

Fiscal Year 2025

Recommended Investment in Public Education



February 2024

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

The Illinois State Board of Education (ISBE) recommends a General Funds investment in public education of approximately \$11 billion in fiscal year 2025 – an increase of \$652.5 million over the FY 2024 General Funds appropriation. Our budget priorities are shaped by extensive collaboration and input from educators, administrators, students, parents, and stakeholders who submitted more than 450 funding requests, a significant increase compared to prior years. This input provided invaluable insight for crafting a budget that responds to the needs and aspirations of our educational community statewide.

Our budget recommendation includes an additional \$350 million to sustain the trajectory toward adequate and equitable funding for all schools, bringing the total recommended Evidence-Based Funding (EBF) appropriation to \$8.63 billion. EBF continues to be one of the top funding requests from the field, underscoring the importance of these transformative resources to districts' ability to provide the high-quality education Illinois students deserve. Districts' utilization of these funds to date has bolstered instructional quality and enhanced staffing, resulting in a stronger teacher pipeline, higher graduation rates, and accelerated academic growth across districts. These funds also have played a critical role in students' continued academic recovery from COVID-19 pandemic.

ISBE received extensive feedback from the field about the continuation of crucial programs currently supported by federal COVID-19 relief funds, which expire soon. ISBE recommends using state dollars to fund six programs — Affinity Groups, New Educator Coaching and Mentoring, Principal Mentoring, REACH, SEL Hubs, and Student Care —based on ongoing need and these programs' demonstrated success.

ISBE recognizes the profound impact of early learning opportunities on students' long-term outcomes and so proposes a \$75 million increase in the Early Childhood Block Grant. This investment aims to further close gaps in access to high-quality early learning services for low-income families as part of Governor JB Pritzker's Smart Start Initiative. The first year of the

Smart Start Initiative enabled the state to serve approximately 5,800 additional children in publicly funded preschool programs.

ISBE also proposes increasing the state's investment in Career and Technical Education (CTE), which prepares students for high-wage, high-skill, high-demand careers. ISBE is introducing a new funding formula for state CTE funds in FY 2025; it will be phased-in over the next four years. There have not been any updates to the formula in many years. CTE programs across the state have grown tremendously –in some areas more than in others – but CTE allocations have not changed. We are advocating for an increase to state CTE funding to reflect that growth, to account for the more data-informed understanding of equity that we have gained since the enactment of the EBF formula, and to ensure that no programs experience a decrease in funding with the implementation of the new formula.

The past year and half also has brought to our state's door the most complex humanitarian crisis since the COVID-19 pandemic. Since August 2022, Illinois school districts have welcomed an influx of thousands of newcomer students, who often arrive after enduring a harrowing journey from their home country. These students have severe physical, mental, and academic needs, including for bilingual and special education services, that Illinois school districts do not have sufficient resources to meet. ISBE recommends a \$35 million allocation to assist school districts in serving these students.

Our budget recommendations remain firmly rooted in the ISBE Strategic Plan's overarching goals, ensuring academic progress for every student, fostering safe learning environments, and supporting our educators.

Thank you for your continued collaboration and commitment to providing our schools with the resources essential to empower the next generation of leaders. Together, we can ensure equitable funding that serves the educational needs of all students in Illinois.

Sincerely,



Dr. Tony Sanders
State Superintendent of Education



Dr. Steven Isoye
Chair of the Board

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ILLINOIS STATE BOARD OF EDUCATION



Dr. Tony Sanders
State Superintendent of Education

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

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

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



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Batavia



Dr. Patricia Nugent
Minier

Illinois State Board of Education

FY 2025 Budget Hearings

DATE	LOCATION	TIME
October 3, 2023	Springfield	4-7 p.m.
October 5, 2023	Virtual	4-7 p.m.
October 30, 2023	Virtual	1-5:30 p.m.

ILLINOIS STATE BOARD OF EDUCATION

Budget Overview

ISBE’s recommended budget for public education statewide in fiscal year 2025 aligns to the agency’s Strategic Plan. The plan includes a mission, vision, equity statement, and goals that sharpen the agency’s focus on impactful and achievable outcomes.

Goal 1 | Student Learning: 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.

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.

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

Budget at a Glance

The Board’s FY 2025 budget recommendation from the General Funds is \$11.0 billion. This recommendation is a \$652.7 million increase compared to the FY 2024 General Funds appropriation level. The recommended appropriation request from all funds — including General Funds, other state funds, and federal funds — is \$17.6 billion, a \$1.3 billion decrease from the FY 2024 total.

The Board’s recommended General Funds increases generally fall into three categories, increases to implement state law, increases to support statewide programs, and increases to continue programs established with COVID-19 relief funds. Specifically, the Board’s FY 2025 budget recommendation for General Funds includes the following increases compared to the appropriations that were enacted for FY 2024:

\$350.0 million	Evidence-Based Funding
\$165.4 million	Mandated Categorical Programs
\$75.0 million	Early Childhood Education
\$35.0 million	Supporting Newcomers
\$12.3 million	Career and Technical Education Programs
\$10.0 million	Resilience Education to Advance Community Healing (REACH)
\$8.0 million	New Teacher/Clinician Coaching and Mentoring
\$8.0 million	Social-Emotional Learning Hubs
\$4.0 million	Student Care Department
\$2.0 million	Dolly Parton Imagination Library
\$3.1 million	Agency Capacity
\$3.0 million	State Literacy Plan Implementation
\$2.7 million	Alternative Education - Regional Safe Schools
\$1.2 million	Principal Mentoring
\$1.0 million	Affinity Groups
\$1.0 million	After-School Programs
\$670,000	Summer EBT

\$250,000	Adversity Index
\$250,000	Community and Residential Services Authority
\$250,000	EBF Comparable Wage Index Development
\$150,000	P-20 Council
\$135,000	District Consolidation Costs
\$80,000	Grant Accountability and Transparency Act and Budgeting for Results

Evidence-Based Funding

FY 2024 is the seventh year that Illinois has utilized Evidence-Based Funding (EBF) as its primary state education funding system. FY 2018 marked the first year of implementation and the first increased investment in a more equitable system for distributing state resources to school districts, lab schools, and regional programs. The system, which replaced five grant programs, utilizes a hold harmless payment and provides for increases in funding to be delivered to districts most in need.

That hold harmless payment, called the Base Funding Minimum, grows annually based on the EBF tier funding (increased funding made available for need-based distribution) and Property Tax Relief Grant amounts paid in the previous year. Increased appropriations in FY 2024 provided an additional \$300 million to be distributed through EBF tiers and up to \$50 million available for distribution through Property Tax Relief Grants.

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

When increased funding is provided, districts are assigned to one of four funding tiers based on their percentages of adequacy. Districts in Tier 1 are those most in need of state assistance. Districts qualify for Tier 1 if their percentage of adequacy is less than the Tier 1 Target Ratio. That ratio is calculated so that 50 percent of increased funding is distributed to Tier 1 districts. The Tier 1 Target Ratio in FY 2024 calculations was approximately 77.3 percent. Districts with a percentage of adequacy below that target ratio are assigned to Tier 1. Tier 2 districts have a percentage of adequacy that is greater than or equal to the Tier 1 Target Ratio and less than 90 percent. Forty-nine percent of funding is distributed through Tier 2. It is important to note that both Tier 1 and Tier 2 districts receive a share of the Tier 2 funding. (Thus, Tier 1 districts receive both Tier 1 and Tier 2 funds.) Tier 3 districts have a percentage of adequacy greater than or equal to 90 percent and less than 100 percent. Tier 3 districts receive 0.9 percent of the tier funding allocation. Tier 4 districts have a percentage of adequacy of 100 percent or more and receive 0.1 percent of the tier funding allocation.

A total of \$1.879 billion has been distributed through tier funding since the enactment of EBF. Tier 1 districts have increased their average percentage of adequacy from 59.2 percent in FY 2018 to 72.4 percent in FY 2024. At the same time, seven out of 10 students still attend a school in districts that have an adequacy percentage of less than 90 percent.

The state has achieved significant progress to improve equity through the enactment of EBF, but the gap to 90 percent adequacy for all Tier 1 and Tier 2 school districts, per the FY 2024 EBF calculations, is currently \$2.5 billion. Assuming no other changes in the calculation data, the state would need to commit to an annual increase of \$819 million, when including \$50 million for Property Tax Relief Pool Funds, for each of the next three 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 2024 EBF data and do not consider future changes in calculation data and annual cost increases. Future funding projections will be affected by changes to student enrollment, student demographics, local resources, recalibration of the cost factors, annual average salary revisions, and any recommendations from the EBF Professional Review Panel that are enacted through the legislative process.

At the same time, the almost \$1.9 billion investment has resulted in progress. In FY 2018, 168 Illinois school districts were at or below 60 percent adequacy (meaning they had less than 60 percent of the resources necessary to provide a basic education). Based on current calculations, there are no school districts at or below 60 percent of adequacy in FY 2024. This demonstrates that directing new resources through the EBF tier system to those districts most in need is having positive impact on the equitable distribution of resources.

The Board recommends an \$8,629,239,000 for Evidence-Based Funding for FY 2025. This is a \$350 million increase over the FY 2024 appropriation. This amount provides \$300 million for distribution as tier funding and approximately \$50 million for Property Tax Relief Grants.

Mandated Categorical Programs

EBF articulates the need to fund all Illinois schools and students, but the Board’s recommendation also reflects specific student needs addressed through targeted line items. These line items aim to ensure that these students receive a more equitable education according to their needs. Historically, many of these line items were clustered under Mandated Categorical Programs (MCATs). Some MCATs were integrated into the EBF framework in FY 2018; the remaining MCATs in the recommended FY 2025 budget continue the important work of providing districts and other Local Education Agencies (LEAs) with the financial supports needed to assist each and every 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 various MCAT lines for FY 2021 through FY 2024.

Table 1: MCAT Proration Level History

Program Name	FY 2021	FY 2022	FY 2023	FY 2024
Sp. Ed. - Private Tuition	78%	81%	99%	96%
Sp. Ed. - Orphanage	100%	100%	100%	100% (est.)
Sp. Ed. - Transportation	85%	100%	81%	71%
Transportation - Regular/ Vocational	89%	95%	80%	85%
Illinois Free Lunch & Breakfast	34%	28%	35%	32% (est.)
Regular Orphanage 18-3	100%	100%	100%	100% (est.)

The Board recommends appropriations totaling \$1,281,411,700 for MCAT lines for FY 2025, as presented in Table 2, on the next page.

Table 2: FY 2025 MCAT Appropriation Recommendations

Program Name	FY 2025 Recommended (\$000's)	FY 2025 Projected Proration	Increase/ (Decrease) Over FY 2024 (\$000's)
Special Education - Private Tuition	\$231,548.6	100%	\$ 28,816.2
Special Education - Orphanage	118,919.5	100%	0.0
Special Education - Transportation	549,243.6	84%	111,877.5
Subtotal Special Education	\$899,711.7		\$140,693.7
Transportation - Regular/Vocational	\$364,000.0	85%	\$24,000.0
Illinois Free Lunch & Breakfast	9,000.0	32%	0.0
Regular Orphanage 18-3	8,700.0	100%	700.0
Total Mandated Categorical Reimbursements	\$1,281,411.7		\$165,393.7

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 provide high-quality, comprehensive services and help prepare children for kindergarten.

Central to ECBG funding in FY 2025 is the governor’s Smart Start Illinois plan. The goal of Smart Start Illinois is to eliminate early childhood (or preschool) deserts for 3- and 4-year old children by 2027. A preschool desert is an area where there is an insufficient number of publicly funded slots to serve at least 80 percent of 3- and 4-year hold children from low-income families. FY 2025 will build on the FY 2024 goal of adding 5,000 preschool seats by adding an additional 500 seats through the ECBG.

Preschool For All

PFA programs provide either half-day or full-day educational services to 3- to 5-year-old children. PFA focuses on providing high-quality educational programs for children who are determined to be at risk. ISBE must address two mandated priorities when awarding PFA grants:

1. Applicants that propose to serve primarily children identified as at risk; and
2. Applicants proposing to serve primarily children whose family's income is less than four times the poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services.¹ Programs must collect evidence of family income levels for each child whose participation is based on the family income. The 2023 poverty guideline is \$14,580 for a one-person household, \$19,720 for a two-person household, \$24,860 for a three-person household, \$30,000 for a four-person household, and increased amounts for each additional person in the household.

Preschool For All Expansion

PFAE programs provide full-day, high-quality preschool services to 3- and 4-year-old children who are determined to be at-risk through a weighted eligibility process. Children in PFAE programs are not yet eligible for kindergarten and benefit from early learning programming and supports. PFAE offers comprehensive services, including:

¹ Poverty guidelines are adjusted annually by the U.S. Department of Health and Human Services. Additional information on the rule, generally, may be found in the Federal Register, Volume 88, No. 12, 3424.

- 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 embedded professional development to teachers.

Prevention Initiative

PI programming provides 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. PI is offered in home- and center-based settings, allowing children to be taught in safe and healthy environments rooted in their local community.

ECBG programs align with two agency goals: student learning and learning conditions. Student learning is supported by providing high-quality early childhood services to children who would benefit the most. Learning conditions are supported because these services are provided in classrooms conducive to learning needs of young children (i.e., classrooms that include a wealth of educational resources, supplies, and materials that are developmentally appropriate to children).

The School Code provides some required allocations for ECBG funds. Thirty-seven percent of the ECBG appropriation is allocated to Chicago Public Schools for its early childhood education programs. At least 14 percent of funds — and 25 percent of new funds (until the allocation is 20 percent) — is allocated to fund 0-3 PI programs. Grants for downstate programs must be provided through a competitive process if sufficient funds are appropriated. Eligible applicants for ECBG programs include Regional Offices of Education (ROEs); public school districts; university laboratory schools approved by ISBE; 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.

The Board recommends a \$748,138,100 appropriation for the Early Childhood Block Grant program for FY 2025. This is a \$75.0 million increase, or 11.1 percent, over FY 2024. Table 3 shows that enrollment in FY 2025 is projected to be 20,345 higher than in FY 2023, the last year before Smart Start Illinois was implemented.

Table 3: Early Childhood Block Grant Program Enrollments

Fiscal Year	PFA/PFAE	PI	Total Served
2023	96,535	20,195	116,730
2024 (estimated)	102,964	20,483	123,447
2025 (projected)	113,817	23,258	137,075

Supporting Newcomers

Over the past two years, the number of newcomers in Illinois increased from 19,673 in FY 2022 to an estimated 36,200 in FY 2024. “Newcomers” are understood as students who are ages 3 through 21; were born outside the 50 states, the District of Columbia, or Puerto Rico; and who have been attending one or more schools in any one or more states for less than three full academic years. Newcomers come from a variety of linguistic and cultural backgrounds and with a myriad of immigration statuses. Some newcomers are from Latin American countries like Venezuela and Colombia, whereas others are from Africa, Ukraine, and the Middle East.

Each newcomer’s family brings a wealth of knowledge and experiences that enrich Illinois culturally and add to the diversity of Illinois. However, meeting the students’ linguistic, social-emotional, and educational needs is challenging for schools. Students from these families, many of whom are homeless, enter Illinois schools with significant trauma and in need of medical care. In order to meet the needs of newcomers, schools sometimes need to provide bilingual education in languages new to the district. This requires significant investment in hiring additional bilingual staff and identifying and accessing materials and resources that might not be available in a student’s native language. Enrollment snapshots at the beginning of the current school year did not include most of the newcomers. Enrollment-based funding, thus, did not include all students.

The funds for Supporting Newcomers will support schools receiving newcomer students with additional funding that can be used for several types of support, including:

- Hiring bilingual staff, including teachers, paraprofessionals, social workers, psychologists, or administrators;
- Purchasing materials in the newcomers’ native language(s);
- Providing additional before- and after-school programming for newcomers, including tutoring and extracurricular activities;
- Providing professional development to current staff on best practices for supporting newcomers, helping staff through the licensure process of obtaining an English as a Second Language/Bilingual endorsement, and providing financial support to parents or community members who could become bilingual teachers through a “grow-your-own” program;
- Improving communication with families by hiring interpreters and translators;
- Increasing family and community engagement; and
- Providing other supports to parents and children.

The Board recommends a \$35,000,000 appropriation for Supporting Newcomers for FY 2025. This is both a community-driven, as well as an ISBE-driven, funding request. Funds will be provided via a formula grant.

Career and Technical Education

Career and Technical Education (CTE) programs in Illinois strengthen students’ technical skills, facilitate transitions to postsecondary training programs and employment, and help students meet Illinois Learning Standards. CTE programs afford students opportunities to engage personalized learning that responds to their interests and strengths, such as career exploration, work-based learning, and early college credit coursework. Students preparing for careers in nontraditional fields as well as students in special populations, such as students with disabilities, English learners, and students in Regional Safe Schools, will receive support via CTE programming. Participation in CTE increases students’ likelihood of high school graduation and broadens prospects for careers in high-wage, high-skill, and in-demand occupations. CTE in Illinois is

funded through both federal Perkins funds and state funds, all of which are utilized to further the objectives outlined in the federally approved State of Illinois Perkins V Plan.

CTE programs in Illinois are delivered through 53 Education for Employment (EFE) systems, which are regional consortia of school districts. State CTE funds are distributed to each EFE system and are used to support CTE programming at schools and area career centers within their region. Since FY 2020, ISBE has leveraged state funding received over the federal maintenance of effort requirement to support competitive and incentive grant programs, such as the Education Career Pathway Grant. This grant provides students with learning experiences and knowledge that prepare them to enter educator preparation programs at postsecondary institutions after high school. During the 2022-23 school year, 278,543 high school students (46.7 percent of public high school students) from 658 schools participated in one or more CTE programs. Nearly half (127,211 or 45.6 percent) of those students were concentrators, meaning they took two or more CTE courses in the same program. The graduation rate among CTE students was 95.8 percent, higher than the statewide graduation rate of 87.8 percent. CTE programs reach and positively impact many students across Illinois, but some groups are underrepresented. Such groups include female (44.5 percent of CTE students), Hispanic (23.5 percent), Black (12.2 percent), and Asian (4.8 percent) students; individuals with disabilities (18.1 percent); and low-income students (40.6 percent).

The requested increase in state CTE funding in FY 2025 addresses equity by expanding access to CTE programs for students who are currently underserved, improves program quality through investment to meet industry standards, and fosters collaboration among ISBE and the EFE CTE system directors. System directors requested an increase in state funding for CTE in testimony at the FY 2025 budget hearings and ISBE has worked with directors to refine the distribution methodology to both better reflect ISBE's commitment to equity and best meet the needs of local CTE programs. At the budget hearings, advocates pointed to the need for additional funding to maintain and expand programs, upgrade necessary technologies, and provide programming in emerging and high-need areas.

The Board recommends a \$58,000,000 General Revenue Fund appropriation for Career and Technical Education for FY 2025. This is an increase of \$10,273,600, or 21.5 percent, over the FY 2024 appropriation. This is a community-driven funding request that would maintain up to \$5 million in funding targeted toward incentive programs, such as the CTE Education Career Pathway Grant. Beginning in FY 2025, funding will start to utilize an updated, equity-based formula. The new formula, which will be phased in over four years, is the result of a data-informed, stakeholder engaged process. It uses a multiplier based on EBF final percentage of adequacy to focus increased funding toward districts with the greatest fiscal needs.

Resilience Education to Advance Community Healing

The Resilience Education to Advance Community Healing (REACH) Statewide Initiative is an evidence-informed program that provides educators with tools to support the well-being of their students and staff. Students have significant unmet health needs, and the REACH program trains educators, school mental health professionals, and community members to recognize the signs and symptoms of trauma and to address students' social-emotional and mental health needs. The goal of the program is that all Illinois students experience a school culture and climate that is safe, supportive, relationship based, culturally attuned, and able to promote positive mental health and wellness.

The REACH initiative and accompanying implementation support provided by the SEL Hubs offer schools a framework for fostering resilience, meaning the ability to adapt to difficult situations.

The program advances ISBE's Strategic Plan by addressing wellness and mental health at all levels of a school. The program advances equity by prioritizing students living in areas with higher rates of trauma. Results from recent analyses show that higher-need schools are more likely to opt-in to REACH.

REACH began as a pilot program in 2020 and was expanded statewide in 2021 using federal COVID-19 relief funds. Since then, 527 schools in 257 districts have joined the program, and more than 9,000 people accessed the REACH Learning and Resource Hub. Over 240 trauma needs assessments were completed and 153 action plans have been submitted by participating schools. Initial analyses of the program are promising. American Institutes for Research, which evaluates the program, found that schools that completed the program's Trauma Responsive Schools Implementation Assessment more than one time, meaning in different school years, saw significant improvement in multiple topics of their assessments. Implementing the REACH framework is a multi-year process for most schools. Continued funding of this program will enable further data collection to build on these preliminary impact results.

The Board recommends a \$10,000,000 appropriation for the REACH program for FY 2025. This is a community-driven request to continue the program, which has been funded using COVID-19 relief funds since FY 2022. The recommendation is a \$4.25 million increase, or 73.9 percent, over the FY 2024 allocation from federal funds. ISBE estimates 905 schools will opt into REACH in FY 2024 and projects that will increase to 1,250 in FY 2025. REACH was developed and is led by the Center for Childhood Resilience at the Ann and Robert H. Lurie Children's Hospital of Chicago, which operates the program. Funds would be distributed to the center so the program can be provided to Illinois schools free of charge. The center also is developing a Resilient Schools Certification program that will provide language, criteria, metrics, and a sustainability model for healing-centered schools certification in conjunction with other statewide efforts. These funds would support that process.

New Educator Coaching and Mentoring

U.S. Department of Education research shows that one in 10 teachers quits after their first year of teaching. In the 2022-23 school year, Illinois had more than 3,500 unfilled teaching positions and over 800 unfilled school support personnel positions. The new educator coaching and mentoring program attempts to address these issues by providing critical support to first- through third-year teachers and clinicians and by helping them navigate their new roles. The program pairs each mentee with an in-building mentor and a coach in the same licensure subject area. If the coach is not located in the same school, the individual serving in this role does so virtually.

The program was started in FY 2021 and has operated since then under a sole source contract with the Illinois Education Association (which subcontracted with the Illinois Federation of Teachers and Chicago Teachers Union). The contract has been funded through Elementary and Secondary School Emergency Relief (ESSER) funds. Funds were used to recruit program participants, mentors, and coaches; maintain a platform of resources for the program; and provide stipends to coaches and mentors for their service in the program. In FY 2023, the program served 1,351 new educators at 120 school districts. That was nearly 650 more teachers/clinicians than the previous year, and additional coaches were hired so the coach-to-mentee ratio could be lowered.

The Board recommends an \$8,000,000 appropriation for New Educator Coaching and Mentoring for FY 2025. This program has been funded using COVID-19 relief funds since FY 2022. The recommendation is an increase of \$1 million from the \$7 million allocated for teacher mentoring

from ESSER funds in FY 2024. Funds will be used to increase the number of program participants and to pilot support for student teachers and cooperating teachers.

Social-Emotional Learning Hubs

The Social-Emotional Learning (SEL) Hubs are an initiative to provide training and resources to districts to support student health. The SEL Hubs, which were formerly known as the Social-Emotional Trauma Response program, seek to provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by advancing wellness, social-emotional learning, and trauma-responsiveness of schools. The SEL Hubs are a mechanism for ensuring schools and districts have access to tools to address students' mental health needs.

The SEL Hubs were created in FY 2022 using COVID-19 relief funds. They are housed in six ROEs across the state and Chicago Public Schools. The hubs are deeply interconnected with the REACH initiative as they are the implementation mechanism for the REACH model; they also provide professional development, training, and district support for expanding other SEL programs. The hubs assist leadership teams in implementing data-driven strategies to address student trauma and mental health needs and build resilient communities. They do this by offering free webinars, conferences, district professional development events, and individual school coaching on relevant topics. In FY 2023, SEL Hubs provided nearly 1,700 professional learning opportunities and served 52,812 participants in 714 school districts and 3,444 public schools. Participants included 32,334 teachers, 5,765 administrators, 9,707 clinicians and support staff, and 5,006 community members.

The Board recommends an \$8,000,000 appropriation for Social-Emotional Learning Hubs for FY 2025. This is a community-drive funding request to continue a program that has been funded using COVID-19 relief funds since FY 2022. The recommendation is an increase of \$2 million, or 33 percent, over the federal funds allocated for the program in FY 2024. ISBE estimates that all 3,840 Illinois public schools and 852 public school districts will be served by the SEL Hubs in FY 2025. Funds will be distributed as a grant to the six ROEs serving as hubs and Chicago Public Schools. In addition to programming, funds also support the infrastructure and resources necessary for the seven hubs to collaborate with the REACH program.

Student Care Department

The Student Care Department was created at ISBE in FY 2021 to ensure the collective and individual physical and safety needs of students are met and to support school systems in their efforts to be responsive to the needs of children and families. The impetus for the creation of the department was ISBE's need to refine its oversight of the use of physical restraint and time out (RTO) in Illinois school districts. This included investigating allegations of violations of RTO laws and rules as well as overseeing and monitoring school districts, special education cooperatives, and nonpublic special education entities with respect to RTO. The scope and purview of Student Care programs has grown to include a wide variety of statutorily required and student-centered supports, guidance, technical assistance, and oversight.

In FY 2023, the department processed 25 complaints and performed 50 investigations or instances of monitoring related to RTO. The department also works on other statute enforcement topics. First, the department works to reduce exclusionary discipline (suspensions and expulsions) by working directly with districts that are required to create, file, and maintain discipline reduction plans. These include districts in the top 20 percent of exclusionary discipline use for three consecutive years and districts previously required to file. Second, the department provides technical assistance and oversight of schools' bullying prevention policies. Over 1,400 public school districts, charter schools, nonpublic schools, and special education facilities are

required to submit policies. Third, the department issues guidance and provides technical assistance and oversight for student well-being topics, including Faith's Law (sexual misconduct policies), the Jett Hawkins Law (hairstyle-based dress codes), and Gender Equity in Athletics waiver applications. Finally, the department works with Student Voices programs through ISBE's Student Advisory Council, the U.S. Senate Presidential Scholars program, and the Illinois Arts Education Week Contest.

The department is critical not only for addressing the programs above but also for connecting students and parents who have general safety concerns about school attendance and programming. Further, the department unites previously disparate and siloed programs under one cohesive team within ISBE.

The Board recommends a \$4,000,000 appropriation for the Student Care Department for FY 2025. This is a request to continue services that have been funded with COVID-19 relief funds since FY 2021. The recommendation is for level funding equal to the Student Care Department's FY 2024 allocation of ESSER funds. This funding will enable ISBE to have the resources it requires to comply with regulatory requirements related to monitoring and investigating use of RTO, discipline reduction plans, bullying prevention policies, and several other topics, as well as providing technical assistance to districts and boards of education.

Dolly Parton Imagination Library

The Dolly Parton Imagination Library (DPIL) program encourages literacy and lifelong reading by providing developmentally appropriate books to children age birth through 5 at no cost to families. Research has shown that the first years of life are critical for child development. Regular reading to children by parents or caregivers is an opportunity to encourage growth and prepare children for school. Additionally, literacy is a long-term social determinant of health and economic impact.

Each month, DPIL mails a high-quality, age-appropriate book to children who are registered for the program. The package is addressed and delivered to a child. A child enrolled at birth will have a personal library of 60 books by the time he or she enters kindergarten. The books contain instructions to parents on how to read to youngsters, as well as suggestions for ways parents can use the books to interact with their children.

The program is delivered through a partner identified in each Illinois county participating in DPIL and uses a combination of state and local funds to provide the books free of charge. DPIL has a goal of enrolling 65 percent of Illinois children under age 5 by the end of FY 2027. Initial funding of \$1.6 million was provided in FY 2024, with an intended goal of enrolling 19 percent of eligible children. The FY 2025 recommendation seeks to increase that to 36 percent of eligible children.

The Board recommends a \$3,570,000 appropriation for the Dolly Parton Imagination Library program for FY 2025. This is an increase of \$1.636 million, or 102.2 percent, over the FY 2024 appropriation. This is an initiative of the Governor's Office.

Agency Capacity

State Education Agencies, like ISBE, are uniquely positioned to support students and their education systems through activities like providing resources, support, and technical assistance to districts; collecting and disseminating repositories of effective practices and highlights; acting as centralized support for those districts without strong local supports; facilitating connections and learning among districts; acting as an accountability backstop to ensure regulatory compliance; analyzing data for statewide trends to inform policy; and advocating for children and for the policies that will benefit them.

Much of the programmatic and operational support for ISBE's General Funds programs and functions are funded by the General Funds Agency Capacity line. The funding in this line supports back-end agency operations necessary to ensure program staff can focus on directly supporting educators and students. The funding also supports key accountability and technology infrastructure that helps the agency better know and support each district. The Board's recommendation for an Agency Capacity increase stems from two main sources — returning spending to the General Revenue Fund (GRF) after shifting costs to Title I and annualizing payroll costs for staff.

In FY 2021, the agency shifted a significant portion of the budgeted costs to produce the annual School Report Card from Agency Capacity line to Title I administrative funding. Since that shift, as other spending needs specific to Title programs have increased (including moving Title III administrative costs to Title I), ISBE spent down its balance of previously unspent Title I administration funds. The agency's Title I administrative budget, which supports several programs and has federal spending limitations, cannot support the programmatic needs of the programs and continue to support the School Report Card costs at the same level. These contracts were previously funded with state funds and help ISBE meet state mandates, so paying a larger portion of the contracts with state funds is appropriate.

The FY 2021 shifts from GRF to Title I described previously were largely to ensure ISBE could continue to cover GRF payroll costs. Payroll needs, including headcount increases to ensure ISBE can adequately implement programs and raises to ensure staff are appropriately compensated according to collective bargaining agreements, have limited ISBE's ability to use the Agency Capacity appropriation for other administrative needs. Over 70 percent of the recommended FY 2025 amount from the Agency Capacity line funds payroll expenses. In order to accommodate payroll pressures in FY 2024, ISBE shifted some employees previously funded from the Agency Capacity line to other administration lines according to their duties. This included shifts to ISBE's GATA/BFR appropriations (both GRF and indirect) and ISBE's assessment appropriation. Even after these shifts, payroll is projected to be 75.3 percent of the Agency Capacity spending in FY 2024. The FY 2025 recommendation covers the annualization of raises under bargaining agreements with ISBE's two unions and will allow ISBE to fill several positions currently in ISBE's authorized headcount.

The Board recommends a \$27,590,000 appropriation for General Revenue Fund Agency Capacity in FY 2025. This is an increase of \$3.05 million, or 12.4 percent, over the FY 2024 appropriation. It is an increase of \$2.3 million over the FY 2024 Agency Capacity line, after transfers.

State Literacy Plan Implementation

The development of literacy skills in Illinois learners of all ages is necessary for building a foundation of lifelong learning for academic success in K-12 and postsecondary education — even for career success. A 2023 law provided a call to action for improvement in this area. It said, “[e]nsuring that every child has access to high-quality, research-aligned, developmentally appropriate reading instruction implemented using a comprehensive approach is a foundational component of this State’s public education system and a responsibility shared among federal, State, and local education agencies.”² The law required ISBE to develop a comprehensive literacy plan by January 31, 2024. The Illinois Comprehensive Literacy Plan went through multiple

² See Public Act 103-402 (2023).

of public comment and has been completed. The law also required ISBE to take steps to implement the plan; this recommendation is to fund some of those efforts.

This program ties directly to the Board's goals of equity, quality, community, and collaboration. Ensuring every student in Illinois has access to effective, evidence-based literacy instruction and all teachers are prepared to lead such instruction lies at the intersection of equity and quality. Improving literacy outcomes also requires the collaboration and support of the local communities that districts are serving, as instructional decisions are made locally.

The Board recommends a \$3,000,000 appropriation for implementation of the Illinois Comprehensive Literacy Plan for FY 2025. This serves as a departure point for implementing the plan in alignment with the ISBE Board Goals for equity, elevating educators, and improving student learning. Funds will be used to provide tools, support, and resources to align teacher preparation programs and preschool through Grade 12 instruction with the literacy plan to meet the needs of all learners.

Alternative Education – Regional Safe Schools

ISBE has an ethical, moral, and legal responsibility to set high expectations for all students and to ensure that every student has access to a system of support that helps them achieve success. The Illinois School Code (Article 13A) establishes the Regional Safe Schools Program (RSSP) for youth in Grades 6 through 12 who are administratively transferred to a Regional Safe School by their local district. To be transferred, students must be (a) eligible for suspension or expulsion, or (b) already expelled or suspended for more than 20 days due to gross misconduct. RSSP is premised on the belief that every Illinois student has not only the right, but also the ability, to learn; accordingly, it provides alternative academic options intended to improve student learning by eliminating potential barriers to academic achievement faced by many at-risk youths.

Regional Safe Schools provide a variety of holistic services aimed at meeting the specific needs of students, including work-based learning opportunities, credit recovery, and dual enrollment. Additionally, students have access to mental health services, smaller class sizes, and life-skills training. ISBE supports the program with formula grant funding to 35 ROEs, three Intermediate Service Centers, and Chicago Public Schools. RSSPs served approximately 3,250 at-risk youth statewide in FY 2023. That was an increase of approximately 600 students from FY 2022.

The Board recommends a \$22,730,000 appropriation for Alternative Education – Regional Safe Schools for FY 2025. This is a \$2.73 million increase, or 13.7 percent, over the FY 2024 appropriation. This is a community-driven funding request to fund an increase to the base allocation from \$30,000 per office to \$100,000. This funding would ensure that services continue to be available to serve students in need. Funds are used to maintain and expand program sites, purchase software to help teachers further differentiate instruction, provide transportation for students to take dual-enrollment classes, employ certified school-based mental health counselors, and/or pay teacher salaries.

Principal Mentoring

The Principal Mentoring Program is designed to help new principals succeed. It provides principals in their first and second years with guidance and access to support from peers to assist them in successfully transitioning to their roles as instructional leaders and support their retention. Principal retention is a problem in Illinois and nationwide that has been worsened by the COVID-19 pandemic and its effects on the mental health of school officials. A 2023 report from the RAND Corporation estimated that 16 percent of principals nationally retired or resigned in 2021-22, more than doubling the rate in the previous year. This turnover has a direct impact on student

achievement, especially in schools that are subject to continuous principal churn. Effective principal mentoring for individuals new to the principalship is an important strategy for improving principal retention.

The New Principal Mentoring Program matches new principals with veteran principals who have demonstrated success as instructional leaders. Mentors provide meaningful and relevant support to their mentees in areas of need, such as analyzing data, building professional learning communities, managing staff members, aligning professional development and instructional programs, and developing leadership skills.

This program was established by a 2006 Illinois law, subject to appropriation, but it was not funded from 2012 to 2021. ISBE used \$1.2 million of ESSER II funds to reinstate the program in FY 2022 and continued it in FY 2023 and FY 2024 with \$1.2 million each year with American Rescue Plan (ARP) ESSER funds. Mentoring services were provided to 252 new principals in FY 2022 and 278 new principals in FY 2023. Mentors and mentees were matched based on race and gender to the greatest extent possible. In FY 2023, 40 percent of both mentees and mentors identified as non-white (excluding those individuals with race unknown), and over 60 percent of both mentors and mentees identified as female.

The Board recommends a \$1,200,000 appropriation for the Principal Mentoring Program for FY 2025. This would continue the program at the same level of funding it received from ARP ESSER funds in FY 2024. ISBE plans to use a competitive process to designate one or more entities as “approved providers” to implement and administer the program for the next three years. Approved providers will receive grant funding to identify and recruit highly effective mentors, provide mentors with annual training and support to equip them to fulfill the mentoring duties outlined in ISBE’s rules, match mentors and mentees, pay mentor stipends, and collect data on the program.

Affinity Groups

ISBE launched the Illinois Affinity Groups program in FY 2023 to address the lower retention rates of teachers of color. The program brings together teachers of color in all regions of the state to identify and address local issues contributing to lower retention rates. This collaboration results in the proposing of new policies and solutions to district administration to address identified issues. In FY 2023 and FY 2024, ISBE used COVID-19 relief funds to partner with Regional Office of Education 51 and Teach Plus to support the Illinois Affinity Groups program. Teach Plus is a nonprofit organization that seeks to address the growing need for authentic teacher leadership to transform the nation’s schools and our education system. It provides the bulk of the support for affinity groups in Illinois school districts.

In FY 2023, Teach Plus worked with nearly 600 educators from 62 school districts and five of the six Illinois Association of Regional Superintendents of Schools (IARSS) regions throughout Illinois, exceeding the contract’s goal for Year 1 district participation. In FY 2024, district representation occurred in all six IARSS regions, plus a virtual affinity group that allows for expanded access and participation across the state. Preliminary Year 2 data suggests strong district interest and educator participation. Continued funding for this program will allow Teach Plus to continue to grow the Illinois Affinity Group Network, focus on educator retention through a sense of belonging and self-advocacy, and address district readiness for these spaces.

The Illinois Affinity Groups support educator retention by leveraging partnerships that will provide access to coaching, mentoring, and teacher leadership opportunities. Each affinity group includes one facilitator who leads the group. These facilitators are part of the Illinois Affinity Group Facilitators Network, a group of teachers of color who create safe, supportive spaces for advocacy

and policy change. The recommendations of affinity groups will be collected in an Affinity Group Best-Practice Guide. The guide will be available on the ISBE website and will describe actionable steps that districts can take to increase the retention of educators of color.

The Board recommends a \$1,000,000 appropriation for Illinois Affinity Groups for FY 2025. This would continue the program at the same level it received ARP ESSER funds in FY 2024.

After-School Programs

After-school programs are a critical component to supporting the needs of the whole child. ISBE recognizes the importance of high-quality, out-of-school time opportunities because not only do they provide unique learning opportunities, but they also serve as an entry point for family and community engagement in the school building. Such programming creates a sense of belonging, improves social skills, and provides academic supports and enrichment in a safe and healthy environment to meet the academic and social-emotional needs of each and every student.

The After-School Programs Grant supports locally designed school and community-based programs that help students learn and grow, keep children and teenagers safe, and support family engagement. The program aims to improve academic outcomes for students; provide opportunities for enrichment activities in a safe and healthy environment; and provide opportunities to strengthen public, private, and philanthropic partnerships so that quality support services are available for all students.

In FY 2024, \$25 million of state funds was appropriated for the After-School Programs Grant. Funds are allocated as provided in ISBE rules, with \$17 million awarded to school districts to support 1,047 public schools. To be eligible, districts must have either at least one school that has a low-income concentration of 70 percent or more, or an evidenced-based low-income concentration of 70 percent or more districtwide. The remaining \$8 million was awarded to successful non-school district/non-LEA grant applicants that served a population of students that is at least 90 percent low income.

The Board recommends a \$26,000,000 appropriation in state funds for After-School Programs for FY 2025. This is an increase of \$1 million, or 4.0 percent, over the FY 2024 appropriation. These funds will allow for four additional after-school program sites. These funds are in addition to the reappropriation of the \$10 million from the Coronavirus Urgent Remediation Emergency Fund for After-School Programs to allow grantees to utilize any remaining funds.

Summer EBT Administration

A 2022 federal law authorized a new meal assistance program administered by the U.S. Department of Agriculture (USDA). The program will provide \$120 in Summer Electronic Benefit Transfer (S-EBT) funds for each eligible student's household to use during the summer months when healthy school meals are not available. The funding is intended to assist households in purchasing healthy, nutritious foods for students. The Illinois program is a partnership between ISBE and the Illinois Department of Human Services (IDHS). Summer of 2024 (partially in FY 2024 and partially in FY 2025) will be the first year the program can be offered; it is estimated that 1.2 million students will be eligible to receive \$144 million in S-EBT benefits in 2024.

IDHS is designated as the lead agency and will be responsible for processing and issuing the benefits to eligible students/households. As such, IDHS will incur most of the administrative costs. ISBE will work with eligible school districts to provide the required student eligibility information. Staff will use ISBE data systems and established processes to collect the individual eligibility data and required verification of individual student eligibility enrollment in participating schools. This

information is required for IDHS to calculate and issue the benefits. USDA requirements do not allow using current federal Child Nutrition administrative funds for S-EBT administration, so the recommendation is for ISBE's portion of the administrative costs.

Federal regulations require a 50 percent state match to receive federal S-EBT administrative funds. Unlike other Child Nutrition funds ISBE receives, ISBE must pay the full administrative costs up front; USDA will provide reimbursement after documentation is submitted. Thus, the final cost to the state is half of the total recommendation. The S-EBT benefits issued to the eligible students/households will be 100 percent federally funded and will be included in the IDHS budget.

The Board recommends a \$670,000 appropriation for the S-EBT program for FY 2025. This is a new General Funds request to cover ISBE's administrative costs associated with the program. Half of the funds will be reimbursed, so the cost to the state after reimbursement will be \$335,000. The administrative funding will ensure eligible students receive S-EBT benefits for summer household meals.

Adversity Index

A 2023 Illinois law³ requires ISBE to develop a community or district-level Children's Adversity Index to measure community childhood trauma exposure across the population of children ages 3 through 18. Approximately 3.85 million U.S. children have unmet mental health needs; in 2021, the U.S. surgeon general issued an advisory about the crisis of youth mental health. The index, once developed, will provide a measurement for stakeholders to plan for improvement in support services in a variety of sectors, including school improvements encompassing resilience and healing.

The 2023 law allows ISBE to include non-agency personnel with relevant expertise in developing the index. ISBE plans to partner with Chapin Hall to provide the research expertise and data analysis to develop the index, along with input from partners identified in the law and by ISBE. Chapin Hall is an independent policy research center at the University of Chicago that provides rigorous research and achievable solutions to support efforts to improve the lives of children, families, and communities.

The index will be a distinctive component of ISBE's trauma-responsive and healing-centered initiatives that will be used statewide. It will identify unmet needs across the state and track progress in addressing those needs, quantifying needs in a comparable way throughout state. The index will allow entities, including schools and districts, to identify their communities' gaps and consider how best to leverage available resources to build capacity to address those gaps. The goal is to provide a measurement stakeholders can use to plan and chart their courses for supporting the resilience of children and families statewide. ISBE intends to connect the index to other ongoing resilience initiatives, as a way of clarifying the path forward in using the index's measurements to plan for resources and needed support for schools, districts, and other stakeholders.

The Board recommends a \$250,000 appropriation for development of the Children's Adversity Index for FY 2025. This is a new program to meet a requirement added by a 2023 law. This program will provide a tool that measures the adversity experiences of children in Illinois ages 3-18. Funds for this program will be distributed to Chapin Hall to develop the Children's Adversity Index.

³ See PA 103-413 (2023).

Community and Residential Services Authority

The Community and Residential Services Authority (CRSA) coordinates human services in an effort to create a responsive system of care to meet the needs of children and adolescents who are severely emotionally disturbed. Its mission is to promote a network of resources for Illinois children with social and emotional health conditions to receive timely and appropriate access to services. A 2023 Illinois law changed CRSA's duties to include the authority in the intake portal process under the Children's Behavioral Health Transformation Initiative.

The Board recommends a \$1,000,000 appropriation for CRSA for FY 2025. This is a \$250,000 increase, or 33.3 percent, over the FY 2024 appropriation. The additional funds are for staff to meet CRSA's new responsibilities. CRSA operates under the authority of a 19-member board, which recommended the \$1 million appropriation at its August 2023 meeting. ISBE is the fiscal agent for CRSA.

EBF Comparable Wage Index Development

The EBF model recognizes that cost variances throughout the state directly affect school districts. EBF calculations use a comparable wage index to adjust for geographic cost differences. Since implementation of EBF in FY 2018, the index for adjustment has been the Comparable Wage Index (CWI) initially developed by the National Center for Education Statistics and most recently updated by staff at Texas A&M University.

The Illinois School Code requires that "in the fourth and subsequent years of Evidence-Based Funding implementation, the State Superintendent shall re-determine the CWI using a similar methodology to that identified in the Texas A&M University study, with adjustments made no less frequently than once every five years."⁴ The CWI was last updated by Texas A&M in 2013.

The Board recommends a \$250,000 appropriation for the creation of an Illinois-specific comparable wage index for FY 2025. The index will be considered for possible use in future EBF calculations. This is a new item, for a contractor to develop an index.

P-20 Council

The Illinois P-20 Council was established by law in 2009 to coordinate statewide education-related policies from preschool through graduate school. The council was created to foster collaboration among stakeholders and to help the state develop a seamless and sustainable system of quality education and support, from birth through adulthood. Specifically, the council's goal is to increase the proportion of adults in Illinois with high-quality degrees and credentials to 60 percent by 2025.

The council makes recommendations to the governor, Illinois General Assembly, and state agencies. Areas of focus are determined by the full council and are carried out by workgroups. In FY 2023, the council established two workgroups: one focusing on the teacher pipeline and the other focusing on expanding computer science access. That year, funding supported research on the teacher vacancy pilot grant, which is overseen by ISBE and is tied to the work of the teacher pipeline working group. In FY 2024, funds are being used to host a learning renewal convening to consider lessons from the Learning Renewal Resource Guide produced by the council during the pandemic.

The Board recommends a \$150,000 appropriation for the P-20 Council for FY 2025. Although this is a new appropriation for ISBE, it is not a new appropriation from state funds. Funds for the council's operations were previously appropriated to the Illinois Community College Board.

⁴ See 105 ILCS 5/18-8.15(4), definition of "Comparable Wage Index."

Funding is being shifted to ISBE's budget because the council's work is currently focused on preschool through Grade 12.

Grant Accountability and Transparency Act and Budgeting for Results

The purpose of the Grant Accountability and Transparency Act (GATA) is to increase accountability and transparency of grant funds while reducing the administrative burden on both state agencies and grantees. The provisions of GATA increase access to grant funding provided by ISBE that supports educational programs across the preK-12 system through grant funding transparency, opportunities, and competition.

The requested funding is intended to cover the administrative costs related to GATA and Budgeting for Results (BFR). The GATA/BFR costs include ISBE's share of the allocated costs of standardized, centralized GATA and BFR processes and systems maintained by the Governor's Office of Management and Budget (GOMB) or through GOMB contracts. These systems include the GATA grantee registration and prequalification portal, the centralized indirect cost rate negotiation system, and grantee audit review and resolution processes. A statewide grant management system (AmpliFund) is also under development to provide a common, internet-accessible platform for all grant activities, improve grant user experience, and minimize duplication. This system is intended to enhance grant oversight and provide additional comprehensive information about the use of grant funds. The Department of Innovation and Technology (DoIT) bills the grant user agencies for their share of the AmpliFund system project.

ISBE is the cognizant agency for more than 2,800 of Illinois' 15,576 entities. Cognizant agencies carry a larger share of the cost burden when implementing and administering GATA requirements. ISBE also administers approximately one-third of the state's 42,400 grant awards.

The Board recommends appropriations of \$380,000 from the General Revenue Fund for GATA/BFR costs for FY 2025. This is an \$80,000 increase, or 26.7 percent, over the FY 2024 appropriation. This is level with FY 2024 after a transfer to cover FY 2024 administrative costs; the increase covers estimated costs of GATA staff and anticipated billings from GOMB and DoIT.

**Fiscal Year 2025 Board Recommendation
Budget Highlights**

\$000s	FY 2024 Budget	FY 2025 Request	\$ Change	% Change
General Funds	\$10,365,192.5	\$11,017,844.8	\$652,652.3	6.3%
Other State Funds	\$99,663.7	\$104,948.9	\$5,285.2	5.3%
Federal Funds	\$8,424,069.5	\$6,472,866.7	(\$1,951,202.8)	(23.2%)
TOTAL	\$18,888,925.7	\$17,595,660.4	(\$1,293,265.3)	(6.8%)

Evidence-Based Funding (EBF)

General Funds (\$000s)	FY 2024 Budget	FY 2025 Request	\$ Change	% Change
Evidence-Based Funding	\$8,279,239.0	\$8,629,239.0	\$350,000.0	4.2%

Mandated Categoricals

General Funds (\$000s)	FY 2024 Budget	FY 2025 Request	\$ Change	% Change
Illinois Free Lunch/Breakfast	\$9,000.0	\$9,000.0	\$0.0	0.0%
Orphanage Tuition	\$8,000.0	\$8,700.0	\$700.0	8.8%
Sp Ed – Orphanage Tuition	\$118,919.5	\$118,919.5	\$0.0	0.0%
Sp Ed – Private Tuition	\$202,732.4	\$231,548.6	\$28,816.2	14.2%
Sp Ed – Transportation	\$437,366.1	\$549,243.6	\$111,877.5	25.6%
Transportation – Regular/Vocational	\$340,000.0	\$364,000.0	\$24,000.0	7.1%
TOTAL	\$1,116,018.0	\$1,281,411.7	\$165,393.7	14.8%

Proration Levels	FY 2023 Actual	FY 2024 Actual	FY 2025 Request (est.)
Sp Ed – Private Tuition	99%	96%	100%
Sp Ed – Orphanage Tuition	100%	100% (est.)	100%
Sp Ed – Transportation	81%	71%	84%
Transportation - Regular/Vocational	80%	85%	85%
Illinois Free Lunch/Breakfast	35%	32% (est.)	32%
Regular Orphanage 18-3	100%	100% (est.)	100%

Early Childhood Education

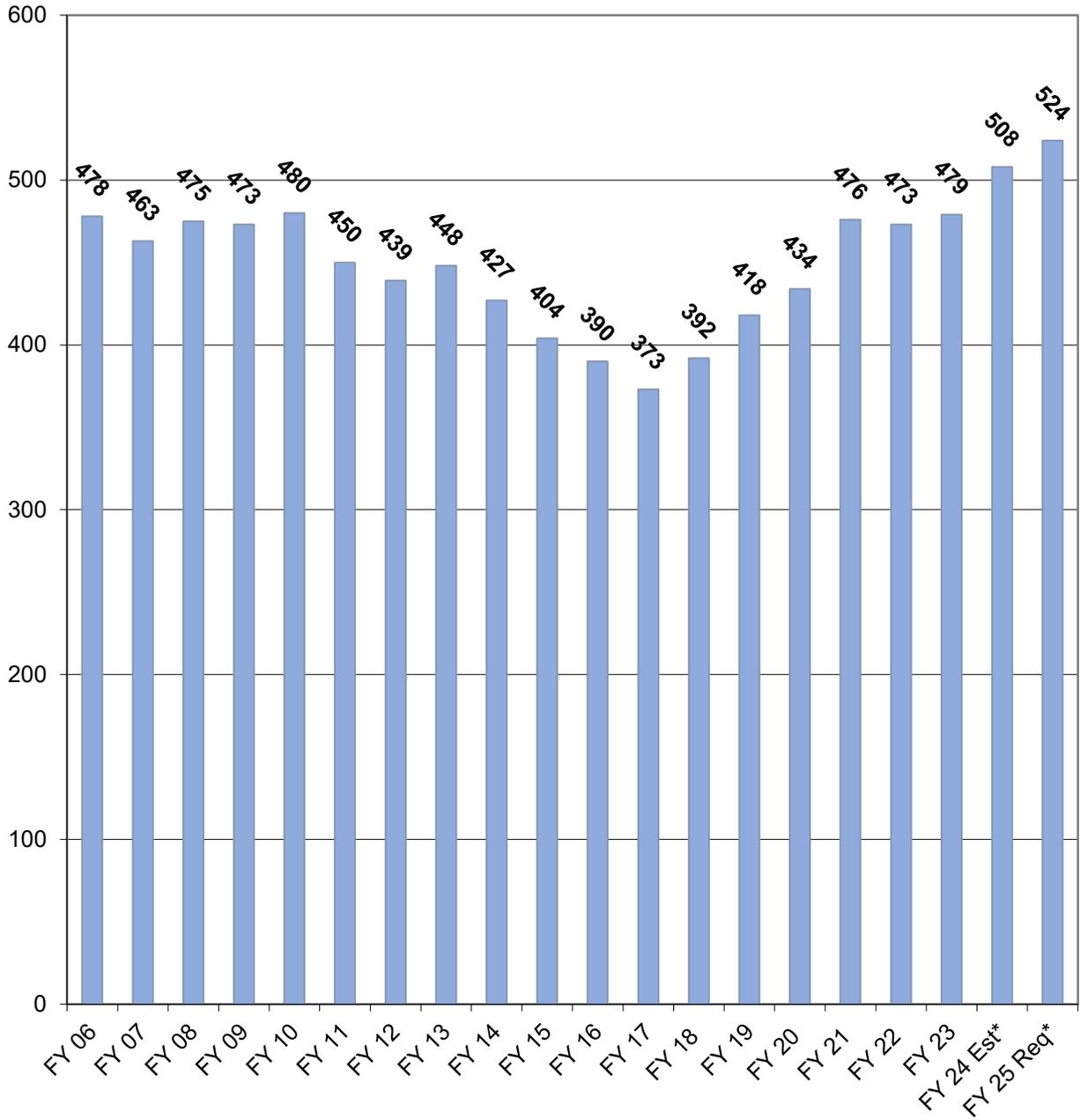
General Funds (\$000s)	FY 2024 Budget	FY 2025 Request	\$ Change	% Change
Early Childhood Education	\$673,138.1	\$748,138.1	\$75,000.0	11.1%

	FY 2024 Estimated	FY 2025 Projected	# Change	% Change
Children Served	118,354	137,075	18,721	15.8%

Other Programs With Recommended Increases

General Funds (\$000s)	FY 2024 Budget	FY 2025 Request	\$ Change	% Change
Adversity Index	\$0.0	\$250.0	\$250.0	100.0%
Affinity Groups	\$0.0	\$1,000.0	\$1,000.0	100.0%
After-School Programs	\$25,000.0	\$26,000.0	\$1,000.0	4.0%
Agency Capacity	\$24,540.0	\$27,590.0	\$3,050.0	12.4%
Alternative Education - Regional Safe Schools	\$20,000.0	\$22,730.0	\$2,730.0	13.7%
Career and Technical Education Programs	\$47,726.4	\$58,000.0	\$10,273.6	21.5%
Community and Residential Services Authority	\$750.0	\$1,000.0	\$250.0	33.3%
District Consolidation Costs	\$80.0	\$215.0	\$135.0	168.8%
Dolly Parton Imagination Library	\$1,600.0	\$3,570.0	\$1,970.0	123.1%
EBF CWI Development	\$0.0	\$250.0	\$250.0	100.0%
GATA/Budgeting for Results	\$300.0	\$380.0	\$80.0	26.7%
New Educator Coaching and Mentoring	\$0.0	\$8,000.0	\$8,000.0	100.0%
P-20 Council	\$0.0	\$150.0	\$150.0	100.0%
Principal Mentoring	\$0.0	\$1,200.0	\$1,200.0	100.0%
REACH	\$0.0	\$10,000.0	\$10,000.0	100.0%
SEL Hubs	\$0.0	\$8,000.0	\$8,000.0	100.0%
State Literacy Plan Implementation	\$0.0	\$3,000.0	\$3,000.0	100.0%
Student Care Department	\$0.0	\$4,000.0	\$4,000.0	100.0%
Summer EBT	\$0.0	\$670.0	\$670.0	100.0%
Supporting Newcomers	\$0.0	\$35,000.0	\$35,000.0	100.0%

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



* The Board authorized headcount level for FY 2024 and FY 2025 is 544. The FY 2025 recommended budget funds 524 positions.

ILLINOIS STATE BOARD OF EDUCATION

FY 2025 Budgeting for Results

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

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

This fiscal year 2025 budget document provides service-level detail for programs ISBE administers. In addition, ISBE publishes reports throughout the year in accordance with statutes to help Illinois residents and policymakers evaluate the effectiveness of education programs. ISBE continues to collaborate with Illinois policymakers to refine BFR measures and determine the most effective use of public funding to reach desired results.

BFR Methodology

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

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

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

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

Goal: Learning Conditions

Emergency Assistance

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

Performance Measure	School Year 2020	School Year 2021	School Year 2022	School Year 2023
Number of grants/loans given for temporary school relocation	0	0	0	0

Financial Oversight

Provides expertise and guidance for districts to achieve financial stability.

Performance Measure	School Year 2020	School Year 2021	School Year 2022	School Year 2023
Number of school districts meeting the financial classification “Financial Watch”	8	6	5	4

School Support Services

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

Performance Measure	School Year 2020	School Year 2021	School Year 2022	School Year 2023
Percentage of schools meeting performance standards defined by Every Student Succeeds Act indicators	85.3	85.3	86.1	82.6

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 2020	School Year 2021	School Year 2022	School Year 2023
Number of students participating in Truants’ Alternative Optional Education Program	22,359	24,752	23,618	24,984
Percentage of at-risk students graduating within five years	82.1	83.8	82.5	82.9

Goal: Elevating Educators

Effective Teachers and Leaders

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

Performance Measure	School Year 2020	School Year 2021	School Year 2022	School Year 2023
Number of teacher of color candidates recruited into Teach for America program	45	51	37	29
Number of public school administrators (FTE*)	11,784	12,059	12,733	13,214
Number of full-time licensed teachers (FTE)	131,230	132,355	134,888	134,897
Percentage of teacher preparation programs fully approved	100	100	100	100
Number of educators recruited for initial National Board Certification	439	428	360	358
Number of educators qualified to perform teacher/ principal evaluations	2,708	2,329	2,342	2,128

* Full-Time Equivalent

Regional Office of Education Services

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

Performance Measure	School Year 2020	School Year 2021	School Year 2022	School Year 2023
Number of professional development opportunities provided by Regional Offices of Education	5,485	7,649	7,341	9,243

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 2020	School Year 2021	School Year 2022	School Year 2023
Number of low-income students taking an Advanced Placement test	26,983*	22,828*	10,608	34,293

* Impacted by COVID-19.

Assessment and Accountability

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

Performance Measure	School Year 2020	School Year 2021	School Year 2022	School Year 2023
Percentage of eligible students who participate in the appropriate state assessment	N/A*	N/A*	97.9	97.7
Average SAT score	N/A*	N/A*	960.2	957.9

* Impacted by COVID-19.

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 2020	School Year 2021	School Year 2023	School Year 2023
Number of new charter schools opened	2	0	0	0

Regulatory

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

Performance Measure	School Year 2020	School Year 2021	School Year 2022	School Year 2023
Number of waiver requests processed	144	123	176	169
Percentage of public schools fully recognized	99	99	99	99

Student Health

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

Performance Measure	School Year 2020	School Year 2021	School Year 2022	School Year 2023
Percentage of students reporting healthier behaviors on the Youth Risk Behavior Survey (given in odd-numbered years)	N/A	N/A*	N/A	N/A

* Impacted by COVID-19.

Title Grants

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

Performance Measure	School Year 2020	School Year 2021	School Year 2022	School Year 2023
Percentage of Title I students proficient in math on state assessments	N/A*	N/A*	16.0	18.0
Percentage of Title I students proficient in reading on state assessments	N/A*	N/A*	20.7	25.2

* Impacted by COVID-19.

Goals: Elevating Educators/Student Learning

Career and Technical Education

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

Performance Measures	School Year 2020	School Year 2021	School Year 2022	School Year 2023*
Percentage of CTE concentrators who graduated high school	94.1	93.8	97.1	41.0*

* The decrease was due to the definition of “concentrator” changing in FY 2023 and students becoming concentrators earlier.

Goals: Learning Conditions/Student Learning/Elevating Educators

Data

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

Performance Measure	School Year 2020	School Year 2021	School Year 2022	School Year 2023
Low-income student enrollment as a percentage of total enrollment	48.5	48.1	46.5	49.0
Percentage of 9 th grade students on track to graduate with their cohort in 4 years	88.8	82.2	86.6	87.4
Average daily student attendance rate	95.4	92.5	90.8	91.2
Four-year high school graduation rate	88.0	86.8	87.3	87.6
High school graduation rate for students with disabilities	81.0	76.7	77.7	78.7
High school dropout rate	3.5	2.5	3.3	2.9
Public school enrollment	1,957,018	1,887,316	1,869,325	1,857,790
Teacher-pupil ratio for elementary level	18.1	16.9	16.9	17.1
Teacher-pupil ratio for high school level	18.6	18.4	17.9	17.7
White, non-Hispanic student enrollment as a percentage of total enrollment	47.5	46.7	46.4	45.9
Black, non-Hispanic student enrollment as a percentage of total enrollment	16.6	16.6	16.6	16.5
Hispanic student enrollment as a percentage of total enrollment	26.6	27.0	27.2	27.5

Evidence-Based Funding

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

Performance Measure	School Year 2020	School Year 2021	School Year 2022	School Year 2023
Percentage of districts in deficit spending (based on Annual Financial Report)	21.5	16.8	31.5	31.1
Number of districts achieving 90% Evidence-Based Funding adequacy	201	218	229	225

Technology Grants

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

Performance Measure	School Year 2020	School Year 2021	School Year 2022	School Year 2023
Number of students with access to upgraded technology through the Student Technology Revolving Loan Program	4,805	493	1,481	0*
Percentage of Illinois Virtual Course Catalog students who completed full-service courses	94	94	90	96

* Zero students were impacted as no districts participated.

Goals: Learning Conditions/Student Learning

After-School Programs

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

Performance Measure	School Year 2020	School Year 2021	School Year 2022	School Year 2023
Percentage of 21 st Century Community Learning Centers middle/high school students who complete homework to teacher's satisfaction	70	80	N/A*	N/A*
Percentage of 21 st Century Community Learning Centers elementary students who complete homework to teacher's satisfaction	N/A	N/A	74**	74**

* Data collection of middle/high students ended in 2021.

** Data collection of elementary students began in 2022.

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 2020	School Year 2021	School Year 2022	School Year 2023
Number of students served in early childhood programs (Birth to 5)	102,750	83,082	95,144	95,684
Percentage of children enrolled in Preschool for All and Preschool for All Expansion programs that meet at-risk criteria	72.8	76.8	78.4	74.3
Percentage of children served in early childhood programs that are kindergarten-ready	25.9	38.2	26.4	27.8
Percentage of low-income prekindergarten and Preschool for All enrollment	73.0	76.8	57.9	86.2
Percentage of programs with an Early Childhood Environment Rating Scale (ECERS-3) average score of 4.5 with no classroom below 4.0	86.0	N/A*	73.7	68.5

* Impacted by COVID-19.

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 2020	School Year 2021	School Year 2022	School Year 2023
English learners enrollment as a percentage of total enrollment	12.5	12.9	13.7	14.6
Regular year program migrant student growth in reading/literacy (average student growth percentile compared to the state)	N/A*	N/A*	45.1	42.0

* Impacted by COVID-19.

Mandated Categoricals

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

Performance Measure	School Year 2020	School Year 2021	School Year 2022	School Year 2023
Number of Illinois Free Lunch and Breakfast meals served	140,885,311	176,115,871	216,052,256*	169,902,108*
Number of Special Education Orphanage Tuition students claimed	6,022*	6,481*	3,357*	4,702*
Number of Regular Education Orphanage Tuition students claimed	4,005	2,292	2,898	2,735

* Includes City of Chicago SD 299.

Performance Measure	FY 2021/ School Year 2020	FY 2022/ School Year 2021	FY 2023/ School Year 2022	FY 2024/ School Year 2023
Number of Special Education students transported*	87,275*	85,188*	71,429*	78,991*
Number of Regular/Vocational Education students transported*	1,037,617*	1,018,652*	896,029*	984,780*
Number of Special Education Private Tuition students claimed*	12,267*	11,837*	7,973*	8,367*

* Reimbursement is based on prior year claims (e.g., funds paid in FY 2021 are for actual number of students claimed in school year 2019-20).

Nutrition

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

Performance Measure	School Year 2020	School Year 2021	School Year 2022	School Year 2023
Percentage of students eligible for free and reduced-price meals in National School Lunch Program	60.2	100.0*	100.0*	63.0**
Child nutrition programs enrollment rate	86.6	100.0*	100.0*	67.0**

* Impacted by COVID-19.

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

Special Education Services

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

Performance Measure	School Year 2020	School Year 2021	School Year 2022	School Year 2023
Number of Special Education students served ages 3-21	300,356	291,371	289,165	295,271
Percentage of Special Education State Performance Plan goals and targets met	42.3	40.7	48.1	40.4

ILLINOIS STATE BOARD OF EDUCATION

Federal Maintenance of Effort Requirements

The Illinois State Board of Education is subject to maintenance of effort (MOE) requirements for four federal programs: Individuals with Disabilities Education Act Part B; Child Nutrition; the Carl D. Perkins Career and Technical Education Act of 2006; and the Elementary and Secondary School Emergency Relief (ESSER) fund that is funded from the American Rescue Plan Act of 2021. Details of the various MOE requirements for each program are described below.

Individuals with Disabilities Education Act

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

MOE compliance can be demonstrated via either the total amount of state special education financial support made available from the prior year or the amount of financial support per special education student. ISBE demonstrates MOE compliance by reporting an increase to the total amount of financial support made available for per special education and related special services for children with disabilities.

State financial support is provided through ISBE's three special education mandated categorical programs, targeted special education grant programs, and special education-related programs administered by the state departments of Human Services and Juvenile Justice. Public Act 100-465 also requires the Board to designate a portion of Evidence-Based Funding in a manner that ensures compliance with maintenance of state financial support requirements under the federal Individuals with Disabilities Education Act (IDEA).

ISBE was awarded \$604.0 million in IDEA Part B funds for fiscal year 2024.

Child Nutrition Programs

There are two MOEs related to Child Nutrition Programs.

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

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

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

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

ISBE received \$1,033.4 million in federal Child Nutrition funding in FY 2023.

Carl D. Perkins Career and Technical Education Act of 2006

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

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

Illinois was awarded \$50.4 million in Perkins funds in FY 2024.

American Rescue Plan Act of 2021

The American Rescue Plan (ARP) Act of 2021 was signed into law on March 11, 2021. The Act provides funding to the third round of ESSER programs (ARP ESSER).

Under the ARP Act, a state that receives ARP ESSER funds was required to maintain support for elementary and secondary education and higher education in fiscal years 2022 and 2023 based on the proportional share of the state's support for elementary and secondary education and higher education relative to the state's overall spending averaged over fiscal years 2017 through 2019. The Governor's Office of Management and Budget (GOMB) calculates the state's maintenance of effort for these awards. GOMB calculated an average of 28.82 percent of the state's budget was spent on elementary and secondary education from fiscal years 2017 through 2019.

Section 2004 of the ARP Act also has maintenance of equity (MOEquity) requirements as a condition for a State Education Agency (SEA) and a Local Education Agency (LEA) to receive ARP ESSER funds. For SEAs, these requirements were put into place to ensure state financial support for education is not disproportionately reduced for school districts that have a higher concentration of students from low-income families. SEAs must meet specific MOEquity requirements for high-need LEAs and highest-poverty LEAs using the Small Area Income and Poverty Estimates data provided by the U.S. Census Bureau.

ISBE was awarded a total of \$5.06 billion for ARP ESSER in FYs 2021 and 2022.

ILLINOIS STATE BOARD OF EDUCATION
FY 2025 Board Recommendation

Page Ref.	\$000s	FY 2024 Budget	FY 2025 Request	Increase (Decrease)	
				\$	%
GENERAL FUNDS					
77	Evidence-Based Funding	8,279,239.0	8,629,239.0	350,000.0	4.2%
128	Transportation - Special Education	437,366.1	549,243.6	111,877.5	25.6%
126	Transportation - Regular/Vocational	340,000.0	364,000.0	24,000.0	7.1%
107	Special Education - Orphanage Tuition	118,919.5	118,919.5	0.0	0.0%
109	Special Education - Private Tuition	202,732.4	231,548.6	28,816.2	14.2%
84	Illinois Free Lunch and Breakfast	9,000.0	9,000.0	0.0	0.0%
91	Orphanage Tuition	8,000.0	8,700.0	700.0	8.8%
	Subtotal, Mandated Categoricals	1,116,018.0	1,281,411.7	165,393.7	14.8%
41	Advanced Placement - Course Implementation	500.0	500.0	0.0	0.0%
43	Advanced Placement - Low-Income AP Test Fee	2,500.0	2,500.0	0.0	0.0%
44	Adversity Index	0.0	250.0	250.0	100.0%
46	Affinity Groups	0.0	1,000.0	1,000.0	100.0%
47	After School Matters	5,000.0	5,000.0	0.0	0.0%
48	After-School Programs	25,000.0	26,000.0	1,000.0	4.0%
50	Agriculture Education	7,050.0	7,050.0	0.0	0.0%
54	Alternative Education - Regional Safe Schools	20,000.0	22,730.0	2,730.0	13.7%
n/a	Asian American History	2,000.0	0.0	(2,000.0)	(100.0%)
55	Assessments: State and Federal	40,000.0	40,000.0	0.0	0.0%
58	Autism	100.0	100.0	0.0	0.0%
n/a	Belvidere Community Unit School District #100	100.0	0.0	(100.0)	(100.0%)
59	Blind and Dyslexic	846.0	846.0	0.0	0.0%
n/a	Bloom Township High School District #206	125	0.0	(125.0)	(100.0%)
61	Career and Technical Education Programs	47,726.4	58,000.0	10,273.6	21.5%
n/a	Chicago Heights School District #170	200.0	0.0	(200.0)	(100.0%)
n/a	Chicago West Community Music Center	250.0	0.0	(250.0)	(100.0%)
63	Community and Residential Services Authority	750.0	1,000.0	250.0	33.3%
n/a	Community Education Network	2,500.0	0.0	(2,500.0)	(100.0%)
65	Computer Science Equity Program	3,000.0	3,000.0	0.0	0.0%
67	District Consolidation Costs	80.0	215.0	135.0	168.8%
n/a	Diverse Literature Materials	250.0	0.0	(250.0)	(100.0%)
n/a	DJMP Technology and Innovation Academy	250.0	0.0	(250.0)	(100.0%)

70	Dolly Parton Imagination Library	1,600.0	3,570.0	1,970.0	123.1%
71	Early Childhood Education	673,138.1	748,138.1	75,000.0	11.1%
74	EBF CWI Development	0.0	250.0	250.0	100.0%
75	Educator Quality Investigations & Hearings	615.1	615.1	0.0	0.0%
82	Grant Accountability and Transparency Act and Budgeting for Results	300.0	380.0	80.0	26.7%
n/a	Goodwill Excel Center of Rockford	100.0	0.0	(100.0)	(100.0%)
n/a	Harlem School District #122	100.0	0.0	(100.0)	(100.0%)
n/a	Inclusion of Children Ages 3-5 with Developmental Delays and Disabilities	5,000.0	0.0	(5,000.0)	(100.0%)
n/a	It Takes a Village Family of Schools	3,000.0	0.0	(3,000.0)	(100.0%)
n/a	Jacob Beidler Elementary School	250.0	0.0	(250.0)	(100.0%)
n/a	Leif Ericson Scholastic Academy	350.0	0.0	(350.0)	(100.0%)
86	Materials Center for the Visually Impaired	1,421.1	1,421.1	0.0	0.0%
87	National Board Certification	4,500.0	4,500.0	0.0	0.0%
89	New Educator Coaching and Mentoring	0.0	8,000.0	8,000.0	100.0%
93	P-20 Council	0.0	150.0	150.0	100.0%
n/a	Parent Education Pilot Program	350.0	0.0	(350.0)	(100.0%)
95	Philip J. Rock Center and School	5,000.0	5,000.0	0.0	0.0%
97	Principal Mentoring	0.0	1,200.0	1,200.0	100.0%
99	Principal Recruitment	1,800.0	1,800.0	0.0	0.0%
n/a	Project Education Plus	300.0	0.0	(300.0)	(100.0%)
101	REACH	0.0	10,000.0	10,000.0	100.0%
n/a	Regional Office of Education #48	5,500.0	0.0	(5,500.0)	(100.0%)
n/a	Roseland Ceasefire Project, Inc.	300.0	0.0	(300.0)	(100.0%)
n/a	Science Olympiad	50.0	0.0	(50.0)	(100.0%)
103	SEL Hubs	0.0	8,000.0	8,000.0	100.0%
n/a	Significant Loss Grants	1,400.0	0.0	(1,400.0)	(100.0%)
105	Southwest Organizing Project Parent Mentor Program	14,000.0	14,000.0	0.0	0.0%
111	State and District Technology Support	2,443.8	2,443.8	0.0	0.0%
113	State Literacy Plan Implementation	0.0	3,000.0	3,000.0	100.0%
n/a	Steger School District #194	150.0	0.0	(150.0)	(100.0%)
n/a	Steger-South Chicago Heights Public Library	25.0	0.0	(25.0)	(100.0%)
n/a	STEM Programs	200.0	0.0	(200.0)	(100.0%)
115	Student Care Department	0.0	4,000.0	4,000.0	100.0%
118	Summer EBT	0.0	670.0	670.0	100.0%
120	Supporting Newcomers	0.0	35,000.0	35,000.0	100.0%
122	Tax Equivalent Grant	275.0	275.0	0.0	0.0%
123	Teach for America	2,000.0	2,000.0	0.0	0.0%
n/a	Teacher Licensure Processing	500.0	500.0	0.0	0.0%
125	Teacher Vacancy Grant Pilot Program	45,000.0	45,000.0	0.0	0.0%

130	Truants' Alternative and Optional Education	11,500.0	11,500.0	0.0	0.0%
n/a	Whitney Young High School	500.0	0.0	(500.0)	(100.0%)
n/a	YouthBuild Illinois	5,500.0	0.0	(5,500.0)	(100.0%)
TOTAL - GRANTS		10,340,652.5	10,990,254.8	649,602.3	6.3%
n/a	Agency Capacity	24,540.0	27,590.0	3,050.0	12.4%
Subtotal, Agency Capacity		24,540.0	27,590.0	3,050.0	12.4%
TOTAL-GENERAL FUNDS		10,365,192.5	11,017,844.8	652,652.3	6.3%

OTHER STATE FUNDS

AGENCY CAPACITY—OTHER STATE FUNDS

131	Charter Schools	1,050.0	1,050.0	0.0	0.0%
82	GATA/Budgeting for Results - State Board of Education Special Purpose Trust Fund	850.0	1,850.0	1,000.0	117.6%
n/a	Indirect Cost Recovery	8,150.0	8,150.0	0.0	0.0%
138	ISBE Teacher Certificate Institute Fund	2,208.9	2,208.9	0.0	0.0%
n/a	School Infrastructure Fund	600.0	600.0	0.0	0.0%
149	Teacher Certificate Fee Revolving Fund	6,000.0	6,000.0	0.0	0.0%
Subtotal, Agency Capacity		18,858.9	19,858.9	1,000.0	5.3%
TOTAL - AGENCY CAPACITY		18,858.9	19,858.9	1,000.0	5.3%

GRANTS—OTHER STATE FUNDS

n/a	After-School Rescue Fund	200.0	200.0	0.0	0.0%
133	Charter Schools Revolving Loan Fund	200.0	200.0	0.0	0.0%
135	Driver Education Fund	10,000.0	10,000.0	0.0	0.0%
137	Freedom Schools Fund	17,000.0	17,000.0	0.0	0.0%
n/a	Imagination Library of Illinois Fund	1,600.0	3,570.0	1,970.0	123.1%
n/a	Personal Property Replacement Tax Fund - Bus Driver Training	150.0	150.0	0.0	0.0%
142	Personal Property Replacement Tax Fund - Regional Superintendents' and Assistants' Salaries	12,200.0	13,000.0	800.0	6.6%
140	Personal Property Replacement Tax Fund - Regional Offices of Education	18,970.0	18,970.0	0.0	0.0%
143	School District Emergency Financial Assistance Fund	1,000.0	1,000.0	0.0	0.0%
145	School STEAM Grant Program Fund	2,500.0	2,500.0	0.0	0.0%
147	School Technology Revolving Loan Program Fund	7,500.0	7,500.0	0.0	0.0%
n/a	State Board of Education Special Purpose Trust Fund	8,484.8	10,000.0	1,515.2	17.9%
151	Temporary Relocation Expenses Revolving Grant Fund	1,000.0	1,000.0	0.0	0.0%
Subtotal, Grants		80,804.8	85,090.0	4,285.2	5.3%

TOTAL – GRANTS		80,804.8	85,090.0	4,285.2	5.3%
TOTAL-OTHER STATE FUNDS		99,663.7	104,948.9	5,285.2	5.3%
FEDERAL FUNDS					
AGENCY CAPACITY					
<i>n/a</i>	SBE Federal Agency Services Fund	2,900.0	2,900.0	0.0	0.0%
<i>n/a</i>	SBE Federal Department of Agriculture Fund	50,869.8	50,869.8	0.0	0.0%
<i>n/a</i>	SBE Federal Department of Education Fund	19,904.7	19,904.7	0.0	0.0%
Subtotal, Agency Capacity		73,674.5	73,674.5	0.0	0.0%
TOTAL-AGENCY CAPACITY		73,674.5	73,674.5	0.0	0.0%
GRANTS					
CAREER AND TECHNICAL EDUCATION					
159	Career and Technical Education - Basic	70,000.0	70,000.0	0.0	0.0%
Subtotal, Career and Technical Education		70,000.0	70,000.0	0.0	0.0%
CHILD NUTRITION					
162	Child Nutrition Programs	1,250,000.0	1,250,000.0	0.0	0.0%
Subtotal, Child Nutrition		1,250,000.0	1,250,000.0	0.0	0.0%
INDIVIDUALS WITH DISABILITIES ACT					
177	Individuals with Disabilities Education Act – Illinois DeafBlind Project	800.0	800.0	0.0	0.0%
179	Individuals with Disabilities Education Act, Part B	949,576.4	949,576.4	0.0	0.0%
181	Individuals with Disabilities Education Act – Preschool, Part B	41,000.0	41,000.0	0.0	0.0%
183	Individuals with Disabilities Education Act - State Personnel Development, Part D	5,000.0	5,000.0	0.0	0.0%
Subtotal, Individuals with Disabilities Act		996,376.4	996,376.4	0.0	0.0%
TITLE PROGRAMS (EXCLUDING ASSESSMENTS)					
194,196, 198,200	Title I	1,200,000.0	1,200,000.0	0.0	0.0%
202	Title II - Improving Teacher Quality, Part A	160,000.0	160,000.0	0.0	0.0%
204	Title III – English Language Acquisition	56,000.0	56,000.0	0.0	0.0%
155,207, 209	Title IV	250,000.0	250,000.0	0.0	0.0%
211	Title V - Rural and Low-Income School Programs, Part B	2,200.0	2,200.0	0.0	0.0%
213	Title X – Education for Homeless Children	9,000.0	9,000.0	0.0	0.0%
Subtotal, Title Programs (excluding Assessments)		1,677,200.0	1,677,200.0	0.0	0.0%

ASSESSMENTS					
55	Assessments: State and Federal	35,000.0	35,000.0	0.0	0.0%
Subtotal, Assessments		35,000.0	35,000.0	0.0	0.0%
COVID-19 RELIEF GRANTS					
167	Elementary and Secondary Emergency Relief Fund I	5,738.4	0.0	(5,738.4)	(100.0%)
167	Elementary and Secondary Emergency Relief Fund II	524,556.0	81,470.4	(443,085.6)	(84.5%)
167	Elementary and Secondary Emergency Relief Fund ARP	3,518,513.1	2,146,263.0	(1,372,250.1)	(39.0%)
n/a	Crisis Mapping Grants - CRSSA	16,000.0	0.0	(16,000.0)	(100.0%)
171	Emergency Assistance to Non-Public Schools I	47,829.5	5,783.5	(42,046.0)	(87.9%)
171	Emergency Assistance to Non-Public Schools ARP	80,186.4	45,996.6	(34,189.8)	(42.6%)
173	Governor's Emergency Education Relief I	4,701.7	0.0	(4,701.7)	(100.0%)
173	Governor's Emergency Education Relief II	29,788.5	6,657.5	(23,131.0)	(77.7%)
175	Homeless Children and Youth ARP	26,029.7	16,312.8	(9,716.9)	(37.3%)
Subtotal, COVID-19 Relief Grants		4,253,343.3	2,302,483.8	(1,950,859.5)	(45.9%)
CURE Fund Grants					
48	After-School Programs	5,465.4	5,122.1	(343.3)	(6.3%)
157	Black and Gold Initiative	51.8	51.8	0.0	0.0%
n/a	Parent Mentoring Programs	7,558.1	7,558.1	0.0	0.0%
n/a	Virtual Learning Systems	1,500.0	1,500.0	0.0	0.0%
Subtotal, CURE Fund Grants		14,575.3	14,232.0	(343.3)	(2.4%)
OTHER GRANTS					
153	Adolescent Health	500.0	500.0	0.0	0.0%
n/a	Institute of Education Sciences Grant	1,000.0	1,000.0	0.0	0.0%
185	Mental Health Service Professional Demonstration Grant	3,600.0	3,600.0	0.0	100.0%
186	Preschool Development Grant - Birth Through 5	35,000.0	35,000.0	0.0	0.0%
188	School-Based Mental Health Services	7,500.0	7,500.0	0.0	100.0%
190	STOP-School Violence Prevention and Mental Health Training	1,000.0	1,000.0	0.0	0.0%
192	Substance Abuse and Mental Health Services	5,300.0	5,300.0	0.0	0.0%
Subtotal, Other Grants		53,900.0	53,900.0	0.0	0.0%
TOTAL - GRANTS		8,350,395.0	6,399,192.2	(1,951,202.8)	(23.4%)
TOTAL - FEDERAL FUNDS		8,424,069.5	6,472,866.7	(1,951,202.8)	(23.2%)
GRAND TOTAL		18,888,925.7	17,595,660.4	(1,293,265.3)	(6.8%)

Advanced Placement – Course Implementation

Legislative Reference - 105 ILCS 302

Funding Source - State

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Board Goal

The program aligns with the following Board goal:

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

Program Mission

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

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

individual student testing and capstone experience evaluation.

Purpose

The purpose of the program is to support school districts with a high percentage of low-income students to implement or expand Pre-AP and/or AP programs designed to offer rigorous 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 school districts partner 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 served 22,439 students in FY 2023. Professional learning was provided to 237 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, including educating parents about the benefits of AP; and/or
- Ensure students currently enrolled in AP courses successfully complete them and take the subsequent examinations.

Funds may be used for teacher stipends, training or curriculum planning, classroom materials, online materials, and test preparation activities, as well as materials to promote AP programs to parents, students, and counselors. At least 20 percent of the grant is designated for professional development and staff support services from the College Board.

Population and Service Levels

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

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Teachers Participating in AP PD	280	101	237	250	250
Students Enrolled in AP Course-work	31,257	32,081	22,439	23,000	25,000
AP Exams Scored 3 or Higher	58,022	61,376	63,448	65,000	67,000

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

Advanced Placement – Low-Income AP Test Fee

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000
Change from	\$500,000	\$0	\$0	\$0	\$0
Prior Year	25.00%	0.00%	0.00%	0.00%	0.00%

Board Goal

The program aligns with the following Board goal:

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

Program Mission

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

Purpose

The purpose of the program is to assist school districts in offsetting the fee for low-income students who take AP exams.

Reimbursement/Distribution Method

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

Population and Service Levels

The program will help low-income students in Illinois take an estimated 61,000 AP exams in Spring 2024.

Participation is open to all public Illinois high schools.

In fiscal year 2023, students utilizing the low-income fee reduction passed a total of 9,303 AP exams with a score of three or higher. This program delivered a total potential cost savings of more than \$15.6 million for these students and families in a single year, assuming an average rate of three credit hours granted per AP exam scoring three or higher by colleges and universities, at an average of \$559 per credit hour for Illinois in-state tuition.

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Number of AP exams with state-subsidized fee	45,164	48,981	56,282	61,700	68,200
Number of AP exams with state-subsidized fees scoring 3 or higher	14,734	18,278	9,303	9,500	10,000

Adversity Index

*Legislative Reference – Public Act 103-413
Funding Source – State*

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$250,000
Change from Prior Year	N/A	N/A	N/A	N/A	\$250,000
	N/A	N/A	N/A	N/A	N/A

Board Goals

The program aligns with the following Board goals:

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.

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.

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

Program Mission

Public Act 103-413 (2023) requires ISBE to develop a community or district-level Children's Adversity Index to measure community childhood trauma exposure across the population of children 3 through 18 years of age. ISBE may involve

personnel with relevant expertise in this development effort. Chapin Hall is an independent policy research center at the University of Chicago that provides public and private decision-makers with rigorous research and achievable solutions to support them in improving the lives of children, families, and communities. ISBE will partner with to provide the necessary and unique research expertise and data analysis to develop the index, along with input from additional partners identified in the law and by ISBE.

Chapin Hall has partnered with the Office of the Illinois Governor to lead the Children’s Behavioral Health Transformation Initiative and launched a Blueprint for Transformation plan in February 2023. As part of this large and multifaceted project, Chapin Hall has led data analysis about children in Illinois impacted by adversity that is pertinent to the development of the index.

Purpose

The index has not yet been developed and is a unique component of ISBE’s trauma-responsive and healing-centered initiatives that will be used by stakeholders statewide for a variety of purposes. The index will identify unmet need across the state and track progress, quantifying need in a comparable way across communities throughout state. It will allow entities, including schools and districts, to identify their community’s gaps and consider how

best to leverage available resources for capacity building. Ultimately, as a result of ISBE's partnership with Chapin Hall to develop the index, a measurement will exist to help stakeholders plan and chart their course for supporting the resilience of children and families statewide.

Reimbursement/Distribution Method

Funds for this program will be distributed to Chapin Hall to develop the Children's Adversity Index. Chapin Hall will work in partnership with ISBE, other state agencies identified in law, and other content experts throughout Illinois.

Population and Service Levels

This program will provide a tool that measures the adversity experiences of all children in Illinois ages 3-18.

Population and service levels are to be determined.

Affinity Groups

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History*

	FY21	FY22	FY23	FY24	FY25 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%	100.00%

**This Affinity Groups program was allocated funding from the Elementary and Secondary Emergency Relief (ESSER) II and American Rescue Plan ESSER funds for fiscal years 2023 and 2024. The State Board of Education is seeking a General Revenue Fund appropriation in FY 2025.*

Board Goal

The program aligns with the following Board goal:

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

Program Mission

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

Purpose

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

Reimbursement/Distribution Method

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

Population and Service Levels

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

	FY23	FY24 (est)	FY25 (proj)
Districts served	60	75	75
Educators served	577	650	650
Affinity groups served	45	50	50
IARSS regions served	5	6	6

After School Matters

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$3,443,800	\$3,443,800	\$4,000,000	\$5,000,000	\$5,000,000
Change from	\$0	\$0	\$556,200	\$1,000,000	\$0
Prior Year	0.00%	0.00%	16.15%	25.00%	0.00%

Board Goal

The program aligns with the following Board goal:

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.

Program Mission

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

Purpose

The purpose of the program is to align key public partnerships with the city of Chicago, the Chicago Public Schools, the Chicago Park District, the Chicago Department of Children and Youth Services, the Chicago Department of Cultural Affairs, and the Chicago Public Library to create partnerships with private and nonprofit organizations in an

effort to offer compelling after-school programs to Chicago teens. These partnerships give After School Matters access to community assets, such as public parks and community centers; expand development and recruitment of program instructors; provide security to ensure participant safety during programs; and increase collaborations in a network of out-of-school opportunities. The programs operate at public elementary schools, high schools, and community-based organizations throughout Chicago.

Reimbursement/Distribution Method

Funds are distributed as a grant to After School Matters.

Population and Service Levels

The following table displays service-level information:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Students Served	2,709	2,564	3,535	4,000	4,000
Activities	197	230	259	215	230

After-School Programs

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$20,000,000	\$30,000,000	\$30,000,000	\$30,465,428	\$31,122,100
General Revenue Fund	\$20,000,000	\$20,000,000	\$20,000,000	\$25,000,000	\$26,000,000
State CURE Fund	\$0	\$10,000,000	\$10,000,000	\$5,465,428	\$5,122,100
Change from Prior Year	\$0	\$10,000,000	\$0	\$465,428	\$656,672
	0.00%	50.00%	0.00%	1.55%	2.16%

Board Goal

These programs align with the following Board goal:

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.

Program Mission

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

Purpose

The purpose of this funding is to:

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

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

Reimbursement/Distribution Method

In FY 2024, \$25 million was allocated from the General Revenue Fund for After-School Programs. A total of 1,040 public schools with low-income concentrations of 70 percent received a total of \$17 million in allocations. Additionally, seven 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 170. The remaining \$8 million will be awarded to successful non-school district/non-Local Education Agency grant applicants.

In addition, ISBE received a \$10 million appropriation in FY 2022 from the federal State Coronavirus Urgent Remediation Emergency Fund for After-School Programs. This line was reappropriated in FY 2024.

Population and Service Levels

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

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
School Districts	172	171	159	170	171
Non-School District	18	19	25	26	7

Agriculture Education

Legislative Reference - 105 ILCS 5/2-3.80

Funding Source - State

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$7,050,000	\$7,050,000	\$7,050,000
Change from	\$0	\$0	\$2,050,000	\$0	\$0
Prior Year	0.00%	0.00%	41.00%	0.00%	0.00%

Board Goals

The program aligns with the following Board goals:

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.

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

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

Program Mission

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

Purpose

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

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

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

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

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

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

Reimbursement/Distribution Method

Agricultural Education funds are proposed to be distributed in fiscal year 2025 to districts/Local Education Agencies according to the following guidelines:

- Approximately 56.3 percent of Agricultural Education funds are allocated to the Agriculture Education Teacher Three Circle Grant. Funds will support the personnel service costs of teachers in agricultural education programs for activities outside of the regularly scheduled teaching responsibilities of the teacher(s). Proposed funding level is \$3,976,060 in FY 2025. Local allocations are calculated based on the participating teachers' salary and benefits information.
- Approximately 19.6 percent of Agricultural Education funds are allocated to the FCAE Grant programs. Funds will support the coordination of three unique grant initiatives. The Local Program Support Grant will provide the current field staff support for teachers and administrators in

agricultural education along with statewide professional development and management of statewide student services. The Work-based Learning Grant will provide statewide recordkeeping services for student and teachers managing work placement and other student experiences. It also will provide coordination between industry and educators while supporting awards, recognition, and promotion of student work-based learning projects. The Curricular Resource Management Grant will develop and distribute crucial instructional resources to teachers regarding agriculture, food, and natural resource careers. Proposed funding level is \$1.387 million in FY 2025. FCAE Grants are competitive and awarded to the best applicants as determined through merit-based review.

- Approximately 4.2 percent of Agricultural Education funds are allocated to GAST Grants. Funds support the recruitment, development, and retention of both preservice and early-career agricultural education teachers. Proposed funding level is \$300,000 in FY 2025. Each university participating will receive \$40,000, and each junior or community college participating will receive \$20,000. GAST Grants are competitive and awarded to applicants that meet the eligibility requirements.
- Approximately 1.7 percent of Agricultural Education funds are allocated to the Agriculture Education Preservice Internship Program. Funds support the development of preservice teachers through a comprehensive internship experience focused on various career pathways in agriculture, translation of these experiences to the classroom, and the management of student projects and related FFA opportunities. Proposed funding level is \$120,320 in FY 2025. The Preservice Internship Program is a competitive grant and is awarded to the best applicant as determined through merit-based review.

- Approximately 1.1 percent of Agricultural Education funds are allocated to the Incentive Grant for Agriculture Teacher Preparation programs. Funds support the improvement of the teacher preparation program through new instructional technology, professional services, equipment, travel, materials, and supplies. Proposed funding level is \$80,000 for FY 2025. For this formula grant, individual allocations are based on an annual quality indicator application provided by ISBE.
- The remaining 16.8 percent of Agricultural Education funds are allocated to Incentive Grants for programs in Grades 5-12. Funds

support the improvement of local agricultural education programs through new classroom technology, curriculum resources, professional services, materials, and equipment, etc. Proposed funding level is \$1,186,620 in FY 2025. Approximately \$100,000 will be used for new startup programs. This formula grant calculates individual allocations based on an annual quality indicator application provided by ISBE.

Population and Service Levels

The following tables display service-level information:

FCAE

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Ag Literacy Coalitions	73	78	80	83	84
PreK-8 Students	163,981	206,194	582,594	600,000	605,000
Teachers Trained on Curricular Resources	N/A	N/A	20	30	40
High Schools	355	359	375	386	396
Teachers	451	479	520	545	565
Students with Work-based Learning Projects	N/A	N/A	11,932	12,222	12,512

Postsecondary GAST & Ag Incentive Fund

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Universities	4	4	4	4	4
Community Colleges	4	4	7	7	7
University Students	276	263	240	281	290

Secondary Ag Incentive & Three Circles

	FY21	FY22	FY23	FY24 (est)	FY25 (Proj)
5-12 Students (Unduplicated)	32,656	35,805	39,929	41,011	42,000
High Schools	355	359	375	386	396
Teachers (3 Circles)	291	304	345	399	440

Preservice Internship Program

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Preservice Interns	N/A	8	10	10	10
Universities Represented	N/A	4	4	4	4

Alternative Education – Regional Safe Schools

Legislative Reference – 105 ILCS 5/13A-8

Funding Source – State

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$6,300,000	\$6,300,000	\$6,300,000	\$20,000,000	\$22,730,000
Change from	\$0	\$0	\$0	\$13,700,000	\$2,730,000
Prior Year	0.00%	0.00%	0.00%	217.46%	13.65%

Board Goal

The program aligns with the following Board goal:

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

Program Mission

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

Purpose

The purpose of the program is to provide alternative education for youth in Grades 6 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 estimated to serve approximately 3,200 at-risk youth statewide in fiscal year 2024. These programs provide a variety of holistic services aimed at meeting the specific needs of the students they serve, including, but not limited to, work-based learning opportunities, credit recovery, and dual enrollment. Additionally, students enrolled in Regional Safe Schools Programs have access to mental health services, smaller class sizes, and life-skills training.

Reimbursement/Distribution Method

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

Population and Service Levels

The following table displays service-level information:

	FY21	FY22	FY23	FY24 (est)
Students served	1,773	2,621	3,249	3,200

Assessments: State and Federal

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$81,500,000	\$76,500,000	\$75,000,000	\$75,000,000	\$75,000,000
State	\$46,500,000	\$41,500,000	\$40,000,000	\$40,000,000	\$40,000,000
Federal	\$35,000,000	\$35,000,000	\$35,000,000	\$35,000,000	\$35,000,000
Change from	\$0	(\$5,000,000)	(\$1,500,000)	\$0	\$0
Prior Year	0.00%	(6.13%)	(1.96%)	0.00%	0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25**
Grant Award	\$11,043,250	\$10,957,656	\$10,956,642	\$10,861,964	TBD
Change from	(\$78,939)	(\$85,594)	(\$1,014)	(\$94,678)	TBD
Prior Year	(0.71%)	(0.78%)	(0.01%)	(0.86%)	TBD

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

***Federal fiscal year 2025 amounts are to be determined (TBD).*

Board Goal

The program aligns with the following Board goal:

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

Program Mission

The mission of the program is to provide for all aspects of state and federally mandated assessments, including, but not limited to, test development, test administration, scoring, and reporting to support schools and districts so they have the necessary data to adjust instruction in a manner that ensures that all students will be able to meet ISBE

goals.

Purpose

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

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

ISBE will administer the following assessments:

- *Illinois Assessment of Readiness (IAR)*— The assessment measures student achievement in English language arts (ELA) and mathematics relative to the

Illinois Learning Standards and maintains comparability with the previous Partnership for Assessment of Readiness for College and Careers. The results give parents, teachers, and schools a thorough measure of student learning, growth, and school performance. This test is given in Grades 3 through 8.

- *Dynamic Learning Maps Alternate Assessment (DLM-AA)*—The DLM-AA is an adaptive, performance-based assessment administered individually to students who would otherwise take the regular Grade 3 through 11 Accountability Assessment/SAT/or Illinois Science Assessment (ISA). DLM-AA measures the learning of students with the most significant cognitive disabilities and individual student achievement relative to the Common Core Essential Elements. Students with the most significant cognitive disabilities take the DLM-AA if participation in the 3-11 Accountability Assessment/SAT/or ISA -- with or without accommodations -- is not appropriate.
- *High School Accountability Assessments*—Illinois schools give an assessment aligned to the Illinois Learning Standards in ELA and math at Grades 9 and 10, and a culminating assessment 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 students before they reach Grade 11 and enables the calculation of a growth measure that can be used for the purposes of school accountability in the future, if supported by the field. In addition to its function as state accountability assessment, the college entrance exam taken by all students in Grade 11 results in a college-and-scholarship-reportable score that can be used to contribute to application and admission decisions.
- *Illinois Science Assessment*—This assessment measures student achievement relative to the Illinois Learning Standards incorporating the Next Generation Science Standards. The results give parents, teachers, and schools one measure of student learning and school performance related to the standards. The test is given at three points in a student's academic career -- Grades 5, 8, and 11. The test is three units long and assesses all content domains.
- *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:

- *WIDA*—A consortium of states that administers the ACCESS 2.0 test.
- *University of Kansas DLM-AA Consortium*—Test development, administration, scoring, analysis, and reporting for the DLM-AA assessment.
- *NCS Pearson Inc.*—Test development, construction, administration, scoring, reporting, and other related assessment and data services for the Illinois Assessment of Readiness (ELA and math) administered at Grades 3-8, and for the Illinois Science accountability assessment for science administered at Grades 5, 8 and 11.
- *TBD*, High school accountability assessment—test construction,

administration, scoring, reporting, and other related assessment and data services for the high school assessments at Grades 9, 10 and 11.

Population and Service Levels

The Assessment Department assesses students in Grades 3 through 11 in English language arts and mathematics, and in Grades 5, 8, and 11 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. As of Spring 2024, all assessments are offered online except for ACCESS. ACCESS separates costs for paper, online, kindergarten, and braille beginning with FY 2023.

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

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Grades 5, 8, 11 Science (Online)	329,441	406,832	400,078	405,008	396,902
Alternate ELA and math Grades 3 through 8 and 11 (Online)	8,254	13,881	14,278	9,770	9,705
Alternate science grades 5, 8 and 11 (Online)	3,991	4,612	4,393	4,174	4,161
Grade 9 ELA (with essay) and math (FY20-FY23 Paper & starting FY24 Online)	No testing	141,345	137,456	142,645	137,289
Grade 10 ELA (with essay) and math (FY20-FY23 Paper & starting FY24 Online)	No testing	133,433	135,256	142,339	136,645
Grade 11 ELA (with essay) and math (FY20-FY23 Paper & starting FY24 Online)	132,663	135,132	137,951	146,042	140,200
Grades 3 through 8 - ELA/Math (Online)	593,962	792,143	787,205	766,658	760,580
English Proficiency Grade K through 12 - Alternate ACCESS	2,978	4,682	5,384	5,478	5,806
English Proficiency Grade K (Paper)	*	*	23,006	24,650	26,129
English Proficiency Grade 1 through 12 (Online)	132,411	209,496	228,243	241,020	255,482
English Proficiency Grade 1 through 12 (Paper)	16,184	24,291	1,010	1,096	1,161

*Before FY 2023 Kindergarten volumes were included in the Grade 1-12 (Paper) volumes.

Autism

Legislative Reference – Not Applicable
Funding Source – State

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Board Goal

The program aligns with the following Board goal:

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.

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 32,889 in 2023.

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:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Number of students with autism spectrum disorder in Illinois*	28,761	30,130	32,889	34,773	36,119

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

Blind and Dyslexic

*Legislative Reference – Not Applicable
Funding Source – State*

Appropriation History

	FY21	FY22	FY23	FY24	FY25 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%

Board Goals

The program aligns with the following Board goals:

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.

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.

Program Mission

Learning Ally is a national 501(c)(3) nonprofit whose mission is to make reading accessible for all. The Blind/Dyslexic Person Reading Program's intent is to ensure equitable outcomes for learners who struggle to read by providing human-read audiobooks and assistive technology accommodations for students with print disabilities and by training educators.

In effort to ensure success for all learners, this project is designed to provide reading accommodation support, teacher classroom resources, and educator training workshops for teachers serving students with disabilities, including learning disabilities,

dyslexia, blindness, vision impairment, visual processing disorders, or physical disabilities, that impact their ability to access printed materials/media.

Purpose

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

- Library of more than 85,000 accessible, human-read audio versions of textbooks and other instructional materials.
- Unlimited copies of Learning Ally's award-winning playback software and apps for use on computers, iPads, tablets, or Chromebooks.
- Unlimited accounts for qualifying students.
- Unlimited educator accounts with access to near real-time student data through Learning Ally's educator portal.

- Collection of self-serve educator professional learning courses, student engagement strategies, and annual student reading programs.

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

Reimbursement/Distribution Method

Funds are distributed through a grant to Learning Ally.

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

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

The following table displays service-level information.

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Students Served	64,011	69,477	65,147	75,071	78,073
Books Circulated	124,887	123,219	114,245	128,000	132,892
Schools Enrolled	708	704	708	705	705

Career and Technical Education

Legislative Reference – 105 ILCS 435

Funding Source – State

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$43,062,100	\$43,062,100	\$43,062,100	\$47,726,400	\$58,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$4,664,300 10.83%	\$10,273,600 21.53%

Board Goals

The program aligns with the following Board goals:

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.

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

Program Mission

Career and Technical Education (CTE) programs in Illinois strengthen students' technical skills; facilitate transitions to postsecondary training programs and employment, or both; and help students meet the Illinois Learning Standards. CTE programs afford students opportunities to engage in career exploration, work-based learning, and pre-apprenticeships by creating personalized and innovative learning opportunities that engage students' strengths and interests. Students preparing for careers in nontraditional fields as well as students in special populations, such as students with disabilities, English learners,

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

Purpose

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

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

Reimbursement/Distribution Method

Funds are distributed through both a formula and a competitive grant process. The formula grant sets aside funds for elementary schools to use for career exploration, Regional Safe Schools' CTE programs, and Career and Technical Student Organizations. Nineteen percent of

the total appropriation is allocated to Area Career Centers, and the balance of the appropriation goes to EFE regional delivery systems to support CTE in school districts. Up to \$5 million will be used to support Educator Career Pathways programming and/or programming to support access to work-based learning and CTE dual credit offerings.

Population and Service Levels

All of the state's elementary and secondary populations are eligible to participate. The EFE regional delivery CTE 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:

	FY21	FY22	FY23	FY 24 (est)	FY 25 (proj)
Elementary K-8 Students	1,215,041	1,190,876	1,179,736	1,180,000	1,180,000
Districts Served	765	765	763	765	765

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

Secondary Students Served	FY21	FY22	FY23	FY 24 (est)	FY 25 (proj)
9-12 Grade Students Participating in CTE	228,797	266,448	278,543	280,000	282,000
Secondary Schools Offering Programs	541	648	658	660	665
Districts Receiving Funds for CTE programs	409	472	474	476	480
Districts Offering Work-Based Learning Courses	388	176	339	350	400
Career and Technical Education Programs - 9-12 Grade High School Students Participating in Work-Based Learning Courses	7,694	4,041	10,917	12,000	15,000

The following table displays service-level information for the Education Career Pathway program:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Area Career Centers	7	7	7	3	7
High Schools Served	95	113	172	162	175
Grants	21	51	76	77	80

	FY21	FY22	FY23	FY 24 (est)	FY 25 (proj)
Community Colleges	4	5	3	3	5
EFEs	17	19	19	13	20
Districts Served	72	97	84	99	110
High Schools Served	95	113	172	162	175

Community and Residential Services Authority

Legislative Reference – 105 ILCS 5/14-15.01

Funding Source – State

Appropriation History

	FY21	FY22	FY23	FY 24	FY25 Proposed
Appropriation	\$650,000	\$700,000	\$700,000	\$750,000	\$1,000,000
Change from	\$0	\$50,000	\$0	\$50,000	\$250,000
Prior Year	0.00%	7.69%	0.00%	7.14%	33.33%

Board Goal

The program aligns with the following Board goal:

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.

Program Mission

The Community and Residential Services Authority (CRSA) coordinates human services in an effort to create a responsive system of care to meet the needs of children and adolescents who are severely emotionally disturbed. Its mission is to promote a network of resources for Illinois children with social and emotional health conditions so they receive timely and appropriate access to the services they deserve.

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 seven staff members, reimbursement of travel expenses for board members, and administrative costs associated with supporting the activities of the CRSA. There is a significant budget increase in fiscal year 2025 because CRSA now has the task of managing the Parent Navigator process as part of the Children’s Behavioral Health Transformation Initiative. Thus, it will need to increase staff by at least one or two people during fiscal year 2025.

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/or 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:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Referrals	280	310	319	425	450

Computer Science Equity Program

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	N/A	N/A	N/A	\$3,000,000	\$3,000,000
Change from	N/A	N/A	N/A	\$3,000,000	\$0
Prior Year	N/A	N/A	N/A	100.00%	0.00%

Board Goal

The program aligns with the following Board goal:

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.

Program Mission

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

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

Purpose

The Computer Science Equity Act aims to elevate opportunities for Illinois K-12 learners to develop or enhance computer science skills through two strands that include a grant program and coordinated statewide professional learning.

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

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

Reimbursement/Distribution Method

Funds are awarded to eligible school districts through a Request for Proposals process to establish or enhance programs designed to:

- Implement or expand computer science courses, promote them, and recruit students to enroll in them;

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

Population and Service Levels

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

	FY24 (est)	FY25 (proj)
Number of educators participating in statewide CS professional learning	50	60
Number of districts receiving CS grant funding	25	25
Number of students impacted by CS grant funding	600	690
Number of students enrolled in CS coursework at CS grant-funded schools	540	620

District Consolidation Costs

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$213,000	\$95,000	\$191,000	\$80,000	\$215,000
Change from Prior Year	(\$5,000) (2.29%)	(\$118,000) (55.40%)	\$96,000 101.05%	(\$111,000) (58.12%)	\$135,000 168.75%

Board Goal

The program aligns with the following Board goal:

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.

Program Mission

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

Purpose

Communities must grapple with the use of their available resources to serve students. The District Consolidation Costs Program gives communities the chance to make consolidation decisions regarding the potential of enhanced educational opportunities for their children and greater financial security for a newly formed district.

The program further supports the Board's goals by increasing student learning, by reducing duplicative efforts, and by allowing

consolidating or annexing districts to direct more funds into the classroom toward initiatives like expanding curriculum through additional courses. Community members anticipate that a newly formed district will be receiving increased resources to assist with the transition and education of their children as they weigh the best options for students when they vote on a referendum to consolidate. The program also supports the Board's goals by increasing the potential for safer learning environments due to the opportunity that the consolidated district will have to provide better facilities.

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

- Funding of reorganization feasibility studies, available through Regional Offices of Education;
- Supplemental Evidence-Based Funding payments for four years to a new or annexing district;
- Supplementary state support for four years for new or annexing districts to pay the difference in salaries;
- Funds to pay the difference between selected negative fund balances among the previously existing districts; and
- An additional \$4,000 for each full-time, certified (licensed) staff person.

Reimbursement/Distribution Method

Financial incentive distributions are made to eligible districts during the fall of the year. Funds to conduct reorganization studies are disbursed throughout the fiscal year.

Population and Service Levels

The table below shows expenditure data for each of the categories of payment and the number of reorganization studies. One reorganization referendum is expected during FY 2024. If successful, the reorganization will be effective for FY 2025. The proposed FY 2025 proposed appropriation reflects the estimated incentives from this possible reorganization.

Incentive Payment	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Certified employees	\$116,000	\$0	\$0	\$0	\$0
Deficit Fund Balance	\$0	\$0	\$0	\$0	\$0
Evidence-Based Funding differentials	\$3,842	\$0	\$0	\$0	\$15,000
Salary differentials	\$10,852	\$10,852	\$10,852	\$0	\$120,000
Total	\$130,694	\$10,852	\$10,852	\$0	\$135,000
Number of feasibility studies	1	3	0	5	5
Money for feasibility studies	\$12,500	\$26,500	\$0	\$80,000	\$80,000

Reorganization Effective Date	Reorganization Activity	Number of Districts
7/1/99	1 Consolidation	2
7/1/00	1 Consolidation 1 Annexation	2 1
7/1/01	1 Consolidation	2
7/1/02	None	0
7/1/03	1 Consolidation 4 Annexations	2 4
7/1/04	3 Consolidations 4 Annexations	6 4
7/1/05	5 Consolidations 1 Annexation	11 1
7/1/06	1 Consolidation	2
7/1/07	2 Consolidations 2 Annexations 1 Conversion	4 2 3
7/1/08	1 Hybrid Formation 2 Deactivations	2 2
7/1/09	1 Consolidation 1 Deactivation 1 Cooperative HS	2 1 2
7/1/10	1 Consolidation	2
7/1/11	1 Consolidation 1 Annexation	2 1
7/1/12	3 Annexations	3
7/1/13	2 Consolidations	4
7/1/14	1 Consolidation 2 Annexations 1 Deactivation	2 2 1
7/1/15	2 Consolidations 2 Hybrid Formations 1 Annexation	4 4 1
7/1/16	None	0
7/1/17	1 Consolidation 1 Cooperative HS	2 2
7/1/18	None	0
7/1/19	1 Deactivation	1
7/1/20	None	0
7/1/21	None	0
7/1/22	None	0
7/1/23	1 Deactivation	1
	Total	87

Fiscal Year	Number of Districts
FY 2021	852
FY 2022	852
FY 2023	852
FY 2024	852

Dolly Parton Imagination Library

*Legislative Reference – Public Act 103-8
Funding Source - State*

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	NA	NA	NA	\$1,600,000	\$3,570,000
Change from	NA	NA	NA	\$1,600,000	\$1,970,000
Prior Year	NA	NA	NA	NA	123.00%

Board Goal

The program aligns with the following Board goal:

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

Program Mission

The mission of the program is to establish one Dolly Parton Imagination Library state program partner per county and enroll 65 percent of 0 to 5-year-old children by the conclusion of fiscal year 2027. Participating children receive one age-appropriate book mailed to their home each month at no cost to the family, in order to inspire a love of reading in Illinois' youngest learners.

Purpose

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

Each month, the Dolly Parton Imagination Library mails a high-quality, age-appropriate book to all children who are registered for the program. The package is addressed and delivered to a child. A child enrolled at birth will have a personal library of 60 books by the

time he/she enters kindergarten. The books contain instructions to parents on how to read to youngsters, as well as suggestions for ways parents can use the books to interact with their children.

Reimbursement/Distribution Method

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

Population and Service Levels

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

	FY24 (est)	FY25 (proj)
Program		
Administrative Cost	\$417,413	\$535,000
Book and Mailing Cost	\$817,441	\$2,934,809
Affiliate Fund/Incentive	\$100,000	\$100,000
Children Served	143,500	271,900

Early Childhood Education

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$543,738,100	\$543,738,100	\$598,138,100	\$673,138,100	\$748,138,100
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$54,400,000 10.00%	\$75,000,000 12.54%	\$75,000,000 11.14%

Board Goals

The program aligns with the following Board goals:

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.

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.

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. They 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 several years ago. 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 Individualized 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 to and accepted into the science, technology, engineering, and math program.

Reimbursement/Distribution Method

Competitive grants were awarded through a Request for Proposals (RFP) process for fiscal year 2019 that covered the four subsequent fiscal years. Another round of competitive grants was awarded through an RFP process for FY 2020, covering the three subsequent fiscal years. A competitive RFP was released in FY 2021; due to insufficient appropriations, funds were not awarded until FY 2023, covering two subsequent fiscal years. At the same time, the original FY 2019 and FY 2020 awards were extended for two years, beginning in FY 2024, to align with the end of the FY 2023 awards. Furthermore, Smart Start Illinois specified that a competitive RFP be released for FY 2024 to increase access by 5,000 seats to work toward eliminating preschool deserts in Illinois. Additional seats were also awarded in the Prevention Initiative. Finally, there are statutory percentage requirements for allocations to Chicago District 299 (37 percent of the ECBG appropriation) and the Prevention Initiative program (25 percent of the remaining balance of any increase to the ECBG appropriation).

Population and Service Levels

The tables on the next page display service-level information:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Downstate Illinois Projects					
Prevention Initiative (Birth to 3)	147	145	147	161	175
Preschool for All and Preschool for All Expansion (3 to 5)	522	519	550	615	680

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Number of Children (Birth to 3) Served Through PI					
Downstate	12,606	13,657	12,993	14,658	16,323
Chicago Public Schools	3,867	5,150	1,986	5,935	6,935
Total Children (Birth to 3) Served	16,473	18,807	14,979	20,593	23,258
Number of Children (3-5) Served Through PFA & PFAE					
Downstate	49,360	55,188	60,916	70,306	78,696
Chicago Public Schools	17,249	21,149	19,789	27,455	35,121
Total Children (3-5) Served	66,609	76,337	80,705	97,761	113,817
Total Children (Birth to 5) Served Statewide					
	83,082	95,144	95,684	118,354	137,075

EBF Comparable Wage Index Development

Legislative Reference – 105 ILCS 5/18-8.15(a)(4)

Funding Source - State

Appropriation History

	FY21	FY22*	FY23	FY24	FY25 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$250,000
Change from	N/A	N/A	N/A	N/A	\$250,000
Prior Year	N/A	N/A	N/A	N/A	N/A

Board Goal

The program aligns with the following Board goal:

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.

Program Mission

The mission of this program is to maintain the statewide equity inherent in the Evidence-Based Funding (EBF) formula, as required in the EBF statute.

Purpose

The purpose of the program is to meet the School Code’s requirement for regular analyses of geographic cost differences by developing an Illinois-based Comparable

Wage Index (CWI) model for possible use in the EBF formula.

The School Code (105 ILCS 5/18-8.15(a)(4)) requires, “In the fourth and subsequent years of Evidence-Based Funding implementation, the State Superintendent shall re-determine the CWI using a similar methodology to that identified in the Texas A&M University study, with adjustments made no less frequently than once every 5 years.”

The CWI was last updated by Texas A&M in 2013.

Population and Service Levels

The EBF model supports equitable school funding to all public school districts and a number of specially funded units throughout the state of Illinois. Since its inception in 2018, the state has invested over \$2 billion in additional funding for schools and other educational units.

Educator Quality Investigations and Hearings

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$429,900	\$429,900	\$490,000	\$615,100	\$615,100
Change from Prior Year	\$0	\$0	\$60,100	\$125,100	\$0
	0.00%	0.00%	13.98%	25.53%	0.00%

Board Goal

The program aligns with the following Board goal:

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.

Program Mission

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

Purpose

Section 21B-75 of the School Code authorizes the state superintendent to investigate an educator if evidence exists of abuse or neglect of a child, incompetence, unprofessionalism, immorality, or other just cause. Section 21B-80 calls for the automatic revocation of an educator's license if the educator is convicted of certain criminal offenses involving sex, drugs, and murder. When appropriate, the state superintendent can require the educator to complete professional development

coursework, suspend the educator's license for up to five years, or revoke the educator's license.

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

Reimbursement/Distribution Method

The line item supports the legal work performed by internal Legal Department staff and outside counsel retained by the department to represent the state superintendent in hearings regarding educator quality.

Population and Service Levels

Investigations into educator quality began in 2009 after the enactment of Public Act 96-431 and the corresponding regulations in 23 Illinois Administrative Code 475. The law provides for the investigation of any educator licensed by ISBE upon receipt of evidence of

misconduct. The following is the monthly open caseload for investigations in calendar year 2023 as recorded on the first Thursday of each month:

<u>Month</u>	<u>Open Cases</u>
January	229
February	231
March	239
April	255
May	257
June	266
July	274
August	279
September	291
October	289
November	307
December	310

Evidence-Based Funding

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$7,216,938,227	\$7,579,038,227	\$7,929,239,000	\$8,279,239,000	\$8,629,239,000
Change from Prior Year	\$2,125,027	\$362,100,000	\$350,200,773	\$350,000,000	\$350,000,000
	0.03%	5.02%	4.62%	4.41%	4.23%

Board Goals

The program aligns with the following Board goals:

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.

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.

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

Program Mission

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

Purpose

The purpose of the program is to provide state assistance to school districts in an equitable manner. Evidence-Based Funding (EBF) represented 80 percent of General Funds appropriations to the Illinois State Board of Education in fiscal year 2024.

Reimbursement/Distribution Method

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

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

Amounts paid to organizational units in excess of the hold harmless are based on how they rank when comparing local wealth to organizational unit need.

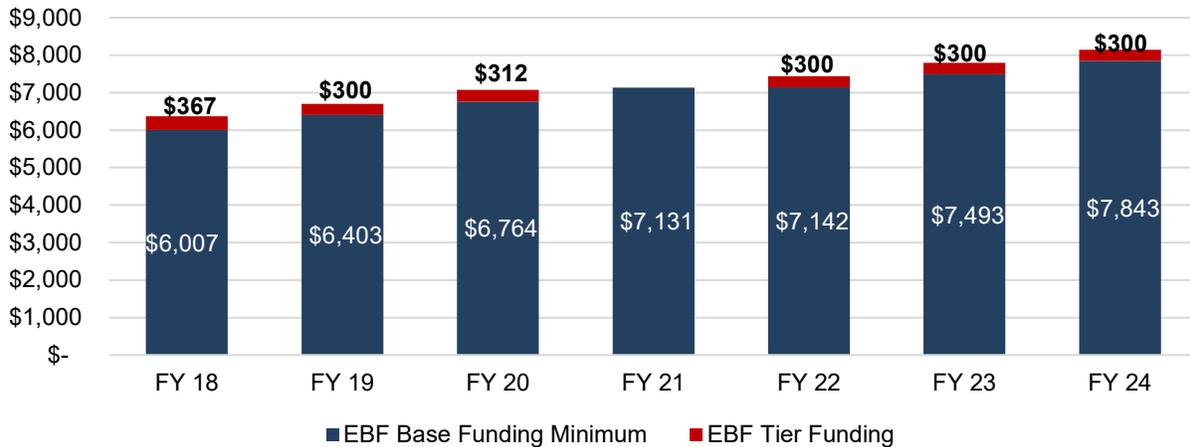
The Base Funding Minimum grows annually by the tier funding paid in the prior year. The Base Funding Minimum has grown to \$7.8 billion in FY 2024, with an additional \$300 million distributed through the tiers.

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

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

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

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



When increased funding is provided, organizational units are annually assigned to one of four funding tiers based on their percentage of adequacy. Organizational units in Tier 1 are those most in need of state assistance. Fifty percent of tier funding is allocated through Tier 1. Organizational units qualify for Tier 1 if their percentage of adequacy is less than the Tier 1 Target Ratio. That ratio is calculated so that 50 percent of increased funding is distributed to Tier 1 districts. Tier 2 organizational units have a percentage of adequacy that is greater than or equal to the Tier 1 Target Ratio and less than 90 percent. Forty-nine percent of increased state funding is distributed through Tier 2. Tier 1 organizational units receive a portion of Tier 2 funding in addition to their Tier 1 distribution. Tier 3 organizational units

have a percentage of adequacy greater than or equal to 90 percent and less than 100 percent. Tier 3 organizational units receive 0.9 percent of increased funding. Tier 4 organizational units have a percentage of adequacy greater than or equal to 100 percent and receive 0.1 percent of increased funding. The following table displays how FY 2024 tier funding was distributed among the EBF tier assignments.

EBF Tier	Org Units	Share of FY 24 Tier Funding
Tier 1	340	81.4%
Tier 2	248	17.6%
Tier 3	99	0.9%
Tier 4	242	0.1%
Total	929	100%

Public Act 102-33 on EBF Enrollment

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

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

EBF Calculation Steps

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

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

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

A portion of the funding gap in Tier 1 and 2 organizational units is closed by the payment of tier funding. The Tier 1 Target Ratio fluctuates based on the amount of increased funding provided. The greater the amount of new funding, the higher the Tier 1 Target Ratio, which allows more organizational units to qualify as Tier 1 (those in greatest need). The Tier 2 Allocation Rate is also determined by the amount of funding provided, with the

rate increasing as funding increases. Funding is provided in Tier 3 and 4 organizational units as a percentage of each organizational unit's Adequacy Target. In years when increased funding is provided, calculations are performed as follows:

Tier 1

Determine Funding Gap =

Final Adequacy Target
x Tier 1 Target Ratio
- Final Resources

Next Determine Tier 1 Funding = Funding Gap

x Tier 1 Allocation Rate of 30%

Tier 2

Determine Funding Gap =

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

Next Determine Initial Tier 2 Funding = Funding Gap

x Tier 2 Allocation Rate

An additional step is performed to ensure no Tier 2 organizational unit receives less funding per student than a Tier 3 organizational unit. If funding is needed to make up a difference, those resources come from the Tier 2 funds.

Tier 3

Tier 3 Funding =

Adequacy Target
x Tier 3 Allocation Rate

Tier 4

Tier 4 Funding =

Adequacy Target
x Tier 4 Allocation Rate

Population and Service Levels

As shown in the table below, the gap to 90 percent adequacy for all Tier 1 and Tier 2 school districts, per the FY 2024 EBF calculations, is estimated to be \$2.5 billion.

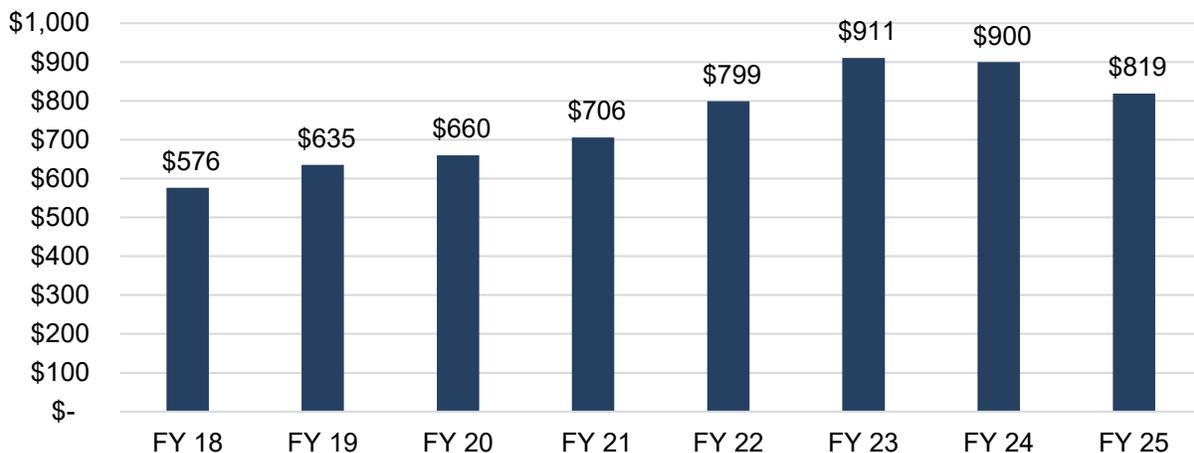
	FY21	FY22	FY23	FY24
Gap to 90% adequacy for all Tier 1 and 2 Districts	\$4.8 billion	\$4.6 billion	\$3.6 billion	\$2.5 billion

The figure below shows that the state would need to commit to an annual increase of \$819 million to the EBF appropriation for the next three fiscal years in order for all Tier 1 and Tier 2 school 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 2024 EBF data and do not consider future changes in calculation

data and cost increases. Future funding projections will be affected by changes to student enrollment, student demographics, local resources, recalibration of the cost factors, annual average salary revisions, and 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. This calculation is based on the data set in a given year, with the FY 2025 cost estimate based on data from FY 2024 calculations. The growth in cost is due to modest appropriation increases given the sizable gap to meet adequacy. The cost of a basic education also increases each year as cost factors are recalibrated and new average staff salaries are used in calculations, per statutory requirements.

**Annual Investment Required to Reach 90% Adequacy by 2027
\$ in Millions**



Additional investments are needed, but it is important to recognize the achievements made. To date, the state has enhanced its investment in public education in Illinois by

increasing appropriations by \$2.3 billion since the enactment of Evidence-Based Funding. That has substantially reduced the number of districts in the most under-

resourced category. In the first year of EBF implementation, 168 districts were operating at or below 60 percent of adequate funding. Today there are no public school districts with 60 percent or less of the resources needed to provide a basic education.

	FY20	FY21	FY22	FY23	FY24
Districts <60% Adequacy	34	7	17	2	0

Additional information is available on the [ISBE EBF Distribution Calculation webpage](#).

Property Tax Relief Grant

EBF contains an additional provision that provides grants to districts with high tax rates—compared to other districts within their organization type—and allows those districts to lower the property tax burden on local taxpayers with the state replacing a portion of foregone tax revenue with state funds. Increases in appropriations must exceed \$300 million for this program to be funded. A total of \$49.3 million was provided for the tax relief program in FY 2024.

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

	FY20	FY21	FY22	FY23
Property Tax Relief Grants - Number of districts participating	39	0	37	32

Reimbursement/Distribution Method

The grant program ranks all districts by a value that is the adjusted operating tax rate of the district divided by the average adjusted operating tax rate of the district’s

organization type (elementary, high school, or unit). The maximum abatement eligible for partial redemption through state grant varies by district organization type. It is first calculated as Real Equalized Assessed Value multiplied by a value of 1 percent for a unit district, 0.69 percent for an elementary district, and 0.31 percent for a high school district. It is then further modified by multiplying that value by the Local Capacity Percentage Multiplier, calculated as $(1 - \text{Local Capacity Percentage})$.

The grant amount is equal to a portion of the amount abated. That grant is equal to the Amount Abated multiplied by the Property Tax Multiplier, calculated as:

$$(1 - \text{Local Capacity Percentage}^2).$$

	FY21	FY22	FY23	FY 24 (est)
Property Tax Relief Grants - Abatement amount	0	53,170,660	52,705,801	54,707,245
Property Tax Relief Grants - grant amount	0	49,702,924	49,703,174	49,339,292

Population and Service Levels

Thirty-two districts participated in the program in FY 2023. Those districts abated \$52.7 million in local property taxes in exchange for grants in the amount of \$49.7 million.

Additional information is available on the [ISBE Property Tax Relief Grant webpage](#).

Grant Accountability and Transparency Act and Budgeting for Results

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$860,000	\$860,000	\$1,050,000	\$1,150,000	\$2,230,000
State	\$260,000	\$260,000	\$300,000	\$300,000	\$380,000
Other State	\$600,000	\$600,000	\$750,000	\$850,000	\$1,850,000
Change from Prior Year	\$600,000 230.77%	\$0 0.00%	\$190,000 22.09%	\$100,000 9.52%	\$1,080,000 93.91%

Board Goals

The program aligns with the following Board goals:

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.

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 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.

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.

The mission for Budgeting for Results is to develop and maintain a framework for agency performance metrics. These metrics are utilized for reporting to the Governor's Office of Management and Budget (GOMB). They are also used for the Illinois Office of the Comptroller's Public Accountability Report and provide information to policymakers.

Purpose

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

Reimbursement/Distribution Method

Costs of centralized systems are shared among grant-making agencies based on the number of grants administered. These systems include the GATA grantee registration and prequalification portal, the centralized indirect cost rate negotiation, the grantee audit review and resolution system, and the centralized electronic Grants Management System. Cognizant agencies bear an increased administrative burden.

The requested funding provides for ISBE’s share of GATA and Budgeting for Results

costs estimated to be billed by GOMB and the Illinois Department of Innovation and Technology.

Population and Service Levels

ISBE anticipates it will administer grants to 2,344 entities in fiscal year 2025 (about 40 percent of state grantees). It is the cognizant agency for 2,804 of the 15,765 entities (17%) in the GATA portal in FY 2024.

The table below displays service-level information

	FY21	FY22	FY23	FY24 (est)	FY 25 (proj)
Number of Grant Entities	2,156	2,257	2,125	2,232	2,344
Percentage of state grantees	40	40	40	40	40
Number of grant entities for ISBE as cognizant agency	2,429	2,488	2,572	2,670	2,804
Number of entities registered in GATA portal	10,807	12,637	14,161	15,765	16,553
Percentage of grant entities for ISBE as cognizant agency of the total registered in GATA portal	23	20	18	17	17

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

	FY21	FY22	FY23	FY24	FY25 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%

Board Goals

The program aligns with the following Board goals:

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.

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.

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.

	FY22	FY23	FY24 (est)
Reimbursement for each free breakfast/lunch served/claimed	\$0.04	\$0.02	\$0.04

Population and Service Levels

The Illinois Free Lunch and Breakfast Program is a voluntary program available to all public schools, nonprofit private schools, and residential child care institutions that provide nutritious breakfasts and lunches to children who meet the free income-level guidelines.

The fiscal year 2024 estimates reflect the number of school districts and sites providing meals through the National School Lunch Program.

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

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
IL Free Lunch					
Number of Sponsors	932	1,087	1,066	1,087	1,109
Number of Sites	3,867	4,258	4,177	4,261	4,346
IL Free Breakfast					
Number of Sponsors	720	857	833	850	867
Number of Sites	3,237	3,689	3,597	3,669	3,742
Total Number of IL Free Meals Served	176,115,871	216,052,256	169,902,108	173,300,150	176,766,153

Materials Center for the Visually Impaired

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$1,421,100	\$1,421,100	\$1,421,100	\$1,421,100	\$1,421,100
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Board Goals

The program aligns with the following Board goals:

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.

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.

Program Mission

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

Purpose

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

Reimbursement/Distribution Method

Funds are awarded per a grant agreement with the Chicago Lighthouse to provide services.

Population and Service Levels

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

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Elementary/ secondary students served	4,522	4,066	4,356	4,456	4,466
Post- secondary students served	402	503	522	511	515

National Board Certification

Legislative Reference – 105 ILCS 5/21B-70

Funding Source - State

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$1,500,000	\$1,500,000	\$1,500,000	\$4,500,000	\$4,500,000
Change from Prior Year	\$0	\$0	\$0	\$3,000,000	\$0
	0.00%	0.00%	0.00%	200.00%	0.00%

Board Goal

The program aligns with the following Board goal:

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

Program Mission

National Board Certification develops, retains, and recognizes accomplished teachers and generates ongoing improvement of student outcomes in schools nationwide. It enables educators to elevate their teaching (97 percent of teachers make changes to their teaching style and methodology after receiving National Board Certification) and serves as an equity lever, advancing teaching practice nationwide by enabling accomplished teachers to expand their cultural lenses to successfully support student learning. Candidates undergoing this rigorous certification process must think critically about their instruction, the impact it has on student learning, and how they can improve their instruction to support each and every child. There were 7,096 National Board Certified Teachers (NBCTs) in Illinois as of fiscal year 2023, 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: “The process to achieve National Board has been a game-changer for me in the classroom and in my current role as math coordinator. As a classroom teacher, I have become more aware of not only what I am doing, but why I am doing it. Looking through the lens of ‘why’ has moved me to be a reflective practitioner. All questions, engagements, and assessments are determined through this lens.”

Purpose

The purpose of the program is to recruit teachers for National Board Certification; pay for candidates to complete initial and renewal certification; provide teachers who mentor National Board Certification candidates with a stipend; provide NBCTs in Tier 1 or Tier 2, rural, or remote schools with a one-time stipend; provide funds for cohort facilitators and liaisons who support candidates pursuing certification; and provide NBCTs working in an Illinois hard-to-staff school with a one-time, two-year stipend. Public Act 103-0122 increased the stipend for mentors from \$1,500 to \$2,250, and Public Act 103-0207 created a new \$4,000 annual stipend to be

paid to NBCTS who are employed in hard-to-staff schools. Educators may earn the stipend for up to two years. Approximately 4,000 NBCTS will qualify for the stipend in FY 2024.

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 directly or through their school district. 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

Continued funding for National Board Certification will enable educators to advance their profession and improve instruction to students across Illinois.

The table below displays service-level information.

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
New and Returning Candidates	502	360	533	619	500
New NBCTS	164	153	127	150	145
Newly Renewed	137	258	336	300	325
Total NBCTS	6,866	7,006	7,096	7,338	7,483

New Educator Coaching and Mentoring

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History*

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$8,000,000
Change from Prior Year	N/A	N/A	N/A	N/A	\$8,000,000
	N/A	N/A	N/A	N/A	N/A

**Teacher Mentoring was allocated funding from the Elementary and Secondary School Emergency Relief (ESSER) I and II funds in fiscal years 2022 and 2023 and from American Rescue Plan ESSER funds in FY 2024. The State Board of Education is seeking a General Revenue Fund appropriation in FY 2025.*

Board Goal

The program aligns with the following Board goal:

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

Program Mission

The mission of this program is to provide instructional coaching and mentoring support to novice (defined as first-through third-year) teachers, clinicians, and early childhood educators who are employed by an entity that is a recipient of the Early Childhood Block Grant and who hold or are in the process of obtaining a Professional educator License.

Purpose

New Educator Coaching and Mentoring will provide critical support to new teachers in Illinois with the intention of increasing teacher effectiveness, student achievement, and teacher retention. This program is especially important considering the educator shortage in Illinois. One in 10

teachers nationally quits after their first year, according to the U.S. Department of Education. Recent research in Illinois conducted by the Stanford Research Institution and its partners shows that when state funding previously supported mentoring programs, more than 4,500 teachers in more than 1,500 schools statewide received mentoring. Of those teachers, only 16 percent left the profession in early years, compared with 27 percent of educators who did not receive mentoring. It is important to fully fund this program to ensure equal access for new teachers in all areas of our state.

Reimbursement/Distribution Method

Funds will be distributed through a grant to the Illinois Education Association, which will subgrant to the Illinois Federation of Teachers and the Chicago Teachers’ Union. Funds will be used primarily on stipends for mentors and participants, and to support mentor training, coordination, and the development of resources for the mentors and new teachers.

Population and Service Levels

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

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Educators Mentored and/or coached	122	747	1,351	1,600	2,000
Districts Served	15	43	120	141	156

Orphanage Tuition

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$9,900,000	\$9,900,000	\$9,900,000	\$8,000,000	\$8,700,000
Change from	(\$200,000)	\$0	\$0	(\$1,900,000)	\$700,000
Prior Year	(1.98%)	0.00%	0.00%	(19.19%)	8.75%

Board Goals

The program aligns with the following Board goals:

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.

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.

Program Mission

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

Purpose

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

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

Reimbursement/Distribution Method

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

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

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

Claims for eligible students educated in the summer term must be received at ISBE on or before November 1. Final payments are vouchered on or before December 15 based on actual cost.

Formula example:

Regular term reimbursement	
Average daily attendance (ADA)	12 days
District per capita tuition charge	\$6,000
District per capita X 120 percent	\$7,200
ADA X 120 percent (12 X 7,200)	\$86,400

Population and Service Levels

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

	FY21	FY22	FY23	FY24 (est)
Total claim	\$8,421,585	\$8,044,218	\$7,115,945	\$7,840,313
Summer (actual)	\$277,584	\$312,674	\$326,165	\$259,635
Excess cost amount	\$0	\$0	\$0	\$0
1.2 per capita amount	\$8,144,001	\$7,731,544	\$6,806,594	\$7,580,678
Prior Year Liability*	\$0	\$0	\$0	\$0

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

P-20 Council

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

Appropriation History*

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$150,000
Change from	N/A	N/A	N/A	N/A	\$150,000
Prior Year	N/A	N/A	N/A	N/A	N/A

**Before fiscal year 2025, funds for the P-20 Council were appropriated to the Illinois Community College Board (ICCB). The State Board of Education is requesting funds equal to ICCB's FY 2024 appropriation.*

Board Goals

The program aligns with the following Board goals:

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.

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

Program Mission

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

Purpose

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

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

Reimbursement/Distribution Method

Areas of focus are determined by the larger Council and carried out by workgroups. During FY 2023, two workgroups were established, one focusing on the teacher pipeline and another on expanding computer science access. In FY 2023, funding supported research on the teacher vacancy pilot grant which is overseen by ISBE and is tied to the work of the teacher pipeline working group.

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

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

Population and Service Levels

In FY 2024, funds will be used to host a learning renewal convening to consider information from the Learning Renewal Resource Guide, which was produced by the P-20 Council during the COVID-19 pandemic. FY 2025 priorities will emerge as the P-20 Council meets during FY2024. The next P-20 meeting is scheduled for March 2024.

Philip J. Rock Center and School

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$3,777,800	\$3,777,800	\$3,777,800	\$5,000,000	\$5,000,000
Change from	\$0	\$0	\$0	\$1,222,200	\$0
Prior Year	0.00%	0.00%	0.00%	32.35%	0.00%

Board Goals

The program aligns with the following Board goals:

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.

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.

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

Program Mission

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

Purpose

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

The funds enable the Philip J. Rock Center to continue educational programs that are school- and community-based. More specifically, funds support salaries and benefits for 31 full-time and 14 part-time employees; transportation, food, and lodging associated with residential placement; staff training; community access; and educational services for students. The Philip J. Rock Center also serves as the state's resource for technical assistance and training for all school personnel and families in Illinois on behalf of all school-aged children who are deafblind.

Reimbursement/Distribution Method

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

Population and Service Levels

The estimate for students eligible for services is based on the DeafBlind Census completed annually by the Illinois DeafBlind Project (formerly Project Reach).

The table below displays service-level information:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Full residential and educational services provided	10	9	10	9	10
Students eligible for services	326	318	284	285	285
Students waiting to be placed	3	1	2	2	2

Principal Mentoring

Legislative Reference – 105 ILCS 5/2-3.53a
Funding Source - State

Appropriation History

	FY21	FY22*	FY23	FY24	FY25 Proposed*
Appropriation	N/A	N/A	N/A	N/A	\$1,200,000
Change from Prior Year	N/A	N/A	N/A	N/A	\$1,200,000
	N/A	N/A	N/A	N/A	N/A

* The Principal Mentoring program was funded with \$1.2 million from the Elementary and Secondary School Emergency Relief (ESSER) II fund award in fiscal year 2022 and \$1.2 million from the American Rescue Plan Act ESSER award in both FY 2023 and FY 2024. The Illinois State Board of Education is seeking a General Revenue Fund appropriation in FY 2025.

Board Goal

The program aligns with the following Board goal:

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

Program Mission

The mission of this program is to provide direct mentoring support to novice principals to achieve targeted and observable progress toward becoming an effective instructional leader.

Purpose

The Principal Mentoring Program provides essential support to assist new principals in transitioning successfully to their roles as instructional leaders and supporting their retention. Far too often, novice principals are left to “learn on the job” without guidance and access to support from peers. This lack of intentional support contributes to ineffective leaders who feel alone and overwhelmed by responsibilities. A 2023 report from the RAND Corporation estimated that 16 percent

of principals nationally retired or resigned in 2021-22, more than doubling the rate in the prior year. That translates into roughly 19,000 more school leaders leaving their position relative to the previous school year. The principal turnover rate far outpaced that of teachers and was highest in rural schools, high-poverty schools, and schools with a majority that is students of color. This has a direct impact on student outcomes. Research shows that students achieve less in both reading and math in the year after leader turnover and especially when they are subject to continuous principal churn. See New Teacher Center, Churn: The High Cost of Principal Turnover (2018).

Reimbursement/Distribution Method

Funds for mentoring will be distributed through a competitive grant process in accordance with current administrative rules and will be used to develop and implement principal mentoring programs to serve new principals; mentor training and stipends will comprise the most significant program costs. School districts, statewide organizations representing principals, Regional Offices of Education, Intermediate Service Centers, and colleges and universities are eligible to apply. First-year principals will receive priority for mentoring services over second-year principals.

Population and Service Levels

ISBE’s Principal Mentoring funds supported access to mentoring services for all new principals in FY 2022, FY 2023, and FY 2024. A renewed \$1.2 million investment in principal mentoring would provide mentoring support for approximately 300 first-year principals in FY 2025, including the costs for mentor stipends, training, and

program coordination — with any remaining funds supporting second-year principals.

The following table displays service-level information:

	FY22	FY23	FY24 (est)	FY 25 (proj)
New Principals Mentored	250	278	270	300*

** The Principal Mentoring Program prioritized serving first-year principals in FY 2023 and FY 2024 although some second-year principals also received services under the grant. ISBE will maintain this approach in FY 2025 consistent with ISBE’s Part 35 administrative rules.*

Principal Recruitment

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	N/A	\$1,800,000	\$1,800,000	\$1,800,000	\$1,800,000
Change from Prior Year	N/A	\$1,800,000	\$0	\$0	\$0
	N/A	N/A	0.00%	0.00%	0.00%

Board Goal

The program aligns with the following Board goal:

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

Program Mission

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

Purpose

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

populations. Programs that address these disparities have been shown to simultaneously help address teacher diversity and ultimately narrow race-based achievement gaps for students.

Reimbursement/Distribution Method

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

Population and Service Levels

The fiscal year 2022 through FY 2024 Principal Recruitment funds have supported a cohort of 220 new principal candidates to enter principalship roles. A renewed \$1.8 million investment in principal recruitment for FY 2025 will be used to launch a new cohort consisting of a projected 225 new principal candidates to enter principal preparation programs.

The following table displays service-level information:

	FY23	FY24 (est)	FY25 (proj)
New Principal Candidates Recruited	220	220	225

Resilience Education to Advance Community Healing (REACH)

Legislative Reference – Not Applicable
Funding Source – State and Federal

Appropriation History*

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$10,000,000
Change from	N/A	N/A	N/A	N/A	\$10,000,000
Prior Year	N/A	N/A	N/A	N/A	N/A

*The REACH program was allocated federal funds from 21st Century Learning Centers in fiscal year 2021 as a pilot; it expanded statewide after being allocated funding from the Elementary and Secondary School Emergency Relief (ESSER) II and American Plan Rescue ESSER funds for fiscal years 2022 through 2024. The State Board of Education is seeking a General Revenue Fund appropriation in FY 2025.

Board Goal

The program aligns with the following Board goals:

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.

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.

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

Program Mission

The Resilience Education to Advance Community Healing (REACH) Statewide Initiative is a program that was developed

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

REACH has four aims: (1) prepare educators and schools to support student mental health and resilience via trauma-informed policies and practices; (2) foster educators' personal and a professional resilience and self-care; (3) assist schools and districts in creating school mental health structures and data-driven approaches to addressing trauma and building resilience; and (4) plan for sustainability by involving partners from across Illinois in the train-the-trainer model. Within REACH, students living with higher rates of trauma (individual, community, and/or systemic) are prioritized to ensure their school environments are

informed by a trauma lens to promote healing.

Purpose

REACH’s purpose is to engage schools in five main program components to advance the trauma-responsiveness of the school and assist them in becoming healing-centered environments for students and staff: (1) recruitment and team formation; (2) professional development through REACH’s Learning and Resource Hub and live workshops; (3) needs assessment and action planning using the Trauma Responsive Schools Implementation Assessment (TRS-IA); (4) action plan implementation, including REACH Communities of Practice; and (5) continuous improvement.

The TRS-IA is a quality improvement tool developed by the National Child Traumatic Stress Network’s Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools and the National Center for School Mental Health. It is an evidence-informed self-assessment that comprises eight key domains of trauma-responsive schools and districts: (1) whole school safety planning; (2) prevention/early intervention trauma programming; (3) whole-school prevention planning; (4) targeted trauma-informed programming; (5) whole-school trauma programming; (6) staff self-care; (7) classroom strategies; and (8) family and community engagement. A school that is able to self assess on these eight key domains and use its scores to inform its action planning is working toward becoming more trauma-responsive and healing centered. Schools can see their scores and

environments improve by using the continuous improvement component of REACH over a period of years.

Reimbursement/Distribution Method

Funds for this program will be distributed to the Center for Childhood Resilience at Lurie Children’s Hospital to support the staffing, resources, and infrastructure needed to continue to offer the REACH program to schools in Illinois free of charge, with the assistance and collaboration of the SEL Hubs. This will include universal access to the REACH Learning and Resource Hub for all educators in Illinois. Funds also will be distributed to Center for Childhood Resilience to continue evaluation, model refinement, and continuous improvement efforts to enable implementation that is flexible yet done with fidelity.

Additionally, funds will be distributed to the Center for Childhood Resilience to continue to lead the strategic planning process regarding the development of a Resilient Schools Certification program that creates language, criteria, metrics, and a sustainability model for healing-centered schools certification in conjunction with other statewide efforts. This includes continuing to convene an advisory board consisting of statewide and national experts to align the certification with statewide initiatives and emerging best practices across the country.

Population and Service Levels

The following table displays service-level information for REACH:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Total schools enrolled in REACH	52	230	527	905	1,250
Total districts enrolled in REACH	25	136	257	350	500
Total completions of the TRS-IA	34	127	241	450	750

Social-Emotional Learning Hubs

Legislative Reference – Not Applicable
Funding Source – State and Federal

Appropriation History*

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$8,000,000
Change from	N/A	N/A	N/A	N/A	\$8,000,000
Prior Year	N/A	N/A	N/A	N/A	N/A

*The Social-Emotional Learning (SEL) Hubs program (formerly known as the Social-Emotional Trauma Response program) was allocated funding from the Elementary and Secondary School Emergency Relief (ESSER) II and American Plan Rescue ESSER funds for fiscal years 2022 through 2024. The State Board of Education is seeking a General Revenue Fund appropriation in FY 2025.

Board Goals

The program aligns with the following Board goals:

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.

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.

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

Program Mission

The mission of the SEL Hubs is to provide each and every child with safe and healthy learning conditions, great educators, and

equitable opportunities by advancing wellness, social-emotional learning, and trauma-responsiveness of schools and districts. The seven SEL Hubs are housed within six Regional Offices of Education (ROEs) across the state and Chicago Public Schools. The hubs collaborate with the Resilience Education to Advance Community Healing (REACH) Statewide Initiative to ensure that districts, in partnership with SEL and trauma coaches, identify, develop, and implement a comprehensive plan to address the safety and well-being needs of students and staff.

Purpose

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

- trauma-informed practices;
- promoting a culture of attendance;
- preventing school refusal;

- LGBTQ+ support plans, policies, and practices;
- tiered supports and interventions;
- navigating implicit bias;
- promoting diversity, equity, inclusion, and belonging;
- Safe2Help Illinois;
- Youth Mental Health First Aid;
- reducing the use of restraint and isolated time-out;
- crisis de-escalation;
- digital literacy and online safety;
- building resilience;
- restorative practices;
- integrating SEL into curriculum.

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

Reimbursement/Distribution Method

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

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

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

Population and Service Levels

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

	FY22	FY23	FY24 (est)	FY25 (proj)
Total public schools served	1,220	3,444	3,840	3,840
Total districts served	534	714	852	852

Southwest Organizing Project Parent Mentor Program

*Legislative Reference – Not Applicable
Funding Source – State and Federal*

Appropriation History*

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$3,500,000	\$18,000,000	\$17,986,233	\$21,558,057	\$21,558,057
GRF	\$3,500,000	\$8,000,000	\$8,000,000	\$14,000,000	\$14,000,000
State CURE Fund	N/A	\$10,000,000	\$9,986,233	\$7,558,057	\$7,558,057
Change from Prior Year	\$0 0.00%	\$14,500,000 414.29%	(\$13,767) (0.08%)	\$3,571,824 19.86%	\$0 0.00%

**The Parent Mentoring Program received funds from the State Coronavirus Urgent Remediation Emergency fund in fiscal year 2022. Those funds have been re-appropriated since then. Of those funds, the State Board of Education is seeking to spend down only what has already been awarded.*

Board Goal

The program aligns with the following Board goal:

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.

Program Mission

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

The Parent Mentor Program provides funding via subgrants to approximately 44

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

Purpose

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

	FY25 (proj)
Number of students impacted by literacy funding	2,000
Number of teachers participating in PD	100
Number of educator preparation programs impacted by literacy funding	25

Special Education – Orphanage Tuition

Legislative Reference – 105 ILCS 5/14-7.03

Funding Source - State

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$93,000,000	\$93,000,000	\$107,019,800	\$118,919,500	\$118,919,500
Change from Prior Year	\$1,300,000	\$0	\$14,019,800	\$11,899,700	\$0
	1.42%	0.00%	15.08%	11.12%	0.00%

Board Goals

The program aligns with the following Board goals:

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.

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.

Program Mission

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

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

Purpose

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

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

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

Reimbursement/Distribution Method

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

Per Public Act 101-17, 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 following table displays service-level information.

	FY21	FY22	FY23	FY24 (est)
Total Claim Amount*	\$93,308,372	\$98,953,409	\$102,636,617	\$110,053,980
Chicago District 299	\$17,603,116	\$18,587,376	\$17,701,391	\$20,900,734
Summer Term	\$3,550,373	\$4,248,378	\$3,986,980	\$4,281,035
Regular Term	\$72,154,883	\$76,117,655	\$80,984,246	\$84,872,211
Prior Year Liability**	\$840,778	\$1,873,422	\$5,362,676	\$0
<i>Eligible Students - Dec. 1 Count</i>	2,977	3,357	3,221	3,409

*Claim data does not include state audit adjustments.

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

Special Education – Private Tuition

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$152,320,000	\$152,320,000	\$182,900,000	\$202,732,400	\$231,548,600
Change from	\$0	\$0	\$30,580,000	\$19,832,400	\$28,816,200
Prior Year	0.00%	0.00%	20.08%	10.84%	14.21%

Board Goals

The program aligns with the following Board goals:

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.

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.

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 a 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 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 displayed in the table below.

	School Year 2019-20 / FY21	School Year 2020-21 / FY22	School Year 2021-22 / FY23	School Year 2022-23 / FY24 (est)
Total claim	\$195,268,854	\$189,903,512	\$185,488,705	\$222,085,340
Chicago				
District 299	\$22,221,177	\$23,052,556	\$20,273,440	\$22,469,971
Downstate	\$173,047,677	\$166,850,956	\$165,215,265	\$199,615,369
Percent paid	78%	80%	98%	91%
Net claim*	\$152,319,996	\$152,319,990	\$182,899,988	\$202,732,399
Students	9,758	7,973	8,368	9,224

*Net claim includes state audit adjustments.

State and District Technology Support

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$2,443,800	\$2,443,800	\$2,443,800	\$2,443,800	\$2,443,800
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Board Goals

The program aligns with the following Board goals:

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.

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.

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

Program Mission

The mission of the program is to provide districts with technology-based online curriculum and resources that improve educational opportunities and student achievement; 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

A Request for Sealed Proposals was released in 2019 in accordance with the recommendation from the Illinois Virtual Education Review Committee that ISBE authorize multiple providers of high-quality online learning for Illinois students. The multiple provider model became effective in January 2020 with the launch of the Illinois Virtual Course Catalog (IVCC). Prior to fiscal year 2023, six approved providers offered 800 supplemental online courses. This approach continued into FY 2023 with the release of a new Invitation for Bids to solicit providers for FY 2023 - FY 2028. More stringent requirements for providers related

to data security and data tied to course outcomes resulted in fewer applicants being awarded contracts.

Learning Technology Center

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

Reimbursement/Distribution Method

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

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

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

Population and Service Levels

The following tables display service-level information:

Illinois Virtual Course Catalog

Illinois Virtual Course Catalog	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Number of Districts Offering Virtual Coursework	52	204	14	25	40
Number of Students Participating in Virtual Coursework	10,244	9,000	429	1,000	2,000
Number of Courses Offered	800	800	690	690	800
Number of Districts Receiving Reimbursement	17	16	6	25	40
Number of Students with Reimbursed Tuition	753	704	429	600	800

Learning Technology Center

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Number of PD Sessions Offered	803	623	631	700	750
Number of PD Participants	21,039	8,320	11,158	20,000	25,000
Number of Districts Receiving Cybersecurity or Data Privacy Support	373	562	191	300	400

State Literacy Plan Implementation

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$3,000,000
Change from Prior Year	N/A	N/A	N/A	N/A	\$3,000,000
	N/A	N/A	N/A	N/A	N/A

Board Goals

The program aligns with the following Board goals:

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.

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

Implementation Support for the Illinois Comprehensive Literacy Plan aims to provide tools, support, and resources to increase alignment of teacher preparation programs and PreK-12 instruction with the plan to meet the needs of all learners and improve learning outcomes.

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

Program Mission

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

Reimbursement/Distribution Method

The funds will be used to provide tools, support, and resources to increase alignment of teacher preparation programs and PreK-12 instruction with the Illinois Comprehensive Literacy Plan to meet the needs of all learners. Funding will be prioritized for distribution to serve students and educators in districts with highest need.

Purpose

The development of literacy skills in Illinois learners of all ages is paramount to building a foundation of lifelong learning for academic success in K-12, postsecondary education, and even to career success. The

Population and Service Levels

The following table displays service-level information:

	FY25 (proj)
Number of students impacted by literacy funding	2,000
Number of teachers participating in PD	100
Number of educator preparation programs impacted by literacy funding	25

Student Care Department

Legislative Reference – 23 Ill. Admin. Code 1.285

Funding Source - State

Appropriation History*

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$4,000,000
Change from	N/A	N/A	N/A	N/A	\$4,000,000
Prior Year	N/A	N/A	N/A	N/A	N/A

*The Student Care Department was allocated funding from the Governor’s Emergency Education Relief I fund and the Elementary and Secondary School Emergency Relief (ESSER) II fund for fiscal years 2021 through FY 2023 and from American Plan Rescue ESSER funding in FY 2024. The State Board of Education is seeking a General Revenue Fund appropriation in FY 2025.

Board Goals

The program aligns with the following Board goals:

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.

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.

Program Mission

The mission of this department 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. Increased oversight and monitoring of school districts, special education cooperatives, and nonpublic special education entities will occur to ensure communication and documentation of incidents is provided to

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

This department also is responsible for the reduction of exclusionary discipline, namely suspensions and expulsions. A primary focus is working with districts that fall into the top 20 percent of exclusionary discipline for suspensions, expulsions, and racial disproportionality.

The Student Care Department provides monitoring and oversight of bullying prevention policies that are formulated by school districts, charter schools, and nonpublic and nonsectarian elementary and secondary schools. This includes reviewing and approving bullying policies, amendments, and biennial updates from 1,416 entities (school districts; charter schools; nonpublic, nonsectarian schools; and nonpublic, nonsectarian special education facilities).

Further, the department issues guidance, provides technical assistance, and performs oversight of LGBTQ student supports, Faith’s Law, the Jett Hawkins Law, and Gender Equity in Athletics applications. Additionally, the department works directly

with Illinois students through administration of ISBE's Student Advisory Council, the U.S. Senate Presidential Scholars Program, and the Illinois Arts Contest.

Purpose

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

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

The goals of the Student Care Department include ensuring that all uses of time out and restraint are appropriate and applied in the narrowly defined allowed application. The department ensures that all facilities where time out is implemented meet the standards set out by rule and state law. It also addresses culture and climate changes within schools as a corollary to time out and restraint, including reducing the number of expulsions and out-of-school suspensions, addressing bullying, increasing the frequency of restorative practices, and reducing chronic absenteeism.

Reimbursement/Distribution Method

The funding supports the program and legal work performed by Student Care Department

staff, legal counsel, and experts retained to represent the state superintendent in complaints, investigations, and compliance issues relating to time out and restraint.

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

Population and Service Levels

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

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

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Complaints/reports received	0	27	25	35	45
Investigations/monitoring/oversight/approvals	3	94	50	70	80
Number of onsite monitoring visits	1	3	7	29	35
Number of professional development training opportunities	0	2	9	121	17

Summer Electronic Benefit Transfer Administration

Legislative Reference – Consolidated Appropriations Act, 2023 (PL 117-328)

Funding Source – State, Federal reimbursement (ALN 10.646)

Appropriation History*

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$670,000
Change from Prior Year	N/A	N/A	N/A	N/A	\$670,000
	N/A	N/A	N/A	N/A	N/A

*Appropriation is 100 percent from the General Revenue Funds; 50 percent will be reimbursed by federal funds.

Board Goals

The program aligns with the following Board goals:

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.

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.

Program Mission

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

Purpose

The purpose of this program is to provide \$120 in Summer Electronic Benefit Transfer (EBT) funds for each eligible student to their household for use during the Summer months when school meals are not available. The funding is designed to assist households

in purchasing healthy, nutritious foods for students.

Reimbursement/Distribution Method

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

The Summer EBT benefits issued to eligible students are 100 percent federally funded; states' administrative costs are partially funded with federal funds, with a 50 percent federal match. IDHS is the designated lead agency to issue the benefits to the eligible students/households in Illinois. The estimated funding level for Summer EBT household benefits is \$144 million.

Population and Service Levels

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

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

The following table displays service-level information:

	FY24 (est)	FY25 (proj)
Summer EBT Eligible Students	1,200,000	1,200,000

Supporting Newcomers

Legislative Reference – Not Applicable
Funding Source – State

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$35,000,000
Change from	N/A	N/A	N/A	N/A	\$35,000,000
Prior Year	N/A	N/A	N/A	N/A	N/A

Board Goals

The program aligns with the following Board goals:

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.

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.

- Address needs related to the trauma newcomer students have experienced due to war, economic upheaval, violence, and the migration process that impacts their ability to participate fully in the classroom.
- Promote parental, family, and community participation in the education of newcomers.

Purpose

The purpose of the program is to assist school districts in meeting the complex linguistic, social-emotional, cultural, and academic needs of newcomer children so they can meet the same challenging academic standards expected of all students.

Program Mission

The mission of the Supporting Newcomer Students program is to:

- Provide support to districts seeing a major increase in newcomer students.
- Implement high-quality programs for newcomer students that will help them attain English proficiency, achieve at high levels in core academic subjects, meet the Illinois Learning Standards, and graduate from high school prepared to enter college or a career.

Reimbursement/Distribution Method

Funding for Supporting Newcomer Students will be distributed to districts on a formula basis. ISBE will calculate the number of eligible students based on total numbers of eligible newcomers enrolled in the state at the end of fiscal year 2024. The total funds appropriated in FY 2025 for the Supporting Newcomer Students program will be divided by the number of eligible students to determine the per-student amount. 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

consortia) is in full compliance with state statutes, 2) assuming sufficient appropriation in FY 2025, the district (or the consortia) serves newcomers that, in the aggregate, generates a minimum grant of \$10,000, 3) a district (or consortia) that receives upwardly amended School Improvement Grant funds targeted toward districts with an increase of newcomers or districts (or consortia) that receive Stronger Connection Grant money targeted toward newcomer services also may apply but may be funded at a reduced rate due to the receipt of other funding for newcomers.

Population and Service Levels

Students who are “newcomers” are understood as those students who are ages 3 through 21; were born outside of the 50 states, the District of Columbia, or the Commonwealth of Puerto Rico; and who are newly attending one or more schools in any one or more states for less than three full academic years.

Newcomers may or may not be English learners. Newcomer students are also eligible to receive Title III Immigrant Student Education Program (ISEP) Grants should their district qualify to apply. (See Title III – English Language Acquisition.) However, ISEP grant allocations are minimal (\$100 per capita) as the priority for Title III funding is to support English learner students through the Language Instruction Education Program grant.

The below chart shows the number of students eligible for the ISEP grant. These are the same students who are considered to be newcomers because the eligibility criteria are the same with the exception of an Illinois requirement to allow students with an Individualized Education Program to remain in school through the year they turn 22.

The following table displays service-level information:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Eligible Immigrant Education Program Students Identified	23,173	19,673	27,978	36,200	46,000
Immigrant Education Program Students Served by Title III	3,448	2,468	14,201	24,956	31,280

Tax Equivalent Grant

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$222,600	\$222,600	\$275,000	\$275,000	\$275,000
Change from Prior Year	\$0	\$0	\$52,400	\$0	\$0
	0.00%	0.00%	23.54%	0.00%	0.00%

Board Goals

The program aligns with the following Board goals:

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.

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.

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

Program Mission

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

Purpose

The purpose of the program is to replace lost property tax revenues when a state institution is located in a school district in which the state owns 45 percent or more of the total land area of the district.

Reimbursement/Distribution Method

Funds are distributed through a grant to Chaney-Monge School District 88, which is the only qualifying district. Stateville Correctional Center covers 47 percent of the district's 3,283 acres.

Population and Service Levels

The following table displays service-level information:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Lost tax amount	\$320,209	\$339,021	\$353,772	\$367,401	\$393,265

Teach for America

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$2,000,000	\$2,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$1,000,000 100.00%	\$0 0.00%

Board Goal

The program aligns with the following Board goal:

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

Program Mission

The mission of the program is to provide an alternative route to teacher licensure for college graduates who did not originally choose teaching careers.

Purpose

Teach for America (TFA) recruits, places, and supports teachers in schools serving low-income students and works to change practices, structures, and policies to realize educational equity for all children. The program recruits outstanding and diverse individuals who reflect the racial and ethnic backgrounds of students. Individuals who participate in TFA demonstrate a commitment to expand opportunity and access for all children inside and outside of the classroom. TFA corps members undergo a rigorous seven-week summer training program teaching credit recovery courses and receive mentoring from veteran

teachers throughout the summer program.

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

Corps members are placed in areas of need (e.g., science, technology, engineering, and math; early childhood education; bilingual education). They receive ongoing mentoring, including individualized coaching and support via onsite classroom visits, feedback on instruction, and guidance for monitoring student progress. Additionally, corps members participate in leadership summits to receive leadership training from veteran teachers, share best practices with one another, and reflect on their experiences to develop further as leaders in the work and to end educational inequity.

Currently, TFA recruits its cohort statewide through partnerships with local Illinois universities. TFA recruited in the Chicago, Aurora, Dolton, and Champaign in fiscal year 2023. TFA estimates it will recruit and place 90 new teachers in FY 2025, with approximately half of those educators identifying as a person of color.

ISBE believes it should provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed

stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.

TFA focuses on recruiting and training a corps of teachers that better reflects Illinois' diverse student population (wherein 54 percent of the state's children are students of color). In FY 2024, TFA supported an estimated 78 incoming teachers, of whom 50 percent were teachers of color. More than 6,000 students were taught by first- or second-year corps members in FY 2023.

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

"Joining Teach for America helped me learn a lot about myself and what I want in a career. I'm staying at the school I was placed at during my time in the corps because I've really enjoyed the work environment and the relationships I've had with students. I really

want to give my students equitable access to resources and opportunities, especially advocating for folks with special needs," said former corps member Jeanne Paulino.

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

Reimbursement/Distribution Method

Funds are distributed 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:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
School Year	2020-21	2021-22	2022-23	2023-24	2024-25
Incoming TFA teachers of color	51	37	29	44	45
Total TFA incoming teachers	101	77	48	78	90
Total corps of incoming TFA teachers and second-year teachers*	189	174	113	123	160
Students impacted by first- and second-year TFA teachers	10,962	10,092	6,554	7,134	9,860

**TFA is a two-year program, so its total corps consists of first- and second-year teachers. Note that TFA submits its application almost a year in advance of when the numbers are finalized; actual numbers may change between November of the previous year and the start of the following school year.*

Teacher Vacancy Grant Pilot

Legislative Reference – 105 ILCS 5/2.3.196

Funding Source - State

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	N/A	N/A	N/A	\$45,000,000	\$45,000,000
Change from Prior Year	N/A	N/A	N/A	\$45,000,000	\$0
	N/A	N/A	N/A	N/A	0.00%

Board Goal

The program aligns with the following Board goal:

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

Program Mission

The Teacher Vacancy Grant Pilot addresses acute and chronic teacher shortages by providing the state's most understaffed districts with resources to attract, hire, support, and retain teachers. The grant allows districts maximum flexibility to use allocated funds in innovative, creative, and evidenced-based ways, such as housing stipends, down-payment assistance, or loan repayments; to pay tuition and fees or provide residencies or apprenticeships; and to sustain employment of current teachers by providing materials, supplies, coaching, and school culture supports.

Purpose

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

Reimbursement/Distribution Method

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

Population and Service Levels

The following table displays service-level information:

	FY23	FY24 (est)	FY25 (proj)
Grants Awarded	N/A	170	170
Total Unfilled Teaching Positions Statewide	3,558	3,500	3,200
Total Unfilled Teaching Positions in Awarded Districts	2,849	2,749	2,449

Transportation – Regular and Vocational

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$289,200,800	\$281,323,800	\$305,000,000	\$340,000,000	\$364,000,000
Change from	\$0	(\$7,877,000)	\$23,676,200	\$35,000,000	\$24,000,000
Prior Year	0.00%	(2.72%)	8.42%	11.48%	7.06%

Board Goals

The program aligns with the following Board goals:

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.

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.

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.

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

Claimed Costs	School Year 2020-21/ FY22	School Year 2021-22/ FY23	School Year 2022-23/ FY24
Salaries/Benefits	\$166,340,710	\$186,772,163	\$184,952,310
Purchased Services	\$16,881,698	\$20,828,779	\$29,426,570
Contractual Transportation Services	\$258,894,580	\$372,459,887	\$364,877,177
Payments to Transit Carriers	\$1,679,253	\$4,603,430	\$5,430,746
Payments to Other Districts	\$12,727,272	\$15,678,020	\$16,059,540
Supplies	\$25,799,921	\$46,159,063	\$51,277,442
Other Expenses	\$529,391	\$1,755,035	\$4,195,306
Building and Maintenance (Ed Fund)	\$450,591	\$421,551	\$581,797
Building and Maintenance (O&M Fund)	\$3,755,792	\$3,730,591	\$3,750,899
Depreciation	\$59,117,852	\$57,418,129	\$57,957,567
Indirect Costs (reimbursable)	\$12,902,877	\$14,720,707	\$15,462,028
Offsetting Revenue	(\$17,200,642)	(\$27,400,249)	(\$27,356,545)
Totals	\$541,879,295	\$697,147,106	\$706,614,837

Population and Service Levels

The following table displays service-level information:

	School Year 2020-21 / FY22	School Year 2021-22 / FY23	School Year 2022-23 / FY24
Total claim amount	\$304,737,666	\$425,958,810	\$433,413,928
Chicago District 299	\$62,209	\$115,568	\$108,336
Downstate	\$304,675,457	\$425,843,242	\$433,305,592
Actual percent paid	95%	80%	85%
Claim with costs prorated	\$280,487,995	\$304,683,273	\$339,328,105
State audit adjustments	\$835,804	\$316,718	(\$327,496)
Total net claim	\$281,323,800	\$304,999,991	\$339,000,609
PreK-12 Students Transported			
Average transported more than 1.5 miles to school	702,814	731,399	732,190
Average transported less than 1.5 miles without hazard	36,352	37,810	44,723
Average transported less than 1.5 miles with hazard	144,632	151,372	155,303
Average number transported in total	883,798	920,584	932,219
Vocational students transported	12,231	14,291	16,276

Transportation – Special Education

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$387,682,600	\$387,682,600	\$207,857,439	\$437,366,100	\$549,243,600
Change from Prior Year	\$0 0.00%	\$0 0.00%	(\$179,825,161) (46.38%)	\$229,508,661 110.42%	\$111,877,500 25.58%

Board Goals

The program aligns with the following Board goals:

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.

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.

Program Mission

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

Purpose

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

The district may place a child in either a public or approved private setting to receive the necessary special education and related services. These settings may be for day and/or residential services.

Reimbursement/Distribution Method

Claims are required to be transmitted to the Illinois State Board of Education on or before August 15. Reimbursement is based on prior year costs and computed at a maximum of 80 percent for allowable costs of transportation.

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

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

Claimed Costs	School Year 2020-21 / FY22	School Year 2021-22 / FY23	School Year 2022-23 / FY23
Salaries/Benefits	\$110,419,444	\$129,613,528	\$147,331,060
Purchased Services	\$10,478,142	\$14,904,326	\$25,582,878
Contractual transportation Services	\$261,156,671	\$428,499,117	\$519,557,653
Payments to Transit Carriers	\$754,237	\$1,537,906	\$2,539,319
Payments to Other Districts	\$11,428,189	\$13,458,716	\$15,742,132
Supplies	\$12,262,765	\$23,404,351	\$29,319,432
Other Expenses	\$282,586	\$732,695	\$1,105,766
Building and Maintenance (Ed Fund)	\$203,167	\$185,130	\$362,435
Building and Maintenance (O&M Fund)	\$1,488,748	\$1,705,036	\$1,694,909
Depreciation	\$27,846,217	\$29,370,212	\$30,360,108
Indirect Costs (reimbursable)	\$7,764,617	\$9,494,780	\$11,179,606
Offsetting Revenue	(\$8,643,260)	(\$11,319,079)	(\$16,377,908)
Totals	\$435,441,523	\$641,586,718	\$768,397,390

Population and Service Levels

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

	School Year 2020-21 / FY22	School Year 2021-22 / FY23	School Year 2022-23 / FY23
Total claim amount	\$348,407,837	\$513,286,681	\$614,764,578
Chicago District 299	\$63,487,786	\$88,421,004	\$126,302,825
Downstate	\$284,920,051	\$424,865,677	\$488,461,753
Actual percent paid	99.9%	81%	71%
Claim with costs prorated	\$348,406,932	\$416,473,829	\$438,862,165
State audit adjustments	(\$336,936)	(\$754,533)	(\$1,496,070)
Total net claim	\$348,069,996	\$415,719,296	\$437,366,095
Special education students transported	71,429	78,991	84,244

Truants' Alternative and Optional Education

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$11,500,000	\$11,500,000	\$11,500,000	\$11,500,000	\$11,500,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Board Goal

The program aligns with the following Board goal:

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.

Program Mission

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

Purpose

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

An appropriation of \$11.5 million in fiscal year 2024 allowed for the funding of 57 programs that serve an estimated 25,000 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. School districts, ROEs, community colleges, university laboratory schools, state-authorized charter schools, and area vocational centers are eligible to apply.

Population and Service Levels

The following table displays service-level information:

Type of Students	FY21	FY22	FY23	FY24 (est)
Chronic truants	12,488	12,386	13,054	13,100
Truants	8,364	7,143	7,525	7,500
High school dropouts	976	860	820	900
Potential dropouts	2,924	3,229	3,585	3,500
Total served	24,752	23,618	24,984	25,000

Charter Schools

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$1,050,000	\$1,050,000	\$1,050,000	\$1,050,000	\$1,050,000
Change from	\$1,050,000	\$0	\$0	\$0	\$0
Prior Year	N/A	0.00%	0.00%	0.00%	0.00%

Board Goal

The program aligns with the following Board goal:

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

Program Mission

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

Purpose

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

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

Public Act 101-0543 abolished the Illinois State Charter School Commission as of July 1, 2020, and transferred all of its key authorizer duties to ISBE. On that date, ISBE assumed the responsibility to hear and decide appeals of local school board

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

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

Reimbursement/Distribution Method

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

Population and Service Levels

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

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Appeals	0	0	2	2	5
Renewals	3	0	3	5	2

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

The following table displays service-level information:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
State-authorized charter schools*	12	12	12	11	11

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

Charter Schools Revolving Loan Fund

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Board Goal

The program aligns with the following Board goal:

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.

Program Mission

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

Purpose

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

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

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

Reimbursement/Distribution Method

Charter school operators may apply for a loan for up to \$750 per enrolled student. Approved applicants execute a promissory note and agree to a repayment schedule; thereafter, they will typically receive funds within two weeks. Loan repayments are deposited back into the Charter Schools Revolving Loan Fund for future use by other charter school operators. Full repayment is required by the end of the initial charter term, which is five years.

Population and Service Levels

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

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

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Eligible schools*	6	3	3	2	0
Number of loans	0	0	0	0	0
Number of students	3,115	981	1,595	1,189	0

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

Driver Education

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$16,000,000	\$13,750,000	\$13,750,000	\$10,000,000	\$10,000,000
Change from	\$0	(\$2,250,000)	\$0	(\$3,750,000)	\$0
Prior Year	0.00%	(14.06%)	0.00%	(27.27%)	0.00%

Board Goals

The program aligns with the following Board goals:

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.

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.

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.

The appropriation for fiscal year 2025 is proposed to remain level with FY 2024 at \$10 million, which was a reduction of \$3.75 million from FY 2023. This reduction was necessary as revenues for the Drivers Education Fund have been declining since FY 2020 due to fewer citations being issued for motor vehicle violations. The fund showed a backlog of \$10.3 million for FY 2023. Actual FY 2023 revenue was \$14.51 million, so if revenue maintains that pace for FY 2024 and FY 2025, the fund will be brought back into balance by maintaining reimbursement funding at \$10 million for FY 2024 and FY 2025. The appropriation

reduction for FY 2024 cut reimbursement per student by approximately \$8 for classroom instruction and \$35 for behind-the-wheel instruction.

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 Levels

Every district that has Grades 9 through 12 must offer classroom and behind-the-wheel training. High school students in public and

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

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Number of students					
Classroom Instruction	95,725	91,045	101,798	104,343	106,888
Behind-the-Wheel Instruction	80,486	81,362	88,390	91,436	94,482
Reimbursement per student					
Classroom Instruction	\$33.43	\$30.20	\$27.01	\$19.16	\$18.71
Behind-the-Wheel Instruction	\$159.03	\$135.19	\$124.44	\$87.49	\$84.47

Freedom Schools

Legislative Reference – 105 ILCS 5/2-3.186
Funding Source – State

Appropriation History*

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	N/A	\$17,000,000	\$17,000,000	\$17,000,000	\$17,000,000
Change from	N/A	\$17,000,000	\$0	\$0	\$0
Prior Year	N/A	N/A	0.00%	0.00%	0.00%

*Funds in the Freedom Schools Fund were deposited in FY 2022 from the State Coronavirus Urgent Remediation Emergency Fund. This appropriation is for authority to spend funds already deposited in the fund.

Board Goal

The program aligns with the following Board goal:

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.

Program Mission

The mission of Freedom Schools is to improve the odds of success for children in poverty. Freedom Schools operate in multiple states using a research-based and multicultural curriculum for disenfranchised communities most affected by the opportunity gap and learning loss caused by the pandemic. They focus on expanding the teaching of African American history, developing leadership skills, and providing an understanding of the tenets of the civil rights movement.

Purpose

A Freedom School intentionally and imaginatively implements strategies that emphasize all of the following: racial justice and equity; transparency and building trusting relationships, self-determination, and governance; and community strengths

and community wisdom. Such schools utilize current data, best practices, and evidence; shared leadership and collaboration; reflective learning culture; and a whole-child approach to education and literacy.

Reimbursement/Distribution Method

A total amount \$17 million of federal funding was allocated for the fiscal year 2022 Phillip Jackson Freedom Schools Grant. Awards were granted to a total of 48 grantees. Grantees include districts, charter schools, and nonprofit organizations. Awards range from \$191,997 to \$350,000.

Population and Service Levels

A total of 10,104 students were served through the FY 2022 Phillip Jackson Freedom Schools Grant in FY 2023. An estimated 11,000 students are projected to be served in FY 2024.

The following table displays service-level information:

	FY23	FY24 (est)	FY25 (proj)
Number of students	10,104	11,000	9,600

Illinois State Board of Education Teacher Certificate Institute Fund

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$2,208,900	\$2,208,900	\$2,208,900	\$2,208,900	\$2,208,900
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Board Goal

The program aligns with the following Board goal:

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

Program Mission

The mission of the program is to support activities associated with Chicago educator licensure and ensure educators are highly prepared for their positions by having met state licensure requirements. All issued licenses must be registered in at least one region in order to be valid for teaching in the state’s public schools.

Purpose

The purpose of the program is to enable ISBE, serving by statute as the Chicago Regional Office of Education, to collect fees for educator licensure registration.

Reimbursement/Distribution Method

Fees collected are used to support teacher institutes and also provide technology and other resources necessary for the timely and

efficient processing of licensure requests. Monies in the institute fund may also be used by ISBE to support the following initiatives within a city having a population exceeding 500,000: educator recruitment and retention programs, educator preparation programs seeking national accreditation, and professional development opportunities aligned with the requirements set forth in Section 21B-45 of the Illinois School Code. A majority of the monies in the fund must be dedicated to the timely and efficient processing of applications and for the renewal of licenses, per Public Act 99-58.

Population and Service Levels

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

- Professional Educator License - \$10/year for a five-year period
- Substitute and Short-Term Substitute Teaching License – Substitute - \$10/year for a five-year period
- Short-Term Substitute - \$0/year for a five-year period
- Educator License with Stipulations with a Paraprofessional Endorsement - \$5/year for a five-year period

- Other Educator License with Stipulations - \$10/year for length of license cycle.

The following table displays license fees for those license types.

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Registration fees - Professional Educator License - \$10/year for a five-year period	\$10/year	\$10/year	\$10/year	\$10/year	\$10/year
Registration fees - Substitute and Short-Term Substitute Teaching License - \$10/year for a five-year period	Sub: \$10/year; STS: \$5/year	Sub: \$10/year; STS: \$5/year	Sub: \$10/year; STS: \$0/year	Sub: \$10/year; STS: \$0/year	Sub: \$10/year; STS: \$0/year
Registration fees - Educator License with Stipulations with a Paraprofessional Endorsement - \$5/year for a five-year period	\$5/year	\$5/year	\$5/year	\$5/year	\$5/year
Other Educator License with Stipulations - \$10/year for length of license cycle	\$10/year	\$10/year	\$10/year	\$10/year	\$10/year

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*

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$7,070,000	\$7,040,000	\$19,040,000	\$19,120,000	\$19,120,000
Change from Prior Year	\$0	(\$30,000)	\$12,000,000	\$80,000	\$0
	0.00%	(0.42%)	170.45%	0.42%	0.00%

**Includes appropriations for bus driver training.*

Board Goal

The program aligns with the following Board goal:

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.

Program Mission

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

Purpose

The purpose of the program is to provide administrative funds for ROEs and ISCs and support continuous improvement and capacity building for the delivery of specific services.

State law provides for the establishment and operation of regional educational entities that serve the districts in their respective areas and perform identified state functions and services. This includes 35 ROEs, three ISCs in suburban Cook County outside the city of

Chicago, and Chicago District 299 (which acts as the Chicago ISC).

The regional superintendents of education are required by law to carry out specified regulatory functions that include the Illinois Administrators' Academy, Computer Technology Education, 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).

A total of \$12 million of the proposed \$19.1 million appropriation in fiscal year 2025 will be earmarked to increase the capacity of ROEs/ISCs to assist their districts with addressing truancy and chronic absenteeism as Illinois recovers from the COVID-19 pandemic.

Bus Driver Training

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

The table below shows the appropriations for those two programs.

	FY22	FY23	FY24	FY25 Proposed
ROE School Services	\$6,970,000	\$18,970,000	\$18,970,000	\$18,970,000
Bus Driver Training	\$ 70,000	\$70,000	\$150,000	\$150,000
Total	\$7,040,000	\$19,040,000	\$19,120,000	\$19,120,000

Population and Service Levels

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Average Number of Professional Development Offerings per ROE	196	188	237	207	220

	FY21	FY22	FY23	FY24 (est)
Chronic Absenteeism Rate (State)	21.1%	29.8%	28.3%	26.4%

All 35 ROEs and four ISCs are eligible for funding.

Regional Superintendents' and Assistants' Salaries

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$11,400,000	\$11,400,000	\$11,750,000	\$12,200,000	\$13,000,000
Change from Prior Year	\$200,000 1.79%	\$0 0.00%	\$350,000 3.07%	\$450,000 3.83%	\$800,000 6.56%

Board Goal

The program aligns with the following Board goal:

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.

Program Mission

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

Purpose

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

Reimbursement/Distribution Method

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

Population and Service Levels

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

School District Emergency Financial Assistance Fund

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Board Goal

The program aligns with the following Board goal:

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.

Program Mission

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

Purpose

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

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

Reimbursement/Distribution Method

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

Appropriations may be allocated and expended by ISBE as contractual services to provide technical and consulting services to school districts to assess their financial condition and by school districts under a Financial Oversight Panel to assist in improving its financial condition.

Population and Service Levels

School districts that have an approved petition for emergency financial assistance are eligible to participate. No petition for emergency financial assistance is approved by ISBE unless there is also an established Financial Oversight Panel. Districts that have received emergency financial assistance are listed as follows:

Fiscal year 2003	Cairo Community Unit School District 1 (Alexander County)	Fiscal year 2011	Proviso Township High School District 209 (Cook County)
	Livingston Community Consolidated School District 4 (Madison County)	Fiscal year 2015	East St. Louis School District 189 (St. Clair County)
Fiscal year 2004	Venice Community Unit School District 3 (Madison County)		Hazel Crest School District 152-5 (Cook County)
Fiscal year 2010	Proviso Township High School District 209 (Cook County)		North Chicago School District 187 (Lake County)

School STEAM Grant Program

Legislative Reference - 105 ILCS 5/2-3.119a
Funding Source - State

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000
Change from	\$2,500,000	\$0	\$0	\$0	\$0
Prior Year	N/A	0.00%	0.00%	0.00%	0.00%

Board Goals

The program aligns with the following Board goals:

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.

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

Program Mission

The School STEAM Grant Program funds were generated from a one-time specialty ticket made possible through the Illinois State Lottery. The purpose of the grant is to make science, technology, engineering, art, and math (STEAM) programming available to low-income students in disadvantaged neighborhoods. School STEAM grants shall be made available to public schools, charter schools, area vocational centers, and laboratory schools in which the percentage of students classified as low income exceeds the state average.

Purpose

Grant recipients use funds to conduct, or contract with a third party to conduct, programming that educates, encourages, and promotes obtaining skills and career opportunities in the fields of science, technology, engineering, art, and math. Grant activities may include direct service to students or professional learning for teachers to provide STEAM instruction. Priority is given to programs that provide hands-on experience and to programs that focus on promoting young women to enter into the fields of science, technology, engineering, art, and math.

Reimbursement/Distribution Method

Applicants must meet the eligibility criteria for funding. Initial awards were made to eight school districts in fiscal year 2022 based on the results of a competitive grant process. Any available funding not disbursed via the initial awards will be distributed to the eight awarded districts to support continuation of grant-funded STEAM programming until funding is no longer available. Individual awards will not exceed \$350,000.

There are no cost sharing or matching requirements.

Population and Service Levels

The following table displays service-level information:

	FY22	FY23	FY24 (est)	FY25 (proj)
Number of grants awarded	8	8	0	5
Total K-12 students served through program (cumulative)	4,946	4,946	4,946	4,946

School Technology Revolving Loan Program

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$7,500,000	\$7,500,000	\$7,500,000	\$7,500,000	\$7,500,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Board Goals

The program aligns with the following Board goals:

Student Learning: 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.

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.

Program Mission

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

Purpose

The purpose of the program is to provide funding for technology hardware and software for integrating technology into

teaching and learning through low-cost, three-year loans to eligible applicants to help meet their technology goals.

Reimbursement/Distribution Method

Loan applications are approved on a first-come, first-served basis until all loan funds are disbursed. If approved loan requests exceed funds available, eligible applicants that do not receive funding receive first consideration in the next fiscal year in which the grade levels specified on the application are eligible for funding. Applicants request funding for:

- Establishment of local and wide area networks.
- Scanners, projectors, digital cameras, computers, printers, software, licenses, and electrical work directly related to technology.
- Staff development directly related to integration of technology hardware.

Funds are repaid over a maximum of three years.

Population and Service Levels

All school districts are eligible to participate on a two-year rotating basis: Grades K through 8 in FY 2024 and Grades 9 through 12 in fiscal year 2025. They alternate in

each second year thereafter. The population served for FY 2023 included all eligible applicants that enrolled students in Grades 9

through 12. The following table displays service-level information:

	FY21	FY22	FY23	FY 24 (est)	FY 25 (proj)
Number of eligible applicants	484	795	484	795	484
Grade levels served	9-12	K-8	9-12	K-8	9-12
Dollars loaned	\$0	\$212,950	\$0	\$350,000	\$750,000
Number of loans	0	2	0	4	10
Percent eligible districts participating	0%	1%	0%	1%	2%

Teacher Certificate Fee Revolving Fund

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$6,000,000	\$6,000,000	\$6,000,000	\$6,000,000	\$6,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Board Goal

The program aligns with the following Board goal:

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

Program Mission

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

Purpose

The purpose of this program is to provide the mechanism for the state to receive the application fee charged for licenses, endorsements, or evaluation of credentials. All application fees are set forth in 105 ILCS 5/21B-40. Application fees for a Professional Educator License (PEL) (in-state) and Educator License with Stipulations (ELS) are \$100. The application fee for a substitute teaching license is \$50. The application fee is \$150 for out-of-state license applications and \$50 for each subsequent endorsement or approval. Short-term substitute teacher license fees are \$25. The application fee for

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

The funds received are deposited into the Teacher Certificate Fee Revolving Fund and are used to provide technology and other resources necessary for the timely and efficient processing of licensure requests. Funds available from the Teacher Certificate Fee Revolving Fund 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 Licensure Information System, agency educator licensure personnel costs, equipment to link Regional Offices of Education to the ISBE

computerized educator licensure database, enhancements to software systems, and upgrades to technology used to process license and endorsement applications.

Population and Service Levels

Approximately 67,600 applications for teaching, administrative, and school service personnel licenses, endorsements, and approvals were processed in fiscal year 2023.

The following table displays service-level information:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Number of licensure applications received	58,459	63,500	67,611	73,000	78,000

Temporary Relocation Expenses Revolving Grant Fund

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Board Goal

The program aligns with the following Board goal:

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.

Program Mission

The mission of the program is to assist school districts that have incurred emergency relocation expenses as a result of fire, earthquake, tornado, mine subsidence, other natural or man-made disaster, or school building condemnation. These funds are to provide a safe, temporary learning environment in the event of a disaster to one of a district's current facilities. Relocating students to a safe facility allows them to be able to make progress in achieving the State Board goals. These funds allow a continued system of support to be available that will enhance student learning and learning conditions so that 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 so that safe and healthy learning conditions are ensured for students. Loans received from the program must be repaid.

Population and Service Levels

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

District	Fiscal Year	Loan Amount	Grant Amount	Total	Students Served
Pana CUSD #8	FY99	\$217,000	\$348,000	\$565,000	1,329
Massac CUSD #1	FY00	\$333,176	\$8,998	\$342,174	2,321
Dongola CUSD #66	FY01	\$31,777	\$179,827	\$211,604	349
Oakland CUSD #5	FY01	\$210,386	\$0	\$210,386	440
Cypress SD #64	FY02, FY03, FY05, FY06	\$14,084	\$850,075	\$864,159	120
Altamont CUSD #10	FY03	\$140,234	\$372,316	\$512,550	182
Gavin SD #37	FY05, FY06	\$555,286	\$352,816	\$908,102	615
Southeastern CUSD #337	FY06, FY07, FY08, FY09	\$408,972	\$457,045	\$866,017	182
Casey-Westfield CUSD #4C	FY06, FY07, FY08, FY09	\$198,247	\$1,106,608	\$1,304,855	367
Gillespie CUSD #7	FY10, FY11, FY12, FY14	\$242,550	\$876,045	\$1,118,595	736
Meridian CUSD #101	FY14, FY16	\$71,680	\$103,103	\$174,783	444

Adolescent Health

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25
	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%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25**
Grant Award	\$99,935	\$99,935	\$99,935	\$99,935	TBD
Change from	\$0	\$0	\$0	\$0	TBD
Prior Year	0.0%	0.0%	0.0%	0.0%	TBD

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

***Fiscal year 2025 amount is to be determined (TBD).*

Board Goal

The program aligns with the following Board goal:

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.

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 the sex of sexual contacts. The YRBS includes a national school-based survey conducted by the Centers for Disease Control and Prevention and state, territorial, tribal, and local surveys conducted by state and territorial agencies, Local Education Agencies, local health agencies, and tribal governments.

Purpose

The purpose of the program is to analyze YRBS and Health Profiles data to better understand factors that contribute to causes of illness, death, and/or disability among youth and provide resources to mitigate them. Such analysis allows the ISBE to gather relevant data regarding students' learning conditions.

Reimbursement/Distribution Method

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

Population and Service Levels

The YRBS was last administered in the spring of 2023 to about 1,500 students in 45 schools. ISBE obtained a 50 percent overall response rate

The Health Profiles Survey will be administered in the spring of 2024 to school principals and lead health education teachers. The survey monitors the current status of school health education requirements and content, physical education and physical activity, school health policies related to chronic disease prevention, school-based health services, family and community involvement in school health, and school health coordination.

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

The table below displays service-level information.

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
YBRS - number of students	1,911	N/A	1,500	N/A	1,500
YBRS - number of schools	37	N/A	45	N/A	N/A
YBRS - response rate	67%	N/A	50%	N/A	N/A

Bipartisan Safer Communities Act: Stronger Connections Grant Program

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

Appropriation History*

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$0	\$0	\$0	\$25,000,000	\$25,000,000
Change from	\$0	\$0	\$0	\$25,000,000	\$0
Prior Year	N/A	N/A	N/A	100.00%	0.00%

Federal Grant Award**

	FY21	FY22	FY23	FY24	FY25
Grant Award	\$0	\$0	\$40,627,885	\$0	\$0
Change from	\$0	\$0	\$40,627,885	(\$40,627,885)	\$0
Prior Year	N/A	N/A	100.00%	(100.00%)	0.00%

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

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

Board Goal The program aligns with the following Board goals:

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.

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.

Program Mission

The purpose of the program is to provide safe, healthy, and welcoming learning environments to enhance the performance of students, particularly students who attend high-poverty, low-performing schools. It also

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

Purpose

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

Reimbursement/Distribution Method

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

Grant Award

95% Grants

4% State Education Agency Activities

1% Administration

Funding 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

	FY24 (est)
Number of low-income students	46.5%
Number of schools that are categorized as Targeted and/or Comprehensive	515

Black and Gold Initiative

Legislative Reference – Not Applicable
Funding Source – Federal

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	N/A	\$75,000	\$74,432	\$51,784	\$51,784
Change from	N/A	\$75,000	(\$568)	(\$22,648)	\$0
Prior Year	N/A	100.00%	(0.76%)	(30.43%)	0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25
Grant Award	N/A	N/A	N/A	N/A	N/A
Change from	N/A	N/A	N/A	N/A	N/A
Prior Year	N/A	N/A	N/A	N/A	N/A

*This program is funded by an appropriation from the State Coronavirus Urgent Remediation Emergency fund for costs obligated by December 31, 2024.

Board Goal

The program aligns with the following Board goal:

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

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

Program Mission

The program mission is to improve student outcomes by providing mentoring, educational programming, and violence prevention for Black male high school students in the Champaign-Urbana area.

Purpose

The program provides students with a personal development experience intended to blend both effective leadership and efficient self-disciplinary practices to establish a new understanding of the value of education.

Reimbursement/Distribution Method

The General Assembly appropriated federal funds from the State Coronavirus Urgent Remediation Emergency fund to support the Black and Gold Initiative (BGI) in fiscal year 2022. One discretionary grant award will be disbursed to BGI for the partial provision of student mentoring services.

Population and Service Levels

The BGI provides mentoring services to a high school student cohort group of approximately 25 Black male youths in the Champaign-Urbana area. Selected students participate in BGI's Mentally Investing Now Determines Success (MINDS) Program for

16 days during a 16-week semester. During these meetings, students focus on developing eight critical life skills, including effective communication, decision-making, goal setting, respect, teamwork, citizenship, conflict resolution, and time management. High school seniors in the program have the opportunity to earn a \$2,000 scholarship award for their first year in college. Additionally, MasterMINDS provides a two-

week summer program for extended learning.

The BGI fully supports students by also providing much-needed tangible resources, such as phones, transportation, and temporary shelter.

The table below displays service-level information.

	FY23	FY24 (est)	FY25 (proj)
Number of students participating in the program	24	25	25
Number of mentors providing support to students	10	10	10
Number of biweekly mentorship classes attended by students	6	8	8

Career and Technical Education – Basic

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$66,000,000	\$66,000,000	\$70,000,000	\$70,000,000	\$70,000,000
Change from	\$0	\$0	\$4,000,000	\$0	\$0
Prior Year	0.00%	0.00%	6.06%	0.00%	0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25**
Grant Award	\$45,433,749	\$47,207,040	\$48,668,688	\$50,390,065	TBD
Change from	\$709,496	\$1,773,291	\$1,461,648	\$1,721,377	TBD
Prior Year	1.59%	3.90%	3.10%	3.54%	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 2025 amounts are to be determined (TBD).

Board Goals

The program aligns with the following Board goals:

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.

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

Program Mission

Career and Technical Education (CTE) programs in Illinois strengthen students' technical skills; facilitate transitions to

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

Purpose

The purpose of CTE is to provide educational opportunities to fully develop academic, technical, and employability skills for career opportunities, specific job training, and occupational retraining; to learn about

nontraditional occupations; and to support special populations of students. Business and industry will be working even more closely with secondary and postsecondary entities in the coming year to align the pathways to the needs in local areas. These opportunities enable students to succeed in secondary and postsecondary education. The Education for Employment (EFE) regional delivery systems assist in maintaining and expanding technical skills of the state's labor force and promote economic growth and development. The EFEs will work with districts to strengthen partnerships with postsecondary schools, business, and industry.

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

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

Reimbursement/Distribution Method

Grant award allocations at the state level are based on the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

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

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

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

Federal funds (85 percent of the grant award) are distributed to eligible recipients through allocation formulas. The secondary school allocations are calculated from census data, with 30 percent of the total based on the 5- to 17-year-old population and 70 percent based on the 5- to 17-year-old population below the poverty level. ICCB has the responsibility for postsecondary and adult CTE programs. The community college allocations are calculated from Pell Grant count data. Reserve funds, which will be up to 15 percent of the 85 percent for formula grants, will be awarded to fund equity-oriented innovative approaches in high-needs districts. Statewide leadership activities (8 percent of grant award) are conducted according to the provisions of Perkins V.

Population and Service Levels

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

Students Served

	FY21	FY22	FY23	FY 24 (est)	FY 25 (proj)
Secondary Students	228,797	266,448	278,543	280,000	282,000
Community College Students	98,681	99,977	103,840	105,000	107,000
Total Students	327,478	366,425	382,383	385,000	389,000

Programs Offered

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Secondary Schools Offering Programs	541	648	658	660	665
Community Colleges Offering Programs	48	48	48	48	48
Total Programs	589	696	706	708	713

Child Nutrition Programs

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

Funding Source – Federal (ALN 10.541,10.555,10.558,10.560,10.582)

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$1,062,500,000	\$1,062,500,000	\$1,062,500,000	\$1,250,000,000	\$1,250,000,000
Change from	\$0	\$0	\$0	\$187,500,000	\$0
Prior Year	0.00%	0.00%	0.00%	17.65%	0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25
Grant Award	\$962,494,045	\$1,147,522,982	\$1,033,387,607	TBD	TBD
Change from	\$173,645,282	\$185,028,937	(\$114,135,375)	TBD	TBD
Prior Year	22.01%	19.22%	(9.95%)	TBD	TBD

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

Board Goals

The program aligns with the following Board goals:

Student Learning: 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.

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.

Program Mission

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

Purpose

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

Reimbursement/Distribution Method

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

The federal government provides a basic level of reimbursement for all lunches served to students eligible for reduced-price and free meals as well as to students who are not eligible (paid category).

The following tables display the reimbursement rates for several USDA programs.

Fiscal year 2024 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***	\$0.40-0.48	\$0.42-0.50
Reduced-price**	\$3.85-3.93	\$3.87-3.95
Free***	\$4.25-4.33	\$4.27-4.35

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

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

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

FY 2024 federal reimbursement rates for the SBP:

	Rate	Rate for Severe Need Schools*
Paid breakfast reimbursement	\$0.38	\$0.38
Reduced-price breakfast reimbursement	\$1.98	\$2.43
Free breakfast reimbursement	\$2.28	\$2.73

*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 2024 federal reimbursement rates for the After-School Care Snack Program:

	Rate
Paid snack reimbursement	\$0.10
Reduced-price snack reimbursement	\$0.58
Free snack reimbursement	\$1.17

FY 2024 federal reimbursement rates for the Special Milk Program (SMP):

	Rate
Paid special milk	\$0.2625
Free special milk	Avg. cost per ½ pint

FY 2023 (June 2023-August 2023) federal reimbursement rates for the Summer Food Service Program (SFSP):

	Operating Rates	Administrative Rates	
		Rural/Self-Prep	Urban/Vended
Breakfasts	\$2.57	\$0.2550	\$0.2025
Lunches/suppers	\$4.48	\$0.4700	\$0.3900
Supplements	\$1.04	\$0.1275	\$0.1000

FY 2024 federal reimbursement rates for the Child and Adult Care Food Program (CACFP):

Child Care Center Rates	Breakfasts	Lunch & Suppers	After-School Snacks
Paid	\$0.38	\$0.40	\$0.10
Reduced	\$1.98	\$3.85	\$0.58
Free	\$2.28	\$4.25	\$1.17

Day Care Home Rates	Breakfasts	Lunch & Suppers	Supplements
Tier I	\$1.65	\$3.12	\$0.93
Tier II	\$0.59	\$1.88	\$0.25

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 \$0.2950 per meal for FY 2024.

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 \$0.365 per meal (\$0.295 per meal plus 12 percent provision dollars) for FY 2024.

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

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
LUNCH					
Percent of students eligible for free and reduced-price meals	100%	100%	63%	65%	67%
Child Nutrition Programs Enrollment Rate	100%	100%	67%	69%	71%
Number of Sponsors	234	1,067	1,046	1,067	1,088
Number of Sites	453	4,181	4,066	4,147	4,230
Number of Meals	1,734,658	163,069,178	147,185,449	150,129,158	153,131,741
BREAKFAST					
Number of Sponsors	163	847	811	827	844
Number of Sites	341	3,665	3,576	3,648	3,720
Number of Meals	1,132,208	74,077,673	65,942,696	67,261,550	68,606,781
SNACKS					
Number of Sponsors	54	141	147	150	153
Number of Sites	120	521	487	497	507
Number of Meals	343,673	2,512,089	2,250,900	2,295,918	2,341,836

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

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

The table below displays the number of milks served.

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Number of Sponsors	199	211	208	212	216
Number of Sites	296	327	358	365	372
Number of Milks	1,845,072	4,537,035	4,476,008	5,585,528	5,697,239

The FFVP is a competitive program available to public schools, nonprofit private schools, and residential child care institutions. Selected schools must be elementary schools, participate in the NSLP, and have 50 percent or more of their students qualify for free and reduced-price meals.

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

	FY23	FY24 (est)
Number of Sponsors	140	143
Number of Sites	1,589	1,621
Number of Meals	3,875,111	3,952,613

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

	FY23	FY24 (est)
Number of Sites	387	395
Number of Students	133,920	136,598
Allocation per Student	\$50.00-\$75.00	\$50.00-\$75.00

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 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 adult care portion of the program is administered by the Department on Aging. Meals/snacks must meet federal requirements.

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

	FY23	FY24 (est)
Number of Sponsors – Child Care Centers	743	758
Number of Sites – Child Care Centers	2,625	2,678
Number of Sponsors – Child Care Homes	10	10
Number of Sites – Child Care Homes	4,206	4,290
Number of Meals	73,475,559	74,945,070

Elementary and Secondary School Emergency Relief Funds

Legislative Reference – PL 116-136; PL 117-2
Funding Source – Federal (ALN 84.425D; 84.425U)

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$7,875,295,000	\$7,781,206,400	\$6,215,389,700	\$4,048,807,500	\$2,227,733,400
ESSER I	\$569,500,000	\$475,411,400	\$41,543,000	\$5,738,400	\$0
ESSER II	\$2,250,805,000	\$2,250,805,000	\$1,162,038,900	\$524,556,000	\$81,470,400
ARP ESSER	\$5,054,990,000	\$5,054,990,000	\$5,011,807,800	\$3,518,513,100	\$2,146,263,000
Change from Prior Year	\$7,305,795,000	(\$94,088,600)	(\$1,565,816,700)	(\$2,166,582,200)	(\$1,821,074,100)
	1282.84%	(1.19%)	(20.12%)	(34.86%)	(44.98%)

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25
Grant Award	\$5,620,796,927	\$1,688,609,898	N/A	N/A	N/A
ESSER I	\$0	\$0	N/A	N/A	N/A
ESSER II	\$ 2,250,804,891	\$0	N/A	N/A	N/A
ARP ESSER	\$ 3,369,992,036	\$ 1,688,609,898	N/A	N/A	N/A
Change from Prior Year	\$5,051,329,709	(\$3,932,187,029)	N/A	N/A	N/A
	887.0%	(69.96%)	N/A	N/A	N/A

*The ESSER I award is funded by the Coronavirus Aid, Relief, and Economic Security Act and had a funding period through September 30, 2022. The ESSER II award is funded by the Coronavirus Response and Relief Supplemental Appropriations Act and had a funding period through September 30, 2023. The ARP ESSER award is funded by the American Rescue Plan Act of 2021 and has a funding period through September 30, 2024.

Board Goals

The program aligns with the following Board goals:

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.

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.

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

Program Mission

The mission of the Elementary and Secondary School Emergency Relief (ESSER) I and II and American Rescue Plan (ARP) Act ESSER programs is to provide services to all schools and educational entities in a Local Education Agency (LEA) regardless of participation in Title programs. The ESSER I and II and ARP ESSER programs provide relief funding to

Illinois LEAs, including charter schools that are LEAs, that received an allocation under Title I, Part A of the Elementary and Secondary Education Act (ESEA) of 1965.

ESSER I and II and ARP ESSER State Education Agency (SEA) reserve programs provide pre-K through Grade 12 services to all schools and educational entities in an LEA regardless of participation in Title programs. The SEA reserve provides relief funding to non-Title I, Part A-eligible LEAs; Education for Employment (EFE) systems/vocational centers, Regional Offices of Education (ROEs), special education cooperatives that did not receive allocations under Title I, Part A of the ESEA; and other emergency needs as determined by the state.

ESSER I nonpublic school programs provide a proportionate share to LEAs so they can offer equitable services based on low-income count or total enrollment.

Purpose

The purpose of the program is to provide supplemental services to prevent, prepare for, and respond to the COVID-19 pandemic. Districts are strongly encouraged to explore the use of these funds to address the needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth; outreach and service delivery; technology for online learning (including hardware, software, and connectivity); mental health services and supports; summer learning and supplemental after-school programs; professional development to minimize the spread of

infectious diseases (e.g., sanitation training); cleaning and sanitizing school and district buildings; and other activities necessary to maintain the operation and continuity of services.

Reimbursement/Distribution Method

ESSER I and II and ARP ESSER funds provide grant opportunities that utilize Coronavirus Aid, Relief, and Economic Security (CARES) Act; Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act; and ARP Act dollars to assist districts in reducing barriers to prevent, prepare for, and respond to the COVID-19 pandemic.

ESSER I funds are distributed through formula grants based on the percentage of Title I, Part A funds received in FY 2020. ESSER II and ARP ESSER funds are distributed through formula grants based on the percentage of Title I, Part A funds received in FY 2021.

Population and Service Levels

The information below shows the ESSER I and II and ARP ESSER grant award allocation at the state level based on the CARES, CRRSA, and ARP Acts.

Grant Award

- 90.0% Mandatory subgrants to LEAs
- 9.5% Subgrants to Non-Title I, Part A-eligible LEAs; EFE systems/vocational centers, ROEs/regional programs, and special education cooperatives; and other emergency needs as determined by the state
- 0.5% Administrative costs

The following tables display ESSER I and II and ARP ESSER scope of service-level information:

ESSER I – Mandatory LEA Subgrants and SEA Set-Aside Programs

Category	Program	Service Level	FY22	FY23	FY24 (est)
Mandatory Subgrants to LEAs					
Local Supplement	90% to Title I Districts	Districts funded	323	147	N/A
SEA Set-Aside					
Local Supplement	Non-Title I Entities	Entities funded	20	12	N/A
	Early Childhood	Entities funded	12	1	N/A
Student Learning	Digital Equity I Formula Grant	Districts funded	368	48	N/A
	Illinois Department of Innovation and Technology	Entities served	993	N/A	N/A
	Digital Professional Development Grant	Districts funded	92	16	N/A
	Learning Technology Center	Entities served	890	N/A	N/A
Elevating Educators	Virtual Coaching/Teacher Mentoring	Districts served	43	104	104

ESSER II – Mandatory LEA Subgrants and SEA Set-Aside Programs

Category	Program	Service Level	FY22	FY23	FY24 (est)
Mandatory Subgrants to LEAs					
Local Supplement	90% to Title I Districts	Districts funded	847	568	587
SEA Set-Aside					
Local Supplement	Non-Title Entities	Entities funded	143	27	12
Student Learning	Digital Equity II Formula Grant	Districts funded	315	467	276
	Fall Administration of Assessments	Districts served	865	N/A	N/A
	IBHE-Led High Impact Tutoring Program	Districts served	12	56	70
	District-Led High Impact Tutoring Formula Grant	Districts funded	N/A	70	70
	Bridge Program - OneGoal	Districts served	26	33	31
	Jumpstart K & 1st Grade	Entities funded	43	40	23
	Interim Assessments	Districts served	15	26	25
	Priority Learning Standards/ Curriculum Evaluation Tool	Districts served	60	75	N/A
Learning Conditions	Community Partnership Grants	Entities funded	136	136	136
	Social & Emotional Learning Hubs	Entities served	506	750	950
	REACH Statewide Expansion	Entities served	130	257	350
	Student Care	Entities served	1232	1232	1232
Elevating Educators	Teacher Mentoring	Districts served	43	122	122
	Principal Mentoring	Districts served	150	150	150
	Affinity Groups	Districts served	35	49	50

ARP ESSER – Mandatory LEA Subgrants and SEA Set-Aside Programs

Category	Program	Service Level	FY22	FY23	FY24 (est)
Mandatory Subgrants to LEAs					
Local Supplement	90% to Title I Districts	Districts funded	849	839	744
SEA Set-Aside					
Local Supplement	Learning Loss Formula Grant to LEAs	Entities funded	889	870	777
	After School Programs Formula Grant to LEAs	Entities funded	889	870	777
	Summer Enrichment Formula Grant to LEAs	Entities funded	889	870	777
	Special Education Cooperatives	Entities funded	56	54	44
	Non-Title Entities	Entities funded	93	80	60
Student Learning	Digital Equity III Formula Grant	Districts funded	N/A	301	386
	High Impact Tutoring	Districts served	N/A	56	70
	Interim Assessments	Districts served	N/A	26	25
	Priority Learning Standards	Districts served	60	75	N/A
Learning Conditions	Community Partnership Grants	Entities served	N/A	136	136
	Social & Emotional Learning Hubs	Entities served	N/A	750	950
Elevating Educators	Educator Pipeline - Special Education	Entities served	N/A	33	34
	Educator Pipeline - Bilingual Education	Entities served	N/A	143	191
	Principal Mentoring	Districts served	N/A	150	150
	Affinity Groups	Districts served	N/A	49	50

Emergency Assistance to Non-Public Schools

Legislative Reference – PL 116-260; PL 117-2
Funding Source – Federal (ALN 84.425R; 84.425V)

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$167,736,400	\$167,736,400	\$129,611,900	\$128,015,900	\$51,780,100
EANS I	\$84,490,000	\$84,490,000	\$83,246,400	\$47,829,500	\$5,783,500
ARP EANS	\$83,246,400	\$83,246,400	\$46,365,500	\$80,186,400	\$45,996,600
Change from Prior Year	\$167,736,400 100.00%	\$0 0.00%	(\$38,124,500) (22.73%)	(\$1,596,000) (1.23%)	(\$76,235,800) (59.55%)

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25
Grant Award	\$84,489,804	\$83,246,346	N/A	N/A	N/A
EANS I	\$84,489,804	\$0	N/A	N/A	N/A
ARP EANS	\$0	\$83,246,346	N/A	N/A	N/A
Change from Prior Year	\$84,489,804 100.00%	(\$1,243,458) (1.47%)	N/A	N/A	N/A

*The EANS I award was funded by the Coronavirus Response and Relief Supplemental Appropriations Act and had a funding period through September 30, 2023. The ARP EANS award is funded by the American Rescue Plan Act of 2021 and has a funding period through September 30, 2024. These are multi-year awards to the Office of the Governor. The Illinois State Board of Education is the fiscal agent for these awards.

Board Goals

The program aligns with the following Board goals:

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 special attention paid to historic inequities.

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.

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

Program Mission

The mission of the Emergency Assistance to Non-Public Schools (EANS) I and American Rescue Plan (ARP) EANS programs is to provide COVID-19 relief services to all Illinois-registered pre-K through 12 nonpublic schools.

The programs ensure that a proportionate share of services based on low-income count goes to such schools.

Purpose

The purpose of the program is to provide services to nonpublic schools to prevent, prepare for, and respond to the COVID-19 pandemic. Illinois-registered nonpublic schools are strongly encouraged to explore the use of these services to address the needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Services

can include outreach and service delivery, technology for online learning (including hardware, software, and connectivity), mental health services and supports, summer learning and supplemental after-school programs, professional development to minimize the spread of infectious diseases (e.g., sanitation training), cleaning and sanitizing school and district buildings, and other activities necessary to maintain the operation and continuity of services.

Reimbursement/Distribution Method

EANS I and ARP EANS programs provide service opportunities that utilize Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act and ARP Act funds to assist Illinois-registered nonpublic schools in reducing barriers to prevent, prepare for, and respond to the COVID-19 pandemic.

EANS I and ARP EANS service allocations are determined based on enrollment and distributed through an application process.

Population and Service Levels

The following tables display EANS I and ARP EANS scope of service-level information:

EANS I

	FY22	FY23	FY24 (est)	FY25 (proj)*
Number of Schools Served	240	182	100	N/A
Number of Students Served	56,980	51,910	30,000	N/A

**The EANS I funding period ended September 30, 2023.*

ARP EANS

	FY22	FY23	FY24 (est)	FY25 (proj)
Number of Schools Served	10	68	68	68
Number of Students Served	1,119	13,130	13,130	13,130

Governor’s Emergency Education Relief Funds

Legislative Reference – PL 116-136; PL 116-260
Funding Source – Federal (ALN 84.425C)

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$240,900,000	\$155,413,400	\$70,486,000	\$34,490,200	\$6,657,500
GEER I	\$108,500,000	\$107,508,400	\$24,120,500	\$4,701,700	\$0
GEER II	\$132,400,000	\$47,905,000	\$46,365,500	\$29,788,500	\$6,657,500
Change from Prior Year	\$132,400,000 122.03%	(\$85,486,600) (35.49%)	(\$84,927,400) (54.65%)	(\$35,995,800) (51.07%)	(\$27,832,700) (80.70%)

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25
Grant Award	\$47,904,238	\$11,080	N/A	N/A	N/A
GEER I	\$0	\$3,012	N/A	N/A	N/A
GEER II	\$47,904,238	\$8,068	N/A	N/A	N/A
Change from Prior Year	(\$60,593,519) (55.85%)	(\$47,893,158) (99.98%)	N/A	N/A	N/A

**The GEER I award was funded by the Coronavirus Aid, Relief, and Economic Security Act and had a funding period through September 30, 2022. The GEER II award was funded by the Coronavirus Response and Relief Supplemental Appropriations Act and had a funding period through September 30, 2023. These were multi-year awards to the Office of the Governor. The Illinois State Board of Education was the fiscal agent for these awards.*

Board Goals

The program aligns with the following Board goals:

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 special attention paid to historic inequities.

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.

Elevating Educators: Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their

effectiveness in providing each and every child a high-quality education that meets their needs.

Program Mission

The mission of the Governor’s Emergency Education Relief (GEER) I and II programs is to provide services to help close the education divide in three primary areas—early childhood, K-12, and higher education—so students can engage in robust and meaningful learning opportunities, whether in-person or at home.

Purpose

GEER I and II funds provide grant opportunities that utilize Coronavirus Aid, Relief, and Economic Security (CARES) Act and Coronavirus Response and Relief Supplemental Appropriations Act 2021 funding to assist entities in reducing barriers

to prevent, prepare for, and respond to the COVID-19 pandemic.

Reimbursement/Distribution Method

ISBE is utilizing GEER I and II funds for multiple programs as displayed in the table below:

Program/Purpose	Estimated Allocation
Digital Equity Grants for Connectivity and Devices for Local Education Agencies	\$39,500,000
Early Childhood Grants	\$28,100,000
Student Care Department to Support Student Safety and Social-Emotional Learning	\$2,500,000
Jumpstart Kindergarten Grants for Lost Instructional Time	\$5,000,000

Population and Service Levels

The following table displays GEER service-level information:

	FY22	FY23	FY24 (est)
Digital Equity Grant Recipients	84	19	N/A
Early Childhood Education Grant Recipients	150	19	N/A
School Districts Served by ISBE Student Care Department	852 public school districts; 396 nonpublic schools; 134 charter schools		
Jumpstart Kindergarten Grant Recipients	115	92	89

Homeless Children and Youth – American Rescue Plan Act

*Legislative Reference – PL 117-2
Funding Source – Federal (ALN 84.425W)*

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$33,115,000	\$33,115,000	\$33,118,500	\$26,029,700	\$16,312,800
Change from	\$33,115,000	\$0	\$3,500	(\$7,088,800)	(\$9,716,900)
Prior Year	100.00%	0.00%	0.01%	(21.40%)	(37.33%)

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25
Grant Award	\$8,278,217	\$24,850,845	N/A	N/A	N/A
Change from	\$8,278,217	\$16,572,628	N/A	N/A	N/A
Prior Year	100.00%	200.20%	N/A	N/A	N/A

**This federal grant award is funded by the American Rescue Plan Act and has a funding period through September 30, 2024.*

Board Goal

The program aligns with the following Board goal:

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

Program Mission

Students experiencing homelessness have been increasingly under-identified as a result of the COVID-19 pandemic. The critical role of educators and staff in schools and districts to properly identify such students may have been impeded by the remote learning situation. These students have remained underserved by schools, districts, and states. American Rescue Plan (ARP) Act funding to support students experiencing homelessness has tremendous potential to

expand the systems in Illinois to identify and support the needs of homeless children and youth.

Purpose

The purpose of this program is to support the specific needs of homeless children and youth via the ARP Elementary and Secondary School Emergency Relief – Homeless Children and Youth Fund. Funds will be used to identify homeless children and youth, to provide homeless children and youth with wrap-around services to address the challenges of COVID-19, and to enable homeless children and youth to attend school and fully participate in school activities.

Reimbursement/Distribution Method

Up to 25 percent of the funding will be utilized for state-level activities. The remaining 75 percent will be distributed to existing McKinney-Vento subgrantees, and Local

Education Agencies based on a prescribed formula.

The table below displays service-level information.

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.

	FY23	FY24 (est)	FY25 (proj)
School districts and charter schools eligible for funding	807	807	807
Non-school districts eligible for funding	7	7	7

Individuals with Disabilities Education Act – Illinois DeafBlind Project

*Legislative Reference – PL 108-446
Funding Source – Federal (ALN 84.326T)*

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$800,000	\$800,000	\$800,000	\$800,000	\$800,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25**
Grant Award	\$343,838	\$343,838	\$343,838	\$375,869	TBD
Change from Prior Year	\$0	\$0	\$0	\$32,031	TBD
	0.00%	0.00%	0.00%	9.32%	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 2025 amounts are to be determined (TBD).*

Board Goals

The program aligns with the following Board goals:

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.

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

Program Mission

The mission of the program is to provide supplemental funds for equitable services,

including technical assistance, information, and trainings, for staff and families of students who are deafblind. These efforts enhance the educational experience for students who are deafblind from birth through age 21 in a safe and healthy environment.

Purpose

The purpose of the program is to provide technical assistance, information, and training to staff and families to address early intervention, special education, and transitional and related service needs of children with deafblindness. The project also enhances state capacity to improve services and outcomes for children and their families by providing trainings and supports for qualified interveners, tactile interpreters, and other relevant stakeholders. Additionally, the project keeps a census of students who are eligible. Services are coordinated with other state agencies that have responsibilities for

providing services to children who are deafblind.

Population and Service Levels

The following table displays service-level information:

Reimbursement/Distribution Method

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

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Students served	327	318	284	285	285
Number of referrals received	23	23	15	20	20
Number of service provider contacts	2,038	3,588	4,188	4,200	4,200
Number of family contacts	1,830	1,239	2,298	2,300	2,300
Number of school districts served	138	133	112	115	115
Number of trainings provided	16	8	10	12	12
Number of persons trained	167	137	110	115	120
Website visits	10,985	8,249	17,017	17,510	17,500

Individuals with Disabilities Education Act - Part B

Legislative Reference – PL 108-446
Funding Source – Federal (ALN 84.027A; 84.027X)

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$754,000,000	\$949,576,400	\$949,576,400	\$949,576,400	\$949,576,400
Change from	\$0	\$195,576,400	\$0	\$0	\$0
Prior Year	0.00%	25.94%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25**
Grant Award	\$549,779,217	\$659,957,428	\$570,895,141	\$604,031,726	TBD
IDEA Part B	\$549,779,217	\$556,358,744	\$570,895,141	\$604,031,726	TBD
ARP IDEA	\$0	\$103,598,684	N/A	N/A	N/A
Change from	\$15,678,399	\$110,178,211	(\$89,062,287)	\$33,136,585	TBD
Prior Year	2.94%	20.04%	(13.50%)	5.80%	TBD

*Federal grant awards may be spent over a 27-month period. ARP IDEA award was funded by the American Rescue Plan Act of 2021 and had a funding period through September 30, 2023. State appropriations and grant awards will not match for these reasons. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2025 amounts for the federal grant award are to be determined (TBD).

Board Goals

The program aligns with the following Board goals:

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.

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.

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

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

Program Mission

The mission of the program is to help local school districts and service provider agencies meet the individual academic and behavioral needs of students with disabilities ages 3-21 so they may progress in the general curriculum and achieve equitable outcomes.

Purpose

The purpose of the program is to provide supplemental funds to ensure all children with disabilities ages 3-21 receive a free appropriate public education in the least

restrictive environment. Funds are used for teacher and teachers' aides salaries; other personnel (e.g., social workers, psychologists, physical therapists); training; specialized consultants; and instructional supplies, materials, and equipment.

Reimbursement/Distribution Method

The following information shows the Individuals with Disabilities Education Act (IDEA) – Part B grant award allocation at the state level:

Grant Award

- 89% Formula Grants
- 11% State Set-Aside
 - 50% Room and Board Reimbursement
 - 33% Discretionary Funds
 - 17% Administration

Formula grant funds are distributed to school districts based on the amount received in

fiscal year 2000. Funds in excess of the total base amount required are distributed based on the relative population of children ages 3-21 (85 percent) and on the relative population of those children who are living in poverty (15 percent). Funds are also used to provide room-and-board costs for children with disabilities placed in private facilities, to fund special discretionary projects, and to pay administrative costs.

Unexpended funds from IDEA – Part B that are initially reserved for room-and-board reimbursements are used to pay school districts for the costs of those students with disabilities whose program costs exceed four times the district's per capita tuition rate.

Population and Service Levels

The following table displays service-level information:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Number of students with disabilities ages 3-21 eligible for special education	268,462	266,410	269,925	270,460	271,492
School districts/co-ops	865	865	865	865	865
District allotments	\$484,174,213	\$490,903,268	\$500,707,146	\$508,461,142	\$516,727,609

Individuals with Disabilities Education Act – Part B Preschool

Legislative Reference – PL 108-446
Funding Source – Federal (ALN 84.173A; 84.173X)

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$29,200,000	\$41,000,000	\$41,000,000	\$41,000,000	\$41,000,000
Change from	\$0	\$11,800,000	\$0	\$0	\$0
Prior Year	0.00%	40.41%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25**
Grant Award	\$18,199,069	\$27,322,994	\$18,973,506	\$19,409,261	TBD
IDEA	\$18,199,069	\$18,344,525	\$18,973,506	\$19,409,261	TBD
ARP IDEA	\$0	\$8,978,469	N/A	N/A	N/A
Change from	\$124,771	\$9,123,925	(\$8,349,488)	\$435,755	TBD
Prior Year	0.69%	50.13%	(30.56%)	2.30%	TBD

*Federal grant awards may be spent over a 27-month period. ARP IDEA award was funded by the American Rescue Plan Act of 2021 and has a funding period through September 30, 2023. State appropriations and grant awards will not match for these reasons. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2025 amounts for the federal grant award are to be determined (TBD).

Board Goals

The program aligns with the following Board goals:

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.

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.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child an education that meets their needs

Program Mission

The mission of the program is to support schools in developing a comprehensive early learning system that enables all children with disabilities ages 3 through 5 to be educated appropriately.

Purpose

The purpose of the program is to help school districts and special education cooperatives offer more comprehensive programs for children with disabilities ages 3 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 on the below table 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 are eligible to participate. The following table displays service-level information:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Children served	22,909	22,750	25,336	26,092	27,306
School districts/ special ed co-ops	815	763	763	763	763
District allotments	\$13,401,309	\$13,508,404	\$14,119,033	\$14,393,973	\$14,752,835

Individuals with Disabilities Education Act – Part D State Personnel Development

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25**
Grant Award	\$1,200,000	\$4,200,000	\$1	\$2,100,000	TBD
Change from	\$200,000	\$3,000,000	(\$4,199,999)	\$2,099,999	TBD
Prior Year	20.00%	250.00%	(100.00%)	N/A	TBD

**Awards for this program are multi-year and correspond to a project period through September 30, 2025. ISBE received \$4.2 million in fiscal year 2022, which provided funding for FY 2022 and 2023; thus, the FY 2023 and FY 2024 changes do not reflect actual funds available in those years.*

***State FY 2025 amounts for the federal grant aware are to be determined (TBD).*

Board Goals

The program aligns with the following Board goals:

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.

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

Program Mission

The mission of the program is to increase the capacity of school districts to implement

high-quality, research-based, and standards-aligned curriculum, instruction, interventions, and assessment to improve performance and ensure equitable outcomes of students, particularly those who receive special education and related services, by developing and implementing initiatives to promote the recruitment and retention of special education teachers.

Purpose

The purpose of the Individuals with Disabilities Education Act (IDEA) – Part D State Personnel Development Grant is to assist State Education Agencies in reforming and improving their systems for personnel preparation and professional development in early intervention, educational, and transition services in order to improve the results for children with disabilities.

This grant will be used for the Illinois Elevating Special Educators (IESE) Network

Project. The primary objectives of IESE Network are:

- 1) to enhance the effectiveness of staff who support students with disabilities through research-based professional development;
- 2) to deliver mentoring to increase the retention of early career special education teachers to address the Illinois special education teacher shortage;
- 3) to increase the engagement of families as partners in the educational process and decision making; and
- 4) to deliver professional learning and technical assistance to build seamless and sustainable delivery systems for specialized populations of learners.

Reimbursement/Distribution Method

The U.S. Department of Education awards State Personnel Development funds to states on a multi-year basis. ISBE was awarded a new five-year grant totaling \$9.6 million in October 2020 that will extend

through September 30, 2025. Grant funds were distributed in the amount of \$1.2 million in FY 2021 and \$2.1 million every year thereafter through FY 2025. Grant funds will be distributed to Regional Office of Education (ROE) 9 for coordination with other ROEs.

Population and Service Levels

There were 289,165 students with disabilities ages 3-21 eligible for special education in Illinois during the 2021-22 school year. The IDEA Part D grant will target initiatives to promote the retention and recruitment of special education teachers. There were a reported 611 special education teacher vacancies during the 2021-22 school year; that constitutes approximately 30 percent of all vacant teacher positions. This grant will seek to reduce the number of unfilled vacancies by increasing the retention of early career special educators through the provision of professional learning and coaching to support their early career development.

The following table displays service-level information:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Number of students with disabilities ages 3-21 eligible	291,371	289,165	269,925	270,460	271,492
Number of special education teacher vacancies	494	611	1,105	1,105	1,105
Special education vacancies as a % of total teacher vacancies	31.3%	30.4%	32.9%	32.8%	32.8%

Mental Health Services Professional Demonstration

Legislative Reference – PL 114-95 and 115-245

Funding Source – Federal (ALN 84.184X)

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	N/A	N/A	N/A	\$3,600,000	\$3,600,000
Change from Prior Year	N/A	N/A	N/A	\$3,600,000	\$0
	N/A	N/A	N/A	N/A	0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24**	FY25***
Grant Award	N/A	N/A	\$2,745,403	\$2,266,018	TBD
Change from Prior Year	N/A	N/A	\$2,745,403	(\$479,385)	TBD
	N/A	N/A	N/A	(17.46%)	TBD

*Federal grant awards may be spent over multiple years. This is for two multi-year awards over a five-year period through December 31, 2027. State appropriations and grant awards will not match for those reasons. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

**One of the fiscal year 2024 awards includes funds for calendar year 2025.

*** State fiscal year 2025 amounts for this federal grant award are to be determined (TBD).

Board Goal

The program aligns with the following Board goal:

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.

Program Mission

The mission of the program is to increase the number and diversity of high-quality, trained providers available to address the shortages of mental health services professionals in schools served by high-need Local Education Agencies (LEAs).

Purpose

The purpose of this program is to train

school-based mental health services providers for employment in schools and LEAs. The Mental Health Services Professional Demonstration Grant enables ISBE to form partnerships with institutions of higher education (IHEs) and LEAs to support and demonstrate such innovative training. Selected LEAs must have a specific high ratio of mental health services providers to students. The districts that are chosen must meet this criteria and be in the regions served by the IHE.

Reimbursement/Distribution Method

Funds are distributed to district partnerships as identified in the approved program plans.

Population and Service Levels

This program will serve districts/students/trainees in the northern region of the state. Population and service levels are to be determined.

Preschool Development Grant – Birth through 5

Legislative Reference – PL 111-5
Funding Source – Federal (CFDA 93.434)

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$15,000,000	\$20,000,000	\$35,000,000	\$35,000,000	\$35,000,000
Change from Prior Year	\$11,250,000 300.00%	\$5,000,000 33.33%	\$15,000,000 75.00%	\$0 0.00%	\$0 0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24**	FY25**
Grant Award	\$13,414,500	\$13,414,500	\$4,000,000	TBD	TBD
Change from Prior Year	(\$277,841) (2.03%)	\$0 0.00%	(\$9,414,500) (70.18%)	TBD	TBD

*Federal grant awards may cross fiscal years and include carryover amounts from a prior year award. The Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

**Fiscal year 2024 and FY 2025 amounts are to be determined (TBD).

Board Goals

The program aligns with the following Board goals:

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.

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

Program Mission

The mission of the program is to develop an overarching statewide strategic plan, informed by a needs assessment, that 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 of the program 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.

Illinois received a Preschool Development Birth through Five Planning Grant (PDG B-5) in January 2023. The planning grant is for one year; but ISBE is received an additional one-year, no-cost extension. The U.S. Department of Health and Human Services announced in December 2023 that it would post a full PDG competition (for a three-year grant) in Spring 2024.

The PDG B-5 Planning Grant builds on initiatives and infrastructure developments that resulted from previous PDG B-5 grant cycles and incorporates innovations and projects that will continue to strengthen Illinois' integrated early childhood system to prepare low-income and disadvantaged children to enter kindergarten.

The grant includes the following activities:

- **Activity 1:** Conduct or update a thorough statewide birth through 5 needs assessment of the availability and quality of existing programs/services in the state.
- **Activity 2:** Develop or update a strategic plan, based on the needs assessment results, that recommends collaboration, coordination, and quality improvement activities among existing programs.

- **Activity 3:** Maximize parent and family engagement in the birth through 5 system.
- **Activity 4:** 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 5:** Improve the overall quality of early childhood care and education programs in the state.

Planning grant activities, in addition to work in the aforementioned areas, also align to an announcement by Governor Pritzker in October 2023 that various state agencies that oversee early childhood care and programming would be merged into a single state early childhood agency in FY 2027.

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 by the Illinois State Board of Education along with other state agencies.

School-Based Mental Health Services

Legislative Reference – PL 4631
Funding Source – Federal (ALN 84.184H)

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	N/A	N/A	N/A	\$7,500,000	\$7,500,000
Change from Prior Year	N/A	N/A	N/A	\$7,500,000	\$0
	N/A	N/A	N/A	N/A	0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25**
Grant Award	N/A	N/A	\$3,570,217	\$2,691,893	TBD
Change from Prior Year	N/A	N/A	\$3,570,217	(\$878,324)	TBD
	N/A	N/A	100.00%	(24.60%)	TBD

*This is a multi-year award over a five-year period through December 31, 2027.

** State fiscal year 2025 amounts for this federal grant award are to be determined (TBD).

Board Goal

The program aligns with the following Board goal:

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.

Program Mission

The purpose of the program is to increase recruitment and retention-related incentives for school-based mental health services providers; promote the re-specialization and professional retraining of existing mental health services providers to qualify them for work in Local Education Agencies (LEAs) with demonstrated need; and increase the diversity and cultural and linguistic competency of school-based mental health services providers, including competency in providing identity-safe services.

Purpose

The purpose of this program is to provide grants to LEAs to increase the number of credentialed mental health services providers that offer school-based mental health services to students with demonstrated need.

Reimbursement/Distribution Method

Funds are distributed to school districts as identified in the approved program plan.

Population and Service Levels

This grant requires partnership with 16 high-need LEAs. The selection criteria for this application are based on the following three items: higher ratios of mental health services providers to students, higher rates of poverty, and inclusion in the top 20 percent of LEAs with racially disproportionate exclusionary discipline.

Goals related to training, paid internships, stipends after hiring, and diversity of the field are tied to specific outcomes that will

increase the number of unduplicated credentialed mental health services providers in Illinois.

The following table provides service-level information.

	FY24 (est)	FY25 (proj)
Unduplicated credentialed mental health service providers	20	TBD

STOP - School Violence Prevention and Mental Health Training

*Legislative Reference – 34 USC 10551-54
Funding Source – Federal (ALN 16.839)*

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY21**	FY22**	FY23**	FY24**	FY25**
Grant Award	\$0	\$0	\$0	\$0	\$0
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	N/A	N/A	N/A	N/A	N/A

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

*** The current award expires on Sep. 30, 2024, and no new awards are expected*

Board Goal

The program aligns with the following Board goal:

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.

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 collaborates with Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs), local universities, and school districts to provide quarterly training for school personnel, law enforcement personnel, and other adults who interact with youth. Facilitators use the National Council for Behavioral Health’s curriculum for Youth

Mental Health First Aid (YMHFA) as they conduct trainings at regional locations or district sites. YMHFA is the primary focus, but additional trainings for supporting students' mental health will encompass guidance and curriculum that address issues pertaining to grade-level character, kindness, safe internet usage, and communicating with others. Training for school personnel and leaders will parallel threat assessment team building as well as ongoing monitoring techniques. Trainings focused on school climate will promote trauma-informed practices aimed toward teaching and support staff engagement.

In addition to YMHFA, participants received training on Safe2Help, Behavioral Threat Assessment, problem-based learning simulation training, and freely available statewide mental health resources and toolkits. Audiences for the trainings included

school support personnel, classroom educators, school resource officers, and community behavioral health members. An evaluation of STOP training concluded that participants gained mental health knowledge and reported that they were more comfortable, likely, and confident with helping youth with mental health concerns following training.

Population and Service Levels

YMHFA facilitators accommodated 100 personnel in six different ROEs or ISCs throughout the state during fiscal year 2023. That year funds supported training of 1,770 people in other trainings, for a total of 1,870 personnel trained. Teachers and administrators were the largest groups to be trained, followed by mental health professionals. Twelve sessions for YMHFA were facilitated by our trainers.

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Number of personnel accommodated by program facilitators	100	114	1,870	250	50
Number of training sessions provided	3	5	51	10	2

Substance Abuse and Mental Health Services

Legislative Reference - 405 ILCS 105
Federal (ALN 93.243)

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$5,300,000	\$5,300,000	\$5,300,000	\$5,300,000	\$5,300,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25**
Grant Award	\$1,800,000	\$1,800,000	\$1,800,000	\$1,800,000	TBD
Change from Prior Year	\$1,800,000	\$0	\$0	\$0	TBD
	100.00%	0.00%	0.00%	0.00%	TBD

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

**State fiscal year 2025 amount is to be determined (TBD).

Board Goal

The program aligns with the following Board goal:

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.

Program Mission

The mission of this program is to improve access to mental health services for school-aged youth utilizing trauma-informed practices. Substance Abuse and Mental Health Services Administration (SAMHSA) grants are a key factor in this effort. Programs include Advancing Wellness and Resiliency in Education (AWARE) 2020, AWARE 2022, and the Resilience Education

to Advance Community Healing (REACH) Statewide Initiative. Training is provided to school personnel and students to support a safe and healthy environment.

Purpose

The purpose of SAMHSA grant programs is to build and expand the capacity of the state's systems of support to create a sustainable model that can be duplicated in school districts to improve their ability to provide mental health supports to school-aged youth. These programs seek to provide screening, referral, and treatment support services to the highest-need LEAs, students, and their families in various regions of the state. The SAMHSA programs will implement training, build capacity, and further develop school-community collaborations in each district by linking with existing ISBE mental health-related initiatives. Training will be available in various formats and locations throughout the

state. School personnel will receive resources to improve their confidence and competence to support the social and emotional needs of students and themselves. Sustainability efforts will build on state and federal programs to recoup costs while also building collaborations with local providers to streamline services.

Reimbursement/Distribution Method

Funds are distributed to school districts as identified in the approved program plan.

Population and Service Levels

Substance Abuse and Mental Health Services Administration funding was made available to select areas in suburban, urban, and rural regions near the two metropolitan areas of the state in fiscal year 2023. This funding will serve a minimum of 750 students annually, with a total goal of 6,750 students over the project period.

The following table displays service-level information.

	FY23	FY24 (est)	FY25 (proj)
Number of youth served (unduplicated) over the project period	16,005	18,000	20,000

Title I – Basic, Part A

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$1,033,900,000	\$1,151,400,000	\$1,191,400,000	\$1,191,400,000	\$1,191,400,000
Change from	\$0	\$117,500,000	\$40,000,000	\$0	\$0
Prior Year	0.00%	11.36%	3.47%	0.00%	0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25**
Grant Award	\$668,210,980	\$685,475,824	\$701,660,960	\$766,835,954	TBD
Change from	(\$3,185,413)	\$17,264,844	\$16,185,136	\$65,174,994	TBD
Prior Year	(0.47%)	2.6%	2.4%	9.3%	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 2025 amount is to be determined (TBD).*

Board Goals

The program aligns with the following Board goals:

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.

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.

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

Program Mission

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

Purpose

The purpose of this program is to provide supplemental services for children from preschool through Grade 12 who are at risk of not meeting the Illinois Learning Standards. Title I funds support instruction in core subjects, including English language arts, mathematics, science, social studies, physical education, technology, fine arts, world languages, and music. Funds 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

Title I – Basic allocations are distributed through formula grants based on the low-income census count. All Illinois Local Education Agencies (LEAs) that have a low-income census count of at least 10 and at least 5 percent of their school-age population are eligible to receive assistance.

Additionally, Illinois sets aside 7 percent of the state’s Title I – Basic, Part A allocation for school improvement activities. ISBE allocates at least 95 percent of that 7 percent to districts on a formula basis to serve schools

implementing Comprehensive or Targeted support and improvement activities or it may, with approval of the district, directly provide for these activities.

Population and Service Levels

The information below shows the Title I – Basic, Part A grant award allocation at the state level based on the Every Student Succeeds Act.

Grant Award

- 92% LEA Grants
- 7% School Improvement
- 1% State Education Agency Administration

The following tables display Title I – Basic, Part A service-level information, including information on School Improvement:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Number of Title I districts	850	852	844	851	852
Number of Title I Schoolwide schools	1,983	2,294	2,035	2,075	2,100
Number of Title I Targeted schools	751	1,008	661	675	680
Students receiving Schoolwide Title I Program (reading and mathematics instruction)*	906,028	913,916	898,169	900,000	901,000
Students receiving Targeted Title I Program (reading and mathematics instruction)*	38,748	36,253	36,714	36,800	36,825
Students not participating in Title I Program**	1,029,500	1,007,994	1,087,842	1,090,000	1,090,000
Number of Title I public school teachers**	5,208	4,842	4,755	4,800	4,850
Total number of Title I teachers**	5,216	4,845	4,766	4,900	4,925

*Student Information System school year 2019-20, 2020-21, and 2021-22 end-of-year data.

**Employment Information System (EIS) FY 2020, 2021, and 2022 end-of-year data. Teacher count includes ALL EIS teacher codes (Special Education, Resource, etc.).

School Improvement

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Number of Title I School Improvement Intensive Schools	NA*	NA*	NA*	60	120
Number of Title I School Improvement Comprehensive Schools	149	200	318	303	414
Number of Title I School Improvement Targeted Schools	352	400	797	563	642

*This designation was first established in FY 2024; it is based on remaining at the comprehensive designation following a complete school improvement cycle.

Title I – Education of Migratory Children, Part C

*Legislative Reference – P.L. 115-64
Funding Source – Federal (ALN 84.011A)*

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$5,000,000	\$7,000,000	\$7,000,000	\$7,000,000	\$7,000,000
Change from	\$0	\$2,000,000	\$0	\$0	\$0
Prior Year	0.00%	40.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25**
Grant Award	\$2,082,946	\$1,985,265	\$1,916,826	\$1,845,552	TBD
Change from	\$4,158	(\$97,681)	(\$68,439)	(\$71,274)	TBD
Prior Year	0.20%	(4.69%)	(3.45%)	(3.72%)	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.*

***State fiscal year 2025 amount is to be determined (TBD).*

Board Goals

The program aligns with the following Board goals:

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.

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.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and

every child a high-quality education that meets their needs.

Program Mission

The mission of this program is to improve the academic growth and proficiency of migratory students as measured by standardized tests and academic progress assessments 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 that address 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 highly mobile children of migratory farm workers as well as youth who are migratory farmworkers. A total of 1,090 migratory children qualified for services in fiscal year 2023. 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. Almost all of the migratory children identified were Hispanic, and many were English learners. Most were in grades K-12 (62 percent), but children ages 0-5 (11 percent) and out-of-school youth (27 percent) also qualified for services. Students came to Illinois from Texas, Florida, Mexico, and other areas.

Migratory families often do not remain in one school district for the entire school year. Many come to Illinois in the summer and

leave before the school year begins.

Five summer-term programs and four 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.

The following entities received funding under this program in the 2022-23 school year:

- Beardstown Community Unit School District 15
- Illinois Migrant Council
- Kankakee School District 111
- Northern Illinois University
- Parkland College District 505
- Urbana School District 116

The following table displays service-level information:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Students Summer Program*	493	425	484	510	550
Number of eligible migrant students	951	996	1,090	1,115	1,150
Number of funded entities	7	7	6	6	7

**These numbers reflect only migratory children served with MEP funds. Some migratory children were served by school districts with other state, local, or federal funding because the migrant funding is supplemental to existing programs.*

Title I – Migratory Incentive, Part C

*Legislative Reference – P.L. 115-64
Funding Source – Federal (ALN 84.144F)*

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25**
Grant Award	\$59,288	\$59,242	\$59,645	\$57,408	TBD
Change from	(\$8,894)	(\$46)	\$403	(\$2,237)	TBD
Prior Year	(13.04%)	(0.08%)	0.68%	(3.75%)	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 2025 amount is to be determined (TBD).*

Board Goals

The program aligns with the following Board goals:

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.

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.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and

every child a high-quality education that meets their needs.

Program Mission

The mission of the program is to provide incentive grants to State Education Agencies that participate in consortium arrangements with other states to improve the delivery of services to migratory children whose education is interrupted.

Purpose

The purpose of the program is to provide financial assistance to states to support the development of high-quality educational programs and interstate coordination so that migratory children are provided with appropriate educational and supportive services that 1) address their needs in a coordinated and efficient manner and 2) give them the opportunity to meet challenging state content and student performance standards.

Reimbursement/Distribution Method

Funds are expended to improve the delivery of services to migratory children through participation in the activities of three multi-state consortia: the Identification and Recruitment Consortium (IDRC); Inspire and Innovate: the Migratory Parent Coalition (I2MPACT); and Instructional Services for Out-of-School and Secondary-Aged Youth (iSOSY). These competitive grants were awarded to state consortia for a new three-year cycle in state fiscal year 2021. A new consortia grant cycle started in FY 2024.

IDRC focuses on building interstate resources and coordination to improve the proper and timely identification of eligible migratory children whose education has been interrupted. I2MPACT focuses on increasing migratory parent involvement in the education of their children.

The iSOSY program supports the provision of services based on scientific research to

improve the educational attainment of underserved migratory out-of-school and secondary-aged youth. The project utilizes technology and gives partner states access to a clearinghouse of educational materials and resources to build capacity to identify and serve migratory youth.

Population and Service Levels

In FY 2023, the Illinois Migrant Education Program (MEP) utilized resources from all three consortia in the annual statewide training of 49 recruiters. In FY 2024 and FY 2025, ISBE will be participating in only two consortia, IDRC and iSOSY. In addition, resources from IDRC were used to evaluate the effectiveness of MEP recruitment practices and procedures. I2MPACT resources were used to foster parent engagement and to train parents involved in the MEP Advisory Committee.

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Number of consortia ISBE participated in	3	3	3	2	2

Title I – Neglected and Delinquent, Part D

Legislative Reference – PL 114-95
Funding Source – Federal (ALN 84.013A)

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25**
Grant Award	\$450,776	\$517,052	\$291,592	\$316,568	TBD
Change from	(\$27,805)	\$66,276	(\$225,460)	\$24,976	TBD
Prior Year	(5.81%)	14.70%	(43.60%)	8.57%	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 2025 amounts are to be determined (TBD).*

Board Goals

The program aligns with the following Board goals:

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.

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.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every

child a high-quality education that meets their needs.

Program Mission

The mission of this 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 successfully 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 continued education and the involvement of families and communities.

Purpose

The purpose of Title I – Part D, Subpart 1 is to provide supplemental educational services

(e.g., transitional services, such as preplacement programs or worksite schools) to youth in state institutions for delinquent youth and adults so that they meet the same state standards as other students and transition from institutionalization to further education and employment.

The purpose of Title I – Part D, Subpart 2 is to provide funds to support programs that meet the educational needs of neglected, delinquent, and at-risk children; that assist in the transition of these students from correctional facilities to locally operated programs to further education and employment; and that ensure 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.

ISBE 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-three districts received grants in FY 2023 to provide supplemental educational services to 1,753 youth who reside in facilities/institutions.

The following table provides service-level information:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Number of participants in Subpart 1 institutions (IDJJ)	6	5	5	5	6
Number of youths residing in Subpart 1 institutions (IDJJ)	355	190	116	120	125
Number of districts receive grant funds	24	25	23	24	24
Number of youths residing in Subpart 2 institutions	2,002	2,029	1,637	1,700	1,750

Title II – Improving Teacher Quality, Part A

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

Appropriation History

	FY21	FY22	FY23	FY24	FY25 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*

	FY21	FY22	FY23	FY24	FY25**
Grant Award	\$78,180,745	\$76,710,054	\$73,641,478	\$74,209,676	TBD
Change from	(\$853,335)	(\$1,470,691)	(\$3,068,576)	\$568,198	TBD
Prior Year	(1.08%)	(1.88%)	(4.00%)	0.77%	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 2025 amounts are to be determined (TBD).*

Board Goals

The program aligns with the following Board goals:

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.

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.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every

child a high-quality education that meets their needs.

Program Mission

The mission of this program under the Every Student Succeeds Act (ESSA) is to increase student achievement; improve the quality and effectiveness of teachers, principals, and other leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Purpose

The purpose of this program is to provide funds to increase student academic achievement by reducing class size and elevating teacher and principal quality through recruitment, hiring, and retention strategies. Funds can also be used for developing or improving evaluation systems; providing high-quality, evidence-based professional development; or providing

programs and activities to improve the ability of teachers to teach children with disabilities or English learners. Funds can be used for assessments or to improve instruction and capacity for early education. Ultimately, the use of Title II funds must serve the needs of all students.

Reimbursement/Distribution Method

The information below shows the Title II – Preparing, Training, and Recruiting High-Quality Teachers and Principals grant award allocation at the state level based on ESSA:

Grant Award

- 95% Grants
- 5% State Education Agency activities

As provided by law, a portion of these funds is set aside for state-level activities to establish or expand teacher, principal, or other school leader preparation academies and to prepare teachers, principals, and other school leaders to serve in high-need schools. Local Education Agency (LEA) funds are allocated based on the

following formula—20 percent allocated based on enrollment population in public and private, not-for-profit schools and 80 percent allocated for children who are in poverty within the district.

Population and Service Levels

All Illinois school districts are eligible to participate. Teachers in private, not-for-profit elementary and secondary schools also are eligible to participate. Funds may be used to increase student academic achievement, develop and improve evaluation systems, and improve instruction and capacity. For example, districts have included recruitment and hiring stipends for hard-to-fill positions; mentoring and induction opportunities to assist first-year professionals (e.g., teachers and principals); and professional development opportunities that include studying strategies for differential and inquiry-based instruction, writing curriculum to align standards, developing valid and credible assessments and rubrics, creating text-dependent questions, and integrating technology into standard-based units. A total of 778 projects were reviewed, approved, and processed in fiscal year 2023.

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Number of LEAs utilizing Title II formula funds	861	779	778	780	785
Number of Ed Leaders Network subscriptions provided	103,017	107,420	111,113	110,000	110,000
New Superintendent Mentoring*	260	218	233	225	225

Title III – English Language Acquisition

*Legislative Reference – P.L. 115-64
Funding Source – Federal (ALN 84.365A)*

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$50,400,000	\$50,400,000	\$50,400,000	\$56,000,000	\$56,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$5,600,000 11.11%	\$0 0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25**
Grant Award	\$25,463,457	\$25,481,119	\$26,727,029	\$30,088,034	TBD
Change from Prior Year	\$605,210 2.43%	\$17,662 0.07%	\$1,245,910 4.89%	\$3,361,005 12.58%	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 2025 amounts are to be determined (TBD).*

Board Goals

The program aligns with the following Board goals:

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.

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.

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

Program Mission

The mission of the program is:

- To provide effective professional development to teachers and administrators designed to improve the instruction and assessment of English learners (ELs).
- To implement high-quality programs for ELs and immigrant students that will help them attain English proficiency, achieve at high levels in core academic subjects, meet the Illinois Learning Standards, and graduate from high school prepared to enter college or a career.
- To promote parental, family, and community participation in the education of ELs and immigrant children.

Purpose

The purpose of the program is to assist school districts in teaching English and providing high-quality instruction to ELs and immigrant children so they can meet the same challenging academic standards expected of all children.

Reimbursement/Distribution Method

The information below shows the Title III - English Language Acquisition grant award allocation at the state level based on the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA):

Grant Award

- 95% Local Education Agency Grants
- 5% State Education Agency Activities
(no more than 50 percent
for administration)

ESSA requires that 95 percent of the federal allocation to the state be used for a Language Instruction Education Program (LIEP) and an Immigration 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 FY 2024.

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 a student: 1) age 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 December 4, 2023, was 36,230. An estimated 24,956 of these students will receive services under the FY 2024 Title III Immigrant Education Program Grant, an increase of approximately 75 percent from the previous year. The projected per capita allocation is \$100.

Population and Service Levels

Chicago Public Schools (CPS) enrolls approximately 2 percent of the immigrant students in the state. The remaining 98 percent are enrolled in other districts located primarily in the northern half of the state.

Approximately 72 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 following table displays the number of EL students served with LIEP funds:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Chicago students	69,033	70,549	73,225	78,000	83,000
Downstate students	174,275	186,498	200,381	223,910	244,000
Total	243,308	257,047	273,606	301,910	327,000

Students in the Immigrant Education Program are from downstate, as CPS chooses not to participate in the Immigrant Student Education Program. Immigrant students are not required to be ELs to be eligible for Title III services.

The following table displays the number of eligible immigrant program students and the eligible immigrant students being served through Title III funds:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Eligible Immigrant Education Program Students Identified	23,173	19,673	27,978	36,200	46,000
Immigrant Education Program Students Served by Title III	3,448	2,468	14,201	18,000	22,000

Title IV – 21st Century Community Learning Centers

Legislative Reference – P.L. 115-64
Funding Source – Federal (ALN 84.287C)

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$125,020,700	\$125,000,000	\$125,000,000	\$125,000,000	\$125,000,000
Change from	(\$24,979,300)	(\$20,700)	\$0	\$0	\$0
Prior Year	(16.65%)	(0.02%)	0.00%	0.00%	0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25**
Grant Award	\$51,305,680	\$49,802,313	\$53,976,143	\$51,374,438	TBD
Change from	\$383,532	(\$1,503,367)	\$4,173,830	(\$2,601,705)	TBD
Prior Year	0.75%	(2.93%)	8.38%	(4.82%)	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 2025 federal award amounts are to be determined (TBD).

Board Goals

The program aligns with the following Board goals:

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.

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.

Program Mission

The mission of the program is to provide academic enrichment opportunities during

non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that complement their regular academic programs; and provides literacy and other educational services to the families of participating children.

Purpose

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

Reimbursement/Distribution Method

The information below shows the Title IV - 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:

	FY22	FY23	FY24 (est)	FY25 (proj)
Grantees	198	220	76	52
Sites	609	492	492	265
Percentage of 21st Century Community Learning Centers elementary students who complete homework to teacher's satisfaction	74%	74%	78%	79%
Percentage of 21st Century Community Learning Centers middle/high school students who complete homework to teacher's satisfaction	72%	72%	73%	74%

Title IV – Student Support and Academic Enrichment, Part A

*Legislative Reference – PL 107-110
Funding Source – Federal (ALN 84.424A)*

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$74,979,300	\$100,000,000	\$100,000,000	\$100,000,000	\$100,000,000
Change from	\$24,979,300	\$25,020,700	\$0	\$0	\$0
Prior Year	49.96%	33.37%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25**
Grant Award	\$50,043,672	\$48,486,202	\$51,925,413	\$53,804,181	TBD
Change from	\$982,018	(\$1,557,470)	\$3,439,211	\$1,878,768	TBD
Prior Year	2.00%	(3.11%)	7.09%	3.62%	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 2025 amounts are to be determined (TBD).*

Board Goals

The program aligns with the following Board goals:

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.

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.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their

effectiveness in providing each and every child a high-quality education that meets their needs.

Program Mission

The mission of this program is to provide grants to school districts to improve students' academic achievement by increasing the capacity of states, Local Education Agencies (LEAs), schools, and communities. The program is designed to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Purpose

The purpose of this program is to improve students' academic achievement by increasing capacity, providing access to a well-rounded

education, improving school conditions, 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 Succeeds Act:

Grant Award

- 95% LEA Grants
- 4% State Education Agency Activities
- 1% Grant Administration

Funds are distributed via formula and based on the district’s relative share of Title I, Part A funds.

Population and Service Levels

All Illinois school districts are eligible to participate. Teachers in private, not-for-profit elementary and secondary schools are also eligible to participate.

The table below displays service-level information.

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Number of Title IV, Part A participating districts	515	520	533	540	545

Title V – Rural and Low-Income School Programs, Part B

*Legislative Reference – P.L. 115-64
Funding Source – Federal (ALN 84.358B)*

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$2,000,000	\$2,000,000	\$2,200,000	\$2,200,000	\$2,200,000
Change from	\$0	\$0	\$200,000	\$0	\$0
Prior Year	0.00%	0.00%	10.00%	0.00%	0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25**
Grant Award	\$1,557,886	\$1,300,956	\$1,018,670	\$1,361,926	TBD
Change from	\$135,213	(\$256,930)	(\$282,286)	\$343,256	TBD
Prior Year	9.50%	(16.49%)	(21.70%)	33.70%	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 2025 award amount is to be determined (TBD).*

Board Goals

The program aligns with the following Board goals:

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.

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.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for

their effectiveness in providing each and every child an education that meets their needs.

Program Mission

The mission of this program is to provide financial assistance to rural districts to assist with improving student academic achievement by increasing teacher recruitment and retention, training of teachers, and providing a safe and healthy environment.

Purpose

The purpose of this program is to assist rural districts in using federal resources more effectively to improve the quality of instruction and student academic achievement. The districts may lack the personnel and resources to compete effectively for federal competitive grants and receive grant allocations in amounts that are

too small to be effective in meeting their intended purposes.

Funds received under the Rural and Low-Income School Programs may be used for:

- Parental involvement activities;
- Activities authorized under Title I, Part A - Improving Basic Programs;
- Activities authorized under Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders;
- Activities authorized under Title III - Language Instruction for English Learners and Immigrant Students; and
- Activities authorized under Title IV, Part A - Student Support and Academic Enrichment.

Reimbursement/Distribution Method

The information below displays the Title V – Rural and Low-Income Students grant award

allocation at the state level based on the Every Student Succeeds Act:

95% Local Education Agency Grants
5% Administration

Funds are distributed via formula and based on average daily attendance.

Population and Service Levels

Rural and low-income funds support rural districts with school locale codes of 32, 33, 41, 42, or 43 (as assigned by the U.S. Department of Education’s National Center for Education Statistics) and a low-income census poverty rate of 20 percent or higher.

The following table displays district-level service information:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
Eligible districts	72	52	51	52	52
Participating districts	69	51	49	50	50

Title X – Education for Homeless Children

*Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.196A)*

Appropriation History

	FY21	FY22	FY23	FY24	FY25 Proposed
Appropriation	\$7,000,000	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000
Change from	\$2,000,000	\$2,000,000	\$0	\$0	\$0
Prior Year	40.00%	28.57%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY21	FY22	FY23	FY24	FY25**
Grant Award	\$4,095,516	\$4,379,854	\$4,501,717	\$5,385,621	TBD
Change from	\$179,403	\$284,338	\$121,863	\$883,904	TBD
Prior Year	4.58%	6.94%	2.78%	19.63%	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 2025 award amounts are to be determined (TBD).*

Board Goal

The program aligns with the following Board goal:

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.

Program Mission

The mission of the program is to provide youth experiencing homelessness with support, technical assistance, and advocacy to ensure that they remain enrolled in school and meet or exceed rigorous academic standards.

Purpose

The purpose of the program is to address the

educational barriers that youth experiencing homelessness encounter when enrolling, attending, and learning in school and to ensure that youth experiencing homelessness have equal access to the same free and appropriate public education provided to all other students.

Reimbursement/Distribution Method

Grants are awarded through a competitive application process. Current grantees will continue to provide services to youth experiencing homelessness, provided they satisfy predetermined goals.

Population and Service Levels

Applicants eligible to receive funding include school districts, Regional Offices of Education, Intermediate Service Centers, and public laboratory schools approved by the Illinois State Board of Education. Currently, seven regional projects provide training and assistance to school district

homeless education liaisons and award subgrants for services to students experiencing homelessness, their families, and attendance centers.

The following table displays end-of-the-year homeless counts:

	FY21	FY22	FY23	FY24 (est)	FY25 (proj)
PK-12 Students	32,284	36,543	42,367	45,000	47,000



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