



# Illinois State Board of Education

Blank FY23 EBF Spending Plan Template – for preview use only  
Available to all authorized users in IWAS for submission by Sept. 30, 2022

## **Welcome to the Evidence-Based Funding Spending Plan data collection system, [user]**

This spending plan is intended to support districts in strategic decision making in investments for student needs, with a particular emphasis on students from low-income backgrounds, students with IEPs, and English Learners. Without these data points, districts and communities are limited in their opportunities to understand and influence resource allocation in service of students. The Evidence-Based Funding (EBF) Spending Plan represents an opportunity to connect these dots for district and community decision-making. This plan is best completed with collaboration between the finance and program departments within a district.

**This is the final year that the EBF Spending Plan will be completed in IWAS.** In the winter of 2021, ISBE convened an advisory group to develop recommendations for revising the EBF Spending Plan. The 28-member advisory group consists of representatives from districts and advocacy organizations across the state. This advisory group is tasked with identifying a value proposition, determining a place to integrate the revised spending plan, and aligning the content of the spending plan with the value proposition. Beginning in FY 2024, the EBF Spending Plan will be integrated into the annual district budget. The advisory group determined that integration into the budget is best aligned with the goal of combining the spending plan with an existing report to support the strategic allocation of state funding alongside other revenue streams. Organizational Units that do not submit an annual budget, but are otherwise required to submit an EBF Spending Plan, will be provided with a reporting template.

Illinois School Code on Evidence-Based Funding requires that all public school districts, laboratory schools, Regional Offices of Education, and Intermediate Service Centers\* describe in a district-level spending plan:

- 1. How the public body will achieve student growth and State education goals
- 2. How the public body will utilize the Evidence-Based Funding received from this state
- 3. How the public body will spend Evidence-Based Funding in service of students from low-income backgrounds, English Learners, and special education.

School districts\* serving English Learners will submit information as required under Section 14C-12 of the Illinois School Code.

Resources for the EBF spending plan are available at [www.isbe.net/ebfspendingplan](http://www.isbe.net/ebfspendingplan). Any questions specifically regarding the EBF spending plan may be directed to [EBFspendingplan@isbe.net](mailto:EBFspendingplan@isbe.net).



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Please note, the current allocations represented in questions 12, 14, and 16 of the EBF Spending Plan reflect FY22 allocations as published in September of 2021. ISBE anticipates that the FY23 allocations will be updated in the Spending Plan by September 1. Districts will be notified when the FY23 allocations have been updated, so that they can finalize their plans.

\*Only districts with EL funding will view question 16\*

**Please complete the following by September 30, 2022.**

*\* - EBF state statute requires that all "Organizational Units" complete an annual spending plan. "Organizational Units" includes not only school districts but also laboratory schools, Regional Offices of Education, and Intermediate Service Centers. Although this EBF spending plan refers explicitly to school districts, its content should be understood in all cases to apply to the laboratory schools, Regional Offices of Education, and Intermediate Service Centers as well.*

**- System will time out after 20 minutes. Please save your work often.**

## **Main Application**

### **Part I – What strategies will drive your efforts to achieve student growth and make progress toward State education goals in FY23?**

These strategies may involve investing any combination of a district's core resources: time, money, people, and programs.

*Collaboration opportunity: Districts may find that Part I is most easily and effectively completed if led by program leaders in consultation with finance leaders.*

#### **1. Please indicate how your school district intends to achieve student growth and make progress toward State education goals in FY23. Answer required**

- Focus increased time and attention on specified populations (please list)
- Increase the number of high-quality educators dedicated to specific populations (please list)
- Increase number and/or quality of professional development opportunities
- Maintain or expand early childhood programming
- Maintain or decrease class sizes
- Maintain or expand pupil support services



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- Maintain or expand college and career readiness options (e.g., CTE programming, AP/IB programming, dual credit/dual enrollment programming)
- Improve programs, curriculum, and/or learning tools
- Increase number and/or quality of community, parent, and family engagement opportunities
- Maintain or expand extended day or year opportunities
- Maintain or increase equitable resource allocation for students so that more dollars benefit students in greater need
- Increase the efficacy of district systems (e.g., human resources, finance and operations, data governance)
- Invest in facilities, maintenance, and/or infrastructure
- Other (please list)

**2. Which priorities are most important for your district to protect with dedicated resources for the sake of student success and district health? Select no more than three. **Answer required****

- Focus increased time and attention on specified populations (please list)
- Increase the number of high-quality educators dedicated to specific populations (please list) as compared to previous years
- Increase number and/or quality of professional development opportunities
- Maintain or expand early childhood programming
- Maintain or decrease class sizes
- Maintain or expand pupil support services
- Maintain or expand college and career readiness options (e.g., CTE programming, AP/IB programming, dual credit/dual enrollment programming)
- Improve programs, curriculum, and/or learning tools
- Increase number and/or quality of community, parent, and family engagement opportunities
- Maintain or expand extended day or year opportunities
- Maintain or increase equitable resource allocation for students so that more dollars benefit students in greater need
- Increase the efficacy of district systems (e.g., human resources, finance and operations, data governance)
- Invest in facilities, maintenance, and/or infrastructure
- Other (please list)

**3. (Optional) - Further explain your selected priorities.**



a. \_\_\_\_\_

**4. (Optional) - Further describe how your school district will achieve student growth and State education goals.**

a. \_\_\_\_\_

**Part II – What will you do with your Evidence-Based Funding? Why?**

*All school districts receive the same amount of EBF funds that they received in the previous fiscal year, contingent upon available appropriations. This amount is the “Base Funding Minimum” (BFM). On top of the BFM and also subject to appropriation, some school districts may also receive a new allocation, called EBF Tier Funding, or Additional State Assistance.*

Finalized allocations were not yet available by the time of this EBF Spending Plan’s release. They will be posted at [www.isbe.net/ebfdist](http://www.isbe.net/ebfdist) when available.

Districts may complete this and other sections of the EBF Spending Plan with the knowledge that tier funding is approved for FY 23.

ISBE expects that school district leaders are regularly evaluating how to allocate all available dollars to support both fiscal solvency (sustainability of the district’s financial health) and academic solvency (sustainability of student outcomes and supports) while also upholding community values. These resource allocation activities align with the twin goals of EBF: equity and adequacy.

*Collaboration opportunity: Districts may find that Questions 5, 6, 7, and 8 are most easily and effectively completed if led by program leaders in consultation with finance leaders. Questions 9 and 10 may be most easily and effectively completed if led by district finance leaders in consultation with program leaders.*

**5. Please indicate the quantitative and qualitative data that your school district team used to inform your intended allocation of EBF dollars. Answer required**



*Connection opportunity: You may have already undertaken root cause analysis work through [IL-EMPOWER](#), the Consolidated District Plan, grant applications, and other school improvement planning work. The data grounding those analyses may also influence your EBF dollar allocation.*

- Climate and culture data (e.g., Five Essentials Survey, chronic absenteeism, attendance, ED School Climate Survey, National School Climate Center)
- Student growth and achievement data, disaggregated by student groups
- Teacher recruitment and retention data
- Family and community engagement data
- Your own district and/or school financial data (e.g., site-based expenditure reporting, Annual Financial Report, financial projections, EBF student allocations or cost factors)
  - Check if this data set focused on site-based expenditure reporting data
  - Check if this data set focused on Annual Financial Report data
  - Check if this data set focused on financial projections
  - Check if this data set focused on EBF student allocations and/or cost factors
- Other districts' financial data, for comparative purposes (e.g., Annual Financial Report, EBF percentages of adequacy)
- Health and/or technology access data (e.g., CDC School Health Index, remote learning survey)
- Other (please list)

**6. Please indicate from which data sources your school district team pulled the quantitative and qualitative data discussed above.**

**Answer required**

- Illinois Report Card ([www.illinoisreportcard.com](http://www.illinoisreportcard.com))
- My Data Dashboard (formerly Ed360) (<https://myircapi.niu.edu/Account/Login>)
- Other data sources provided by ISBE
- Local data sources
- Other (please list)

**7. Please indicate the single quantitative and/or qualitative data source that most influenced your intended allocation of EBF dollars. **Answer required****



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- Climate and culture data (e.g., Five Essentials Survey, chronic absenteeism, attendance, ED School Climate Survey, National School Climate Center)
- Student growth and achievement data, disaggregated by student groups
- Teacher recruitment and retention data
- Family and community engagement data
- Your own district and/or school financial data (e.g., site-based expenditure reporting, Annual Financial Report, financial projections, EBF student allocations or cost factors)
- Other districts' financial data, for comparative purposes (e.g., Annual Financial Report, EBF percentages of adequacy)
- Health and/or technology access data (e.g., CDC School Health Index, remote learning survey)
- Other (please list)

**8. Please indicate with which groups the district engaged to inform your intended allocation of EBF dollars. **Answer required****

- District program area leaders
- School board members
- Principals
- School staff
- Bilingual Parent Advisory Council
- Other parent group(s)
- Community focus group(s)
- Other (please list)

**9. Given the data analyzed, the stakeholders with whom you conferred, and the priorities identified in Part I, please indicate how your school district intends to spend its FY23 EBF dollars. **Answer required****

*Connection opportunity: Refer to your actual expenditures from FY22 and your preliminary budget for FY23.*

- Employ licensed educators to provide instruction for students
  - Check if this investment includes hiring new educators or training current educators to fill grade-level or subject area vacancies



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- Check if this investment includes hiring new educators or training current educators to increase learning opportunities and programs available to students
- Check if this investment includes hiring new educators to decrease class sizes or caseloads
- Check if this investment includes incentives to retain educators
- Provide pupil support services
  - Check if this investment includes hiring new or training current school-level staff to increase supports and/or programs available to students
  - Check if this investment includes hiring new or training current district-level staff to increase supports and/or programs available to students
- Provide educator professional development
- Purchase curriculum and/or learning tools
- Purchase or expand programs
- Provide parent, family, and/or community engagement avenues and activities
- Invest in "innovative programming" (as defined by the school district), including extended day or year opportunities
- Invest in program evaluation to measure the effectiveness of initiatives
- Invest in infrastructure, capital, and/or maintenance
- Address debt service and fiscal solvency
- Other (please list)

**10. Which of the following best describes your district's overarching "resource allocation methodology"? Districts with hybrid approaches should select no more than two. **Answer required****

- Weighted student funding (student-based budgeting)
- Set staff and supply ratios per school or per student
- Zero-based budgeting
- Incremental changes based off of the previous year's budget
- Incremental changes based off of review of the previous year's site-based expenditure data
- Other (please list)

**Part III – How will you support special student groups through your Evidence-Based funds?**



Collaboration opportunity: Districts may find that Part III is most easily and effectively completed through tight collaboration between program leaders and finance leaders.

11. EBF is intended to close equity and adequacy gaps. Briefly describe how you plan to use your existing and incoming EBF dollars to get more money to those in your district who need it most. Answer required

a. \_\_\_\_\_

EBF statute sets aside specific EBF allocations to be spent on students from low-income backgrounds, English Learners, and students with disabilities. All other EBF funds may be spent in any manner by the school district, but per statute these designated funds must be spent on programs and services specifically benefitting the specific student groups in question. Moreover, these funds should be layered on top of a general program of instruction benefiting all students.

Your district’s gross FY22 EBF State Contribution included these amounts designated for specific student groups:

Table with 2 columns: Description of EBF contribution and Amount. Rows include: FY22 Gross EBF State Contribution\*, Within FY22 Gross EBF, resources attributable to low-income students, Within FY22 Gross EBF, resources attributable to English Learners (ELs), and Within FY22 Gross EBF, resources attributable to special education. All amounts are listed as \$ pre-populated in IWAS.

\*As published in September of 2021.

Finalized allocations were not yet available by the time of this EBF Spending Plan’s release. They will be posted at www.isbe.net/ebfspendingplan and www.isbe.net/ebfdist. Districts may complete this and other sections of the EBF Spending Plan with the knowledge that tier funding is approved for FY23.

12. Please indicate in which positions, programs, and/or services your school district will invest EBF dollars designated for students from low-income backgrounds. Note that, per EBF statute, these resources should be "in addition to and not in lieu of" funding that benefits all students. All students are entitled to a classroom, a core teacher, instructional materials, assessments, etc.; the intent of these designated funds is to accelerate learning for specific students, beyond what is typically provided.





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This chart is not intended to serve as a strict accounting exercise. Instead, school districts are asked to apply the spirit of "additional investments" as they fill in the chart, using the chart as a mechanism to communicate the difference between dollars spent on all students vs. on students with greater need for additional resources. School districts are not expected to have an entry for every row if not applicable.

*[If a district does not have EBF dollars attributable to low-income students, this question will be hidden.]*

Existing and new positions, programs, and/or services to be provided in FY23  <i>Research and effect size files posted to <a href="http://www.isbe.net/ebfspendingplan">www.isbe.net/ebfspendingplan</a></i>	Existing and new EBF investments additionally benefiting <u>low-income students</u> in FY23, in addition to what is provided through a general program of instruction	(Optional) Existing or new EBF dollar amount to be invested	(Optional) Explanation of allocation decisions and/or FTEs reflected in the dollar amount specified
Core teachers	<input type="checkbox"/>	\$	
Intervention teachers	<input type="checkbox"/>	\$	
Instructional facilitators, coaches, and/or job-embedded professional development	<input type="checkbox"/>	\$	
Extended day staff, supports, and/or operations	<input type="checkbox"/>	\$	
Pupil support staff (e.g., counselors, psychologists, nurses, guidance counselors, social workers, speech pathologists)	<input type="checkbox"/>	\$	
Instructional assistants, paraprofessionals, and/or supervisory aides	<input type="checkbox"/>	\$	
Summer school staff, supports, and/or operations	<input type="checkbox"/>	\$	
Early childhood services	<input type="checkbox"/>	\$	
Family and community engagement and/or other community services	<input type="checkbox"/>	\$	



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College and career readiness services	<input type="checkbox"/>	\$	
Innovation and school transformation efforts	<input type="checkbox"/>	\$	
Instructional materials (e.g., curriculum, books, equipment)	<input type="checkbox"/>	\$	
Assessments (e.g., assessment fees for Advanced Placement or International Baccalaureate exams)	<input type="checkbox"/>	\$	
Educational media services	<input type="checkbox"/>	\$	
Food services	<input type="checkbox"/>	\$	
Computer and tech equipment or other infrastructural supports	<input type="checkbox"/>	\$	
Other designated central office supports	<input type="checkbox"/>	\$	
Other (please list)	<input type="checkbox"/>	\$	

**13. Please indicate the single group with which the district engaged that most informed your intended allocation of EBF dollars on low-income students. **Answer required****

- District program area leaders
- Principal(s) at affected school(s)
- School staff at affected school(s)
- Parent group(s)
- Community focus group(s)
- Other (please list)

**14. Please indicate in which positions, programs, and/or services your school district will invest EBF dollars designated for students receiving special education services. Note that, per EBF statute, these resources should be "in addition to and not in lieu**



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**of" funding that benefits all students. All students are entitled to a classroom, a core teacher, instructional materials, assessments, etc.; the intent of these designated funds is to accelerate learning for specific students, beyond what is typically provided.**

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*Connection opportunity: refer to the Critical Components Tool for Special Education Program and consider any funds that must be allocated to support your district's continuous improvement.*

*[If a district does not have EBF dollars attributable to special education, this question will be hidden.]*

Existing and new positions, programs, and/or services to be provided in FY23  <i>Research and effect size resources available at <a href="http://www.isbe.net/ebfspendingplan">www.isbe.net/ebfspendingplan</a></i>	Existing and new EBF investments additionally benefiting <u>special education</u> in FY23, in addition to what will be provided through a general program of instruction	(Optional) Existing or new EBF dollar amount to be invested	(Optional) Explanation of allocation decisions and/or FTEs reflected in the dollar amount specified
Core and/or special education teachers	<input type="checkbox"/>	\$	
Intervention teachers	<input type="checkbox"/>	\$	
Instructional facilitators, coaches, and/or job-embedded professional development	<input type="checkbox"/>	\$	
Extended day and/or extended school year staff, supports, and/or operations	<input type="checkbox"/>	\$	
Pupil support staff (e.g., counselors, psychologists, nurses, guidance counselors, social workers, speech pathologists, occupational therapists, physical therapists, other related service providers)	<input type="checkbox"/>	\$	



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Instructional assistants, paraprofessionals, and/or supervisory aides	<input type="checkbox"/>	\$	
Summer school staff, supports, and/or operations	<input type="checkbox"/>	\$	
Early childhood special education services	<input type="checkbox"/>	\$	
Family and community engagement and/or other community services	<input type="checkbox"/>	\$	
College and career readiness services, including postsecondary transition services	<input type="checkbox"/>	\$	
Innovation and school transformation efforts	<input type="checkbox"/>	\$	
Adapted instructional materials (e.g., curriculum, books, equipment)	<input type="checkbox"/>	\$	
Assessments	<input type="checkbox"/>	\$	
Educational media services	<input type="checkbox"/>	\$	
Food services	<input type="checkbox"/>	\$	
Computer and tech equipment or other infrastructural supports, including assistive technology	<input type="checkbox"/>	\$	
Other designated central office supports	<input type="checkbox"/>	\$	
Other (please list)	<input type="checkbox"/>	\$	

**15. Please indicate the single group with which the district engaged that most informed your intended allocation of EBF dollars on special education. **Answer required****

- District program area leaders
- Principal(s) at affected school(s)
- School staff at affected school(s)
- Parent group(s)



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- Community focus group(s)
- Other (please list)

**16. Please indicate in which positions, programs, and/or services your school district will invest EBF dollars designated for students who are English Learners (ELs). Note that, per EBF statute, these resources should be "in addition to and not in lieu of" funding that benefits all students. All students are entitled to a classroom, a core teacher, instructional materials, assessments, etc.; the intent of these designated funds is to accelerate learning for specific students, beyond what is typically provided. Per Article 14C of the Illinois School Code, 60% of the school district's state funds attributable to ELs must be used for instructional costs of programs and services for ELs (Function 1000 according to the Illinois Program Accounting Manual).**

This chart is not intended to serve as a strict accounting exercise. Instead, school districts are asked to apply the spirit of "additional investments" as they fill in the chart, using the chart as a mechanism to communicate the difference between dollars spent on all students vs. on students with greater need for additional resources. School districts are not expected to have an entry for every row if not applicable.

*Connection opportunity: Refer to your district's submitted Bilingual Service Plan. Ensure that the plan is reflected in the intended allocations below.*

*[If a district does not have EBF dollars attributable to English Learners, this question will be hidden.]*

Existing and new positions, programs, and/or services to be provided in FY23  <i>Research and effect size resources available at <a href="http://www.isbe.net/ebfspendingplan">www.isbe.net/ebfspendingplan</a></i>	Existing and new investments additionally benefiting <u>English Learners</u> in FY23, in addition to what is provided through a general program of instruction	(Optional) Existing or new EBF dollar amount to be invested	(Optional) Explanation of allocation decisions and/or FTEs reflected in the dollar amount specified
Core teachers	<input type="checkbox"/>	\$	
EL/Bilingual specialists or resource teachers	<input type="checkbox"/>	\$	



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Instructional facilitators, coaches, and/or job-embedded professional development, including dual language coaches	<input type="checkbox"/>	\$	
Instructional assistants, paraprofessionals, and/or supervisory aides	<input type="checkbox"/>	\$	
Summer school staff, supports, and/or operations	<input type="checkbox"/>	\$	
Early childhood services, including native language instruction and/or dual language programs	<input type="checkbox"/>	\$	
Family and community engagement and/or other community services, including parent liaison	<input type="checkbox"/>	\$	
College and career readiness services	<input type="checkbox"/>	\$	
Innovation and school transformation efforts (e.g., dual language implementation)	<input type="checkbox"/>	\$	
Instructional materials (e.g., curriculum, books, equipment), including native language supports	<input type="checkbox"/>	\$	
Assessments (e.g., native language assessments)	<input type="checkbox"/>	\$	
Educational media services	<input type="checkbox"/>	\$	
Computer and tech equipment or other infrastructural supports	<input type="checkbox"/>	\$	
Other designated central office supports	<input type="checkbox"/>	\$	
Other (please list)	<input type="checkbox"/>	\$	

**17. Please indicate the single group with which the district engaged that most informed your intended allocation of EBF dollars on ELs. **Answer required****

- District program area leaders
- Principal(s) at affected school(s)



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- School staff at affected school(s)
- Bilingual Parent Advisory Council
- Other parent group(s)
- Community focus group(s)
- Other (please list)

**18. Please complete the assurances below related to Article 14C of the Illinois School Code, which stipulates allowable expenditures for ELs. School districts should maintain supporting documentation (e.g., sign-in sheets, meeting agendas) to affirm the veracity of the below assurances. Note that a separate collection of the Bilingual Service Plan takes place before each school year and must be separately collected and reviewed by the Bilingual Parent Advisory Committee (BPAC) beginning with FY20.**

*Collaboration opportunity: Districts may find that Question 18 is most easily and effectively completed if led by program leaders.*

*[If a district does not have EBF dollars attributable to English Learners, this question will be hidden.]*

- a. "I hereby affirm that at least 60% of the school district's State funds attributable to ELs will be used for instructional costs of programs and services for ELs (Function 1000), in accordance with Article 14C of the Illinois School Code. The remaining balance of State funds attributable to ELs will also be used to serve ELs."
  - Yes
  - No
  
- b. "My school district has at least 1 attendance center with 20 or more ELs (including parental refusals) who speak the same home language other than English in grades K-12. Alternatively and/or additionally, my school district has at least 1 attendance center with 20 or more ELs (including parent refusals) who speak the same home language other than English in pre-K."
  - Yes
  - No
  
- c. "I hereby affirm that the school district's BPAC has reviewed this EBF Spending Plan submitted to the State Superintendent of Education." Please note that you may select "No" and conditionally submit the spending plan without BPAC approval. Once



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your BPAC has reviewed the spending plan, you may return to IWAS, revise your response to “Yes,” and submit the plan. This must be complete no later than October 31, 2022.

- Yes
- No
- d. Enter the date of the meeting at which the BPAC reviewed the EBF Spending Plan and the name of the BPAC chair at the time.
  - Date of BPAC Meeting: \_\_\_\_\_ Name of BPAC Chair: \_\_\_\_\_

**Please send any questions, ideas, or concerns to [EBFspendingplan@isbe.net](mailto:EBFspendingplan@isbe.net)**

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Submit Application