligible entities within each of the six “areas” of the Illinois Association of Regional Superintendents of Schools (IARSS) and to Chicago Public Schools (CPS). Eligible entities are CPS, school districts, public university laboratory schools, Regional Offices of Education, and state-authorized charter schools. An amount of \$1.43 million will be available to entities in each IARSS area and CPS. Entities will be able to use this funding to develop a districtwide wellness plan that encompasses training; establish partnerships with local health and substance abuse providers; secure access to resources and supports for students, educators, and the community; and create multi-faceted, targeted systems of support that include a comprehensive model of wrap-around services and supports. There can also be school safety initiatives, including professional development regarding programs for students to make a report of an urgent school safety matter (Safe2Help) to ensure educators understand trauma outside of school as they engage students (Handle with Care). School districts will be provided with needed first aid tools in the event of an emergency (Stop the Bleed). Funding may also be utilized to support LGBTQ

programming, such as inclusive classrooms and substance abuse and vaping prevention initiatives.

Population and Service Levels

It is anticipated that grants will be awarded to CPS and at least one eligible entity per IARSS area.

District Consolidation Costs

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$5,046,000	\$3,100,000	\$1,900,000	\$218,000	\$213,000
Change from	\$1,736,700	(\$1,946,000)	(\$3,146,000)	(\$1,522,000)	(\$5,000)
Prior Year	52.48%	(38.57%)	(62.35%)	(80.11%)	(2.29%)

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **Resource Allocation:** Strategic resource allocation decision-making is being used across LEAs and within LEAs within four years to address inequities, close achievement gaps, and improve the achievement of every student.

Program Mission

The mission of the program is to ensure consolidating and annexing districts achieve and maintain financial health. Financially healthy districts will have the resources available to provide each and every child 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 the newly formed district.

The program further supports the Board's goals by increasing student learning, improving learning conditions, and elevating educators by reducing duplicative efforts and allowing them to direct more funds into the classroom toward initiatives like expanding curriculum through additional courses. Community members anticipate that a newly formed district will be receiving increased resources to assist with the transition and education of their children as they weigh the best options for students when they vote on the referendum to consolidate. The program also supports the Board's goals by increasing the potential for safer learning environments due to the opportunity that better facilities will be utilized by the consolidated district.

The following financial incentives are available to encourage school district reorganization through consolidation or annexation:

- Funding of reorganization feasibility studies, available through Regional Offices of Education;
- Supplemental Evidence-Based Funding payments for four years to a new or annexing district;

- Supplementary state support for four years for new or annexing districts to pay the difference in salaries;
- Funds to pay the difference between selected negative fund balances among the previously existing districts; and
- An additional \$4,000 for each full-time, certified (licensed) staff person.

Financial incentive distributions are made to eligible districts during the fall of the year. Funds to conduct reorganization studies are disbursed throughout the fiscal year. The fiscal year 2020 costs of district consolidation and annexation based on first-, second-, third-, and fourth-year reorganization payments are shown below.

Reimbursement/Distribution Method

District (Year of Payment)	Certified Employees	Deficit Fund Balance	Supplemental Evidence-Based Funding	Salary	Total
Indian Creek CUSD 425 (1)	\$0	\$0	\$0	\$10,852	\$10,852
Dimmick CCSD #175 (3)	\$0	\$0	\$3,842	\$0	\$3,842
Bismarck Henning Rossville Alvin Cooperative High School (3)	\$120,000	\$0	\$0	\$0	\$120,000
Total	\$120,000	\$0	\$3,842	\$10,852	\$134,694

Population and Service Levels

Three consolidating or annexing districts, as shown in the above table, received

reorganization incentive payments in FY 2020. The following table shows expenditure data for each of the categories of payment and the number of reorganization studies.

Incentive Payment	FY18	FY19	FY20 (est)
Certified employees	\$1,464,000	\$936,000	\$120,000
Deficit Fund Balance	\$126,711	\$0	\$0
Evidence-Based Funding differentials	\$306,758	\$293,031	\$3,842
Salary differentials	\$1,091,350	\$481,693	\$10,852
Total	\$2,988,819	\$1,710,724	\$134,694
Number of feasibility studies	3	0	6.
Money for feasibility studies	\$19,000	\$0	\$83,306

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
Total		86

Fiscal Year	Number of Districts
FY 1999	898
FY 2020	852

District Intervention

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$0	\$6,560,200	\$6,560,200	\$12,100,000	\$12,100,000
Change from Prior Year	(\$11,200,000) (100.00%)	\$6,560,200 N/A	\$0 0.00%	\$5,539,800 84.45%	\$0 0.00%

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **Resource Allocation:** Strategic resource allocation decision-making is being used across LEAs and within LEAs within four years to address inequities, close achievement gaps, and improve the achievement of every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

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

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

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

for each and every child as it relates to their diverse backgrounds and life experiences; and providing training and support to teachers and leaders in the schools. The budget enacted in fiscal year 2020 provided \$12.1 million for the annual debt service payments as well as opportunities for children in need in both districts.

Both districts continue to project deficits without the District Intervention Fund. These funds help the districts with educational expenditures that enhance their ability to achieve the Board goals. District Intervention Funds in the amount of \$12.1 million are being requested for FY 2021.

Purpose

The purpose of the program is to provide the intervention districts with financial support

that will allow their leadership to focus on improving academic achievement and efficiencies in operations.

Reimbursement/Distribution Method

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

Population and Service Levels

The following table displays service-level information:

District	FY19	FY20
East St. Louis	\$3,196,800	\$6,050,000
North Chicago	\$3,363,400	\$6,050,000

Diverse Educator Recruitment

Legislative Reference – Not Applicable
Funding Source – State

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$5,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$5,000,000 N/A

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

The mission of this program is to provide funding to support diverse educator candidate recruitment programs in K-12 schools and institutions of higher education and to develop high school programs to support students in early preparation for pursuing a career in education while simultaneously earning the State Seal of Biliteracy.

Purpose

Diverse teachers are underrepresented in American public schools. Nationwide, the majority of the teacher workforce is composed of white females. In Illinois, 83 percent of teachers are white, and 77

percent are female, even though 52 percent of the state's students are of color. A growing body of research suggests all students, regardless of race, benefit from having one or more teachers of color. Further, that students of color especially benefit from teachers who are of their own race or ethnicity (Center for American Progress, 2017). These teachers are uniquely positioned to improve performance of non-white students by serving as role models, mentors advocates, and cultural translators. Additionally, Illinois faces a significant teacher shortage. The number of vacancies for bilingual educators in our state, estimated at 229 in fiscal year 2019, is of particular concern. The funds requested under this program will be used for two purposes: (1) to recruit individuals of color to matriculate into educator preparation programs and (2) to develop high school programs to support students in early preparation for pursuing a career in education while simultaneously earning the State Seal of Biliteracy, which is awarded to high school graduates who demonstrate proficiency in English and another language in the core domains of reading, writing, listening, and speaking. In 2018-19, 6,217 seals were awarded to Illinois high school graduates. Students who earn the Seal of Biliteracy are uniquely positioned to become strong bilingual educators who can meet the needs of the students across our state.

Specifically, a grant process will award multiple grants based on need (e.g., number

of vacancies in endorsement areas), district characteristics (e.g., student and educator demographics), and partnerships between districts and higher education that support diverse teacher candidates as they pursue licensure in Illinois per either the Supporting Future Teachers program or Diverse and Learner Ready Teacher initiative.

The \$5 million funding request is aligned to our elevating educators' goal and our educator support, recruitment, and preparation priority. This request is also rooted in equity in that it will increase educational and career opportunities for emergent bilinguals and increase diversity in our future teacher workforce.

Reimbursement/Distribution Method

Grants will be based on criteria established by ISBE and will be awarded based on need. (See criteria above.) Final amounts will be determined based upon submitted applications. Grantees will be required to provide evidence of need; articulate the scope and substance of the partnerships; how the district and institution of higher education will work together to transition a student from the district into full or part-time enrollment in a preparation program; the process for tuition and fee support for the

candidate; guarantee clinical teaching placements for the candidate; and, if available at the time of program completion, the promise of a teaching position in the district upon completion. Successful submission and approval of the planning grant deliverables will afford grantees access to additional dollars. In the case of the Supporting Future Teachers program, funding this mandate will allow ISBE to provide a mandated report to the General Assembly detailing the first three years of the program (school years 2020-21 through 2022-23.) It should be noted that the mandate requires reporting for the first four years of the program; however, the program is not operational during the 2019-20 school year as it is currently unfunded.

Districts that wish to partner with institutions of higher education and/or other organizations (e.g., Regional Offices of Education or other programs that support teacher candidates) are eligible to participate in this program.

Population and Service Levels

	FY21 (est)
Number of Districts/Partnerships	100+

Early Childhood Education

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$393,738,100	\$443,738,100	\$493,738,100	\$543,738,100	\$643,738,100
Change from Prior Year	\$79,500,000 25.30%	\$50,000,000 12.70%	\$50,000,000 11.27%	\$50,000,000 10.13%	\$100,000,000 18.39%

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **Resource Allocation:** Strategic resource allocation decision-making is being used across LEAs and within LEAs within four years to address inequities, close achievement gaps, and improve the achievement of every student.

Elevating Educators: Illinois’ diverse student population will have educators who are prepared through multiple pathways

and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

Early Childhood Block Grant (ECBG) programs help young children enter school with a foundation of knowledge and skills and more prepared for kindergarten.

Purpose

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

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

The PFAE program provides preschool services to 3- and 4-year-old children who are determined to be at risk through a weighted eligibility selection process. The program offers high-quality comprehensive services, including:

- Connections to health, mental health, dental, and social services;
- Intensive parent engagement services;
- Universal and targeted supports for positive behavioral and social emotional development;
- At least 60 minutes per day of physical activity; and
- Instructional leaders with specific early childhood expertise and expertise in serving culturally, linguistically, and ability-diverse children who will focus on providing high-quality, embedded professional development to teachers.

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

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

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

Reimbursement/Distribution Method

Competitive grants were awarded through a Request for Proposals process for FY 2019 that covers the four subsequent fiscal years. Additionally, there are statutory percentage requirements for amounts that must be allocated specifically to Chicago District 299 (37 percent allocation of ECBG appropriation) and the Prevention Initiative program (25 percent allocation of the remaining balance of the increase to the ECBG appropriation).

Population and Service Levels

The following table displays service-level information:

	FY17	FY18	FY19	FY20 (est)
Downstate Illinois Projects				
Prevention Initiative (Birth to 3)	148	153	138	144
Preschool for All (3 to 5)	476	506	481	525

	FY17	FY18	FY19	FY20 (est)	FY21 (est)
Number of Children (Birth to 3) Served Through PI					
Downstate	8,621	9,376	12,268	13,169	14,548
Chicago Public Schools	4,313	4,627	5,758	5,434	5,854
Total Children (Birth to 3) Served	12,934	14,003	18,026	18,603	20,402
Number of Children (3 to 5) Served Through PFA & PFAE					
Downstate	56,128	56,173	57,192	61,112	67,781
Chicago Public Schools	17,374	18,966	17,349	24,200	25,824
Total Children (3 to 5) Served	73,502	75,139	74,541	85,312	93,605
Total Number of Children (Birth to 5) Served Statewide					
	86,436	89,142	92,567	103,915	114,007

Educator Quality Investigations and Hearings

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$179,900	\$179,900	\$179,900	\$429,900	\$475,000
Change from Prior Year	\$179,900	\$0	\$0	\$250,000	\$45,100
	N/A	0.00%	0.00%	138.97%	10.49%

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

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for 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 (formerly cited as Section 21-23) of the School Code authorizes the State Superintendent to investigate an educator if evidence exists of abuse or neglect of a child, incompetence, unprofessionalism, immorality, or other just cause. Section 21B-80 calls for the automatic revocation of an educator’s license if the educator is convicted of certain criminal offenses involving sex, drugs, and

murder. When appropriate, the State Superintendent can require the educator to complete professional development coursework, suspend the educator’s license for up to five years, or revoke the educator’s license.

This line item supports the goals of 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 staff and outside counsel retained by the Legal 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 at 23 Illinois Administrative Code 475. The law provides for the investigation of any educator licensed by ISBE upon receipt of evidence of

misconduct. There were 483 open educator misconduct cases in January 2020; that is 175 more open cases than were open at this time last year.

ISBE is requesting an increase in this line item appropriation to add the capacity to

more quickly investigate and adjudicate educator misconduct cases. The request is to fund the entire program from this separate line item and, with legislative support, build a system that allows a more aggressive approach when educators need to be removed from the school setting.

Educators Rising

Legislative Reference – Not Applicable
Funding Source – State

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$1,000,000
Change from	\$0	\$0	\$0	\$0	\$1,000,000
Prior Year	0.00%	0.00%	0.00%	0.00%	N/A

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Elevating Educators: Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

The mission of the program is to address teacher shortages by cultivating an interest in the teaching profession among high school students.

Purpose

Educators Rising, a national program supported by the National Education Association, the American Federation of Teachers, and Phi Delta Kappa, positions districts to address pipeline issues unique to their schools through partnership with institutions of higher education. Research shows that more than 60 percent of teachers teach within 20 miles of where they attended high school, and districts must take

advantage of the opportunity to cultivate accomplished teachers within their communities.

Funding will allow for implementation of a statewide series of regional networks to support the Educators Rising curriculum, including a state coordinator to guide implementation and partial funding for university-based regional coordinators, the purchase of the Educators Rising Curriculum to provide access for all schools, funding to host a state conference, and support for Tier 1 districts to both develop an education career pathway and provide tuition grants to teachers in cases where none hold the degree required to lead dual credit coursework. ISBE will collect data to ascertain the success of the program. The agency will analyze how many students who were part of the Educators Rising program enroll in institutions of higher education with the goal of becoming an educator, how many complete educator preparation programs, and how many matriculate into Illinois public schools after program completion, as well as the racial and ethnic diversity of all of the aforementioned educators.

ISBE believes that communities, parents, educators, and community-based organizations play an essential role in improving outcomes for our students. The Educators Rising program will expose high school students to the field of teaching and cultivate interest in the profession at a time when students are thinking about college

majors and careers. Given that the majority of teachers teach in close proximity to the high school from which they graduated, Educators Rising programs will particularly provide equitable exposure and recruitment into the teaching profession to students from rural, high-needs, or hard-to-staff schools.

“Because Educators Rising introduces students to National Board-aligned standards for excellent teaching, they begin their careers far more prepared to deliver quality instruction (and therefore) far more likely to remain in teaching, helping to address the plague of early-career dropouts that stems from entering the classroom underprepared. Reducing early-career turnover means increasing the average experience and effectiveness of the teaching profession,” according to Bill Curtin, an advocate for Educators Rising programs who is employed with Teach Plus. “Students of color and those in poverty are far more likely to have teachers with less than five years of experience. That makes preparing educators to be effective on day one an urgent equity issue. Educators Rising prepares students from the time they are in high school by awarding pre-professional ‘micro-credentials’ in instructional skills and connecting them to opportunities to work with younger students as mentors and tutors.”

Reimbursement/Distribution Method

ISBE will provide grants to districts for costs related to participating in Educators Rising.

Funds will allow students in participating school districts to access the Educators Rising national curriculum, fund a statewide coordinator, and provide travel expenses and substitute teacher reimbursements for program sponsors at the school sites to attend a statewide training centered around implementing Educators Rising in their schools.

Population and Service Levels

This level of funding would allow for the creation of 10 university-based regional networks. Each network would partner with 10 or more high schools, along with a university hub and a partnering community college, in the first year of implementation. Each network would serve between 50 and 100 students, depending on location. As programs develop, those numbers should expand. Funds will allow approximately 100 schools and between 500 and 1,000 students to access the Educators Rising national curriculum.

	FY21 (est)
Students Served	500-1,000
High Schools Served	100+

Evidence-Based Funding

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$5,900,216,500	\$6,455,159,900	\$6,836,163,200	\$7,214,813,200	\$7,724,813,200
Change from Prior Year	\$363,471,400	\$554,943,400	\$381,003,300	\$378,650,000	\$510,000,000
	6.56%	9.41%	5.90%	5.54%	7.07%

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

Proposed Board Goals and Proposed Strategic Plan Priority Area

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **Resource Allocation:** Strategic resource allocation decision-making is being used across LEAs and within LEAs within four years to address inequities, close achievement gaps, and improve the achievement of every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways

and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

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 schools in an equitable manner. Evidence-Based Funding (EBF) represents 81 percent of General Funds appropriations to the Illinois State Board of Education in fiscal year 2020.

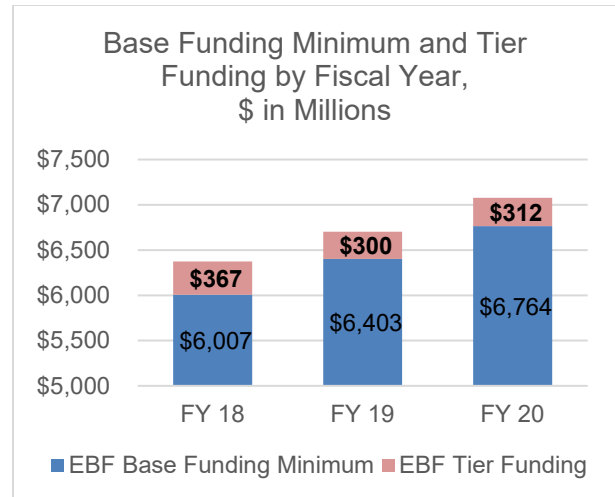
Reimbursement/Distribution Method

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 are General State Aid, Special Education Personnel, Special Education Summer School, Funding for Children Requiring Special Education Services, and English Learner Education.

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

The Base Funding Minimum grows annually by the tier funding paid in the prior year. The Base Funding Minimum in FY 2020 is equal to the Base Funding Minimum paid in FY 2019, plus FY 2019 tier funding, plus FY 2019 Property Tax Relief Grant funding. The Base Funding Minimum for programs operated by Regional Offices of Education in FY 2020 also includes supplemental funding that was paid to those programs in both FY 2018 and 2019. That change to the Base Funding Minimum was enacted in the FY 2020 budget implementation bill, Public Act 101-0010.



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

Districts are annually assigned to one of four funding tiers based on their percentage of adequacy. Districts in Tier 1 are those most in need of state assistance. Fifty percent of tier funding is allocated through Tier 1. Districts qualify for Tier 1 if their percentage of adequacy is less than the Tier 1 Target Ratio. That ratio is calculated so that 50 percent of increased funding is distributed to Tier 1 districts. Tier 2 districts have a percentage of adequacy that is greater than or equal to the Tier 1 Target Ratio and less than 90 percent. Forty-nine percent of increased state funding is allocated to Tier 2.

Tier 3 districts have a percentage of adequacy greater than or equal to 90 percent and less than 100 percent. Tier 3 districts receive 0.9 percent of increased funding. Tier 4 districts have a percentage of adequacy greater than or equal to 100 percent and receive 0.1 percent of increased funding.

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

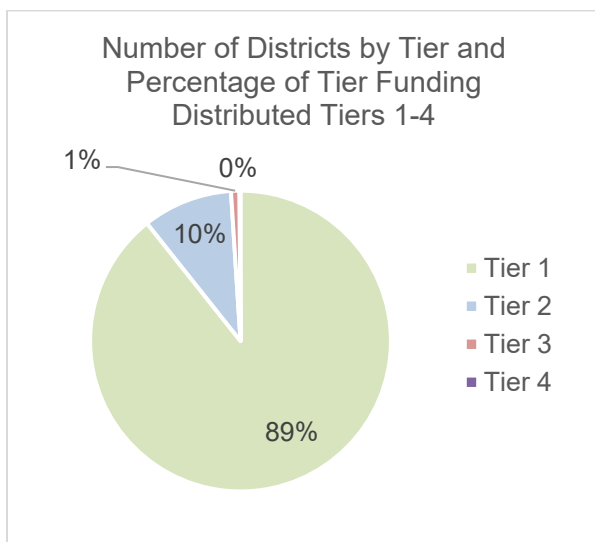
Stage 2: Measuring each district's resources for comparison to the Adequacy Target.

Stage 3: Distributing additional state funds to assist districts in meeting their Adequacy Targets. Completing the first and second

stages produces a ratio that determines how far away a district is from adequate funding in Stage 3.

The result of determining each district's percentage of adequacy and tier assignment in FY 2020 is displayed in the table below. This demonstrates that the new system provides a majority of increased funding to districts in Tier 1 or those in greatest need of state funding. Tier 1 funding is set at 50 percent of any increase in funding, but the total amount of tier funding districts in Tier 1 receive is greater because they also receive a share of the 49 percent of increased funding distributed to Tier 2 districts. This raises the total amount of increased funding distributed to Tier 1 districts in FY 2020 to \$279 million or 89 percent of increased funding.

Tier	Average Student Enrollment	# of Districts, Lab Schools	Tier \$	% of FY20 Tier \$	% of Adequacy Determining Tier
1	1,044,320	358	\$ 279,548,554	89%	< 67.4%
2	531,803	354	\$ 29,818,112	10%	> 67.4% and < 90%
3	98,002	58	\$ 2,812,424	0.9%	> 90% and < 100%
4	261,631	151	\$ 312,491	0.1%	≥ 100%
Totals	1,935,756	921	\$ 312,491,581	100.0%	



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

Tier 1

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 district receives less funding per student than a Tier 3 district. If funding is needed to make up a difference, it will come from the Tier 2 funds.*

Tier 3

Tier 3 Funding =

Adequacy Target
x Tier 3 Allocation Rate

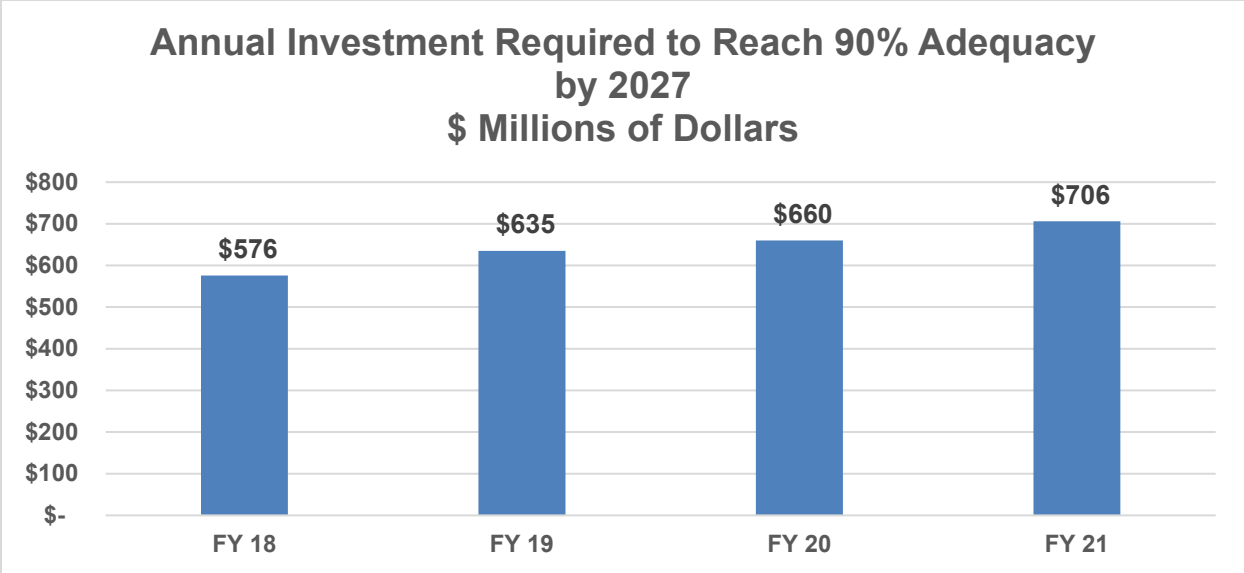
Tier 4

Tier 4 Funding =

Adequacy Target
x Tier 4 Allocation Rate

Population and Service Levels

The gap to 90 percent adequacy for all Tier 1 and Tier 2 districts, per the FY 2020 EBF calculations, is estimated to be \$4.54 billion after distribution of the FY 2020 tier funding. The state would need to commit to an annual increase of \$706 million to the EBF appropriation for the next seven fiscal years in order for all Tier 1 and Tier 2 districts to reach 90 percent adequacy by June 30, 2027, the stated goal of the EBF statute. Included in this amount is a 1 percent allocation for tier distribution for Tier 3 and 4 districts per the statutory formula. These estimates are based on current FY 2020 EBF data; future funding projections will be affected by changes to student enrollment, student demographics, local resources, recalibration of the cost factors, changes initiated by legislators, 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, as illustrated by the graph above. 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.

Additional investments are required, but it is important to recognize the achievements made. To date, the state had increased its investment in public education in Illinois by \$979 million since the enactment of Evidence-Based Funding. That has substantially reduced the number of districts in the most under-resourced category. Prior to distributing this year’s funding, 34 districts had 60 percent or less of the funding they needed to provide a basic education as defined by the EBF statute. Those districts educate 92,000 students.

	FY18	FY19	FY20
Number of Districts ≤ 60 percent Adequacy	168	80	34

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

Property Tax Relief Grant (PTRG)

EBF contains an additional provision that provides grants to districts with high tax rates compared to other districts within their organization type that allow those districts to lower local property taxes.

PTRG promotes equity by providing state grants to districts that allow them 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.

Reimbursement/Distribution Method

The grant program ranks all districts by a value which 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 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 a factor of $(1 - \text{Local Capacity Percentage})$.

The grant amount is equal to a portion of the amount abated. That portion is equal to a factor of $(1 - \text{Local Capacity Percentage})$. The grant is added to the Base Funding Minimum in the year following receipt of the grant.

Participating districts must agree to abate property taxes for two consecutive years.

Population and Service Levels

Twenty-eight districts participated in the grant program in FY 2019. Those districts

abated \$56.9 million in property taxes in exchange for \$50 million in state grants. Revisions to the governing statute allow more districts to participate in the grant program in FY 2020. Thirty-nine districts are eligible to abate \$57.3 million in property taxes this year in exchange for \$53.65 million in Property Tax Relief Grants. Beginning in FY 2020, districts that participate in the program must agree to abate taxes for two consecutive years, or forfeit the tax relief grant amount added to their Base Funding Minimum.

Additional information is available at <http://www.isbe.net/proptaxrelief>.

Golden Apple

Legislative Reference – 110 ILCS 947/52
Funding Source - State

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$15,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$15,000,000 N/A

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

The mission of the Golden Apple program is to inspire, develop, and support teacher and school leader excellence in Illinois, especially in schools of need. State funding for the Golden Apple program would support two programs: Golden Apple Scholars and Golden Apple Accelerators.

Purpose

The Golden Apple Scholars of Illinois program encourages academically talented Illinois students, especially minority students, to pursue teaching careers, especially at high-need, hard-to-staff schools by providing

tuition assistance (tuition, fees, and room and board or commuter allowance) at one of the participating colleges.

The Golden Apple Accelerators program allows individuals to obtain a teaching license within 15 months through a one-year residency program in a partner district located in southern, central, or western Illinois.

Reimbursement/Distribution Method

Golden Apple Scholars candidates may qualify for up to \$23,000 in total financial assistance. Once licensed, Golden Apple Scholars must agree to work, on a full-time basis, for a period of not less than five years at a nonprofit Illinois public, private, or parochial preschool, or an Illinois public elementary or secondary school considered a school of need (e.g., a school with over 30 percent poverty or a school where 60 percent or fewer of students who approached, met, or exceeded state standards). A Golden Apple Scholars candidate must begin teaching within two years of the completion of his or her degree for which the assistance was awarded.

Candidates in the Golden Apple Accelerators program receive \$30,000 to apply toward tuition and/or housing costs as well as job placement in a partner school and mentoring during the first years of teaching.

Population and Service Levels

The following table displays service-level information:

	FY21 (est)
Golden Apple Scholars	300
Golden Apple Accelerators	100

Grant Accountability and Transparency Act and Budgeting for Results

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$0	\$0	\$0	\$260,000	\$860,000
State	\$0	\$0	\$0	\$260,000	\$260,000
Other State	\$0	\$0	\$0	\$0	\$600,000
Change from Prior Year	\$0	\$0	\$0	\$260,000	\$600,000
	0.00%	0.00%	0.00%	N/A	230.77%

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways

and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

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 new centralized electronic Grants Management System. Cognizant agencies

bear an increased administrative burden. The requested funding provides for ISBE's share of GATA and Budgeting for Results costs estimated to be billed by the Governor's Office of Management and Budget and Department of Innovation and Technology.

Population and Service Levels

ISBE administered grants to 2,282 entities (33 percent of state grantees) in fiscal year 2019 and is cognizant agency for 2,349 of the 9,172 entities registered in the GATA grantee portal (26 percent) in FY 2020.

Illinois Free Lunch and Breakfast

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for 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.

	FY19	FY20 (est)
Reimbursement for each free breakfast/lunch served/claimed	\$0.0459	\$0.0400

Population and Service Levels

The Illinois Free Lunch and Breakfast Program is a voluntary program available to all public schools, nonprofit private schools, and residential child care institutions that

provide nutritious breakfasts and lunches to children who meet the free income-level guidelines.

The following table displays service-level information:

	FY19	FY20 (est)
IL Free Lunch		
Number of Sponsors	1,093	1,096
Number of Sites	4,178	4,188
IL Free Breakfast		
Number of Sponsors	807	809
Number of Sites	3,410	3,427
Total Number of IL Free Meals Served	196,100,802	202,964,330

Illinois School Psychology Internship Consortium

*Legislative Reference –105 ILCS 5/2-3.142
Funding Source - State*

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$50,000
Change from	N/A	N/A	N/A	N/A	\$50,000
Prior Year	N/A	N/A	N/A	N/A	100.00%

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Elevating Educators: Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

A school psychologist serves multiple partners in the support of students. School psychologists partner with families, teachers, school administrators, and others to support the creation of safe, healthy, and supportive

learning environments that strengthen connections among home, school, and the community. In particular, school psychologists may make evaluations, recommendations, or interventions regarding the placement of students in educational programs or special education classes. Unfortunately, like so many school support, teaching, and administrative positions in Illinois, there is a shortage of school psychologists to meet the needs of students. As of December 2019, there were 112 unfilled school psychologist positions (105 school psychologists and seven school psychologist interns).

Purpose

A school psychologist rigorously prepares, including coursework and an extensive internship, before applying her or his expertise in mental health, learning, and behavior to help students succeed academically, socially, behaviorally, and emotionally (National Association of School Psychologists). The Illinois School Psychology Internship Consortium (ISPIC) advocates for the profession by connecting districts and other entities to students who are preparing to serve as school psychologists. ISPIC has supported the preparation of 295 school psychology interns since its launch in 2002. Over 50 percent of these individuals remain in school psychologist positions throughout Illinois.

Reimbursement/Distribution Method

ISPIC will receive a \$50,000 grant to fund annual operating expenses. The current ISPIC operating budget is funded by contributions from four institutions of higher education, membership fees from the partnering sites, and registrant fees from continuing education events. These institutions have managed to sustain programming thus far. However, continued budget cuts at the institutional

level and the need to prioritize programming serving their own departments and programs creates an environment that places the ISPIC program in jeopardy. Currently, ISPIC is not receiving any grant funding in support of its work.

Population and Service Levels

Annually, ISPIC offers 20-30 accredited doctoral internships throughout Illinois.

Materials Center for the Visually Impaired

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$1,421,100	\$1,421,100	\$1,421,100	\$1,421,100	\$1,421,100
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

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 visual disabilities.

Program Mission

The mission of this program is to support the delivery of required services to students throughout the state with visual disabilities by

approving and distributing state funding for special education services. This includes the provision of materials for students with visual impairments in order for them to participate and progress in the general education curriculum.

Reimbursement/Distribution Method

Funds are awarded per a grant agreement with the Chicago Lighthouse for People Who Are Blind or Visually Impaired to provide services.

Population and Service Levels

Elementary, secondary, and postsecondary students with visual impairments receive materials through the depository. The following table displays service-level information:

	FY17	FY18	FY19	FY20 (est)
Elementary/ secondary students served	4,364	4,291	4,395	4,400
Postsecondary students served	397	513	520	525

National Board Certification

Legislative Reference – 105 ILCS 5/21B-70)

Funding Source - State

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,500,000	\$1,500,000
Change from	\$0	\$0	\$0	\$500,000	\$0
Prior Year	0.00%	0.00%	0.00%	50.00%	0.00%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Elevating Educators: Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

National Board Certification develops, retains, and recognizes accomplished teachers and generates ongoing improvement of student outcomes in schools nationwide. It enables educators to elevate their teaching (97 percent of teachers make changes to their teaching style and methodology after receiving National Board Certification) and serves as an equity lever, advancing teaching practice nationwide by enabling accomplished teachers to expand their cultural lenses to successfully support student learning. Candidates undergoing this rigorous certification process must think critically about their instruction, the impact it has on student learning, and how they can improve their instruction to support each and

every child. There are more than 6,000 National Board Certified Teachers (NBCTs) in Illinois, which ranks among the top six states with the most NBCTs.

More than a decade of research suggests students taught by NBCTs demonstrate higher achievement than students taught by non-NBCTs, according to the National Board for Professional Teaching Standards (NBPTS). National Board Certification benefits school systems as a whole.

From a teacher who has National Board Certification: “I have become a much more reflective teacher. With the overwhelming (and increasingly more by the year) number of things teachers are asked to do, it is very easy to get into survival mode. Going through the process taught me how to avoid survival and really stop to think about what is best for my students. What do I see in the classroom that is working? Where are my students struggling? How can I change my plans based on my knowledge of students so that they are more engaged? These very basic and core questions I considered as I went through my certification process stuck with me and guide me always.”

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 National Board Certified Teachers in Tier 1, rural, or remote schools with a one-time stipend; and provide funds for cohort facilitators and liaisons who support candidates pursuing certification.

Reimbursement/Distribution Method

National Board subsidies for new candidates, candidate retakes, and NBCT renewals will be paid directly to Illinois State University, which will then remit to the NBPTS on behalf of Illinois candidates and NBCTs. NBCT mentors will be paid through the school districts. All subsidies, renewals, and retakes will be paid on a first-come, first-serve basis. If all funds are not expended by June 1, remaining fees may be expended on instructional Leadership Trainings.

Population and Service Levels

A total of 544 educators were recruited (and subsequently registered for the certification components), 179 educators received initial certification, 217 educators renewed their certification, and 171 teachers registered as mentors in fiscal year 2019. Continued funding for National Board Certification will enable educators to advance their profession and improve instruction to students across Illinois.

	FY19	FY20	FY21 (est)
Mentoring	\$256,500	\$262,500	\$260,000
Subsidies (New)	\$431,300	\$872,825	\$875,000
NBPTS Renewal & Retakes	\$312,200	\$364,675	\$365,000
Instructional Leadership Training	\$0	\$0	\$0
Disbursed	\$1,000,000	\$1,500,000	\$1,500,000

Any teacher or school counselor who has had three years of experience in the classroom and also holds a valid Professional Educator License is eligible to seek NBPTS certification. Preference is given to recruiting NBPTS candidates from Evidence-Based Funding Tier 1 rural or remote schools as defined under Section 21B-70 of the Illinois School Code.

	FY19	FY20 (est)	FY21 (est)
New candidates	397	547	650
New NBCTs	179	176	180
Newly Renewed	217	283	250
Total NBCTs	6,543	6,711	6,891

Orphanage Tuition

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$21,500,000	\$17,000,000	\$13,600,000	\$10,100,000	\$9,900,000
Change from Prior Year	\$10,000,000	(\$4,500,000)	(\$3,400,000)	(\$3,500,000)	(\$200,000)
	86.96%	(20.93%)	(20.00%)	(25.74%)	(1.98%)

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for 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 quarterly installments (September 30, December 31, and March 31) based on an estimated cost calculated from the prior year's claim, as required by law.

Per Public Act 101-0017, which became effective June 14, 2019, 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 costs.

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.

	FY18	FY19	FY20 (est)
Total claim	\$9,895,346	\$9,574,023	\$9,687,565
Summer (actual)	\$343,810	\$320,441	\$318,023
Excess cost amount	\$0	\$0	\$0
1.2 per capita amount	\$9,551,536	\$9,253,582	\$9,369,542
Prior Year Liability*	\$0	\$0	\$0

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

Philip J. Rock Center and School

Legislative Reference – 105 ILCS 5/14-11.02

Funding Source – State

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$7,155,600	\$3,577,800	\$3,577,800	\$3,777,800	\$4,218,600
Change from	\$7,155,600	(\$3,577,800)	\$0	\$200,000	\$440,800
Prior Year	N/A	(50.00%)	0.00%	5.59%	11.67%

Fiscal year 2017 appropriation was used to cover both FY 2017 and prior year obligations.

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the

number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

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 both deaf and blind and require highly specialized accommodations and resources.

Purpose

The purpose of the program is to provide for a statewide center and a school for individuals who are both deaf and blind. Deaf-blind students require highly specialized and personalized teaching approaches and special adaptations in instruction in both the auditory and visual modes to promote maximum learning. The Philip J. Rock Center and School serves qualified Illinois students. The school is also authorized by ISBE to accept qualified students who are not from Illinois according to a tuition rate established by ISBE.

The funds enable the Philip J. Rock Center to continue educational programs that are school and community based. More specifically, funds support salaries and benefits for 31 full-time and 14 part-time employees, transportation, food, and lodging associated with residential placement, staff

training, community access, and educational services for students. The Philip J. Rock Center also serves as the state’s resource for technical assistance and training for all school personnel and families in Illinois on behalf of all school-aged children who are deaf-blind.

Reimbursement/Distribution Method

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

Population and Service Levels

Full residential and educational services were provided to 10 students at the Philip J.

Rock Center and School in FY 2019. Statewide, 381 children/youth who are deaf-blind were eligible for support services through the service center in FY 2019.

	FY19	FY20 (est)
Full residential and educational services provided	10	10
Students eligible for services	381	390
Students waiting to be placed	5	5

Principal Mentoring

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$1,000,000
Change from	\$0	\$0	\$0	\$0	\$1,000,000
Prior Year	0.00%	0.00%	0.00%	0.00%	N/A

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Elevating Educators: Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

The mission of the program is to provide direct mentoring support to novice principals by demonstrating, encouraging, and advocating a high level of performance to achieve targeted and observable progress toward becoming an effective instructional leader.

Purpose

Strong schools are led by strong building leaders. The Illinois State Board of Education revised state standards for the preparation of principals in 2012 to focus on preparing the principal as an instructional leader, rather than simply as a governing administrator. The preparation of an instructional leader,

however, is only part of learning the day-to-day challenges of the principal position. A school leader is a servant-leader – an educator, a moral agent, a child advocate, a social worker, a crisis negotiator, an organizational architect, and a community activist -- all while ensuring students have equitable access to educational opportunities. Far too often, novice principals are left to “learn on the job” without guidance and access to support from peers. This results in the principal feeling alone and overwhelmed by responsibilities.

Mentoring is an essential component to help new principals transition successfully to their roles as instructional leaders. This is one of the primary recommendations of the *Teach Illinois* report. Previous data collected by ISBE and public comment in response to the *Teach Illinois* report suggests that school principals who were trained through a mentoring process received professional support regarding their problems from their mentor and consequently overcame this difficult period of their careers much easier than principals who did not have mentors.

Every child in each public school system in the State of Illinois deserves to attend a system wherein all students are supported by highly effective teachers and school leaders. To meet this goal, teachers and leaders in every school and classroom need the training and support required to demonstrate competency in their content, their ability to adjust their pedagogy to

student need, their ability to establish positive relationships with all students, and their understanding of human development. These skills are not innate: New principals learn by doing, and high-quality mentors will provide novice principals with the support they need to become great leaders.

Reimbursement/Distribution Method

Funds will be used to develop and implement principal mentoring programs within Local Education Agencies, including providing stipends for mentors and creating best practice guidance manuals that will be shared statewide. Programs will also include a component for measuring principal growth and effectiveness from the beginning of the

program through its progression. Illinois Administrative Code specifies that each mentored principal shall be supported with \$2,750, with first-year principals receiving priority over second-year principals. If adequate funding exists, the same fees structure will apply to mentors and mentoring entities for second-year principals.

Population and Service Levels

The following table displays service-level information:

	FY20	FY21 (est)
First-year Principals Mentored	0	350

Southwest Organizing Project Parent Mentoring

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$1,466,300	\$2,000,000	\$2,000,000	\$3,500,000	\$4,750,000
Change from	\$0	\$533,700	\$0	\$1,500,000	\$1,250,000
Prior Year	0.00%	36.40%	0.00%	75.00%	35.71%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Program Mission

The mission of the program is to develop parental leadership in low-income schools, so the parents may become an integral part of the classroom, the school community, and the neighborhood around the school. The inclusion of parents in the classroom supports the academic achievement of students and enhances the environment in the schools. Under the Parent Mentoring Program, community-based organizations partner with local schools to recruit and train approximately eight parents per school to assist teachers two hours per day, four days a week. They receive training for two hours each week. Parents are assigned to a

classroom (not their own child's), where they are mentored by a teacher and work one on one and in small groups with children. Parent mentors receive a modest stipend after reaching 100 volunteer hours.

Purpose

The purpose of the program is to facilitate instruction, improve classroom ratios, increase parent engagement, develop parent leadership, foster collaboration between schools and community-based organizations, and improve the classroom experience for students and teachers.

Reimbursement/Distribution Method

The General Assembly allocated funds for this program to specific grantees in fiscal years 2013-20. Program funds were allocated to the Illinois Coalition for Immigrant and Refugee Rights in FY 2013 and FY 2014. The funds have been allocated to Southwest Organizing Project (SWOP) in the last six fiscal years. The full amount allocated was awarded to each organization, which then distributed subgrants to community-based organizations based on a competitive Request for Proposals process. SWOP has subsequently awarded continuation grants to subgrantees. Subgrantees were given an opportunity, as program funds increased, to extend the program length to cover the full school year.

Increased funding for SWOP over the past two years has allowed for the expansion of the Parent-Mentoring Program statewide. Sites outside the City of Chicago included one elementary school in each of the following cities: Riverdale, Park Forest, East St. Louis, Brooklyn, Kankakee, Hopkins Park, Elmhurst, Morton Grove, Romeoville, and Calumet Park. Additionally, SWOP implemented programming at multiple sites in the cities of Decatur, Aurora, Moline, Zion, and Bolingbrook. Collectively, the expansion provided services to 6,100 students at 37 sites statewide. The proposed increase of \$1.25 million in FY 2021 would allow the expansion that took place in FY 2020 to continue across the state, increasing the number of locations to be served and building capacity of programs. SWOP advocates estimate that the increased funding would allow the program to expand to an additional 38 schools, bringing the statewide total to 183 schools. It also would allow the program to train 328 parent mentors, bringing the total to 1,464 parent mentors in classrooms for two hours a day.

Population and Service Levels

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

The following table displays service-level information:

	FY19	FY20	FY21 (est)
Community-Based Organizations Funded	21	30	35
Schools Served	108	145	183
Parent Mentors (PM)	744	1,136	1,464
Children in Classrooms Served by a PM	17,296	25,900	32,000

Special Education – Orphanage Tuition

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

Appropriation History

	FY17	FY18	FY19	FY20*	FY21 Proposed
Appropriation	\$103,472,500	\$73,477,600	\$73,000,000	\$80,500,000	\$91,700,000
Change from Prior Year	\$8,472,500 8.92%	(\$29,994,900) (28.99%)	(\$477,600) (0.65%)	\$7,500,000 10.27%	\$11,200,000 13.91%

*FY 2020 appropriation does not include the supplemental request of \$11.2 million.

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Program Mission

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

To achieve that vision the program mission 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 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 via a cross check with the Department of Children and Family Services or the serving district must provide court documentation that parental guardianship has been removed from the natural parent.

Reimbursement/Distribution Method

Payments are vouchered in the current school year via quarterly installments September 30, December 31, and March 31 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.

Per Public Act 101-0017, which became effective June 14, 2019, 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 Board recommends a \$11.2 million supplemental to provide sufficient appropriation authority to pay all estimated claims in FY 2020.

	FY19	FY20 (est)
Total claim amount*	\$79,309,398	\$85,263,470
Chicago District 299	\$15,145,288	\$16,375,977
Summer Term	\$3,673,303	\$3,925,420
Regular Term	\$60,490,807	\$64,962,073
Prior Year Liability**	\$0	\$6,473,238
Eligible students - Dec 1 Count	2,491	2,394

*Claim data does not include state audit adjustments.

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

Special Education – Private Tuition

Legislative Reference – 105 ILCS 5/14-7.02

Funding Source - State

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$233,000,000	\$135,265,500	\$135,265,500	\$152,320,000	\$173,760,000
Change from	\$0	(\$97,734,500)	\$0	\$17,054,500	\$21,440,000
Prior Year	0.00%	(41.95%)	0.00%	12.61%	14.08%

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for 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.

Purpose

The purpose of this program is to reimburse school districts a portion of the tuition paid to special education private facilities for special education students when it is determined that the student's Individualized Education Program requires exceptional educational and/or clinical intervention and the public school system 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.

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 quarterly 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.

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.

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

Population and Service Levels

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

	2017-18 School Year FY19	2018-19 School Year FY20
Total claim	\$168,708,955	\$191,438,901
Chicago District 299	\$13,821,365	\$19,774,319
Downstate	\$154,887,590	\$171,664,582
Percent paid	80	80
Net claim*	\$135,265,499	\$152,319,989
Students	11,635	12,267

*Net claim includes state audit adjustments.

State and District Technology Support

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$2,443,800	\$2,443,800	\$2,443,800	\$2,443,800	\$3,350,000
Change from Prior Year	\$2,443,800	\$0	\$0	\$0	\$906,200
	N/A	0.00%	0.00%	0.00%	37.08%

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

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

Purpose

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

Illinois Virtual Course Catalog (IVCC)

The Illinois Virtual School (IVS) provided a non-degree, non-credit-granting program in fiscal year 2019 that offered supplemental online courses to all Illinois public, private, and home-schooled students in grades 5-12. IVS served a large number of at-risk students by providing credit recovery options to help them graduate on time. In addition, IVS provided opportunities for students to take courses not offered by their face-to-face school, such as Advanced Placement, foreign languages, and other enrichment opportunities. A Request for Sealed Proposals 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 students. The multiple provider model became effective in January 2020 with the launch of the IVCC.

Learning Technology Center (LTC)

The LTC creates a single statewide system of support for instructional technology. Current goals for the LTC include increasing the percentage of teachers, administrators, and technology coordinators who participate in instructional technology opportunities that support teaching and learning; ensuring that schools/districts are technically ready to successfully implement online assessments; assisting districts with connectivity, cost efficiencies, and E-rate funding applications; and increasing the percentage of schools/districts with staff trained to ensure security of student data.

Reimbursement/Distribution Method

Champaign/Ford Regional Office of Education serves as the fiscal agent for the LTC and received \$1.4 million.

The IVS received \$475,000 in state funds for operating costs in FY 2020 through an intergovernmental agreement. In addition, Peoria Regional Office of Education collected an estimated \$500,000 in course enrollment fees.

Beginning in January of 2020, six online course providers have been approved to deliver more than 800 courses to students in grades 6 through 12, including Advanced Placement, Career and Technical Education, Credit Recovery, and Core Education courses. Reimbursements totaling \$568,800 will be made in FY 2020 to school districts for students engaged in online learning through the IVCC.

The increase in funds in FY 2021 will enable more schools and students to take part in online courses via the Illinois Virtual Course Catalog through the reimbursement process.

Population and Service Levels

The following tables display service-level information:

Illinois Virtual School	FY18	FY19	FY20 (est)	FY21 (est)
Number of Schools	295	300	300	400
Number of Students Served	6,674	6,800	6,800	8,000
Number of Courses Offered	166	169	800	800

Learning Tech Center	FY18	FY19	FY20 (est)	FY21 (est)
Number of Districts Served	852	852	852	852
Number of Students Served	2,000,000	2,000,000	2,000,000	2,000,000

Student Care Department

Legislative Reference – 23 Ill. Admin. Code 1.285
Funding Source - State

Appropriation History

	FY17	FY18	FY19	FY20*	FY21 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$2,200,000
Change from	N/A	N/A	N/A	N/A	\$2,200,000
Prior Year	N/A	N/A	N/A	N/A	100.00%

*The FY 2020 appropriation does not include the supplemental request of \$1.1 million.

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Program Mission

The mission of the program is to provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by investigating violations of restraint and seclusion and other educational complaints.

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.

ISBE initiated emergency rulemaking in November 2019 to address additional regulations necessary to ensure safe administration of time out and restraint for Illinois public school students. These emergency rules, along with the proposed permanent rulemaking, authorize ISBE to collect and analyze evidence of time out and restraint during the 2017-18, 2018-19, and 2019-20 school years. In addition, the emergency and proposed permanent rules require data reporting for all new instances of time out and restraint.

This line item supports the goals of ISBE by developing the inter-departmental Student Care Department, which will be tasked with analyzing and investigating data and complaints relating to previous administration of time out and restraint and ensuring that all forthcoming uses of time out and restraint are in conformity with the laws and rules of the state. The line item 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 Department include ensuring that all uses of time out and restraint are appropriate and applied in the narrowly defined way they may be used. The Student Care Department will ensure that all facilities where time out is implemented meet the standards set out by rule and state law. The Student Care Department will also aim to address 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

This line item supports the program and legal work performed by internal Student Care Department staff and outside counsel and experts retained to represent the State Superintendent in investigations relating to time out and restraint.

Population and Service Levels

Investigations into the previous use of time out and restraint began shortly after the November 2019 emergency rulemaking enacted by ISBE, after which ISBE received eight complaints from the Office of the Governor relating to individual students and systemic complaints. These investigations involved conducting on-site visits, interviews, and data review. A total of 38 staff members eventually investigated these eight complaints. The following are the staff used and descriptions of their investigated related duties:

- Five complaint investigators were assigned full time to initiate investigation activities, including conducting on-site visits, interviews of multiple witnesses, and data review.
- One principal consultant managed and organized data coming into the agency, developed forms and spreadsheets, and analyzed data.

- Nineteen principal consultants were assigned full time to review and enter data being received by the agency.
- Nine principal consultants and specialists were assigned full time to solely do data entry.
- Two supervisors were added to conduct form reviews and analysis.
- Two attorneys from the Legal Department were added to perform legal reviews.
- A total of 38 staff members worked full time, with more than 150 hours of pay necessary to complete the investigation and reporting associated with the eight complaints received from the Office of the Governor.

The staffing needed to complete the investigation of these eight complaints in a timely fashion was considered in formulating what type and how many staff will be needed for forthcoming work and analysis.

The Student Care Department will be managed by one director and one supervisor, who will oversee the following personnel:

- Four principal consultants who will be responsible for initiating investigation activities, including on-site visits, interviews, and data reviews.
- Nine consultants will be responsible for data review and entry.
- Four senior professionals/ attorneys will work for the Student Care Department on investigating issues of misconduct, providing legal and technical assistance, and working with other Illinois agencies on issues of misconduct and abuse.
- One support staff member will provide administrative support to the Department.

The Student Care Department is needed to adequately address the capacity required to

investigate and process past actions; review and monitor current individual student issues and large-scale systemic issues involving personnel, schools, departments, districts and/or cooperatives; process, investigate, and respond to incoming complaints; and address student, personnel, school, district, and community needs according to best practice.

	FY20 (est)	FY21 (est)
Complaints received	150	150
Investigations	150	150
Number of on-site monitoring visits	40	40
Number of professional development training opportunities	100	100

Tax Equivalent Grants

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$222,600	\$222,600	\$222,600	\$222,600	\$222,600
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

The mission of the program is to provide eligible districts state funding in support of 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:

	FY20	FY21
Lost tax amount	\$298,877	\$320,209

Teach for America

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$977,500	\$977,500	\$977,500	\$1,000,000	\$2,000,000
Change from Prior Year	\$0	\$0	\$0	\$22,500	\$1,000,000
	0.00%	0.00%	0.00%	2.30%	100.00%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

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 in Chicago Public Schools (CPS) 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 on-site classroom visits, feedback on instruction, and guidance for monitoring student progress. Additionally, corps members participate in leadership summits to receive leadership training from veteran teachers, share best practices with one another, and reflect on their experiences to develop further as leaders in the work and to end educational inequity.

Currently, TFA recruits its cohort to serve children in CPS. Funds will also be used in fiscal year 2021 to support the recruitment of TFA alumni from other regions to teaching positions across Illinois. TFA is committed in FY 2021 to recruiting and placing between 80-100 educators. At least 50 percent of the FY 2021 cohort will self-identify as a person of color.

The Illinois State Board of Education 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 focuses on recruiting and training a corps of teachers that better reflects Illinois' diverse student population (wherein 52 percent of the state's children are students of color.) TFA funded 112 incoming teachers, of which 45 (about 40 percent) were teachers of color in FY 2019. These corps members joined a cadre of 233 total first- and second-year TFA-recruited teachers in Illinois. More than 13,500 students were taught by first- or second-year corps members in FY 2019.

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

"In my eyes, there is no greater charge than that of a teacher. I knew that being in the classroom was my calling, and I decided to stay in my role beyond the two-year commitment," according to former corps member Elizabeth Jamison-Dunn.

Another former corps member, Michael Abello, stated, "I just fell in love with the kids, fell in love with the profession, fell in love with education and knew pretty quickly into my corps experience that this was going to be my career."

Reimbursement/Distribution Method

Funds are distributed through 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:

State Fiscal Year	FY19	FY20	FY21 (est)
School Year	2018-19	2019-20	2020-21
Chicago incoming teachers of color	45	45	50
Total Chicago incoming teachers	112	99	100
% of incoming corps identifying as a person of color	40%	45%	50%
Chicago students impacted by incoming teachers	7,192	5,742	5,800
Total corps of incoming teachers and second-year teachers	233	202	195
Chicago students impacted by first- and second-year teachers	13,500	11,716	11,310

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 Mentoring

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$1,000,000	\$750,000	\$0	\$0	\$8,000,000
General Revenue Fund	\$0	\$0	\$0	\$0	\$8,000,000
ISBE Teacher Certificate Institute Fund	\$1,000,000	\$750,000	\$0	\$0	\$0
Change from Prior Year	(\$1,000,000) (50.00%)	(\$250,000) (25.00%)	(\$750,000) (100.00%)	\$0 0.00%	\$8,000,000 N/A

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

The mission of the program is to provide mentoring and support for new teachers.

Purpose

Mentoring and induction support for Illinois' novice teachers is essential to prevent teachers from leaving the profession and to combat teacher shortages. Nationally, one in 10 teachers quit after their first year (U.S. Department of Education, 2018). In Illinois,

the statistics are even more staggering. Forty-four percent of teachers leave their initial school of employment within their first two years, according to the Illinois Education Research Council, and 25-30 percent have left the profession entirely by their fifth year of teaching. High-quality induction programs can reduce turnover by 50 percent, according to research compiled by the Illinois New Teacher Collaborative. The findings of the aforementioned research are further supported by the number of public comments received in response to the *Teach Illinois* report that emphasized the essential importance of quality induction and mentoring programs for teachers. Turnover creates additional administrative costs to a district and a loss of teaching quality and effectiveness. Each teacher who leaves the profession in a medium- to large-sized district costs from \$10,000 to \$18,000 due to recruitment, hiring, and training costs to replace them. Moreover, intensive mentoring and induction programs for new educators result in a return after five years of \$1.66 for each dollar invested. In fact, one former district recipient of state induction and mentoring funds saw a new-teacher retention rate of 72 percent after only three years of a mentoring program.

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

“The first year of teaching is so overwhelming: a new career, new employer, new co-workers and students, new process of logistics. I have had many questions about how things work at our school in regards to taking attendance, discipline process, issues with students and parents, in addition to methods and strategies that I want to use but am trying for the first time. [My university] prepared me with the education; my mentor is continuing to prepare me through advice, instruction, assessment and logistical information,” said a teacher who received support through the state’s previous mentoring program.

An additional teacher who received support through the state’s previous mentoring program shared, “The mentoring program has made me a more effective teacher. I consider the support of my mentor to be integral to my performance this year. Building a relationship with a teacher of experience has not only helped me with sharpening my teaching practices and learning how to fulfill my responsibilities as a teacher, but also with navigating the emotional aspects of being a first-year teacher.”

Reimbursement/Distribution Method

Schools receive \$1,200 for each teacher mentored. Funds will be provided via a

competitive grant to school districts to create sustainable induction and mentoring programs. Funds will be allocated to applicants who meet the criteria set forth in Illinois Administrative Code 65.150. Preference will be given to districts that (1) have high rates of minority students or high rates of students in poverty as identified by Title I criteria, (2) can demonstrate chronic, multiple teacher shortages in state-identified or local shortage areas, or (3) are designated by Evidence-Based Funding as a Tier 1 or Tier 2 district.

Every child in every public school system in the State of Illinois deserves to attend a system wherein all students are supported by great educators. New teachers learn by doing, and high-quality mentors will provide novice teachers with the support they need to become great leaders. If the program is funded, 6,660 teachers could receive two years of mentoring. Additionally, success of the mentorship will be tracked, as each grantee will report each mentored teacher’s performance evaluation rating and retention status during his or her participation and after completion of the program.

Population and Service Levels

The following table displays service-level information:

	FY19	FY20	FY21 (est)
Teachers Mentored	0	0	6,660

In fiscal year 2018, there were approximately 14,800 first- and second-year teachers serving in Illinois schools (ELIS, EIS).

Teacher of the Year

Legislative Reference - Not Applicable
Funding Source - State

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$200,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$200,000 N/A

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

The Teacher of the Year (TOY) and Those Who Excel programs have recognized exceptional educators in the State of Illinois since 1971. Educators selected as TOY represent Illinois as a nominee for the national equivalent. Illinois TOY awardees serve as mentors for future nominees and exemplar educators for those in the field. The program represents an essential piece of how our state recognizes educators and acknowledges the importance of going above and beyond in and outside of the classroom. The program celebrates the best of what our Illinois educators do every day in elevating our students not only academically, but also socially and emotionally. In publicly

recognizing these individuals and what they represent, the program promotes the profession and increases the recruiting potential these individuals represent to future educators.

Purpose

Illinois faces a statewide teacher workforce crisis with record numbers of unfilled positions. The ISBE comprehensive *Teach Illinois: Strong Teachers, Strong Classrooms* report examined the crisis and proposed a suite of research-backed solutions designed to change the narrative with a positive approach. The *Teach Illinois* study cited data from the Illinois Education Research Council showing 44 percent of new teachers in Illinois leave their initial school of employment within the first two years. By the fifth year of teaching, 67 percent leave their initial school of employment, and 25-30 percent leave the teaching profession altogether.

The Illinois TOY serves as an inspiration for those in the educational profession by traveling the state as a spokesperson and advocate. He/she also addresses policy and practice by meeting with pre-service teachers and faculty in teacher education programs. Additionally, the TOY inspires students undecided about a career to become the next generation of teachers in Illinois schools.

The TOY participates in numerous speaking engagements and activities throughout the year. The lack of funds to support this program means the TOY does not have the resources to leave the classroom for a year and focus on engaging with fellow educators, providing leadership, and advocating. Without state funding, the costs for travel expenses, lodging, etc. associated with these activities are placed on either the school district wishing to host the TOY or the teacher themselves. ISBE's assumption of these costs not only allows for the TOY to leave the classroom to travel the state, it also allows districts without the resources allocated for these expenses the opportunity to work with the TOY. Additionally, the costs for either part-time or long-term substitute teachers to fill the vacancy left by the TOY's engagements fall solely on the district in which he/she resides. Removing financial concerns provides a more equitable opportunity and motivation for all school districts to participate in this program and the opportunity for more educators and students to engage with the TOY. ISBE receives an average of more than 80 TOY nominations each year. Funding of this program to cover the costs of teachers and districts would likely result in more nominations from a wider variety of schools and districts throughout the state.

Reimbursement/Distribution Method

The district that employs the TOY receives a portion of these funds. The grants are based on the TOY's salary and benefits, substitute costs, and travel and expenses related to his/her project.

Population and Service Levels

The TOY and Those Who Excel programs accept nominations from all public and nonpublic schools in Illinois. This grant allows the TOY to be available to address audiences at no cost to the TOY or the requester. In addition, finalists for TOY are often asked to represent the TOY at events he or she cannot attend. The program has not been funded since fiscal year 2008, so the number of presentations and visits has dropped dramatically from its previous average of 90-100 presentations/visits per year.

The following table displays service-level information:

	FY18	FY19	FY20 (est)
TOY nominations	83	87	100
TOY presentations/visits	43	40	85

Transportation – Regular and Vocational

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$205,808,900	\$262,909,800	\$262,909,800	\$289,200,800	\$320,166,200
Change from Prior Year	\$0	\$57,100,900	\$0	\$26,291,000	\$30,965,400
	0.00%	27.74%	0.00%	36.70%	36.70%

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for 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, 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.

Below is actual claim data transmitted by Local Education Agencies, including Chicago District 299.

Claimed Costs	2016-17 School Year FY18	2017-18 School Year FY19	2018-19 School Year FY20
Salaries/benefits	\$160,260,098	\$165,460,595	\$171,167,275
Purchased services	\$22,458,056	\$29,849,592	\$17,412,414
Contractual trans. services	\$287,512,371	\$302,542,015	\$329,193,945
Payments to Transit Carriers	\$2,390,980	\$2,131,742	\$2,798,663
Payments to Other Districts	\$12,551,339	\$15,656,066	\$15,521,545
Supplies	\$34,414,211	\$37,441,929	\$38,557,983
Other Expenses	\$1,092,879	\$1,867,793	\$791,458
Building and Maintenance (Ed Fund)	\$908,053	\$535,102	\$384,433
Building and Maintenance (O&M Fund)	\$3,493,620	\$3,475,769	\$3,464,824
Depreciation	\$43,934,860	\$46,599,210	\$51,154,181
Indirect costs (reimbursable)	\$12,543,924	\$13,276,649	\$13,172,220
Offsetting revenue	(\$18,831,884)	(\$23,189,575)	(\$23,520,915)
Totals	\$562,728,507	\$595,646,887	\$620,098,026

Population and Service Levels

The following table displays service-level information:

	2016-17 School Year FY18	2017-18 School Year FY19	2018-19 School Year FY20
Total claim amount	\$341,294,989	\$358,456,874	\$374,463,045
Chicago District 299	\$455,739	\$371,430	\$351,776
Downstate	\$340,839,250	\$358,085,444	\$374,111,269
Actual percent paid	84%	82%	84%
Claim with costs prorated	\$263,910,209	\$264,737,131	\$289,874,229
State audit adjustments	(\$1,000,412)	(\$1,827,333)	(\$673,429)
Total net claim	\$262,909,797	\$262,909,798	\$289,200,800
PreK-12 Students Transported			
Average transported more than 1.5 miles to school	812,359	800,365	794,945
Average transported less than 1.5 miles without hazard	40,541	41,808	45,589
Average transported less than 1.5 miles with hazard	174,618	174,333	172,725
Average number transported in total	1,027,520	1,016,508	1,011,262
Vocational students transported	15,378	16,669	16,293

Transportation – Special Education

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$450,500,000	\$387,682,600	\$387,682,600	\$387,682,600	\$410,477,200
Change from Prior Year	(\$2,286,400) (0.50%)	(\$62,817,400) (13.94%)	\$0 0.00%	\$0 0.00%	\$22,794,600 5.88%

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for 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 provided on the next page.

Claimed Costs	2016-17 School Year FY18	2017-18 School Year FY19	2018-19 School Year FY20
Salaries/benefits	\$117,999,163	\$120,011,741	\$121,560,392
Purchased services	\$17,183,359	\$25,669,309	\$11,440,406
Contractual trans. services	\$339,140,683	\$356,350,223	\$389,493,724
Payments to Transit Carriers	\$921,825	\$525,281	\$883,551
Payments to Other Districts	\$11,155,926	\$13,793,336	\$12,692,828
Supplies	\$17,786,567	\$19,593,170	\$20,356,918
Other Expenses	\$1,386,704	\$1,247,545	\$504,940
Building and Maintenance (Ed Fund)	\$332,123	\$231,005	\$159,549
Building and Maintenance (O&M Fund)	\$1,884,162	\$1,851,213	\$1,714,378
Depreciation	\$24,908,497	\$26,729,861	\$27,742,233
Indirect costs (reimbursable)	\$8,782,497	\$9,410,702	\$8,827,130
Offsetting revenue	(\$7,585,844)	(\$8,652,575)	(\$8,054,388)
Totals	\$533,895,662	\$566,760,811	\$587,321,661

Population and Service Levels

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

	2016-17 School Year FY18	2017-18 School Year FY19	2018-19 School Year FY20
Total claim amount	\$427,120,982	\$453,408,649	\$469,857,329
Chicago District 299	\$71,501,212	\$71,691,356	\$71,828,865
Downstate	\$355,619,770	\$381,717,293	\$398,028,464
Actual percent paid	91	86	83
Claim with costs prorated	\$388,675,613	\$388,083,178	\$389,198,625
State audit adjustments	(\$993,017)	(\$400,582)	(\$1,516,029)
Total net claim	\$387,682,596	\$387,682,596	\$387,682,596
Special education students transported	87,808	88,083	87,275

Truants' Alternative and Optional Education

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$11,500,000	\$11,500,000	\$11,500,000	\$11,500,000	\$11,500,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Program Mission

The mission of the program is to enable public school districts, charter schools, Regional Offices of Education, 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 2020 allowed for the funding of 77 programs that serve approximately 27,600 students statewide. These programs serve students from elementary all the way through high school and tailor programs to meet the unique needs of their dynamic populations.

Reimbursement/Distribution Method

Funds are awarded through a competitive Request for Proposals process for a three-year period, with continuation funding contingent upon satisfactory performance. Eligible applicants include local school districts, Regional Offices of Education, community colleges, university laboratory schools, charter schools, and area vocational centers.

Population and Service Levels

The following table displays service-level information:

Type of Students	FY19	FY20 (est)	FY21 (est)
Chronic truants	10,862	12,000	12,000
Truants	8,484	8,600	8,600
High school dropouts	1,757	2,500	2,500
Potential dropouts	3,733	4,500	4,500
Total served	24,836	27,600	27,600

Other State Funds Programs

Charter Schools

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$1,050,000
Change from	N/A	N/A	N/A	N/A	\$1,050,000
Prior Year	N/A	N/A	N/A	N/A	100.00%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

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). Newly enacted legislation makes ISBE a

charter school authorizer, with significant new responsibilities starting in fiscal year 2021.

Public Act 101-0543, effective August 23, 2019, abolishes the Illinois State Charter School Commission (the Commission) on July 1, 2020. Key duties of the Commission, including the duty to hear and decide appeals of local school board decisions to close existing charter schools and the duty to serve as the authorizer of any schools approved through the state appeals process, will revert to ISBE. Charter schools already authorized by the Commission (currently 12 campuses) will become the responsibility of ISBE on July 1, 2020.

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 service of students. ISBE’s Charter Schools Department 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, in addition to acting as its own charter school authorizer.

Reimbursement/Distribution Method

The legislation allows ISBE 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 new statutorily defined authorizing responsibilities.

Population and Service Levels

Under Public Act 101-0543, appeals may be filed when a local school board revokes or refuses to renew the charter of an existing charter school. The following table displays service-level information:

	FY18	FY19	FY20 (est.)	FY21 (est.)
Appeals	3	5	2	4
Renewals	3	1	2	3

* The Illinois State Charter School Commission handled all charter school appeals in FY 2018 and FY 2019. Public Act 101-0543 transfers the responsibility for hearing appeals of charter revocations to ISBE as of August 23, 2019. The agency will also be responsible for hearing appeals of charter non-renewals beginning July 1, 2020.

** Appeals are categorized by the date filed. Renewals are categorized by the date of renewal.

On July 1, 2020, all of the existing Commission-authorized charter schools will have their authorization transferred to ISBE, per the new legislation. ISBE will thereafter be responsible for monitoring and overseeing these schools and making decisions about whether they should have their charter agreements renewed at the end of their charter terms. The following table displays service-level information:

	FY18	FY19	FY20 (est.)	FY21 (est.)
State-authorized charter schools	9	10	12	12

* One Commission charter has two campuses; the total number of campuses is represented here.

** The Commission was the authorizer of these schools in FY 2018, FY 2019, and FY 2020. Pursuant to Public Act 101-0543, ISBE will be the authorizer of these schools starting in FY 2021.

Charter Schools Revolving Loan Fund

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$20,000	\$200,000	\$200,000	\$200,000	\$200,000
Change from	\$0	\$180,000	\$0	\$0	\$0
Prior Year	0.00%	900.00%	0.00%	0.00%	0.00%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Program Mission

To provide loans to support the development and financing of high-quality charter schools throughout Illinois during the initial term of the charter school.

Purpose

To provide 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 the charter school.

Charter schools are operated by nonprofit entities and because of their structure 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:

	FY19	FY20	FY21 (est)
Eligible schools*	7	9	6
Number of loans	0	0	1
Number of students	3,324	4,419	3,115

* The figure for the number of eligible charter schools in fiscal years 2019 and 2020 includes all charter schools in their first terms of operation that have not previously received a revolving loan, including new campuses of existing charter school networks. The FY 2021 estimate is based on existing charter schools and campuses that are still in their initial charter terms.

Driver Education

*Legislative Reference – 105 ILCS 5/27-24.3
Funding Source - State*

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$18,750,000	\$18,750,000	\$18,750,000	\$16,000,000	\$16,000,000
Change from	\$250,000	\$0	\$0	(\$2,750,000)	\$0
Prior Year	1.35%	0.00%	0.00%	(14.67%)	0.00%

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for 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 through 12 for a portion of the costs to provide driver education. Funds deposited in the Drivers Education Fund are generated from a portion of instruction permit and driver’s license fees, as well as a portion of fines levied for certain motor vehicle violations.

Reimbursement/Distribution Method

Districts are reimbursed quarterly for students in driver education 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.

Population and Service Levels

Every district that has grades 9 through 12 must offer classroom and behind-the-wheel

training. High school students in public and nonpublic schools in the district are eligible to enroll in the course, as are all other residents between the ages of 15 and 21 who either have or will have a valid driver's license but may need additional instruction.

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

	FY20	FY21 (est)
Number of students		
Classroom instruction	104,375	104,916
Behind-the-wheel Instruction	92,704	90,727
Reimbursement per student		
Classroom instruction	\$30.66	\$30.50
Behind-the-wheel instruction	\$138.07	\$141.08

Illinois State Board of Education Teacher Certificate Institute Fund

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$2,208,900	\$2,208,900	\$2,208,900	\$2,208,900	\$2,208,900
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Elevating Educators: Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

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 the State Superintendent of Education to support the following initiatives within a city having a population exceeding 500,000: educator recruitment and retention programs, educator preparation programs seeking national accreditation, and professional development opportunities aligned with the requirements set forth in Section 21B-45 of the Illinois School Code. A majority of the monies in the institute fund must be dedicated to the timely and efficient processing of applications and for the renewal of licenses, per Public Act 099-0058, effective July 16, 2015.

Population and Service Levels

Registration fees collected by ISBE are deposited into the ISBE Teacher Certificate Institute Fund. Fees collected include:

- Professional Educator License - \$10/year for a five-year period.
- Substitute and Short-Term Substitute Teaching License - \$10/year for a five-year period.

- Educator License with Stipulations (if applicable) - \$10/year for length of license cycle. (Licenses endorsed for paraprofessional are \$5/year.)
- Educator License with Stipulations endorsed for Paraprofessional - \$5/year for length of license cycle.

Regional Offices of Education

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

Appropriation History*

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$7,040,000	\$7,040,000	\$7,040,000	\$7,070,000	\$7,070,000
Change from	\$2,020,000	\$0	\$0	\$30,000	\$0
Prior Year	40.24%	0.00%	0.00%	0.43%	0.00%

**Includes appropriations for training of bus drivers.*

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for 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 the ROEs and ISCs and support continuous improvement and capacity building for the delivery of specific services.

State law provides for the establishment and operation of regional educational entities that serve the districts in their respective areas

and perform identified state functions and services. This includes 35 ROEs, three ISCs in suburban Cook County outside the City of Chicago, and one Chicago ISC. (Chicago District 299 acts as the Chicago ISC.)

The regional superintendents of education are required by law to carry out specified regulatory functions that include the Illinois Administrators' Academy, Computer Technology Education, Directory of Cooperating Consultants, 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 25,000 school bus drivers annually.

Reimbursement/Distribution Method

ROE School Services

ROE allocations consist of a base amount and an amount based on the total enrollment for each ROE and ISC. The base amount is distributed evenly to each ROE and ISC. Remaining funding is calculated using the enrollment for each ROE and ISC service region multiplied by a per pupil amount (determined by the appropriation level).

Bus Driver Training

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

	FY20	FY21 Proposed
ROE School Services	\$6,970,000	\$6,970,000
Bus Driver Training	\$100,000	\$100,000
Total	\$7,070,000	\$7,070,000

Population and Service Levels

	FY19	FY20 (est)	FY21 (est)
Average Number of Professional Development Offerings per ROE	93	105	110

All 35 ROEs and four ISCs are eligible for funding.

Regional Services

*Legislative Reference –Not Applicable
Funding Source - State*

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$810,000
Change from	N/A	N/A	N/A	N/A	\$810,000
Prior Year	N/A	N/A	N/A	N/A	100.00%

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Elevating Educators: Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the

number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

The Regional Office of Education (ROE)/ Intermediate Service Center (ISC) Department within ISBE’s Regional Services Center is responsible for building a structure that will support and empower ROEs and ISCs to ensure that children and families in their districts receive a robust, safe, and healthy educational opportunity.

Purpose

This department provides leadership and advocates for equity for all students through coordination of supports and activities between ISBE and ROEs and ISCs.

The department is currently a team of six staff, including the executive director of Regional Services, the director of the ROE/ISC Department, and four principal consultants. Staff oversee grant programs that support alternative learning opportunities as well as continuous improvement and capacity building for specific services to districts. Staff also oversee the public school and non-public school recognition processes.

A regional services model aligns to a statewide system of support that encompasses all school districts, including

those designated as Underperforming and Lowest Performing.

Reimbursement/Distribution Method

The funding supports six staff who will work to support ROEs and ISCs and their respective regions to best serve students.

Population and Service Levels

The following table displays service-level information:

	FY18*	FY19*	FY20 (est.)
Number of Schools Statewide	3,890	3,872	3,867
Number of PreK-12 Students Statewide	2,001,548	1,984,519	1,959,099

* Source: Fiscal years 2018 and 2019 data is from the Illinois State Report Card.

Regional Superintendents' and Assistants' Salaries

Legislative Reference – 105 ILCS 5/3-2.5 & 5/18-5
Funding Source - State

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$10,700,000	\$10,800,000	\$11,000,000	\$11,200,000	\$11,400,000
Change from Prior Year	\$0	\$100,000	\$200,000	\$200,000	\$200,000
	0.00%	0.93%	1.85%	1.82%	1.79%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for 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

Salaries are determined by the School Code according to the population of the region as established by the preceding federal census, per statute. In any region where the appointment of more than one assistant superintendent is authorized, one assistant may be compensated at no more than 90 percent of the regional superintendent's salary and any other assistants shall be paid at a rate not exceeding 75 percent, depending on the qualifications of the assistant(s).

Population and Service Levels

Effective January 1, 2018, the executive directors and assistant executive directors of the three Suburban Cook County ISCs are paid from these funds as regional and assistant superintendents.

School District Emergency Financial Assistance Fund

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from Prior Year	\$1,000,000	\$0	\$0	\$0	\$0
	N/A	0.00%	0.00%	0.00%	0.00%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **Resource Allocation:** Strategic resource allocation decision-making is being used across LEAs and within LEAs within four years to address inequities, close achievement gaps, and improve the achievement 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 a delivery of

quality learning programs that develop all students to their capacities. 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 to providing funding to districts in financial need, the funds may be expended by ISBE as contractual services to provide technical and consulting services to districts to assess their financial condition.

Reimbursement/Distribution Method

Public Act 97-0429, which became effective August 16, 2011, created a new Financial Oversight Panel Law under the provisions of Article 1H of the School Code.

Under the provisions of Article 1H, the maximum amount of an emergency financial assistance loan shall not exceed \$4,000 per pupil and an emergency financial assistance grant shall not exceed \$1,000 per pupil. Both a loan and grant may be approved.

Appropriations may be allocated and expended by ISBE as contractual services to provide technical and consulting services to 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 below:

- | | |
|------------------|---|
| Fiscal year 2003 | Cairo Community Unit School District 1, (Alexander County) |
| | Livingston Community Consolidated School District 4, (Madison County) |
| Fiscal year 2004 | Venice Community Unit School District 3, (Madison County) |

Fiscal year 2010 Proviso Township High School District 209, (Cook County)

Fiscal year 2011 Proviso Township High School District 209, (Cook County)

Fiscal year 2015 East St. Louis School District 189, (St. Clair County)

Hazel Crest School District 152-5, (Cook County)

North Chicago School District 187, (Lake County)

School Technology Revolving Loan Program

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$7,500,000	\$7,500,000	\$7,500,000	\$7,500,000	\$7,500,000
Change from Prior Year	\$5,500,000	\$0	\$0	\$0	\$0
	275.00%	0.00%	0.00%	0.00%	0.00%

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

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 who do not receive funding receive first consideration in the next fiscal year in which the grade levels specified on the application are eligible for funding. Applicants request funding for:

- Establishment of local and wide area networks.
- Scanners, projectors, digital cameras, computers, printers, software, licenses, and electrical work directly related to technology.
- Staff development directly related to integration of technology hardware.

Funds are repaid over a maximum of three years.

Population and Service Levels

All school districts are eligible to participate on a two-year rotating basis: grades K through 8 in fiscal year 2018, grades 9 through 12 in FY 2019. They alternate in each second year thereafter. The population

served for FY 2019 included all eligible applicants that enrolled students in grades 9 through 12. The following table displays service-level information:

	FY18	FY19	FY20 (est)
Eligible applicants	756	484	795
Eligible students	1,338,961	616,000	1,346,500
Grade levels served	K-8	9-12	K-8
Dollars loaned	\$3,010,050	\$442,300	\$924,435
Number of loans	8	4	7
Percent eligible districts participating	1%	1%	1%

Teacher Certificate Fee Revolving Fund

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$5,000,000	\$6,000,000	\$6,000,000	\$6,000,000	\$6,000,000
Change from	\$0	\$1,000,000	\$0	\$0	\$0
Prior Year	0.00%	20.00%	0.00%	0.00%	0.00%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Elevating Educators: Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

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

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. Per 105 ILCS 5/21B-40, as of January 1, 2015, all application fees for a professional educator license, educator license with

stipulations, or substitute teaching license shall be \$100. The application fee is \$150 for out-of-state license applications and \$50 for each subsequent endorsement. Per Public Act 100-0596 (effective June 29, 2018), short-term substitute teacher license fees shall be \$50. The funds received are deposited into the Teacher Certificate Fee Revolving Fund and are used to provide technology and other resources necessary for the timely and efficient processing of licensure requests. Funds available from the Teacher Certificate Fee Revolving Fund may also be used by ISBE to support the recruitment and retention of educators, to support educator preparation programs as they seek national accreditation, and to provide professional development aligned with the requirements set forth in Section 21B-45 of the School Code. A majority of the funds in the Teacher Certificate Fee Revolving Fund must be dedicated to the timely and efficient processing of applications and for the renewal of licenses.

Reimbursement/Distribution Method

Funds provide for continual enhancement and maintenance to the Educator License Information System, agency educator licensure personnel costs, equipment to link Regional Offices of Education to the ISBE computerized educator licensure database, enhancements to software systems, and upgrades to technology used to process license and endorsement applications.

Population and Service Levels

Approximately 50,000 applications for teaching, administrative, and school service

personnel licenses, endorsements, and approvals are processed annually. The following table displays service-level information.

	FY18	FY19	FY20 (est)
New Professional Educator Licenses (PELs) issued by evaluation	2,050	7,080*	7,000
New PELs issued by entitlement	4,749	4,879	4,900
New Educator License with Stipulations (ELS) Paraprofessional	6,993	8,360	8,500
New ELS (Other)	769	1,102	1,100
New Substitute Licenses issued	10,875	13,833	14,000
Endorsements issued on a PEL or ELS	22,129	18,186	20,000

*Licensure requirements that removed barriers to licensure were changed in fiscal year 2019, enabling many individuals who were prepared as educators in other states to obtain Illinois licensure.

Temporary Relocation Expenses Revolving Grant Fund

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from Prior Year	(\$400,000)	\$0	\$0	\$0	\$0
	(28.57%)	0.00%	0.00%	0.00%	0.00%

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for 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 its 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 each

and 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 as a result of fire, earthquake, tornado, mine subsidence, other natural or man-made disaster, or school building condemnation. The request for funds must be made by a Regional Office of Education and approved by the State Superintendent of Education.

The Temporary Relocation Program provides loan and grant funds to school districts for eligible costs of implementing the temporary relocation. ISBE bases the amount of each loan on allowable expenses identified in the district's application, the estimated insurance proceeds to be realized, and the yield from the local property tax levied per Article 17-2.2c of the School Code. ISBE bases the amount for grants on how many allowable expenses identified in the application exceed the total of the estimated insurance proceeds and seven-year period tax yield.

Reimbursement/Distribution Method

Funding is based on costs for the lease or renovation of facilities and for transportation and other costs associated with the emergency relocation of school operations that will ensure a safe and healthy learning

conditions for students. Loan payments received from the program must be repaid.

Population and Service Levels

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

District	Fiscal Year	Loan Amount	Grant Amount	Total	Students Served
Pana CUSD #8	FY99	\$217,000	\$348,000	\$565,000	1,329
Massac CUSD #1	FY00	\$333,176	\$8,998	\$342,174	2,321
Dongola CUSD #66	FY01	\$31,777	\$179,827	\$211,604	349
Oakland CUSD #5	FY01	\$210,386	\$0	\$210,386	440
Cypress SD #64	FY02, FY03, FY05, FY06	\$14,084	\$850,075	\$864,159	120
Altamont CUSD #10	FY03	\$140,234	\$372,316	\$512,550	182
Gavin SD #37	FY05, FY06	\$555,286	\$352,816	\$908,102	615
Southeastern CUSD #337	FY06, FY07, FY08, FY09	\$408,972	\$457,045	\$866,017	182
Casey-Westfield CUSD #4C	FY06, FY07, FY08, FY09	\$198,247	\$1,106,608	\$1,304,855	367
Gillespie CUSD #7	FY10, FY11, FY12, FY14	\$242,550	\$876,045	\$1,118,595	736
Meridian CUSD #101	FY14, FY16	\$71,680	\$103,103	\$174,783	444

Federal Funds Programs

Adolescent Health

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

Appropriation History*

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000
Change from	\$500,000	\$0	\$0	\$0	\$0
Prior Year	N/A	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21**
Grant Award	\$227,614	\$160,867	\$99,935	\$99,935	TBD
Change from	\$42,849	(\$66,747)	(\$60,932)	\$0	TBD
Prior Year	23.2%	(29.32%)	(37.88%)	0.0%	TBD

*Adolescent Health grant awards are made for a five-year period. The fiscal year 2018 award ended the last five-year period and the FY 2019 award started a new five-year period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

**FY 2021 amounts are to be determined (TBD).

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for 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. Among the behaviors that contribute to unintentional injuries and violence are sexual behaviors related to unintended pregnancy and sexually transmitted diseases, including HIV infection; alcohol and other drug use; tobacco use; unhealthy dietary habits; and inadequate physical activity. YRBS measures the prevalence of obesity and asthma and other health-related behaviors. It also is used to gather information regarding sexual identity and sex of sexual contacts. 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, territorial, local education, 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 the Illinois State Board of Education to advance 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) and analyzing and disseminating YRBS surveys and Health Profiles.

Population and Service Levels

The 2019 Youth Risk Behavior Survey was completed by 1,556 students in 31 public high schools in Illinois, with an overall response rate of 71 percent.

Career and Technical Education – Basic

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$55,000,000	\$55,000,000	\$55,000,000	\$66,000,000	\$66,000,000
Change from	\$0	\$0	\$0	\$11,000,000	\$0
Prior Year	0.00%	0.00%	0.00%	20.00%	0.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21**
Grant Award	\$40,004,782	\$39,458,917	\$42,270,349	\$44,724,253	TBD
Change from	(\$361,016)	(\$545,865)	\$2,811,432	\$2,453,904	TBD
Prior Year	(0.89%)	(1.36%)	7.12%	5.81%	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 2021 amounts are to be determined (TBD).

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **Resource Allocation:** Strategic resource allocation decision-making is being used across LEAs and within LEAs within four years to address inequities, close achievement gaps, and improve the achievement of every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

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 support for students in special populations, such as individuals receiving special education services, English Learners, and students in the juvenile justice system, 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 CTE is to provide educational opportunities to fully develop academic and 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 the 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 the districts to strengthen the partnerships with postsecondary, 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 16 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 the opportunity gaps by supporting districts to identify local gaps and root causes and design and implement aligned solutions throughout their local formula grants and new grants.

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, effective in fiscal year 2003 and in accordance with a memorandum of understanding between ISBE and ICCB.

Grant Award

- 85% Grants
- 9% Leadership Activities
- 5% Administration
- 1% 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. The ICCB has the

responsibility for postsecondary and adult CTE programs. The community college allocations are calculated from Pell Grant count data. There will be reserve funds granted, which will be up to 15 percent of the 85 percent for formula grants. The Request for Proposals will be designed to fund innovative approaches. In particular, grantees will target equity gaps and provide an action plan with timelines and deliverables to ameliorate identified gaps.

Statewide leadership activities (9 percent of grant award) are conducted according to the provisions of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

Population and Service Levels

The following table displays service-level information:

Students Served	FY17	FY18	FY19	FY20 (est)	FY21 (est)
Secondary Students	287,495	283,743	295,270	295,770	296,270
Community College Students	135,658	131,076	127,140	127,140	127,140
Total Students	423,153	414,819	422,410	422,910	423,410

Programs Offered	FY17	FY18	FY19	FY20 (est)	FY21 (est)
Secondary Schools Offering Programs	634	657	773	773	773
Community Colleges Offering Programs	48	48	48	48	48
Total Program	682	705	821	821	821

Child Nutrition Programs

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$1,062,500,000	\$1,062,500,000	\$1,062,500,000	\$1,062,500,000	\$1,062,500,000
Change from	\$212,500,000	\$0	\$0	\$0	\$0
Prior Year	25.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21
Grant Award	\$767,404,305	\$788,161,200	\$787,482,885	TBD	TBD
Change from	(\$871,777)	\$20,756,895	(\$678,315)	TBD	TBD
Prior Year	(0.11%)	2.70%	(0.09%)	TBD	TBD

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

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

System of Support: Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Program Mission

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

Purpose

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

Reimbursement/Distribution Method

Applicants for free or reduced-price meals under the National School Lunch Program (NSLP) and School Breakfast Program (SBP) must meet the federal income guidelines or be determined as categorically eligible for free meals based on receipt of benefits under the Supplemental Nutrition Assistance Program or Temporary Assistance to Needy Families; be directly certified as receiving Medicaid; be homeless,

a runaway, a migrant, or living in foster care; or participate in the federally funded Head Start Program.

The federal government provides a basic level of reimbursement for all lunches served to students eligible for reduced-price and free meals as well as to students not eligible (paid category).

Fiscal year 2020 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**	\$0.32-0.39	\$0.34-0.41
Reduced-price**	\$3.01-3.08	\$3.03-3.10
Free**	\$3.41-3.48	\$3.43-3.50

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

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

FY 2020 federal reimbursement rates for the SBP:

	Rates	Rates for Severe Need Schools*
Paid breakfast reimbursement	\$0.31	\$0.31
Reduced-price breakfast reimbursement	\$1.54	\$1.90
Free breakfast reimbursement	\$1.84	\$2.20

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

FY 2020 federal reimbursement rates for the After-School Care Snack Program:

	Rates
Paid snack reimbursement	\$0.08
Reduced-price snack reimbursement	\$0.47
Free snack reimbursement	\$0.94

FY 2020 federal reimbursement rates for the Special Milk Program (SMP):

	Rates
Paid special milk	\$0.2150
Free special milk	Avg. cost per ½ pint

FY 2020 (June 2019-August 2019) federal reimbursement rates for the Summer Food Service Program (SFSP):

	Operating Rates	Administrative Rates	
		Rural/Self-Prep	Urban/Vended
Breakfasts	\$2.09	\$0.2075	\$0.1650
Lunches/suppers	\$3.65	\$0.3825	\$0.3175
Supplements	\$0.85	\$0.1025	\$0.0825

FY 2020 federal reimbursement rates for the Child and Adult Care Food Program (CACFP):

Child Care Center Rates	Breakfasts	Lunch & Suppers	After-School Snacks
Paid	\$0.31	\$0.32	\$0.08
Reduced	\$1.54	\$3.01	\$0.47
Free	\$1.84	\$3.41	\$0.94

Day Care Home Rates	Breakfasts	Lunch & Suppers	Supplements
Tier I	\$1.33	\$2.49	\$0.74
Tier II	\$0.48	\$1.50	\$0.20

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 \$0.2375 per meal for FY 2020.

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 \$0.3625 per meal (\$0.2375 per meal PLUS 12 percent provision dollars) for FY 2020.

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

Population and Service Levels

NSLP and SBP are two separate voluntary programs available to all public schools, nonprofit private schools, and residential child care institutions that agree to operate a nonprofit program that meets federal requirements and offers lunches to all children in attendance. The number of sponsors and sites participating as well as the number of meals served under the NSLP, SBP, and After-School Snack Program are shown below.

	FY19	FY20 (est)
LUNCH		
Number of Sponsors	1,067	1,070
Number of Sites	4,048	4,052
Number of Meals	166,249,543	167,912,038
BREAKFAST		
Number of Sponsors	804	806
Number of Sites	3,406	3,423
Number of Meals	73,459,201	76,030,273
SNACKS		
Number of Sponsors	149	153
Number of Sites	606	608
Number of Meals	3,364,051	3,448,152

The SMP is open to public schools, nonprofit private schools, residential child care institutions, day care centers, and camps that agree to operate a nonprofit milk program and do not have a federally funded food service program. The program is ideal for locations with children who do not have access to milk through another federally funded meal program (such as half-day kindergarten students not present during lunch). The number of milks served is shown below.

	FY19	FY20 (est)
Number of Sponsors	295	296
Number of Sites	467	466
Number of Milks	7,859,352	7,780,758

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.

	FY19	FY20 (est)
Number of Sites	291	291
Number of Students	100,173	111,556
Allocation per Student	\$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:

	FY19	FY20 (est)
Number of Sponsors	148	155
Number of Sites	1,830	1,876

The CACFP is a voluntary program available to nonprofit and for-profit nonresidential child care centers, family day care homes, Head Start centers, and outside-of-school-hours child care programs. In addition, legislation allows reimbursement for snacks and/or suppers served to school-age children participating in after-school programs located in an area served by a school in which at least 50 percent of the enrolled children are approved eligible for free or reduced-price meals. Reimbursement is also allowed for meals served to children and disabled adults living in emergency shelters.

The adult care portion of the program is administered by the Department on Aging. Meals/snacks must meet federal requirements.

The following table displays service-level information:

	FY19	FY20 (est)
Number of Sponsors – Child Care Centers	823	848
Number of Sites – Child Care Centers	2,921	2,979
Number of Sponsors – Child Care Homes	11	11
Number of Sites - Child Care Homes	6,440	6,405

Individuals with Disabilities Education Act – Deaf and Blind

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$500,000	\$500,000	\$500,000	\$800,000	\$800,000
Change from	\$0	\$0	\$0	\$300,000	\$0
Prior Year	0.00%	0.00%	0.00%	60.00%	0.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21**
Grant Award	\$335,444	\$335,444	\$343,838	\$343,838	TBD
Change from	\$0	\$0	\$8,394	\$0	TBD
Prior Year	0.00%	0.00%	2.50%	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 2021 amounts are to be determined (TBD).*

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Program Mission

The mission of the program is to provide supplemental funds for equitable services to deaf-blind children from birth through age 21, including technical assistance, information,

and trainings for staff and students to enhance their educational experience in a safe and healthy environment.

Purpose

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

Reimbursement/Distribution Method

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

Population and Service Levels

The following table displays service-level information:

	FY17	FY18	FY19	FY20 (est)
Students served	399	382	351	400
Number of referrals received	23	21	27	30
Number of service provider contacts	1,431	1,190	718	750
Number of family contacts	305	260	170	170
Number of school districts served	157	147	140	140
Number of trainings provided	15	9	9	8
Number of persons trained	92	101	60	60
Website visits	9,584	12,165	10,695	11,000

Individuals with Disabilities Education Act - Part B

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$754,000,000	\$754,000,000	\$754,000,000	\$754,000,000	\$754,000,000
Change from	\$54,000,000	\$0	\$0	\$0	\$0
Prior Year	7.71%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21**
Grant Award	\$516,499,326	\$517,934,553	\$530,733,888	\$534,100,818	TBD
Change from	\$16,250,261	\$1,435,227	\$12,799,335	\$3,366,930	TBD
Prior Year	3.25%	0.28%	2.47%	0.63%	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 2021 amounts for the federal grant award are to be determined (TBD).

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and

resources needed to create safe and healthy learning environments for every student.

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 teacher/aides salaries; other personnel (e.g., social workers, psychologists, physical therapists); training; specialized consultants; and instructional supplies, materials, and equipment.

Reimbursement/Distribution Method

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

Grant Award

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

Formula grant funds are distributed to special education cooperatives and independent school districts based on the amount received in fiscal year 2000. Funds in excess of the total base amount required are distributed based on the relative population of children ages 3-21 (85 percent) and on the relative population of those

children who are living in poverty (15 percent). Funds are also used to provide room-and-board costs for children with disabilities placed in private facilities, to fund special discretionary projects, and to pay administrative costs.

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

Population and Service Levels

The following table displays service-level information:

	FY17	FY18	FY19	FY20 (est)
Students served	294,168	295,066	295,341	295,000
School districts/Co-ops	167	169	169	683
District allotments	\$439,003,967	\$456,191,296	\$467,700,592	\$469,828,668

Individuals with Disabilities Education Act – Preschool, Part B

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$25,000,000	\$29,200,000	\$29,200,000	\$29,200,000	\$29,200,000
Change from	\$0	\$4,200,000	\$0	\$0	\$0
Prior Year	0.00%	16.80%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21**
Grant Award	\$17,118,363	\$17,118,363	\$17,657,327	\$18,074,298	TBD
Change from	\$630,144	\$0	\$538,964	\$416,971	TBD
Prior Year	3.82%	0.00%	3.15%	2.36%	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 2021 amounts for the federal grant award are to be determined (TBD).*

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

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 through 5 to be educated appropriately.

Purpose

The purpose of the program is to help local school districts and special education cooperatives offer more comprehensive programs for children with disabilities ages 3 through 5 by employing teachers and aides; purchasing materials and supplies; and providing related services, training, and

consultation to ensure equitable outcomes for all preschool children.

Reimbursement/Distribution Method

The information below shows the Individuals with Disabilities Education Act – Part B Preschool grant award allocation at the state level.

Grant Award

- 75% Formula Grants
- 20% Discretionary Grants
- 5% Administration

Formula grants are distributed to Local Education Agencies and special education cooperatives according to the amount received in fiscal year 1998. Funds in excess

of the total base amount required are distributed based on relative populations of children ages 3 through 5 (85 percent) and on the relative populations of children in this age range living in poverty (15 percent). Discretionary funds are used to provide statewide program development activities, including a child-find campaign, establishment of a regional technical assistance system, in-service training, and special projects. The remaining federal funds are used to pay administrative costs.

Population and Service Levels

School districts and special education cooperatives are eligible to participate. The following table displays service-level information:

	FY17	FY18	FY19	FY20 (est)
Children served	37,267	37,137	37,428	37,500
School districts/ Special Ed co-ops	152	156	156	420
Dollars to districts	\$14,322,435	\$12,556,635	\$13,002,347	\$14,185,518

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

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
Change from	\$500,000	\$0	\$0	\$0	\$0
Prior Year	11.11%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award

	FY17	FY18	FY19	FY20	FY21*
Grant Award	\$1,746,358	\$1,714,907	\$1,000,000	\$1,000,000	TBD
Change from	\$0	(\$31,451)	(\$714,907)	\$0	TBD
Prior Year	0.00%	(1.80%)	(41.69%)	0.00%	TBD

**State fiscal year 2021 amounts for the federal grant award are to be determined (TBD).*

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

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 Individuals with Disabilities Education Act (IDEA) Part D grant has funded programs related to the development of multi-tiered systems of support through funding for the Illinois Multi-Tiered System of Supports (MTSS) Network since 2011. The network provided regionally based professional development, technical assistance, and coaching to educators and parents throughout the state.

These services focused on improving student performance in grades K-12 through the implementation of a multi-tiered system of instruction, intervention, and assessment, with an emphasis on administrative leadership; scientific, research-based reading and math curricula and instruction; data-based decision-making; universal screening and progress monitoring; and parent involvement.

In addition, the program established and implemented the Illinois Institutes of Higher Education (IHE) Partnerships, through which the MTSS framework and academic practices were incorporated into IHE educator preparation programs.

ISBE will be applying for a new five-year funding cycle in fiscal year 2021, and it is anticipated to change its focus to other allowable grant purposes.

The IDEA Part D application allows states to use funds to develop and implement initiatives to promote the recruitment and retention of special education teachers, including programs that provide a) teacher mentoring from exemplary special education teachers, principals, and superintendents; b) induction or support for teachers during their

first three years of employment as teachers; or c) incentives, including financial incentives, to retain teachers who have a record of success in helping students with disabilities. The IDEA Part D application also requires a partnership with Illinois higher education.

Reimbursement/Distribution Method

The U.S. Department of Education awards State Program Improvement funds to states on a multi-year basis. Grant funds are distributed through annually renewable grants, which are awarded through a competitive Request for Proposals process.

ISBE was awarded a new five-year grant in July 2015 that will extend through September 30, 2020. Grant funds were distributed through a continuation grant in FY 2017. ISBE will apply in spring 2020 for the new multi-year grant.

Population and Service Levels

This grant will continue to target reading and early literacy and the desired outcome of increasing the percentage of grade school students with disabilities who are proficient or above on the statewide assessment. Instead of continuing to target through funding for IL-MTSS, the grant will target initiatives to promote the retention and recruitment of special education teachers. Currently, there are 739 unfilled special education teacher vacancies, which constitutes nearly 40 percent of all vacant teaching positions. This grant will seek to reduce the number of unfilled vacancies, specifically decreasing the number of special education teachers who leave the field early in their career.

Longitudinal Data System

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$5,200,000	\$5,200,000	\$5,200,000	\$5,200,000	\$5,200,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21
Grant Award	\$2,051,094	\$1,970,911	\$1,970,911	\$0	TBD
Change from	\$1,044,010	(\$80,183)	\$0	(\$1,970,911)	TBD
Prior Year	103.67%	(3.91%)	0.00%	(100.00%)	TBD

*This is a multi-year award with an end date of Sept. 30, 2020.

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and

healthy learning environments for every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

The mission of the program is to continue designing, developing, implementing, and using the Illinois Longitudinal Data System (ILDS) to improve student equity and learning. The ILDS project includes a series of interrelated efforts that will enable state policymakers, educators, learners, and members of the public to access information

from the ILDS more quickly and easily in order to support and improve state and local resource allocations, instruction, and learner outcomes.

Purpose

Closing the technology gap in our schools plays an important part in closing the achievement gap in student performance. ISBE is working closely with educators to understand their data needs and to provide near real-time actionable information to classrooms across the state. Many rural school districts are too small to afford the expense and the upkeep of implementing district-level data dashboards and reports. In contrast, large school districts often spend funds to purchase vendor-driven dashboard solutions when those funds might otherwise go to serving other student needs.

The ILDS value proposition includes providing schools with visually comprehensive dashboards that link resource allocation information to student outcomes, and educator information. Charts, graphs, and statistical tools enable educators to identify performance trends, areas of strength, and areas in need of improvement. Administrator tools will be used to base policy on school- and Local Education Agency-level trends.

The continued enhancement and maintenance of the ILDS infrastructure, together with underlying data collection and

management, enable state-level research and evaluation that lead to program and system-level improvements. The ILDS infrastructure provides ISBE with the ability to collect, analyze, and manage data from preschool through grade 12; integrate early childhood data to study equity issues to guide policy; integrate and analyze postsecondary education data to study college and career readiness; conduct in-depth analysis of the teacher shortage to determine appropriate strategies; and enhance the multiagency use of the ILDS to provide quality data for equity-related projects, reporting actionable data and information to improve local and state policy. The ILDS has the capacity to link individual student data across time and databases. This includes matching teachers to students, promoting interoperability for easy matching and linking of data across institutions, and protecting student privacy consistent with applicable privacy protection laws.

Reimbursement/Distribution Method

Funding will be disbursed to appropriate vendors determined through a Request for Proposals process.

Population and Service Levels

The ILDS will serve educators from preschool through postsecondary education and help state policymakers improve education programs and practices.

Preschool Development Grant – Birth through Five

Legislative Reference – PL 111-5
Funding Source – Federal (CFDA 93.434)

Appropriation History

	FY17	FY18	FY19*	FY20	FY21 Proposed
Appropriation	\$0	\$0	\$0	\$3,750,000	\$15,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$3,750,000 N/A	\$11,250,000 300.00%

*Illinois State Board of Education used a non-appropriated account established by the Office of the Comptroller for fiscal year 2019.

Federal Grant Award*

	FY17	FY18	FY19	FY20**	FY21**
Grant Award	\$0	\$0	\$3,702,937	\$13,414,500	TBD
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$3,702,937 N/A	\$9,711,563 262.27%	TBD

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

**FY 2021 amounts are to be determined (TBD).

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

The mission of the program is to develop an overarching statewide strategic plan, informed by a needs assessment, which will guide systemic efforts to coordinate Illinois' mixed delivery system so that all children and families have access to the services they need to thrive. Activities will also be conducted to maximize parental choice and knowledge, to engage community voice, to share best practices, and to improve the overall quality of early childhood care and education throughout the state.

Purpose

The following purposes are:

- To develop, update, or implement a strategic plan that facilitates collaboration and coordination among existing programs of early childhood care and education in a mixed delivery system across the state;
- To more efficiently use existing federal, state, local, and non-governmental resources to align and strengthen the delivery of existing programs;
- To encourage partnerships among the wide range of early childhood education (ECE) programs and service partners that make up the Birth through 5 early childhood state system;
- To expand parental choice and knowledge about existing programs; and
- To enhance school readiness for children from low-income and disadvantaged families, including during children's transition into elementary school by sharing best practices between and among ECE providers.

The grant is structured as follows:

- **Activity One:** Conduct or update a thorough statewide Birth through 5 needs assessment of the availability and quality of existing programs/services in the state.
- **Activity Two:** Develop or update a strategic plan, based on needs assessment results, that recommends collaboration, coordination, and quality improvement activities among existing programs.

- **Activity Three:** Maximize parental choice and knowledge; promote and increase involvement by parents and family members in the development and transition of their children.
- **Activity Four:** Share best practices among early childhood care and education program providers in the state to increase collaboration and efficiency of services, including to improve transitions from such programs to elementary school.
- **Activity Five:** After activities one and two are completed, improve the overall quality of early childhood care and education programs in the state.

Reimbursement/Distribution Method

The grant funding supports the infrastructure of a high-quality mixed delivery system of services. Activities under this grant are carried out jointly by the Illinois State Board of Education and the Governor's Office of Early Childhood Development, along with other state agencies.

Population and Service Levels

	FY19	FY20 (est)	FY21 (est)
Number of Parent Cafes conducted	4	30	50
Number of early childhood students receiving tuition reimbursement	57	40	40
Number of infant toddler classrooms receiving supplies	122	0	0

Sexual Risk Avoidance Education

Legislative Reference – Section 510 of the Social Security Act
Funding Source – Federal (CFDA 93.235)

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$5,600,000	\$5,600,000	\$6,500,000	\$6,500,000	\$6,500,000
Change from Prior Year	\$5,600,000	\$0	\$900,000	\$0	\$0
	N/A	0.00%	16.07%	0.00%	0.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21**
Grant Award	\$2,769,115	\$2,555,444	\$2,231,068	\$0	TBD
Change from Prior Year	\$2,769,115	(\$213,671)	(\$324,376)	(\$2,231,068)	TBD
	N/A	(7.72%)	(12.69%)	(100.00%)	TBD

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

** Fiscal year 2021 amounts are to be determined.

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Program Mission

The mission of the program is to financially support services that teach students how to voluntarily refrain from non-marital sexual activity. Sexual Risk Avoidance Education (SRAE) programs also highlight the benefits

associated with self-regulation; success sequencing for poverty prevention; healthy relationships; goal-setting; and resisting sexual coercion, dating violence, and other youth risk behaviors (such as underage drinking or illicit drug use) without normalizing teen sexual activity.

Purpose

The U.S. Department of Health and Human Services provides federal funds to states through the Administration for Children and Families Title V State SRAE Grant Program for the purpose of developing tools and resources to address the rates of teen pregnancy among members of those groups who are most likely to bear children out of wedlock. For that reason, states may fund SRAE programs that provide mentoring, counseling, and adult supervision as a means of promoting abstinence from sexual activity.

Reimbursement/Distribution Method

Funds will be distributed through a competitive process to an entity that will provide coordination for the project and, in turn, distribute funds to other entities that provide the direct services to youth.

Population and Service Levels

This program serves youth from age 10-19 in any county, city, village, or jurisdiction of the state, including youth in foster care homes and homeless shelters.

	FY18	FY19	FY20 (est)
Total Youth Served	17,262	8,309	15,000

STOP-School Violence Prevention and Mental Health Training

*Legislative Reference – 34 USC 10551-54
Funding Source – Federal (CFDA 16.839)*

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$0	\$0	\$0	\$1,000,000	\$1,000,000
Change from Prior Year	\$0	\$0	\$0	\$1,000,000	\$0
	0.00%	0.00%	0.00%	N/A	0.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21**
Grant Award	\$0	\$0	\$1,000,000	\$0	\$0
Change from Prior Year	\$0	\$0	\$1,000,000	(\$1,000,000)	\$0
	0.00%	0.00%	N/A	(100.00%)	N/A

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

*** FY 2021 amounts are to be determined (TBD)*

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for 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 implement a

statewide approach to training school personnel to recognize the mental health needs of youth and empower them to actively participate in maintaining safety and wellness in their school.

Purpose

The purpose of the STOP-School Violence Prevention and Mental Health Training Program Grant is to develop and enact a statewide approach to training school personnel to recognize the mental health needs of youth and empower them with the tools and resources necessary to actively participate in maintaining the safety and wellness of their school.

Reimbursement/Distribution Method

The Illinois State Board of Education will enter into intergovernmental agreements with Regional Offices of Education, local

universities, and school districts to provide training for school personnel, law enforcement personnel, and other adults who interact with youth. The curriculum of Youth Mental Health First Aid Training will be used.

Population and Service Levels

Instructor trainings will be held in each of the 35 Regional Offices of Education and three Intermediate Service Centers throughout the state.

Substance Abuse and Mental Health Services

Legislative Reference - 405 ILCS 105
Federal (CFDA 93.243)

Appropriation History

	FY17	FY18	FY19	FY20	FY21 (Proposed)
Appropriation	\$5,300,000	\$5,300,000	\$5,300,000	\$5,300,000	\$5,300,000
Change from Prior Year	\$1,500,000	\$0	\$0	\$0	\$0
	39.47%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21**
Grant Award	\$1,116,550	\$2,355,892	\$0	\$0	TBD
Change from Prior Year	(\$783,450)	\$1,239,342	(\$2,355,892)	\$0	TBD
	(41.23%)	111.00%	(100.00%)	N/A	TBD

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

**State fiscal year 2021 amount is to be determined.

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Program Mission

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

environments. Training is provided to school personnel and students to support a safe and healthy environment.

Purpose

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

Project AWARE seeks to ensure that every school will offer a safe and healthy learning environment to all students. Project AWARE will accomplish this by meeting project goals related to 1) formalizing plans in the three

communities identified that allow for cross-systems coordination to address the mental health needs of youth and promote their familial and communal assets, 2) implementing these plans to assure sustainability, and 3) improving mental health literacy and capacity through Youth Mental Health First Aid/Mental Health First Aid training statewide.

Reimbursement/Distribution Method

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

Population and Service Levels

Substance Abuse and Mental Health Access funding was made available to select districts through the IL-AWARE Grant in fiscal year 2019. This funding allowed more than 2,000 students to be referred for mental health services; 49 Youth-Mental Health First Aide trainings were held statewide, which resulted in more than 250 adults being trained on trauma-informed care.

Title I – Basic, Part A

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$884,000,000	\$1,006,078,767	\$1,033,409,991	\$1,033,900,000	\$1,033,900,000
Change from	\$0	\$122,078,767	\$27,331,224	\$490,009	\$0
Prior Year	0.00%	13.81%	2.72%	0.05%	0.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21**
Grant Award	\$667,176,643	\$678,425,619	\$678,373,061	\$671,396,393	TBD
Change from	\$3,386,029	\$11,248,976	(\$52,558)	(\$6,976,668)	TBD
Prior Year	0.5%	1.7%	(0.01%)	(1.03%)	TBD

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

**State fiscal year 2021 amounts are to be determined (TBD).

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **Resource Allocation:** Strategic resource allocation decision-making is being used across LEAs and within LEAs within four years to address

inequities, close achievement gaps, and improve the achievement of every student.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

The mission of the 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 the program is to provide supplemental services for children from preschool through grade 12 who are at risk of not meeting the Illinois Learning Standards. Funds support instruction in core subjects including English language arts, mathematics, science, social studies, physical education, technology, fine arts, world languages, and music. Title I may also support parent involvement and professional development activities. Funds are used for a variety of expenditures, including instructional salaries, supplies, and materials; consultant fees; equipment; and other services in support of supplemental programs to support high-quality education and other activities to close the achievement gap.

Reimbursement/Distribution Method

Funds for Title I - Basic are distributed through formula grants based on the low-income census count. All Illinois Local Education Agencies

(LEAs) that have a low-income census count of at least 10 and have at least 5 percent of their school-age population qualified as low income are eligible to receive assistance.

In addition, under Title I, the state sets aside 7 percent of the state’s Title I Part A allocation for school improvement activities. Of the 7 percent, the state allocates not less than 95 percent to districts on a formula basis to serve schools implementing comprehensive or targeted support and improvement activities or it may, with approval of the district, directly provide for these activities.

Population and Service Levels

The information below shows the Title I - Basic, Part A grant award allocation at the state level based on the Every Student Succeeds Act.

Grant Award

- 92% LEA Grants
- 7% School Improvement
- 1% State Education Agency Administration

The following table displays Title I – Basic, Part A service-level information:

	FY17	FY18	FY19	FY20 (est)	FY21 (est)
Number of Title I districts	825	837	839	840	850
Number of Title I school wide schools	2,065	2,273	2,381	2,390	2,400
Number of Title I targeted schools	1,210	1,045	946	950	950
Students receiving school wide Title I program (reading and mathematics instruction)	900,347*	946,709	949,695	949,700	950,000
Students receiving targeted Title I program (reading and mathematics instruction)	58,647*	52,422	47,532	47,600	48,000
Students not participating in Title I program	1,140,184**	1,085,262	1,060,248	1,070,000	1,070,000
Number of Title I public school teachers	21,525**	20,384**	20,813	20,900	21,000
Total number of Title I teachers	21,528**	20,387**	20,813	20,900	21,000

*SIS School year 2017, 2018, and 2019 end-of-year data.

** EIS FY 2017, 2018, and 2019 end-of-year data. Teacher count includes all EIS teacher codes (Spec. Ed., Resource, etc.).

Title I – Education of Migratory Children, Part C

*Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.011A)*

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$4,000,000	\$3,640,513	\$5,558,109	\$5,000,000	\$5,000,000
Change from Prior Year	\$0	(\$359,487)	\$1,917,596	(\$558,109)	\$0
	0.00%	(8.99%)	52.67%	(10.04%)	0.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21**
Grant Award	\$1,886,908	\$1,810,605	\$2,092,279	\$2,070,925	TBD
Change from Prior Year	\$0	(\$76,303)	\$281,674	(\$21,354)	TBD
	0.00%	(4.04%)	15.56%	(1.02%)	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 2021 amount is to be determined (TBD).*

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and

resources needed to create safe and healthy learning environments for every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

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 and to increase the number who graduate from high school ready for

college and career by providing support in the areas of identified need and reducing the effects of educational disruption related to repeated moves for 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 Diploma. 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 for students and families, support of professional development for teachers and other program staff, coordination of services in resource projects, interstate coordination, migratory child identification, and student recruitment.

Reimbursement/Distribution Method

Migrant funds are distributed to serve communities with documented migratory child populations through a competitive bidding process.

Population and Service Levels

The Migrant Education Program (MEP) serves educationally disadvantaged children of seasonal and migratory farm workers. About 1,155 migrant children qualified for services in fiscal year 2019. ISBE monitors the total number of migratory children who qualify for services and the total number of

migratory children who are actually served, as required by the grant. See the table below regarding the total number of migratory children served. Almost all of these were Hispanic, and many were English Learners. Most were in grades K-12 (68 percent), but children ages 0-5 (16 percent) and out-of-school youth (16 percent) also qualified for services. Students came to Illinois from Texas, Florida, Mexico, and other areas. Migratory families are highly mobile and often do not remain in one school district for the entire school year. Many come to Illinois in the summer and leave before the school year begins.

Six summer-term programs and six fall or regular-term programs operated by school districts, a community college, 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 supportive services, such as transportation; meal programs; science, technology, engineering, the arts, and mathematics activities; parent involvement; and referral to social services, were offered to enhance the summer school component of the program. Additionally, two statewide resource projects provided support to funded programs in the areas of identification and recruitment of students, curriculum and professional development, and health and dental services.

Migratory children are eligible for program services for 36 months after their last qualifying move, even after their parents decide to settle and they no longer migrate to seek employment. The following table displays service-level information:

	FY17	FY18**	FY19**	FY20 (est)
Students Summer Program*	737	633	554	600
Students Regular Year*	237	266	274	275
Number of funded entities	9	8	8	8

**These numbers reflect only migrant children served with MEP funds. Some migrant children were served by school districts with other state, local, or federal funding because the migrant funding is supplemental to existing programs.*

***FY 2019 and FY 2020 are estimates due to the reporting period of this program.*

The following entities received funding under this program in the 2018-19 school year:

- Beardstown Community Unit School District 15
- Community Health Partnership of Illinois
- Illinois Migrant Council
- Kankakee School District 111
- Northern Illinois University
- Parkland College District 505
- Princeville Community Unit School District 326
- Urbana School District 116

Title I – Migratory Incentive, Part C

*Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.144F)*

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$300,000	\$72,000	\$52,000	\$100,000	\$100,000
Change from	\$0	(\$228,000)	(\$20,000)	\$48,000	\$0
Prior Year	0.00%	(76.00%)	(27.78%)	92.31%	0.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21**
Grant Award	\$66,666	\$66,666	\$68,182	\$68,182	TBD
Change from	\$0	\$0	\$1,516	\$0	TBD
Prior Year	0.00%	0.00%	2.27%	0.00%	TBD

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

***State fiscal year 2021 amount is to be determined (TBD).*

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

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 migrant children whose education is interrupted.

Purpose

The purpose of the program is to provide financial assistance to states to support high-quality and comprehensive educational programs so that migrant children are provided with appropriate educational and supportive services that 1) address their needs in a coordinated and efficient manner and 2) give migrant children the opportunity to meet challenging state content and student performance standards.

Reimbursement/Distribution Method

Funds are expended to improve the delivery of services to migrant children through participation in the activities of two multi-state consortia: the Identification and Recruitment Rapid Response Center (IRRC) and Graduation Outcomes for Success for Out-of-School Youth (GOSOSY). These competitive grants were first awarded to state consortiums in state fiscal year 2016 and extended through state FY 2017- 20.

IRRC focuses on building interstate resources and coordination to improve the proper and timely identification of eligible migrant children whose education has been interrupted. GOSOSY supports the provision of services based on scientific research to improve the educational attainment of underserved migrant out-of-school youth. The project utilizes technology and gives partner states access to a clearinghouse of educational materials and resources to build capacity to identify and serve out-of-school migrant youth.

Population and Service Levels

Recruiters in Illinois identified 184 out-of-school youth; 125 of these received services. The state adopted three GOSOSY products and adapted three for outreach and instruction. The Illinois Migrant Education Program utilized IRRC resources in the annual statewide training of 40 migrant recruiters. The state re-interview quality control process reported no errors in migrant eligibility determination in school year 2018-19.

Title I – Neglected and Delinquent, Part D

Legislative Reference – PL 114-95
Funding Source – Federal (CFDA 84.013A)

Appropriation History

	FY17	FY18	FY19	FY20	FY21 (Projected)
Appropriation	\$1,700,000	\$1,579,900	\$1,479,900	\$1,500,000	\$1,500,000
Change from	\$0	(\$120,100)	(\$100,000)	\$20,100	\$0
Prior Year	0.00%	(7.06%)	(6.33%)	1.36%	0.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21** (projected)
Grant Award	\$883,428	\$785,846	\$933,571	\$478,581	TBD
Change from	\$243,025	(\$97,582)	\$147,725	(\$454,990)	TBD
Prior Year	37.95%	(11.05%)	18.80%	(48.74%)	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 2021 amounts are to be determined (TBD).*

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **Resource Allocation:** Strategic resource allocation decision-making is being used across LEAs and within LEAs within four years to address inequities, close achievement gaps, and improve the achievement of every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

The mission of this Title program under the Every Student Succeeds Act is to provide interventions appropriate for at-risk, neglected, and delinquent students to increase the percentage of these students meeting the Illinois Learning Standards, particularly in reading and math; to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; to prevent at-risk youth from dropping out of school; and to provide a support system to ensure their continued education and the involvement of their families and communities.

Purpose

The purpose of Title I, Part D, Subpart 1 is to provide supplemental educational services (e.g., transitional services, such as replacement programs or worksite schools) to youth in state institutions for delinquent youth and adults so that they meet the same state standards as other students and transition from institutionalization to further education and employment.

The purpose of Title I, Part D, Subpart 2 is to provide local agency programs that meet the educational needs of neglected, delinquent, and at-risk children; that assist in the transition of these students from correctional facilities to locally operated programs; and that ensure that these students have the same opportunities to achieve as if they were in local schools in the state.

Reimbursement/Distribution Method

The allocation for each state is generated by child counts in state juvenile institutions that provide at least 20 hours of instruction from

nonfederal funds and adult correctional institutions that provide 15 hours of instruction a week. The State Education Agency then makes subgrants to state agencies based on their proportional share of the state's adjusted enrollment count of neglected or delinquent children.

The Illinois State Board of Education awards subgrants to districts with high numbers or percentages of children in locally operated juvenile correctional facilities, including facilities involved in community day programs.

Population and Service Levels

The Illinois Department of Juvenile Justice (IDJJ) receives funds to provide supplemental educational services to youth who reside in the five Illinois youth centers.

Twenty-four districts receive grants to provide supplemental educational services to 2,700 youth who reside in facilities/institutions.

	FY17	FY18	FY19	FY20 (est.)	FY21 (est)
Number of participants in Subpart 1 institutions (IDJJ)	5	6	6	6	7
Number of youths residing in Subpart 1 institutions (IDJJ)	738	855	855	900	1,000
Number of districts that receive grant funds	23	20	22	23	25
Number of youths residing in Subpart 2 institutions	927	799	1,598	1,600	1,700

Title I – School Improvement 1003(g)

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$50,000,000	\$78,628,820	\$49,500,000	\$49,500,000	\$49,500,000
Change from	\$0	\$28,628,820	(\$29,128,820)	\$0	\$0
Prior Year	0.00%	57.26%	(37.05%)	0.00%	0.00%

Federal Grant Award*

	FY17	FY18**	FY19**	FY20**	FY21**
Grant Award	\$19,665,658	\$0	\$0	\$0	\$0
Change from	(\$2,580,307)	(\$19,665,658)	\$0	\$0	\$0
Prior Year	(11.60%)	(100.00%)	0.00%	0.00%	0.00%

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

***The program is only scheduled to grant new funds to states through fiscal year 2017. The available carry forward funds stay active through FY 2021*

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **Resource Allocation:** Strategic resource allocation decision-making

is being used across LEAs and within LEAs within four years to address inequities, close achievement gaps, and improve the achievement of every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

The mission of the program is to provide School Improvement Grants to Local Education Agencies (LEA) with Title I

schools and Title I-eligible secondary schools identified as the lowest-performing schools. These funds will support the districts and schools in improving student achievement, building educator capacity, and improving the environment at the schools.

Purpose

The purpose of the program is to assist the state’s lowest-performing schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. An LEA must utilize one of four approved school intervention models -- Turnaround, Transformation, Restart, or Closure.

Reimbursement/Distribution Method

Funds are distributed through a competitive grant process to districts for eligible schools

that demonstrate the greatest need and the strongest commitment to implement one of four school improvement models that will make radical changes to improve student achievement and move the school out of improvement priority status. No additional funds will be received after FY 2017 from the federal government. Grants will be continuation grants through FY 2020.

Population and Service Levels

The information below shows the Title I - School Improvement 1003 (g) grant award at the state level based on the No Child Left Behind Act.

Grant Award

- 95% Grants
- 5% Administration

Three-year Award	FY18	FY19	FY20 (est.)
Schools	20	20	5
Funding (millions)	\$16,699,442	\$13,603,202	\$4,488,037

Title II – Improving Teacher Quality, Part A

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

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$160,000,000	\$160,000,000	\$160,000,000	\$160,000,000	\$160,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21**
Grant Award	\$89,701,495	\$83,323,587	\$81,325,138	\$79,034,080	TBD
Change from	(\$1,559,412)	(\$6,377,908)	(\$1,998,449)	(\$2,291,058)	TBD
Prior Year	(1.71%)	(7.11%)	(2.40%)	(2.82%)	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 2021 amounts are to be determined (TBD).*

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number

of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

The purpose of this Title under the Every Student Succeeds Act is to increase student achievement; improve the quality and effectiveness of teachers, principals, and other leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Purpose

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 to improve instruction and capacity for early education or used for assessments. Ultimately, the use of Title II funds needs to serve the needs of all students.

Reimbursement/Distribution Method

The information below shows the Title II – Preparing, Training, and Recruiting High-Quality Teachers and Principals grant award allocation at the state level based on the Every Students Succeeds Act:

- Grant Award*
- 95% Grants
- 5% State Educational Agency Activities

As provided by law, a portion of these funds is set aside for state-level activities to establish or expand teacher, principal, or other school leader preparation academies to prepare teachers, principals, and other school leaders to serve in high-need schools. Local Education Agency funds are allocated based on the following formula – 20 percent of funds are allocated based on the population of enrollments in public and private, not-for-profit schools, and 80 percent of funds are allocated for children who are in poverty within the district.

Population and Service Levels

All Illinois school districts are eligible to participate. Teachers in private, not-for-profit elementary and secondary schools are also eligible to participate. Funds may be used to increase student academic achievement, develop and improve evaluation systems, and improve instruction and capacity. For example, districts have included recruitment and hiring stipends for hard-to-fill positions; mentoring and induction opportunities to assist first-year professionals (e.g., teachers, principals); and professional development opportunities that include studying strategies for differential and inquiry-based instruction, writing curriculum to align standards, developing valid and credible assessments and rubrics, creating text-dependent questions, and integrating technology into standard-based units. A total of 791 projects were reviewed, approved, and processed in fiscal year 2019.

	FY17**	FY18**	FY19**	FY20 (est)	FY21 (est)
Number of Title I public school teachers	21,528	20,387	20,813	20,900	21,000

** EIS FY 2017, 2018, and 2019 end-of-year data. Teacher count includes ALL EIS teacher codes (Spec. Ed., Resource, etc.).

Title III – English Language Acquisition

*Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.365A)*

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$50,400,000	\$50,400,000	\$50,400,000	\$50,400,000	\$50,400,000
Change from Prior Year	\$4,900,000 10.77%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21**
Grant Award	\$27,433,799	\$25,938,399	\$24,944,092	\$24,858,247	TBD
Change from Prior Year	\$564,998 2.10%	(\$1,495,400) (5.45%)	(\$994,307) (3.83%)	(\$85,845) (0.34%)	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 2021 amounts are to be determined (TBD).*

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to

meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

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 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 Education Program for eligible school districts. Not more than 15 percent of these funds may be reserved for districts to implement programs for immigrant students. Both programs -- LIEP and Immigrant Education -- are formula-based grants that provide supplemental funds to school districts that are implementing programs for EL students with state and local funds. Funding levels for both programs are based on a per pupil allocation.

LIEP Grants

All school districts are eligible to apply for these grants either individually or in consortia with other districts if they meet the following conditions: 1) the district (or each district in a consortium) 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 per pupil allocation was \$100 in fiscal year 2019.

Immigrant Education Program 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 defined as a student: 1) ages 3 through 21; 2) not born in any of the 50 states, the District of Columbia, or the Commonwealth of Puerto Rico; and 3) who has not been attending one or more schools in any one or more states for more than three full academic years.

The total number of eligible immigrant students reported as of October 30, 2019, was 28,264. Of this number, 3,840 will receive services under the fiscal year 2020 Title III Immigrant Education Program Grant. The per capita allocation is \$100.

Population and Service Levels

Chicago Public Schools enroll approximately 29 percent of the EL students in the state, according to the 2018-19 end-of-the-year report to the Student Information System. The remaining 71 percent are enrolled in other districts located primarily in the northern half of the state. Approximately 71 percent of the ELs reported to be in Illinois public schools speak Spanish. The balance speaks one or more of 185 other languages. LIEP serves students whose English

language proficiency is below average for their age or grade level. The table below displays the number of EL students served with LIEP funds:

	FY17	FY18	FY19*	FY20 (est)
Chicago students	72,104	66,656	73,764	66,209
Downstate students	157,368	157,719	175,019	179,723
Total	229,472	224,375	252,881	245,932

*EL student count as of the end of the school year.

Students in the Immigrant Education Program are not required to be ELs in order to be eligible. The following table displays the number of eligible immigrant program students and the eligible immigrant students who are being served through Title III funds:

	FY17	FY18	FY19	FY20 (est)
Eligible Immigrant Education Program Students Identified	25,140	25,900	24,405	28,264
Immigrant Education Program Students Served	19,163	16,767	9,500	3,840

Title IV – 21st Century Community Learning Centers

*Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.287C)*

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$105,200,000	\$180,000,000	\$150,000,000	\$150,000,000	\$150,000,000
Change from Prior Year	\$30,200,000 40.27%	\$74,800,000 71.10%	(\$30,000,000) (16.67%)	\$0 0.00%	\$0 0.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21**
Grant Award	\$52,512,685	\$51,796,408	\$51,473,785	\$50,922,148	TBD
Change from Prior Year	\$1,704,191 3.35%	(\$716,277) (1.36%)	(\$322,623) (0.62%)	(\$551,637) (1.07%)	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 2021 federal award amounts are to be determined (TBD).*

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for 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 on the next page shows the Title IV - 21st 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.

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:

	FY19	FY20
Grantees	142	142
Sites	452	460

Title IV – Student Support and Academic Enrichment, Part A

*Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.424A)*

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$0	\$20,000,000	\$50,000,000	\$50,000,000	\$50,000,000
Change from Prior Year	\$0	\$20,000,000	\$30,000,000	\$0	\$0
	0.00%	N/A	150.00%	0.00%	0.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21**
Grant Award	\$0	\$17,602,696	\$47,066,051	\$49,061,654	TBD
Change from Prior Year	\$0	\$17,602,696	\$29,463,355	\$1,995,603	TBD
	0.00%	N/A	167.38%	4.24%	TBD

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

***State fiscal year 2021 amounts are to be determined (TBD).*

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning

environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **Resource Allocation:** Strategic resource allocation decision-making is being used across LEAs and within LEAs within four years to address inequities, close achievement gaps, and improve the achievement of every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the

number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

The mission of this program is to provide grants to local school districts to improve students’ academic achievement by increasing the capacity of states, Local Education Agencies (LEAs), schools, and local communities. It 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, using technology, and improving digital literacy.

Reimbursement/Distribution Method

The information below shows the Title IV – Student Support and Academic Enrichment grant award allocation at the state level based on the Every Student Succeed Act:

Grant Award

- 95% LEA Grants
- 4% SEA Activities
- 1% Grant Administration

Funds are distributed via formula and based on the district’s relative share of Title I Part A funds.

Population and Service Levels

All Illinois school districts are eligible to participate. Teachers in private, not-for-profit elementary and secondary schools are also eligible to participate.

	FY18	FY19	FY20 (est)	FY21 (est)
Number of Title IV Part A participating districts	404	456	495	500

Title V – Charter Schools

*Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.282A)*

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$21,100,000	\$21,100,000	\$21,100,000	\$23,000,000	\$23,000,000
Change from	\$12,100,000	\$0	\$0	\$1,900,000	\$0
Prior Year	134.44%	0.00%	0.00%	9.00%	0.00%

Federal Grant Award

	FY17	FY18	FY19	FY20	FY21
Grant Award	\$8,465,561	\$4,281,870	\$0	\$0	\$0
Change from	\$69,877	(\$4,183,691)	(\$4,281,870)	\$0	\$0
Prior Year	0.83%	(49.42%)	(100.00%)	N/A	N/A

Proposed Board Goal and Strategic Plan Priority Areas

The program aligns with the following Board goal and its Strategic Plan priority area:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Program Mission

The mission of the program is to provide grants via the federal public Charter Schools Program (CSP) to eligible applicants in order to increase the number of high-quality charter schools in Illinois and to support efforts of existing high-performing charter schools to disseminate best practices and create models for replication.

Purpose

The purpose of the program is to offer students, parents, teachers, and other parties increased educational opportunities in the form of innovative and accountable public schools exempt from all but the most essential state laws and regulations.

There are two types of funding opportunities:

- *Program design and implementation funds* assist new charter schools during the planning and initial start-up phases.
- *Dissemination funds* support high-performing charter schools to identify and share best practices with any public school.

Reimbursement/Distribution Method

Grant funds are distributed through a competitive process. Program design and implementation funds are awarded to any new charter schools open less than three years. Dissemination grants are awarded to charter schools that have been operating for

at least three consecutive school years and satisfy the definition of a high-quality charter school as outlined in the Federal Register. The Illinois State Board of Education’s 2015 CSP grant term ended September 30, 2019. No new grants will be awarded after that date. Fiscal year 2020 eligibility data is therefore limited to existing grantees receiving their final grant allocations.

Population and Service Levels

The following table displays service-level information:

	FY18*	FY19*	FY20* (est)
Number of charter schools eligible for dissemination grants	136	138	139
Number of charter schools eligible for program design and initial implementation grants	1	1	2
Number of charter school students (K-12)	64,710	64,419	64,600
Number of program design and initial implementation grants	2	1	2
Number of dissemination grants	2	2	0

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

Title V – Rural and Low-Income School Programs, Part B

*Legislative Reference – P.L. 115-64
Funding Source – Federal (84.358B)*

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	\$0	0.00%	0.00%	0.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21**
Grant Award	\$1,109,539	\$1,264,385	\$1,536,756	\$1,422,673	TBD
Change from	(\$341,234)	\$154,846	\$272,371	(\$114,083)	TBD
Prior Year	(23.50%)	13.96%	21.54%	(7.42%)	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 2021 amounts for the actual federal grant award are to be determined (TBD).*

Proposed Board Goals and Strategic Plan Priority Areas

The program aligns with the following Board goals and their Strategic Plan priority areas:

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.

- **System of Support:** Provide all schools with the level of support necessary to propel efforts to continuously improve.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **Resource Allocation:** Strategic resource allocation decision-making is being used across LEAs and within LEAs within four years to address inequities, close achievement gaps, and improve the achievement of every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

- **Educator Support, Recruitment, & Preparation:** To increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools.

Program Mission

The mission of the program is to provide financial assistance to rural districts to assist with improving student academic achievement by increasing teacher recruitment and retention, training of teachers, and providing a safe and healthy environment.

Purpose

The purpose of the 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 information:

	FY17	FY18	FY19	FY20 (est)	FY21 (est)
Eligible districts	44	72	76	67	70
Participating districts	44	60	74	62	65

Title X - Education for Homeless Children

*Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.196A)*

Appropriation History

	FY17	FY18	FY19	FY20	FY21 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$7,000,000
Change from	\$0	\$0	\$0	\$0	\$2,000,000
Prior Year	0.00%	0.00%	0.00%	0.00%	40.00%

Federal Grant Award*

	FY17	FY18	FY19	FY20	FY21**
Grant Award	\$3,105,256	\$3,331,432	\$3,609,246	\$3,916,113	TBD
Change from	\$121,642	\$226,176	\$277,814	\$306,867	TBD
Prior Year	4.08%	7.28%	8.34%	8.50%	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 2021 amounts are to be determined (TBD).*

Proposed Board Goal and Strategic Plan Priority Area

The program aligns with the following Board goal and its Strategic Plan priority area:

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- **System of Support:** All schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Program Mission

The mission of the program is to provide children and 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 children and youth experiencing homelessness encounter when enrolling, attending, and learning in school and to ensure that children and 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 children and 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 local school district homeless education liaisons and award subgrants for services to students experiencing homelessness and their families and attendance centers.

The following table displays end-of-the-year homeless counts:

	FY18	FY19	FY20 (est)	FY21 (est)
PK-12 Students	56,881	53,696	54,500	56,000



Illinois State Board of Education

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