



Illinois State Board of Education



Investment to Support Educational Excellence: Fiscal Year 2019 Recommended Budget

*Equity • Quality • Community
Educator Recruitment and Recognition*

James T. Meeks,
Chairman

Tony Smith, Ph.D.,
State Superintendent



Illinois State Board of Education

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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

February 2018

To: The Honorable Governor Bruce Rauner
The Honorable Members of the Illinois General Assembly
The People of the State of Illinois

The Illinois State Board of Education (ISBE) respectfully submits its fiscal year 2019 Investment to Support Educational Excellence Budget Recommendation. Illinois' social and economic future depends on schools having adequate resources to help all children become secure, contributing adults. ISBE's recommendation totals approximately \$15.7 billion for fiscal year 2019.

This recommendation reflects the State Board's responsibility to advocate for what all of Illinois' children deserve and to inform policymakers of the estimated cost of fully funding public education through the primary funding formula in statute. This approach aligns with the Board's prior budget recommendations and supports our shared commitments to equity, quality, community, and educator recruitment and recognition.

The state achieved a historic victory in passing Evidence-Based Funding (EBF) last August. The new primary funding formula establishes a path toward adequate funding for all students. However, Illinois has a long journey ahead to interrupt the deep, historic inequities in our state. The new funding formula requires an estimated investment of \$13.9 billion to ensure every district can meet at least 90 percent of its individual Adequacy Target through state and local funds in fiscal year 2019.

Illinois' public schools serve an incredibly diverse student population with increasingly complex and interconnected needs. Illinois' students are educated in schools nested in communities with vastly different histories and resources. School districts in Illinois range from having less than half (46 percent) to almost three times (284 percent) the resources necessary to afford the basic building blocks of an education, which are articulated in statute for the first time in the Evidenced-Base Funding Formula.

The state constitution mandates that the "primary responsibility for financing the system of public education" belongs solely to the state. ISBE's budget recommendation would meet this constitutional obligation and create the financial conditions for every child in every district – rural, suburban, and urban – to thrive.

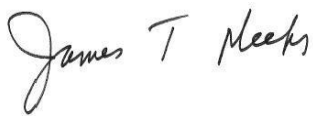
A second historic event in 2017 shifted Illinois' public education landscape. The U.S. Department of Education approved Illinois' Every Student Succeeds Act State Plan, which positions ISBE to

provide deeper, more relevant, and better-integrated supports to schools. ISBE recommends an increase of approximately \$2 million for internal agency capacity in fiscal year 2019 to ensure these monumental shifts in policy result in lasting gains for students and the state.

ISBE held three public budget hearings across the state in the fall of 2017 to gather feedback on local spending needs and priorities. Nearly 200 individuals provided testimony, all of which ISBE incorporated into this budget recommendation. The Local Impact Stories section in this budget book, features stories of seven districts that are working to transform student outcomes and strengthen their communities despite decades of inadequate funding from the state.

Children come to school each day and put forth their best efforts. A better future requires investments in our public education system now to ensure all students have the knowledge, skills, and confidence to lead purposeful and enriching lives after graduation. The State Board looks forward to engaging in further honest dialogue about the priorities and investments necessary to put all of Illinois' communities on the road to prosperity.

Sincerely,

A handwritten signature in black ink that reads "James T Meeks". The signature is written in a cursive style with a large, stylized "J" and "M".

James T. Meeks, Chairman
State Board of Education

A handwritten signature in black ink that reads "Tony Smith". The signature is written in a cursive style with a large, stylized "A" and "S".

Tony Smith, Ph.D.
State Superintendent of Education

Table of Contents

State Board of Education	1
Illinois State Board of Education Mission and Goals	2
Illinois State Board of Education FY2019 Budget Hearings	3
Budget Overview	
Budget Overview	4
Fiscal Year 2019 Budget Highlights	14
Budgeting for Results	17
Federal Maintenance of Effort Requirements	30
Fiscal Year 2019 Budget Recommendation	32
Local Impact Stories	36
Equity	
Equity Narrative	50
Alternative Education – Regional Safe Schools	51
Autism	52
Blind and Dyslexic	54
Community and Residential Services Authority	56
Early Childhood Education	57
Evidence-Based Funding	59
Homeless Education	61
Illinois Free Lunch and Breakfast	62
Materials Center for the Visually Impaired	64
Orphanage Tuition	65
Philip Rock Center and School	67
Special Education – Orphanage Tuition	69
Special Education – Private Tuition	71
Tax Equivalent Grants	73
Transportation – Regular and Vocational	74
Transportation – Special Education	76
Truants’ Alternative and Optional Education	78
Quality	
Quality Narrative	79
Advanced Placement-Course Implementation	80
Advanced Placement – Low Income	82
Agricultural Education	83
Assessments State and Federal (Title VI)	85
Career and Technical Education	88
Competency-Based Pilot Program	89
District Broadband Expansion	90
District Intervention	91
School Support Services (Formerly Lowest Performing Schools)	93
State and District Technology Support (Formerly Technology for Success)	95
Community	
Community Narrative	97
After School Matters	98
After School Program	99

District Consolidation Costs	100
Healthy Community Incentive Fund	102
Southwest Organizing Project Parent Mentoring Program	104
Educator Recruitment and Recognition	
Educator Recruitment and Recognition Narrative	106
Diverse Educator Recruitment	107
Educator Quality Investigations and Hearings	108
National Board Certification	109
Performance Evaluations.....	111
Principal Mentoring Program	112
Teach for America	113
Teacher Mentoring Program.....	114
Teacher of the Year.....	115
Other State Funds Programs	
Charter Schools Revolving Loan Fund	116
Driver Education.....	117
Illinois State Board of Education Teacher Licensure Institute Fund	118
Regional Offices of Education	119
Regional Superintendents' and Assistants' Salaries	121
School District Emergency Financial Assistance Fund.....	122
School Technology Revolving Loan Program	124
State Charter School Commission.....	126
Teacher Licensure Fee Revolving Fund	127
Temporary Relocation Assistance Revolving Fund.....	129
Federal Funds Programs	
Abstinence Education.....	131
Adolescent Health	132
Career and Technical Education – Basic	134
Child Nutrition Programs.....	136
Individuals with Disabilities Education Act – Deaf and Blind	140
Individuals with Disabilities Education Act – Part B.....	142
Individuals with Disabilities Education Act – Preschool, Part B	144
Individuals with Disabilities Education Act – State Program Improvement, Part D.....	146
Longitudinal Data System.....	148
Preschool Expansion Grant.....	150
Race to the Top – Early Learning Challenge	152
Substance Abuse and Mental Health Services	154
Title I – Advanced Placement	156
Title I – Basic, Part A	157
Title I – Education of Migratory Children, Part C	159
Title I – Migratory Incentive, Part C.....	161
Title I – Neglected and Delinquent, Part D.....	163
Title I – School Improvement	165
Title II – Mathematics and Science Partnership Program.....	167
Title II – Teacher/Principal Training	169
Title III – English Language Acquisition	171
Title IV – 21st Century Communities Learning Centers.....	174
Title IV – Part A – Student Support & Academic Enrichment	176
Title V – Charter Schools.....	178
Title VI – Rural and Low Income School Programs	180
Title X – Education for Homeless Children.....	182



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Illinois State Board of Education

Vision:

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

Mission:

Provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.

Goals:

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

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

Whole Child



Whole School



Whole Community

Illinois State Board of Education

FY 2019 Budget Hearings

DATE	LOCATION	TIME
Wednesday, October 18, 2017	Springfield Alzina Building 100 N. 1 st St. Board Room Springfield, IL 62777	12:30 pm
Wednesday, November 8, 2017	Mt. Vernon Dr. Nick Osborne Primary Center 401 N. 30 th St Mt. Vernon, IL 62864	4:00 pm
Friday, November 17, 2017	Chicago Thompson Center 100 W. Randolph St. Conference Room 16-503 Chicago, IL 60601	1:00 pm

ILLINOIS STATE BOARD OF EDUCATION

Budget Overview

The purpose of the Board's FY 2019 Investment to Support Educational Excellence Budget Recommendation is to ensure that school districts and other education services providers have increased opportunities to provide services for each and every child throughout **all** the communities in the State of Illinois. The need for the investment in the education of children has been communicated by educators, parents, families, and community and business leaders.

The investment recommendation has been established on the following funding principles:

- **Equity** – Provide each child with the individualized supports he or she needs to achieve their potential and meet our common, high expectations.
- **Quality** – Recognize and nurture the individual strengths each student brings to the classroom and provide diverse pathways to success.
- **Community** – Addressing the state's deep opportunity gaps requires bridging services to meet the needs of the whole child.
- **Educator Recruitment and Recognition** – Expand and diversify the pipeline for recruitment and retention of Illinois' current teachers.

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

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

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

The FY 2018 appropriation level increased by \$714.6 million as compared to FY 2017 (\$221.3 million attributable to the payment of normal pension costs for the City of Chicago School District 299) and there was an increase of approximately \$1.52 billion in funding from FY 2015 through FY 2018 (inclusive of the normal pension costs). However, the cumulative loss of education funding during the preceding eight-year period, FY 2010 through FY 2018, as compared to FY 2009 is approximately \$2.92 billion.

It is anticipated that FY 2019 will continue to be another challenging budget year for the State of Illinois. The state's backlog of unpaid bills at the Illinois Office of the Comptroller remains substantial. As of January 31, 2018, the backlog totaled approximately \$8.5 billion. Nearly \$650 million of that amount represents ISBE payments to school districts and vendors.

The Board's FY2019 Investment to Support Educational Excellence Budget Recommendation for State General Funds is \$15.7 billion. That recommendation has been made to advocate for Illinois children and to fulfill the Board's responsibility to inform policymakers of the estimated cost of fully funding education in Illinois, as defined by the statutory primary funding formula in place. This approach is consistent with the current Board's prior budget recommendations.

Budget at a Glance

The current recommendation reflects a total appropriation request of \$19.4 billion. As stated before, the State General Funds portion of the recommendations is \$15.7 billion. This recommendation is a \$7.5 billion increase compared to FY 2018 State General Funds appropriation levels.

The Board's FY 2019 Investment to Support Educational Excellence Budget Recommendation for General Funds includes:

\$ 7.2 billion	Evidence-Based Funding
\$176.6 million	Fully Funded Mandate Categorical Reimbursements
\$ 50.0 million	Early Childhood Education
\$ 11.0 million	Equity Funding Principle Line Items
\$ 16.7 million	Quality Funding Principle Line Items
\$ 19.8 million	Community Funding Principle Line Items
\$ 5.0 million	Educator Recruitment and Recognition Funding Principle Line Items

EQUITY

Evidence-Based Funding

At the heart of the state's reaffirmed commitment to equity is its new funding formula. Evidence-Based Funding (EBF) allows school districts to receive state money in direct proportion to the needs of the district and its students. Districts with greater student needs and fewer available local resources go to the front of the line to receive any new resources available, thus applying the principle of equity that everyone receives according to their need.

Evidence-Based Funding dramatically changes the configuration of the budget recommendation due to:

- The integration of five programs into Evidence-Based Funding:
 - General State Aid
 - Special Education Personnel Reimbursement
 - Funding for Children Requiring Special Education Services
 - Special Education Summer School Reimbursement
 - Bilingual Education Reimbursement
- The establishment of a Minimum Funding Level of \$350 million in new state funds, which are intended to keep pace with inflation and continue to advance equity through the Evidence-Based Funding Formula. The \$350 million will be distributed as follows:
 - \$300 million for Tier Distribution
 - \$50 million for the Property Tax Relief Pool Grant (any amount not distributed through the grant will be distributed through the Tier Distribution)

EBF is designed to calculate an individual Adequacy Target for each Organizational Unit in the state. (In most cases, "Organizational Unit" refers to school districts.) That Adequacy Target is based on 34 individual cost factors, which include additional supports based on Organizational Units' populations of low-income children and English Learners. Additional supports for students with special needs are provided based on the overall enrollment of the Organizational Unit. These students and their needs are further protected by the statutory requirement that each Organizational Unit provide a spending plan for the EBF it receives with specific detail regarding the expenditure of funds attributable to low-income children, students with special needs, and English Learners.

EBF has provided a more equitable distribution formula and a path toward adequacy. The fact remains that the primary funding source for education in the State of Illinois is the property tax system. At this point in time, the state has not fulfilled its constitutional mandate to assume the primary responsibility for financing the system of public education. This lack of commitment from the state creates a wide variance in what school districts can commit locally, with an inequitable result for students. As previously stated, preliminary Adequacy Target calculations show that Organizational Units in Illinois range from having 46 percent to having 284 percent of the resources necessary to provide a quality education to students. Federal funds support our highest-needs children and families and on average make up 10 percent of funds provided to districts, so we believe "primary responsibility" constitutes ensuring that every district can meet at least 90 percent of its individual Adequacy Target through a combination of state and local funding support.

The Board is recommending \$13,884,200,000 for FY 2019 to meet this 90 percent threshold and ensure adequate supports for all children in the State of Illinois based upon the singular definition of adequacy provided for in statute. The recommended appropriation level is preliminary and will be refined when FY 2018 EBF calculations are finalized later in the spring.

Mandated Categorical Programs

The Mandated Categorical Programs address specific student needs through targeted line items. The Board recommends an increase of \$176.6 million to fully fund all Mandated Categorical Programs. Of this increase, \$138.4 million is for Regular/Vocational and Special Education Transportation. There are vast differences in the commuting challenges throughout Illinois for schoolchildren, from long commute distances in rural areas to traffic congestion and areas where crime rates are high in urban and suburban areas of the state. School transportation via the traditional yellow school bus provides the safest and most dependable mode of transportation for students to reach school, as many have limited -- or no -- means to get to their school without it.

Early Childhood Education

An increase of \$50 million is being recommended by the Board for Early Childhood Education. The recommended increase represents year four of the five-year funding commitment in the \$80 million federal Preschool Development Expansion Grant award. The research is clear. Investment in early childhood education benefits children and the State of Illinois. The state will ultimately see a return of \$7-\$13 annually for every dollar invested in high-quality programs. Young people who attend preschool programs are more likely to graduate from high school and own homes.

Early Childhood Block Grant programs will serve approximately 78,000 Illinois children, birth through age 5, in FY 2018. It is estimated that a \$50 million increase in FY 2019 will allow an additional 4,000 children to receive these critical services, laying the foundation for these children to be ready to learn in kindergarten and to grow into socially and economically secure adults.

Truant Alternative and Optional Education

Equity means ensuring that every student has a pathway for success. The Truants' Alternative and Optional Education Program (TAOEP), which serves more than 25,000 students, is available to prevent and address attendance barriers to success. The program serves students with attendance problems and/or dropouts up to and including those who are 21 years of age, provides truancy prevention and intervention services to students and their parents, and/ or provides part-time or full-time options to regular school attendance. The \$3 million in increased funding for FY 2019 would allow TAOEP to provide additional social and emotional supports to students and to provide services for approximately 170 students currently waitlisted (as estimated by the Regional Offices of Education).

Alternative Education – Regional Safe Schools

Equity for some students means access to alternative education opportunities. The Regional Safe Schools program provides alternative education for youth in grades 6 through 12 who are suspended, are eligible to be expelled, or have been expelled or suspended for more than 20 days due to gross misconduct and who are administratively transferred to a Regional Safe School at the discretion of the local school district. The \$5 million increase in requested funding would enable Regional Safe Schools to provide a greater range of holistic services, focus on restorative justice practices, and enroll and accommodate the needs of the approximately 180 currently waitlisted students (as estimated by the Regional Offices of Education).

Homeless Education

Students and families experiencing homelessness and in housing transition are among Illinois' most vulnerable residents and often experience barriers resulting from inequity. Students who are uncertain of where they will be sleeping from night to night need and deserve additional supports to allow them not only to access educational programs but also to remove barriers to academic success. The Board is recommending \$3 million for the Homeless Education Program. A total of 44,195 homeless students have been reported by the districts in FY 2018 thus far.

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

QUALITY

School Support Services (Lowest-Performing Schools)

The Board is recommending a \$5 million appropriation for the state's lowest-performing schools. It is estimated that the funds would provide assistance to 87 school districts encompassing 270 schools, in addition to the 21 priority school districts with 35 schools. The funds will support these schools as they implement strategies and interventions that support strong leadership, effective teachers, strategic use of time, effective instruction, critical use of data, supportive school environment, and close family and community engagement. The Every Student Succeeds Act (ESSA) requires the identification of schools that are underperforming. ESSA also requires Illinois to identify the lowest 5 percent of schools for comprehensive services as well as those schools with one or more underperforming subgroups for targeted services. Those schools designated for comprehensive services are identified as "lowest-performing schools" within Illinois' ESSA-

approved accountability system and will be eligible for funds from this line item.

District Broadband Expansion

Internet connectivity has become a basic element of 21st-century education, and yet it is estimated that 106 Illinois districts serving approximately 90,000 students need fiber upgrades to provide the kind of reliable connectivity needed to provide a quality education. Illinois could leverage federal funds available to these districts in need of stronger internet infrastructure by including a state line item for district broadband expansion. The Board recommends a \$6.3 million appropriation to provide matching funds to access federal funds to support broadband expansion special construction costs in FY 2019.

State and District Technology Support

The Board's FY 2019 recommendation of \$4.5 million includes support for the Learning Technology Centers (LTCs) and the Illinois Virtual School (IVS). This will fund enhancements to the IVS and expand LTC services to more closely align with ISBE goals and the Illinois ESSA State Plan, resulting in a higher-quality education for students.

The LTCs work with Regional Offices of Education, Intermediate Service Centers, special education partners, vocational education partners, and directly with districts to implement digital age learning. Additionally, the LTCs provide technology readiness support for districts and schools, especially for Partnership for Assessment of Readiness for College and Careers tests and online assessments, E-rate, student data privacy concerns, and professional development focused on integration of technology in the classrooms.

The language in ESSA requires the state to provide professional development opportunities to schools concerning student data privacy (Technology and Student Data Privacy Professional Development [Sec. 2001]) as well as to help districts with their technology readiness needs (Student Support and Academic Enrichment Grants [Sec 4101]). The LTCs continue to provide support to meet portions of both requirements and to expand quality learning opportunities for educators and students.

IVS provides online, teacher-facilitated courses to public, private, and home-schooled students in grades 5 through 12 as well as online professional development to Illinois educators. More than 520 schools have used IVS to expand access and enhance student learning opportunities. The recommended additional funding in FY 2019 would provide support to the approximately 390 school districts that currently do not provide adequate opportunities for students to participate in Advanced Placement or International Baccalaureate courses through the IVS. In FY 2017, 5,848 students enrolled in IVS courses. Students enrolled in the Full Service courses had a completion rate of 93 percent. This number includes 1,416 credit recovery course enrollments.

Competency-Based Pilot

The Postsecondary and Workforce Readiness (PWR) Act (Public Act 99-0674) requires ISBE to establish and administer a competency-based high school graduation requirements pilot program as one of a number of strategies to prepare more students for meaningful college and career opportunities. The pilot program is intended to lead to the full development and implementation of a competency-based learning system whereby students' high school graduation will be contingent upon their demonstrated competency and learning rather than by amount of time spent in class. Ten school districts applied to participate in the competency pilot in FY 2018. The PWR Act allows up to 12 districts to be selected in each of the first two cohorts. The FY 2019 request includes funding for 24 districts, including 10 selected in the first cohort, 12 expected to be selected in the second cohort, and two districts that may be selected to fill the remaining two spots

in the first cohort.

The grant funds will provide educator professional development opportunities, tools to measure skill mastery, and access to coaching in order to guide development and implementation of competency-based learning systems. Districts in the pilot need additional support in order to transform the learning environment and provide quality educational opportunities that prepare students for college and careers.

Section 30 of Public Act 99-0674 requires ISBE to conduct an evaluation of the competency pilot program. Section 35 specifies an evaluation be conducted in the 2021-22 school year. ISBE needs to procure an evaluation through a competitive process to establish the baseline and track development of the pilot program in order to comply with this requirement. The FY 2019 request includes funding for an evaluation estimate of \$225,000 based on previous competitive evaluations. These funds will not only allow ISBE to fulfil its statutory obligation but also provide the opportunity for the agency to learn from the field's implementation and better serve districts.

Advanced Placement

ISBE stands behind its goals of offering diverse pathways and rigorous academic opportunities for all students. Rigorous high school coursework programs like Advanced Placement (AP) and International Baccalaureate (IB) provide such pathways and opportunities. The AP program is currently serving approximately 30,000 students, who took 51,320 AP exams in May 2017.

The recommended funding of \$1 million would fund new or expand existing programs for such rigorous secondary or pre-secondary coursework, provide teacher professional development and training through a partnership with the College Board, supply curricular and resource materials for students and parents, provide student assistance resources to prepare students to enroll in courses, and/or assist students currently enrolled in courses to successfully complete those courses and pass an exam to receive college credit. Additionally, this line item will support the Lead Higher Initiative, the goal of which is to enroll 100,000 low-income and minority students in AP and IB courses in the state.

Low-Income Advanced Placement

The percentage of low-income students taking AP exams has increased every year since 1998. This trend is expected to continue for Illinois school districts and students based on outreach efforts and student access initiatives such as the Lead Higher Initiative, a partnership with national nonprofit Equal Opportunity Schools. These programs are designed specifically to level the educational playing field by diminishing barriers and expanding rigorous learning opportunities for every student through the AP pathway. Students who pursue AP courses and take AP exams can transition successfully to college, reduce the amount of their college remediation, and receive early college credit.

One barrier that stands in the way of low-income students pursuing the AP pathway is the cost of AP exams. That barrier is eliminated and more students can access the benefits of AP opportunities when ISBE provides AP exam fee reimbursement for low-income students. In 1998, one year before the AP low-income exam fee reimbursement program was available, 1,424 applications for AP exam fee waivers were received. Since the inception of the program, requests have grown to 51,320 students who took AP exams in 2017. The growth rate equates to a 3,500 percent increase over the last 19 years.

The Board recommends \$2 million for these programs in FY 2019, which would continue to increase access to well-rounded, rigorous learning opportunities and support college credit earning potential through an AP pathway for Illinois students by diminishing barriers for low-

income students.

Charter School Revolving Fund

The Board recommends a General Funds appropriation of \$2 million to replenish the funds in the Charter Schools Revolving Fund. The fund provides interest-free loans to charter schools throughout Illinois for facilities acquisition and improvement during their initial charter term (up to five years). The availability to secure loans would benefit the six charter schools eligible for loans this year by allowing operating dollars to stay in the classroom. It is estimated that facility renovation needs of these charters range from \$150,000 to \$13 million.

COMMUNITY

After-School Programs

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

Healthy Community Incentive Fund

The Healthy Community Incentive Fund brings resources into schools and communities for holistic supports. The state's investment in community programs puts children in a position to engage fully in their learning and to take advantage of the high-quality instruction in the classroom.

Recommended funding of \$15 million in FY 2019 will be used to support grants to community partnerships among school districts, local government entities, education organizations, faith-based organizations, civic organizations, and philanthropists. School districts apply as the lead applicants, grounding the community work within the school. The grant funds will provide for coordinating, aligning, and leveraging efforts to solve complex social problems within the community, resulting in improved community well-being by ensuring students are ready to take advantage of high-quality instruction in the classroom.

Key goals of the program include using after-school and summer programs to focus on tutoring; increasing enrichment opportunities; improving access to transportation; increasing teacher and staff professional development opportunities; increasing access to better fitness, nutrition, and health; and building partnerships with local civic and nonprofit community agencies to support students in the areas of academics, social/emotional development, the arts, and health and wellness. In this way, funds will increase access to and the quality of after-school and summer programming focused on improving academic, social, and emotional outcomes for students while leveraging dollars for maximum collective impact and promoting community schools models.

Southwest Organization Project

The Board recommends \$2.5 million in funding for the Southwest Organizing Project (SWOP) in FY 2019. The funding will support the Parent Mentoring Program under which community-based

organizations partner with local schools to recruit and train parents to assist teachers in the classroom for two hours per day, four days per week. Parents are mentored by a teacher and work one-on-one or with small groups of children. Parents receive a modest stipend after the first 100 hours of volunteer work.

It is projected that 500 parent mentors will have been supported in 70 schools in FY 2018. The increase in funds will provide the opportunity for more schools to be involved to support their parent mentors. Data suggests that the SWOP program improves relationships between schools and parents.

EDUCATOR RECRUITMENT AND RECOGNITION

Teacher Mentoring Program

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

Mentoring and induction support for Illinois' novice teachers is essential to prevent teachers from leaving the profession and combat teacher shortages. High-quality induction programs can reduce turnover by 50 percent, according to research compiled by the Illinois New Teacher Collaborative. Turnover creates additional administrative costs to a district and loss of teaching quality and effectiveness, and each teacher who leaves the profession in a mid-sized to large district costs from \$10,000 to \$18,000 due to recruitment, hiring, and training costs. Moreover, intensive mentoring and induction programs for new educators result in a return after five years of \$1.66 for each dollar invested. The Board is therefore recommending \$2 million to provide mentoring opportunities for new teachers.

Teach for America

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

The Board is recommending an appropriation of \$1.9 million for FY 2019. The recommended appropriation amount would continue to receive matching dollar-for-dollar private funding for the program. The funding will support recruiting an additional 110 corps members (of which 44 percent or more have historically been teachers of color) and continued training and development of the current 220 corps members, strengthening and diversifying the Illinois teaching workforce.

Principal Mentoring Program

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

The Board is recommending \$1 million to fund mentoring for first- and second-year principals. Per Part 35 of Illinois Administrative Code, if the appropriation is sufficient to serve all first-year principals, then the State Board shall determine if sufficient funding exists to support the operation of the mentoring program for second-year principals who request mentoring services. Part 35 specifies the amount of granted funds per mentored principal at \$2,750. The requested funds would be sufficient to support mentoring of approximately 360 new principals.

Diverse Educator Recruitment

Minority teachers are disproportionately represented in American public schools. The teaching force remains overwhelmingly white and female in Illinois and nationwide. In 2017, 83 percent of Illinois teachers were white and 77 percent were female, yet 53 percent of the state's students are non-white. A growing body of research suggests that minority students could benefit from being assigned to a teacher of their own race/ethnicity. These teachers are uniquely positioned to improve performance of minority students by serving as role models, mentors, advocates, and/or cultural translators.

The Board is recommending a \$700,000 appropriation for a minority recruitment and mentoring program, which would provide early recruitment of minority teachers and provide support to increase retention of novice minority teachers. Funds will assist in building a pipeline of minority students who will enter the teaching workforce.

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

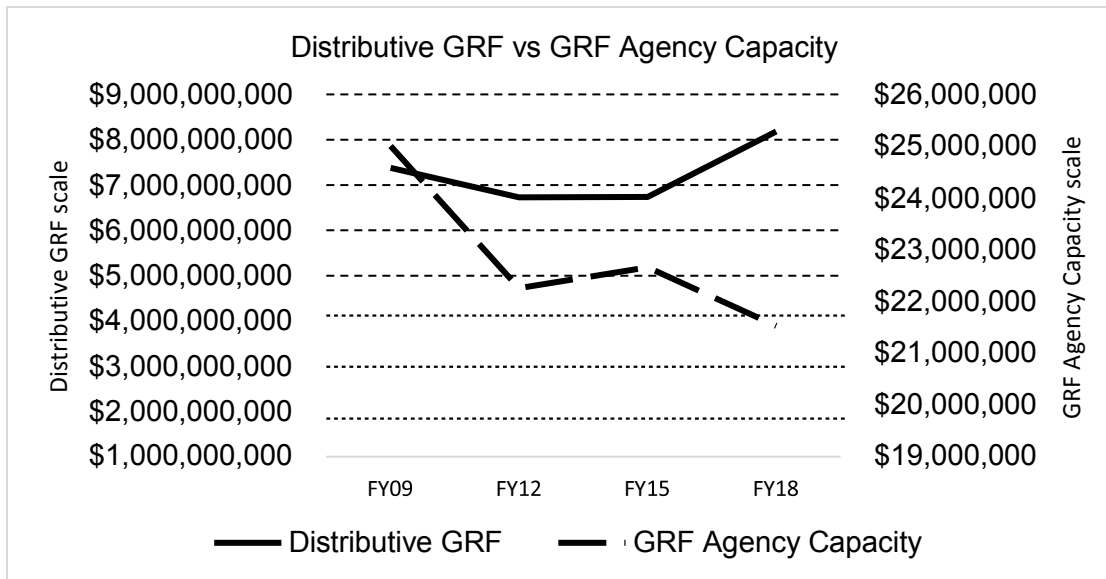
Agency Capacity to Support Educational Excellence

Many years of collaboration and hard work by legislators, educators, and local leaders have positioned ISBE to provide even more support to students and families in Illinois. Illinois now has fairer school funding, a balanced accountability system, and new state laws encouraging a more relevant and individualized learning experience for students. These historic shifts in Illinois' public education landscape present extraordinary opportunities to enhance coordination of ISBE's fiscal and academic supports.

Improving student outcomes begins with knowing each child's unique strengths and challenges. Likewise, supporting school improvement begins with knowing what each district is doing well and where each district needs to grow. ISBE is fostering deeper relationships with local educational leaders to better understand and sow local best practices across the state.

Public Act 100-0465 requires ISBE to develop a Five-Year Strategic Plan, a framework for school district spending plans, and a new system for calculating and reporting more than \$6.6 billion in Evidence-Based Funding. The Illinois ESSA State Plan introduces IL-EMPOWER, the new statewide structure for capacity-building grounded in equity and schools' unique local contexts. The goal of providing service and support rather than simply monitoring and compliance underpins all of ISBE's work.

ISBE needs capacity to ensure that the recent monumental shifts in policy result in lasting gains for students and for the social and economic future of Illinois. The General Revenue Funds (GRF) that ISBE distributes increased 11 percent from FY 2009 to FY 2018, while the GRF for ISBE's operations decreased by 14 percent.



Additionally, in the last year alone, federal administration funding to ISBE decreased by more than \$6.8 million, or over 16 percent. Current federal projections estimate ISBE will lose another \$1.6 million in federal administration funding next year.

The state's investment in ISBE's capacity is critical to provide necessary supports to local communities across the state so they can continue to achieve desired outcomes. The Board is recommending \$23,530,900 for FY 2019, which will restore funding for agency capacity necessary for ISBE to achieve its strategic goals and serve schools to ensure students' needs are being met.

Fiscal Year 2019 Investment to Support Educational Excellence Budget Highlights

Proposed Fiscal Year 2019 Budget

\$000s	FY18 At 01/17/2018	FY19 Request	\$ Change	% Change
General Funds	\$8,204,042.8	\$15,663,918.	\$7,459,875.5	90.93%
Other State Funds	\$72,548.9	\$75,078.9	\$2,530.0	3.49%
Federal Funds	\$3,654,586.9	\$3,656,453.3	\$1,866.4	0.05%
TOTAL	\$11,931,178.	\$19,395,450.	\$7,464,271.9	62.56%

Education Funding Principles

General Funds (\$000s)	FY18 At 01/17/2018	FY19 Request	\$ Change	% Change
Equity	\$8,053,780.0	\$15,470,139.	\$7,416,359.6	92.1%
Quality	\$104,568.9	\$121,224.0	\$16,655.1	15.9%
Community	\$22,010.1	\$41,843.8	\$19,833.7	90.1%
Educator Recruitment and Recognition	\$2,157.4	\$7,180.0	\$5,022.6	232.8%
Agency Support to Support Educational Excellence	\$21,526.4	\$23,530.9	\$2,004.5	9.3%
TOTAL	\$8,204,042.8	\$15,663,918.	\$7,459,875.5	90.9%

Evidence-Based Funding (EBF)

General Funds (\$000s)	FY18 At 01/17/2018	FY19 Request	\$ Change	% Change
Evidence -Based Funding	\$6,455,159.9	\$13,884,200.	\$7,429,040.1	115.1%
Chicago Teacher Pension Fund	\$221,300.0	\$0.0	(\$221,300.0)	(100.0%)
TOTAL	\$6,676,459.9	\$13,884,200.	\$7,207,740.1	108.0%

Mandated Categoricals

General Funds (\$000s)	FY18 At 01/17/2018	FY19 Request	\$ Change	% Change
Illinois FreeLunch/Breakfast	\$9,000.0	\$31,400.0	\$22,400.0	248.9%
Orphanage Tuition	\$17,000.0	\$13,600.0	(\$3,400.0)	(20.0%)
Sp Ed – Orphanage Tuition	\$68,177.6	\$65,500.0	(\$2,677.6)	(3.9%)
Sp Ed – Private Tuition	\$135,265.5	\$157,100.0	\$21,834.5	16.1%
Sp Ed – Transportation	\$387,682.6	\$445,200.0	\$57,517.4	14.8%
Transportation – Regular/Vocational	\$262,909.8	\$343,800.0	\$80,890.2	30.8%
TOTAL	\$880,035.5	\$1,056,600.0	\$176,564.5	20.1%

Proration Levels	FY17 Actual	FY18 Actual	FY19 Request
Sp Ed – Personnel Reimbursement	100%	**	**
Sp Ed – Children Requiring Sp Ed Services	99%	**	**
Sp Ed – Orphanage Tuition	100%	100%	100.00%
Sp Ed – Private Tuition	96%	90%	100.00%
Sp Ed – Summer School	89%	**	**
Sp Ed – Transportation	92%	91%	100.00%
Orphanage Tuition	100%	100%	100.00%
Illinois FreeLunch/Breakfast	22%	29% (est.)	100.00%
Transportation – Regular/Vocational	71%	84%	100.00%

** Public Act 100-0465 integrated program into Evidence-Based Funding.

Early Childhood Education

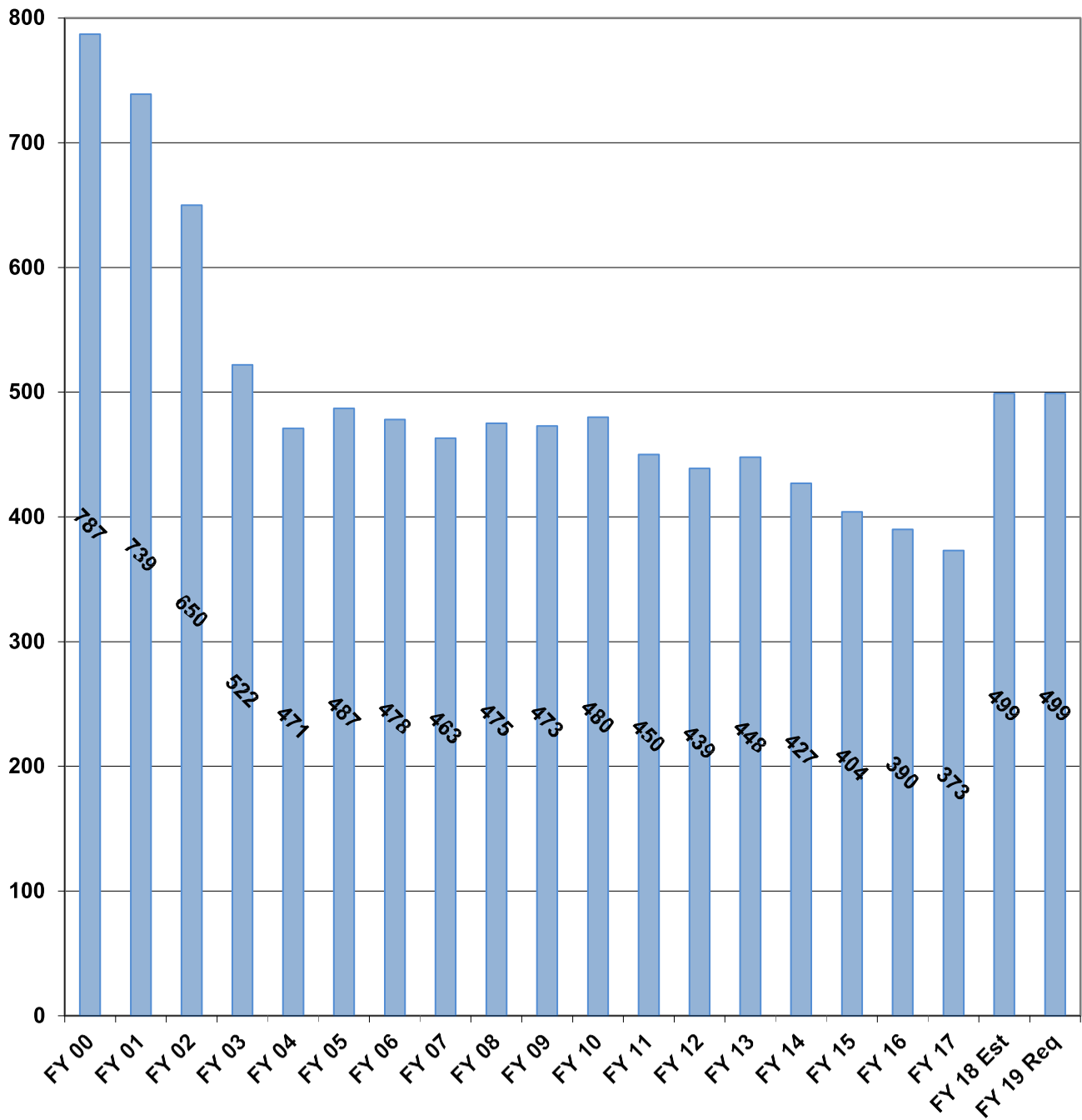
General Funds (\$000s)	FY18 At 01/17/2018	FY19 Request	\$ Change	% Change
Early Childhood Education	\$443,738.10	\$493,738.10	\$50,000.00	11.3%

	FY17 Actual	FY18 Estimated	# Change	% Change
Children Served	88,241	93,335	5,094	5.8%

Other Programs

General Funds (\$000s)	FY18 At 01/17/2018	FY19 Request	\$ Change	% Change
Community Health Initiative Fund	\$0.0	\$15,000.0	\$15,000.0	100.0%
District Broadband Expansion	\$0.0	\$6,300.0	\$6,300.0	100.0%
After-school Programs	\$15,000.0	\$20,000.0	\$5,000.0	33.3%
Alternative Education - Regional Safe Schools	\$6,300.0	\$11,300.0	\$5,000.0	79.4%
School Support Services	\$1,002.8	\$5,000.0	\$3,997.2	398.6%
Truant Alternative and Optional Education	\$11,500.0	\$14,500.0	\$3,000.0	26.1%
Homeless Education	\$0.0	\$3,000.0	\$3,000.0	100.0%
Competency-Based Pilot	\$0.0	\$2,200.0	\$2,200.0	100.0%
State and District Technology Support	\$2,443.8	\$4,500.0	\$2,056.2	84.1%
Agency Capacity to Support Educational Excellence	\$21,526.4	\$23,530.9	\$2,004.5	9.3%
Charter School Revolving	\$0.0	\$2,000.0	\$2,000.0	100.0%
Teacher Mentoring	\$0.0	\$2,000.0	\$2,000.0	100.0%
Advanced Placement - Low-Income	\$0.0	\$2,000.0	\$2,000.0	100.0%
Southwest Organizing Project	\$1,466.3	\$2,500.0	\$1,033.7	70.5%
Principal Mentoring Program	\$0.0	\$1,000.0	\$1,000.0	100.0%
Teach for America	\$977.5	\$1,900.0	\$922.5	94.4%
Diverse Educator Recruitment	\$0.0	\$700.0	\$700.0	100.0%
Advance Placement Course Implementation	\$500.0	\$1,000.0	\$500.0	100.0%
TOTAL	\$60,716.8	\$118,430.9	\$57,714.1	95.1%

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



ILLINOIS STATE BOARD OF EDUCATION

Budgeting for Results

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

Public Act 96-1529, which was signed into law on February 16, 2011, further refined the requirements for the Budgeting for Results (BFR) initiative. This Act required that, beginning with budgets prepared for fiscal year 2013, agency staff must adhere to a ***method of budgeting where each priority must be justified each year according to merit rather than according to the amount appropriated for the preceding year.***

The Governor's Office refined the outcomes and identified seven results to be achieved for the state beginning with the FY 2015 budget and have been used for all successive budget years including the FY2019 budget. **"Improve School Readiness and Student Success for All"** is one of those seven results that Illinois State Board of Education (ISBE) is obligated to achieve and demonstrate continuous improvements.

The FY 2019 ISBE Budget Book provides service level detail for the programs that the Board administers. The Board also publishes a number of other reports throughout the year in accordance with statutes to help Illinois residents and policymakers evaluate the effectiveness of education programs. ISBE looks forward to continued collaboration with Illinois policymakers to refine the BFR measures and determine the most effective use of public funding to reach desired results.

BFR Methodology

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

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

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

ISBE continues refining outcome measures as BFR is implemented agency wide.

Advanced Placement

The Advanced Placement (AP) program encourages school districts with a high percentage of low-income students to establish or expand programs. State and federal Title I funding also provides training for teachers and administrators in the necessary content knowledge and instructional skills needed to prepare AP students for courses and examinations.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of low income students taking an Advanced Placement test	24,841	27,978	30,564	31,322

After School Matters

The After School Matters program increases out-of-school opportunities for youth in underserved areas of Chicago. This state-funded program utilizes an apprenticeship model so students can participate in hands-on, project-based activities to develop career readiness and industry-specific skills.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of students enrolled in After School Matters	4,241	2,349	3,414	2,800

Agricultural Education

The Agricultural Education program assists local school districts in developing comprehensive programs in agricultural literacy and awareness. This state-funded program encourages curriculum development, growth, and implementation to help train individuals to work the agriculture industry.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of counties supporting an agricultural literacy program	77	79	76	77

Alternative Education/Regional Safe Schools

The Alternative Education/Regional Safe Schools (RSSP) program provides alternative education for students who are eligible to be suspended or expelled or who have been suspended or expelled. Services for this state-funded program are provided by the Regional Offices of Education.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of students served by RSSP	3,736	3,963	3,631	3,295

Arts and Foreign Language

The Arts and Foreign Language program provides grants to develop or implement quality arts and/or foreign language programs currently unavailable or diminishing due to reductions. This state-funded program has a matching fund requirement.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of implementation grants awarded	0	0	3	6

Assessments

The Assessment program develops and implements grade-level assessments in compliance with state and federal laws. The majority of students tested are in grades 3 through 12, although some assessments span kindergarten through grade 12. A combination of state and federal funds is used to contract with companies to provide assessment-related services.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Percentage of students participating in the English language arts assessment	99.4%	95.6%	97.5%	98.2%

Blind and Dyslexic

The Blind and Dyslexic program provides support to students with disabilities such as blindness, visual impairments, and dyslexia. Funds for this state-funded program provide human-narrated audio versions of textbooks and other instructional materials.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of blind and dyslexic students served	11,432	19,762	27,145	26,362

Career and Technical Education

The Career and Technical Education program develops academic, career, and technical skills for secondary education and helps students prepare for high-skill, high-wage, or high-demand occupations. Primary funding is from the federal Perkins grant and the state Career and Technical Education grant.

Performance Measures	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Percentage of total high school students enrolled in Career and Technical Education	46.2%	41.2%	45.3%	44.9%

Child Nutrition Programs

The Child Nutrition programs reimburse sponsors for a portion of the cost of meals and milk to eligible children. This program, funded through the U.S. Department of Agriculture, includes National School Lunch, School Breakfast, After-School Snack, Child and Adult Food Care, Summer Food Service, Special Milk, and Fresh Fruit and Vegetable programs.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Percentage of students eligible for free and reduced-price meals in National School Lunch Program	55.7%	56.8%	58.9%	58.9%

District Consolidation Costs

The District Consolidation Costs program encourages reorganization through consolidation or annexation. This state-funded program helps with costs of studies, supplemental payments for state support and salaries, and negative fund balances.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Proration of costs reimbursed	100%	100%	94.8%	100%

District Interventions

The District Interventions program provides interventions to districts with low student achievement and financial management performance. Financial Oversight Panels distribute these state funds to help districts meet all state goals.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of students served through District Interventions (two districts in school years 2014-17)	9,806	9,444	9,523	9,299

Early Childhood

The Early Childhood programs provide resources for early childhood and family education programs. These state and federally funded programs include Preschool for All, Prevention Initiative, and Preschool Development Expansion grants.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of students served by state Preschool for All	75,231	75,154	73,118	71,034

Educator Investigations

The Educator Investigations program investigates conduct that may require the suspension or revocation of an educator license following a hearing procedure. This state-funded activity supports legal work by internal staff and outside counsel to represent the State Superintendent in hearings.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of educators whose license was suspended or revoked	107	63	42	24

Evidence-Based Funding

Evidence-Based Funding, formerly General State Aid, ensures that school districts have adequate funding to provide a quality education by supplementing local tax revenues. State funding plays an integral role in helping school districts ensure academic growth and equitable outcomes for all K-12 students in Illinois.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Percentage of districts in deficit spending	42.3%	57.2%	44.8%	48.0%

Homeless Education

The Homeless Education program provides support services to help homeless students remain enrolled in school. This state-funded program also provides outreach and advocacy for students to receive the same education as non-homeless students.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Percentage of homeless students	2.4%	2.3%	2.2%	2.1%

Illinois Free Lunch and Breakfast

The Illinois Free Lunch and Breakfast program reimburses school districts for a portion of the cost of lunch and breakfast for students who meet the income-level guidelines. State funding for this program meets the federal match requirement for future funding.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Reimbursement for each free breakfast/lunch served/ claimed	\$0.0544	\$0.0315	\$0.0323	\$0.0250

Individuals with Disabilities Act (IDEA) – Part B

The Individuals with Disabilities Act (IDEA) – Part B program provides supplemental funds to ensure that all children with disabilities ages 3 through 21 receive a free appropriate public education in the least restrictive environment. These federal funds may be used to support salaries of staff that provide services for special education students, instructional supplies, materials, and equipment.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of students served by IDEA – Part B	289,887	294,953	296,790	294,168

Individuals with Disabilities Act (IDEA) – Deaf and Blind

The Individuals with Disabilities Act (IDEA) – Deaf and Blind program provides supplemental funds for deaf-blind children from birth through age 21. This federally funded program provides cross-agency technical assistance, professional development, and transitional services.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of deaf-blind students served by IDEA Part B	429	416	399	396

Individuals with Disabilities Act (IDEA) – Preschool, Part B

The Individuals with Disabilities Act (IDEA) – Preschool, Part B program provides funds to employ staff and purchase materials/supplies to supplement a comprehensive special education program for children with disabilities ages 3 through 5. This federally funded program serves both school districts and special education cooperatives.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of preschool students served	37,378	37,745	37,879	37,253

Materials Center for the Visually Impaired

The Materials Center for the Visually Impaired serves students with disabilities by purchasing and distributing braille and large-print books and adaptive materials. These state funds also are used to provide assistive technology equipment for students.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of elementary, secondary, and post-secondary students served	4,989	4,698	4,761	N/A

National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards program provides teachers and school counselors an opportunity to achieve National Board Certification. State funds provide services to recruit and support candidates in targeted schools and counties and to provide mentor training.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Percentage of candidate applicants from targeted schools	93%	81%	77%	82%

Orphanage Tuition

The Orphanage Tuition program reimburses school districts for providing services to children residing in orphanages, foster homes, children's homes, state operated centers and correctional facilities, and state-owned housing. These state funds are used in lieu of local property tax revenue.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of students served	6,568	7,078	6,407	5,339

Philip Rock Center and School

The Philip Rock Center and School provides a statewide residential center and school for individuals who are both deaf and blind. State funds enable the facility to support salaries, food, lodging, transportation, community access, and educational services. It also serves as the statewide technical assistance and training center for all school personnel and families with deaf-blind students.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of deaf-blind students eligible for services.	429	416	399	396

School Support Services

The School Support Services program provides assistance to schools with the lowest performance on state assessments. State funds are used to focus on academic achievement and build capacity while ensuring students perform at grade level.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of schools receiving grants	N/A	33	0	31

School Technology Revolving Loan Program

The School Technology Revolving Loan Program builds capacity of district technology, hardware, and software through low-cost, three-year loans. State funds are made available on a two-year rotating basis, alternating between grades K-8 and 9-12.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of technology loans	22	13	16	11

Southwest Organizing Project – Parent Mentoring Program

The Southwest Organizing Project develops parental leadership in low-income schools. Local funding supplements the state funds as community-based organizations partner with local schools to recruit and train parents to assist teachers.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of parent mentors	N/A	582	591	N/A

Special Education – Orphanage Tuition

The Special Education – Orphanage Tuition program reimburses school districts for costs in providing special education services to children residing in orphanages, children's homes, foster family homes, or other state-owned facilities. State funds reimburse the per-pupil education cost and approved transportation costs.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of students served	2,863	3,031	2,962	2,950

Special Education – Private Tuition

The Special Education – Private Tuition program reimburses school districts for costs in providing special education services to children when the public school system does not have the resources to fulfill students' educational needs. State funds reimburse the per-pupil education cost using a per-capita formula.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of students claimed	9,389	9,300	9,314	10,011

Special Education – Transportation

The Special Education – Transportation program reimburses school districts for costs in providing transportation for students with disabilities who have special transportation needs as specified in their Individualized Education Programs. State funds reimburse the per-pupil education cost using a per-capita formula.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of students served	75,210	75,997	77,588	76,818

State and District Technology Support

The State and District Technology Support program serves the Illinois Virtual School and Learning Technology Centers. State funding provides districts with technology-based online curriculum and resources and provides a statewide support system for information, professional development, and instructional technology.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of students served by the Learning Technology Centers	2,046,857	2,054,556	2,041,779	2,028,162

Substance Abuse and Mental Health Services

The Substance Abuse and Mental Health Services program builds and expands awareness of mental health issues among students. This federally funded program provides training for school personnel and helps connect individuals needing services with appropriate providers.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of participating districts and organizations	N/A	4	4	4

Teach for America

The Teach for America program provides an alternative route to teacher licensure for college graduates who did not originally choose teaching careers. State funds are used to recruit, train, and place participants in high-poverty, low-performing Chicago schools.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of incoming Chicago teachers	340	289	190	250

Teacher Mentoring

The Teacher Mentoring program assigns a mentor to each new teacher for a two-year period to develop skills and strategies for instruction and leadership. Funds are appropriated from the state Teacher Certificate Fee Revolving Fund.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of districts that provide approved induction and mentoring programs for new teachers	N/A	N/A	17	0

Title I – Basic, Part A

The Title I – Basic, Part A program provides supplemental services for students in all grades and academics, including physical education, technology, and music. These federal funds also support professional development, parent involvement, instructional salaries, supplies, and materials. They are distributed through formula grants based on low-income census count.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of Title I districts	833	833	833	846

Title I – Education of Migratory Children, Part C

The Title I – Education of Migratory Children program ensures that migrant children fully benefit from the same free public education provided to other children. Federal funds also support and address the special educational needs of migrant children to better enable them to succeed academically.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of funded entities	11	11	11	11

Title I – Neglected and Delinquent, Part D

The Title I, Part D program facilitates applicants to improve educational services for children and youth in local and state institutions for neglected or delinquent children and to provide them with services needed to make a successful transition from institutionalization to further schooling or employment. The federally funded program also provides resources to prevent such children from dropping out of school.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Percentage of students who earned high school credit	91.0%	73.4%	N/A*	N/A*

* These data are no longer collected due to changes in federal reporting requirements.

Title II – Mathematics and Science Partnership

The Title II – Mathematics and Science Partnership program provides resources for mathematics and science teachers to enhance content knowledge and teaching skills across curriculum. Partners for this federal program must meet poverty rate, student achievement, and teacher quality criteria.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of area partnerships	10	19	19	19

Title II – Teacher/Principal Training

The Title II – Teacher/Principal Training program improves quality and effectiveness of teachers and principals, reduces class size, and improves retention rates. Funds for this federal program may also be used for induction and mentoring, leadership, and increasing the number of highly effective teachers.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of sites providing professional development funding	0	49	40	39

Title III – English Language Acquisition

The Title III – English Language Acquisition program promotes equitable access to support English Learners. It helps immigrant students attain English proficiency and achieve at high levels in core academic subjects. Federal funds are also used to improve the instruction of these students.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Percentage of students who attained English language proficiency	21.0%	16.3%	15.8%	5.8%

Title IV – 21st Century Community Learning Centers

The 21st Century Community Learning Centers program affords low-performing, high-poverty school districts with supplemental educational opportunities. Federal funds support social, cultural, and enrichment activities during nonschool hours, leading to increased participation in school activities and improved high school graduation rates.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of projects funded	149	123	123	124

Title V – Charter Schools

The Title V – Charter Schools program provides support for new charter schools during the planning and start-up stages and for existing schools. Federal funds are used for program design and implementation for new charter schools, while dissemination grants are awarded to existing high-performing charter schools in operation for at least three consecutive school years.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of charter school students	59,925	62,055	63,862	63,571

Title VI – Rural and Low-Income Schools

The Title VI – Rural and Low-Income School program provides assistance to rural districts that may lack the personnel and resources to compete for federal competitive grants. Federal funding may be used for teacher recruitment and retention, professional development, and activities under various Title programs.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Percentage of funds used for instruction	58%	65%	71%	70%

Title X – Education for Homeless Children

The Title X – Education for Homeless Children program provides support, outreach, and advocacy for homeless students. This federal program provides services to homeless students in accordance with pre-determined goals.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Percentage of homeless students	2.4%	2.3%	2.2%	2.1%

Transportation – Regular and Vocational

The Transportation – Regular and Vocational program reimburses school districts for costs in providing transportation to school. Reimbursement with state funds is based on prior year costs.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Actual percent of costs reimbursed	74%	72%	70%	71%

Truants' Alternative and Optional Education Program

The Truants' Alternative and Optional Education Program serves students with attendance problems and/or dropouts up to and including those who are 21 years of age. State funds also provide truancy prevention and intervention services to students and/or serve as part-time or full-time options to regular school attendance.

Performance Measure	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of students served	22,750	25,342	28,081	25,142

ILLINOIS STATE BOARD OF EDUCATION

Federal Maintenance of Effort Requirements

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

Individuals with Disabilities Education Act

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

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

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

ISBE was awarded \$515.4 million in IDEA funds for fiscal year 2018.

Child Nutrition Programs

There are two MOEs related to Child Nutrition Programs.

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

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

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

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

ISBE received \$783.8 million in federal Child Nutrition funding in fiscal year 2017.

Carl D. Perkins Career and Technical Education Act of 2006

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

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

ISBE was awarded \$39.2 million in Perkins funds in fiscal year 2018.

ILLINOIS STATE BOARD OF EDUCATION
FY 2019 Investment to Support Educational Excellence

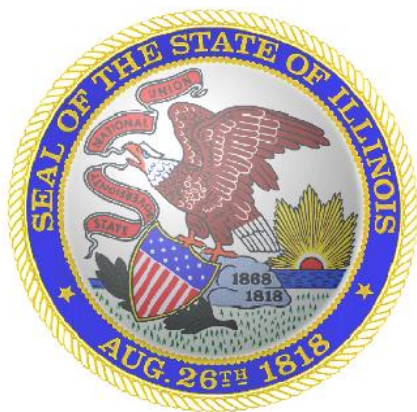
Page Ref.	\$000s	FY 19			
		FY 18 at At01/17/2018	FY19 Request	Increase (Decrease) \$	%
GENERAL FUNDS					
EQUITY					
59	Evidence-Based Funding (EBF)	6,455,159.9	13,884,200.0	7,429,040.1	115.1%
n/a	Chicago Teacher Pension Fund	221,300.0	0.0	(221,300.0)	(100.0%)
	Subtotal, EBF	6,676,459.9	13,884,200.0	7,207,740.1	108.0%
62	Illinois Free Lunch and Breakfast	9,000.0	31,400.0	22,400.0	248.9%
65	Orphanage Tuition	17,000.0	13,600.0	(3,400.0)	(20.0%)
69	Special Ed Orphanage Tuition	68,177.6	65,500.0	(2,677.6)	(3.9%)
71	Special Ed Private Tuition	135,265.5	157,100.0	21,834.5	16.1%
74	Transportation – Regular and Vocational	262,909.8	343,800.0	80,890.2	30.8%
76	Transportation - Special Educatin	387,682.6	445,200.0	57,517.4	14.8%
	Subtotal, Mandated Categoricals	880,035.5	1,056,600.0	176,564.5	20.1%
51	Alternative Education/Regional Safe Schools	6,300.0	11,300.0	5,000.0	79.4%
52	Autism	100.0	100.0	0.0	0.0%
n/a	Bilingual Education	** 29,000.0	0.0	(29,000.0)	(100.0%)
54	Blind and Dyslexic	846.0	846.0	0.0	0.0%
56	Community & Residential Services Authority	579.0	634.0	55.0	9.5%
57	Early Childhood Education	443,738.1	493,738.1	50,000.0	11.3%
61	Homeless Education	0.0	3,000.0	3,000.0	na
64	Materials Center for the Visually Impaired	1,421.1	1,421.1	0.0	0.0%
67	Philip Rock Center and School	3,577.8	3,577.8	0.0	0.0%
73	Tax Equivalent Grants	222.6	222.6	0.0	0.0%
78	Truant Alternative and Optional Education	11,500.0	14,500.0	3,000.0	26.1%
	Subtotal, Equity	8,053,780.0	15,470,139.6	7,416,359.6	92.1%
QUALITY					
80	Advance Placement – Course Implementation	500.0	1,000.0	500.0	100.0%
82	Advanced Placement Low-Income	0.0	2,000.0	2,000.0	na
83	Agricultural Education	5,000.0	5,000.0	0.0	0.0%
85	Assessments	51,000.0	48,600.0	(2,400.0)	(4.7%)
88	Career and Technical Education Programs	38,062.1	38,062.1	0.0	0.0%
116	Charter Schools Revolving Loan Fund Deposit	0.0	2,000.0	2,000.0	na
89	Competency Based Pilot	0.0	2,200.0	2,200.0	na
90	District Broadband Expansion	0.0	6,300.0	6,300.0	na
91	District Interventions	6,560.2	6,561.9	1.7	0.0%
93	School Support Services(Lowest Performing Schools)	1,002.8	5,000.0	3,997.2	398.6%
95	State and District Technology Support	2,443.8	4,500.0	2,056.2	84.1%
	Subtotal, Quality	104,568.9	121,224.0	16,655.1	15.9%

Page Ref.	\$000s	FY 18 at At01/17/2018	FY19 Request	FY 19 Increase (Decrease)	
				\$	%
COMMUNITY					
98	After School Matters	2,443.8	2,443.8	0.0	0.0%
99	After School Programs	15,000.0	20,000.0	5,000.0	33.3%
100	District Consolidation Costs	3,100.0	1,900.0	(1,200.0)	(38.7%)
102	Healthy Community Incentive Fund	0.0	15,000.0	15,000.0	na
104	Southwest Organizing Project	1,466.3	2,500.0	1,033.7	70.5%
	Subtotal, Community	22,010.1	41,843.8	19,833.7	90.1%
EDUCATOR RECRUITMENT AND RECOGNITION					
107	Diverse Educator Recruitment	0.0	700.0	700.0	na
108	Educator Quality Investigations and Hearings	179.9	250.0	70.1	39.0%
109	National Board Certification	1,000.0	1,000.0	0.0	0.0%
111	Performance Evaluations	0.0	200.0	200.0	na
112	Principal Mentoring Program	0.0	1,000.0	1,000.0	na
113	Teach for America	977.5	1,900.0	922.5	94.4%
114	Teacher Mentoring Programs	0.0	2,000.0	2,000.0	na
115	Teacher of the Year	0.0	130.0	130.0	na
	Subtotal, Educator Recruitment and Recognition	2,157.4	7,180.0	5,022.6	232.8%
TOTAL - GRANTS		8,182,516.4	15,640,387.4	7,457,871.0	91.1%
n/a	Agency Capacity to Support Educational Excellence	21,526.4	23,530.9	2,004.5	9.3%
	Subtotal, Agency Capacity	21,526.4	23,530.9	2,004.5	9.3%
TOTAL-GENERAL FUNDS		8,204,042.8	15,663,918.3	7,459,875.5	90.9%
OTHER STATE FUNDS					
AGENCY CAPACITY--OTHER STATE FUNDS					
n/a	Ordinary & Contingent Expenses - Indirect Cost Recovery	7,015.2	7,015.2	0.0	0.0%
118	Ordinary & Contingent Expenses - Teacher Licensure Institute Fund	2,208.9	2,208.9	0.0	0.0%
127	Ordinary & Contingent Expenses - Teacher Licensure Fee Revolving Fund	6,000.0	6,000.0	0.0	0.0%
n/a	Ordinary & Contingent Expenses – School Infrastructure Fund	600.0	600.0	0.0	0.0%
	Subtotal, AGENCY CAPACITY	15,824.1	15,824.1	0.0	0.0%
TOTAL - AGENCY CAPACITY		15,824.1	15,824.1	0.0	0.0%
STATE CHARTER SCHOOL COMMISSION					
n/a	State Charter School Commission Fund	1,000.0	1,250.0	250.0	25.0%
	Subtotal, State Charter School Commission	1,000.0	1,250.0	250.0	25.0%
GRANTS--OTHER STATE FUNDS					
n/a	After School Rescue Fund	200.0	200.0	0.0	0.0%
116	Charter Schools Revolving Loan Fund	200.0	2,000.0	1,800.0	900.0%

Page Ref.	\$000s	FY 18 at At 01/17/2018	FY19 Request	FY 19 Increase (Decrease)	
				\$	%
117	Drivers Education Fund	18,750.0	18,750.0	0.0	0.0%
119	Personal Property Replacement Tax Fund – Bus Driver Training	70.0	70.0	0.0	0.0%
121	Personal Property Replacement Tax Fund – ROE Salaries	10,800.0	11,000.0	200.0	1.9%
119	Personal Property Replacement Tax Fund – ROE Services	6,970.0	8,000.0	1,030.0	14.8%
122	School District Emergency Financial Assistance Fund	1,000.0	1,000.0	0.0	0.0%
124	School Technology Revolving Loan Fund	7,500.0	7,500.0	0.0	0.0%
n/a	State Board of Education Special Purpose Trust Fund	8,484.8	8,484.8	0.0	0.0%
114	Teacher Certificate Fee Revolving Fund – Teacher Mentoring	750.0	0.0	(750.0)	(100.0%)
129	Temporary Relocation Expenses Revolving Fund	1,000.0	1,000.0	0.0	0.0%
	Subtotal, Grants	55,724.8	58,004.8	2,280.0	4.1%
	TOTAL – GRANTS	55,724.8	58,004.8	2,280.0	4.1%
	TOTAL-OTHER STATE FUNDS	72,548.9	75,078.9	2,530.0	3.5%
	FEDERAL FUNDS				
	AGENCY CAPACITY				
n/a	Personal Services	17,990.2	17,990.2	0.0	0.0%
n/a	Retirement Pick-Up	119.9	119.9	0.0	0.0%
n/a	Retirement	7,732.7	7,732.7	0.0	0.0%
n/a	Social Security/Medicare	1,259.3	1,259.3	0.0	0.0%
n/a	Group Insurance	5,252.8	5,252.8	0.0	0.0%
n/a	Contractual	34,415.0	35,380.4	965.4	2.8%
n/a	Travel	2,030.0	2,030.0	0.0	0.0%
n/a	Commodities	430.0	430.0	0.0	0.0%
n/a	Printing	498.0	498.0	0.0	0.0%
n/a	Equipment	1,000.0	1,001.0	1.0	0.1%
n/a	Telecommunications	459.0	459.0	0.0	0.0%
	Subtotal, Agency Capacity	71,186.9	72,153.3	966.4	1.4%
	TOTAL-AGENCY CAPACITY	71,186.9	72,153.3	966.4	1.4%
	GRANTS				
	CAREER AND TECHNICAL EDUCATION				
134	Career and Technical Education - Basic	55,000.0	55,000.0	0.0	0.0%
	Subtotal, Career and Technical Education	55,000.0	55,000.0	0.0	0.0%
	CHILD NUTRITION				
136	Child Nutrition Programs	1,062,500.0	1,062,500.0	0.0	0.0%
	Subtotal, Child Nutrition	1,062,500.0	1,062,500.0	0.0	0.0%

Page Ref.	\$000s	FY 18 at	FY19	FY 19	
		At01/17/2018	Request	Increase (Decrease)	
				\$	%
INDIVIDUALS WITH DISABILITIES					
140	Individuals with Disabilities Education Act - Deaf and Blind	500.0	500.0	0.0	0.0%
142	Individuals with Disabilities Education Act, Part B	754,000.0	754,000.0	0.0	0.0%
144	Individuals with Disabilities Education Act – Preschool, Part B	29,200.0	29,200.0	0.0	0.0%
146	Individuals with Disabilities Education Act - State Program improvement, Part D	5,000.0	5,000.0	0.0	0.0%
	Subtotal, Individuals with Disabilities Act	788,700.0	788,700.0	0.0	0.0%
TITLE PROGRAMS (EXCLUDING ASSESSMENTS)					
156	Title I - Advanced Placement	3,300.0	3,300.0	0.0	0.0%
157, 159, 161, 163, 165	Title I	1,090,000.0	1,090,000.0	0.0	0.0%
167	Title II – Mathematics and Science Partnerships	18,800.0	18,800.0	0.0	0.0%
169	Title II - Teacher/Principal Training	160,000.0	160,000.0	0.0	0.0%
171	Title III – English Language Acquisition	50,400.0	50,400.0	0.0	0.0%
174, 176	Title IV	200,000.0	200,000.0	0.0	0.0%
178	Title V - Charter Schools	21,100.0	21,100.0	0.0	0.0%
180	Title VI - Rural and Low Income School Program	2,000.0	2,000.0	0.0	0.0%
182	Title X – Education for Homeless Children	5,000.0	5,000.0	0.0	0.0%
	Subtotal, Title Programs (excluding Assessments)	1,550,600.0	1,550,600.0	0.0	0.0%
ASSESSMENTS					
85	Assessments	35,000.0	35,000.0	0.0	0.0%
	Subtotal, Assessments	35,000.0	35,000.0	0.0	0.0%
OTHER GRANTS					
131	Abstinence Education	5,600.0	6,500.0	900.0	16.1%
132	Adolescent Health	500.0	500.0	0.0	0.0%
n/a	Congressional Special Projects	5,000.0	5,000.0	0.0	0.0%
148	Longitudinal Data System	5,200.0	5,200.0	0.0	0.0%
150	Preschool Expansion grant	35,000.0	35,000.0	0.0	0.0%
152	Race to the Top - Early Learning Challenge	35,000.0	35,000.0	0.0	0.0%
154	Substance Abuse and Mental Health Services	5,300.0	5,300.0	0.0	0.0%
	Subtotal, Other Grants	91,600.0	92,500.0	900.0	1.0%
TOTAL - GRANTS		3,583,400.0	3,584,300.0	900.0	0.0%
TOTAL - FEDERAL FUNDS		3,654,586.9	3,656,453.3	1,866.4	0.1%
GRAND TOTAL		11,931,178.6	19,395,450.5	7,464,271.9	62.6%

****Public Act 100-0465 integrated this program into Evidence-Based Funding.**



Data-driven practices and a growth mindset empower educators in East St. Louis

Board Goal: All students are supported by highly prepared and effective teachers and school leaders.

See more about Evidence-Based Funding on page 59, Competency-Based Education Pilot on page 89, and Teacher of the Year on page 115.



Photo Credit: East St. Louis School District 189

East St. Louis School District 189 takes seriously ISBE's goal that all students are supported by highly prepared and effective teachers and school leaders. The Office of School Turnaround team (OST), which is leading a districtwide comprehensive effort to improve teaching and learning, has implemented a structure and process with metrics and goals to monitor the district's and individual schools' progress in developing a competent and growth-focused teaching staff.

The district is 59.7 percent reliant on state funding, with 95.9 percent of students qualifying as low income. The district has received assistance from School Improvement Grants as it has implemented new supports, innovative opportunities, and more rigorous coursework for students.

ISBE recognized the OST's leadership with an Award of Excellence at the 2017-18 Those Who Excel banquet. District 189 Superintendent Arthur Culver wrote in his recommendation for the team award, "The Office of School Turnaround is systematically changing our culture to one that values the use of data to drive instruction and that values coaching and public practice. This

team is providing intensified supports to building administrators and the framework by which they can lead their staff in producing transformative whole school outcomes."

The framework for improving instruction includes tools such as Professional Learning Communities (PLCs), Teacher Development Dialogue Walkthroughs (TDDs), the Academic Excellence Indicators System (AEIS), the Administrator Development Support System, Performance Management sessions, and District and School Improvement Plans. The Charlotte Danielson Framework for Teaching serves as a common language for supporting improvement. Teachers meet weekly as teams in PLCs. Administrators use TDDs to complete mini observations each month and provide constructive, actionable feedback to teachers regarding their strengths and areas for growth on a regular basis. Peer teachers also conduct observations, helping to build trust among teachers.

The district offers ongoing professional development (PD) through "PD University," "Wired Wednesday" technology PD sessions, and School Improvement days.

"In the last five years, we've seen a shift. But really in the last two years, the district's leadership team has been very strategic and intentional in providing PD that's going to yield the gains not only for the students but also for the staff and the administrators," said Charlotte Edwards, principal of James Avant Elementary School.

The OST uses the districtwide data dashboard platform DOMO and the Academic Excellence Indicator System to track improvement in student academic outcomes and school climate. The team analyzes data trends across a range of indicators.

"I use this slogan with our team: 'cycles of iteration,'" Deputy Superintendent for Student Achievement and Administration Devon Horton said. "It's 'fail faster so you can succeed much sooner.' It's really beginning to take off. And it's exactly what we expect our teachers to do with our students: Provide rapid feedback to them so they can get better over a shorter period of time. And we're just taking that whole cycle across the district."

East St. Louis is set to be a 1:1 district this school year. And it was one of 10 districts selected to participate in the first cohort of Illinois' Competency-Based High School Graduation Requirements Pilot Program.

Statistics show student achievement is increasing as teachers gain more skills and become more effective.

Edwards made 460 classroom observations in the 2016-17 school year for her TDDs and students in her school scored the highest in the district on PARCC. James Avant is making progress toward the ISBE goal of 90 percent or more third-grade students reading at or above grade level. PARCC data show that the number of third-graders reading at or above grade level tripled from 2015 to 2017.

"The best thing I can say is about the students and the tenacity and the drive that they have because they want, there's a genuine desire for them, to be successful," Edwards said.

The district's data-driven decision-making extends to how it structures elementary classes. The district has started departmentalizing at the elementary school level, choosing subjects for teachers to focus on based on their strengths.

"When we looked at the data over the last couple of years, we were noticing that we had teachers in our elementary campuses that were much stronger in ELA or math when it came to student achievement," Horton said. "And, of course, providing services for professional development where all teachers in elementary teach math, and all teachers in ELA and science and social studies, it was a daunting task."

Social and emotional supports are a key part of the district's strategy for serving students, teachers, administrators, and the community as a whole. East St. Louis uses Positive Behavior Facilitation and has implemented restorative practices districtwide. Proactive social supports, including social workers, help meet student and family needs.

"Part of the funding was from the Illinois State Board of Education that allowed us to bring back many key student support positions," said Sydney Kaufman, director of Strategic Partnerships. "This really helps make a difference. It's directly alleviating some of the pressures for teachers as well as for administrators."

Funding has also enabled East St. Louis to add music teachers, PE teachers, and librarians, exposing students to new fields and giving teachers more preparation time.

With its growth mindset, East St. Louis continues to seek out new opportunities to support teachers in improving academic achievement for their students. The U.S. Department of Education awarded a grant to the district in fiscal year 2017 to build a Teacher and School Leader Incentive Program. The project will include a teacher residency program in partnership with Southern Illinois University at Edwardsville, National Louis University, and the Academy for Urban School Leadership, and New Leaders training for experienced principals and teacher leaders.

"From the students and the parents, all throughout the district, I am most proud of the growth mindset that has been displayed," Horton said. "In such a short amount of time, the things that we've been able to accomplish and the things that we've been able to change... Structures and processes that really benefit students."

Equitable access to broadband helps Massac's students stay on track

Board Goal: Ninety percent or more of ninth-grade students are on track to graduate with their cohort.

See more about Evidence-Based Funding on page 59 and Broadband Expansion on page 90.

Massac Unit School District 1's percentage of ninth-grade students on track to graduate has surpassed the state average for the past three years, reaching 89 percent in 2015, 90 percent in 2016, and 91 percent in 2017 – above the state averages of 83 percent in 2015, 82 percent in 2016, and 87 percent in 2017.

Students who finish the ninth grade on track are almost four times as likely to graduate from high school in four years as those students who do not. Massac UD 1's focus on preparation extends beyond graduation to college and career.

Superintendent Jason Hayes attributes the district's success to vertical alignment of curriculum from kindergarten through 12th grade, credit recovery and one-on-one instructional opportunities for students who have fallen behind, and network upgrades to ensure equitable access to digital learning for every student in the district.

The curriculum provides students at all levels with differentiated opportunities to grow. Massac UD 1 also added an array of Advanced Placement classes to its high school offerings, such as calculus, chemistry, languages, world history, and government.

"We pull at-risk data regularly throughout the year based mainly on the grades students are receiving in their core classes," said Hayes. "We have instituted a 20-minute early release for all students that are on track. The students who are falling behind instead have a homeroom at the end of the day. They meet with the teacher of a class they are struggling in to get some extra time and one-on-one support."

The homeroom class takes a competency-based approach to learning, slowing down the pace to meet students at their level and ensure they master the content before moving on. Technology has increased the district's options for interventions



Photo Credit: Massac UD 1

with students getting off track. Students who fail a class can enroll in an online course to recover both the skills and the credits they need to graduate. The district can track students' work digitally over time and from school to school.

The district is piloting full digital content delivery and a one-to-one technology environment, in which every student has his or her own device, in several junior high classrooms.

Massac UD 1 Director of Technology Tom Walker says students in the pilot classrooms engage in more project-based learning. Educators get instant feedback on students' progress through Google Classroom.

"Our teachers are very excited about the level of differentiation they can reach in an online learning environment," said Hayes. "Online content delivery frees teachers up to monitor students' progress and design individualized learning activities. Teachers can catch students falling behind so much more quickly and intervene at a rapid pace."

The technology makes it so much easier to differentiate for different learning styles.”

Access to online content also eliminates the need to purchase pricey textbooks that quickly become outdated. Walker says the district can purchase a Chromebook – and access a world’s worth of up-to-date information – for the price of one text- book. Increased funding would help the district expand access to individual devices.

Massac UD 1 has made equitable access to digital learning a priority. The district began working with EducationSuperHighway, a national nonprofit organization, in August of 2016.

EducationSuperHighway works with school districts across the state to accelerate bandwidth upgrades through the Illinois Classroom Connectivity Initiative. EducationSuperHighway connects districts to competitive service provider options and helps districts take advantage of the Federal Communications Commission’s E-rate program. E-rate provides discounts ranging from 20 percent to 90 percent of the costs of eligible internet installation and access services

“The biggest thing [EducationSuperHighway] helped with was finding vendors interested and available in performing upgrades that would also fit within our budget constraints,” said Walker. “Even though we get a good chunk of money back through E-rate, we still have a very limited budget.”

The Classroom Connectivity Initiative has resulted in a total of more than 1.2 million students in 756 Illinois school districts meeting the 100 kbps per student minimum connectivity goal. However, the state still ranks 44th out of 50 states for connectivity. More than 61,000 students in 97 school districts do

not have bandwidth sufficient to engage in digital learning.

State funds contribute 49.9 percent of Massac UD 1’s total revenues, compared to 24.2 percent of school districts’ revenues statewide.

Walker said that until the 2016-17 school year, the elementary schools in the most rural parts of the district had wireless connectivity at a quarter of the speed of a 4g connection. The stability of the wireless connection depended on the weather, occasionally going offline altogether.

Internet upgrades transformed the educational opportunities for both students and teachers.

“The difference has been night and day,” said Walker. “We’re able to access digital content with consistency and reliability at high speeds upwards of 30 to 50 times what was possible before. The students are able to complete more of their work online. We can add more devices and online services for our students. It has opened up new doors that just weren’t accessible before.”

Increased funding would allow the district to provide teachers with coaching and more professional development to learn and implement the best personalized learning strategies and make the most of the district’s new technology.

“I’ve seen the payoff for student achievement when you have instructional coaches in the building,” said Hayes. “We have zero instructional coaches. We are down to bare bones staff. We have reduced as much as we can without outright cutting programs. But even with our tight budget, we have realized student achievement gains due to our amazing staff.”



Photo Credit: Massac UD 1

Morton's students thrive through diverse pathways to success

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

See more about Evidence-Based Funding on page 59, Advanced Placement – Course Implementation on page 80, Advanced Placement – Low Income on page 82, Career and Technical Education on page 88, and Teacher of the Year on page 115.

In J. Sterling Morton High School District 201, #MortonPride is a popular refrain.

Morton boasts two recent finalists for Illinois Teacher of the Year: James Connelly, an automotive technology teacher at Morton West High School, was a finalist for 2018 Teacher of the Year and Elizabeth Mendoza, a Spanish teacher at Morton East, was a finalist for 2017 Teacher of the Year.

Morton has seen growth in its college and career readiness metrics. The district's attendance, freshmen on track, and graduation rates are improving. An increasing number of students are enrolling in post-secondary study, more graduates are entering college as sophomores, and more are attending highly competitive schools. There are Morton alumni currently attending five of the eight Ivy League schools. The district is making progress toward the State Board goal that 90 percent or more of students graduate from high school ready for college and career. Data show 20 percent of graduating seniors were college ready in the 2015-16 school year and 27 percent were college ready in 2016-17.

The district was named a College Board Advanced Placement (AP) District of the Year in 2016 for its leadership among medium-sized school districts in expanding access to AP courses while improving AP exam performance. The district increased student participation in AP by 19 percent annually from 2013 to 2015. The percentage of students earning a college credit eligible score (a score of 3 or higher out of 5 points) on at least one AP Exam increased by 7 percent annually. And the percentage of traditionally underrepresented minority AP students earning a 3 or higher on at least one AP Exam increased by 9 percent annually. Eighty-eight percent of students in the district qualify as low income and 90 percent of students are Hispanic.



Photo Credit: J. Sterling Morton High School District 201

“Our district set some expectations several years ago around opening enrollment for AP to make sure that any student who wanted it had access to an Advanced Placement class,” Superintendent Tim Truesdale said. “Our philosophy is that any student who has experience in Advanced Placement is more likely to enroll and persist in college because they have an experience with what it takes to be successful in a college-level class.”

The district also has an expectation that every student who takes an AP course must sit for the exam in that course. This gives students the experience of taking a college-level final and helps educators measure their progress in supporting students to be successful in college-level coursework.

The AP program includes summer experiences for students. A broader AP readiness summer program and AP course specific boot camps are offered to give students a feel for the rigor of their courses. The district has bolstered family outreach through AP parent nights to help family members in advance of course selection better understand the expectations of AP and how can they support their children at home to be successful.

“Because of all my AP classes, I think I am more prepared for college. Specifically being enrolled in AP classes here at Morton, because they all are challenging, but here they offer a lot of support and a lot of help and a lot of tools for you to use,” senior Leslie H. said.

One of these teachers, who Truesdale calls “a model for us in the district for what it takes to go the extra mile to make sure kids are successful,” is 2017 Teacher of the Year finalist Elizabeth Mendoza. Only one student who took Mendoza’s AP Spanish class over the last four years did not achieve a 3 or higher on the exam.

All of Mendoza’s students come from Spanish-speaking homes. Mendoza said she chose to be a Spanish teacher and a teacher at Morton because she wants to ensure that her students see that what they bring from their home or their culture is important.

Morton is one of 82 districts in the state to offer the State Seal of Biliteracy to students. Illinois was the fourth state in the nation to approve a State Seal of Biliteracy that allows school districts to award the seal on a student’s academic transcript and diploma for those who demonstrate a high level of proficiency in one or more languages in addition to English. Morton is a leader in the number of students who have expressed interest and achieved the Seal of Biliteracy.

Mendoza said that the Seal of Biliteracy benefits her students “because they get to see that their language is an asset to them in their future careers or universities.”

The district also offers the Project Lead The Way program. Project Lead The Way is a nonprofit organization that creates a hands-on learning environment for K-12 students through an activity- and project-based curriculum that engages students

in solving real-world problems. Students build skills in problem-solving, critical thinking, communication, and collaboration.

“Being able to participate in that active research and getting a feel for the university and what the professors there are teaching about engineering was really a good experience because it helped me realize that engineering is what I want to do for the rest of my life,” Senior Luis V. said. “I think that’s an experience that most high school students don’t receive and I don’t think it would have been possible without my engineering teacher and the Project Lead The Way program.”

Morton relies on state funding to help implement Project Lead The Way. The district, which is far from adequacy under the new funding formula, needs state aid to operate. State funding supports Morton’s AP summer programs and helps the district maintain optimal class sizes to increase the likelihood of students succeeding in AP classes and on AP exams. The district administers 4,200 AP exams per year. Subsidies from the state for AP exam fees keep cost from being a barrier to student participation.

“We made some pretty significant budget cuts several years ago out of necessity,” Truesdale said. “In order to keep the doors open, the district had to make some really difficult decisions that resulted in our students at Morton having a smaller class load than students at most every other district in the state. So the increase in state funding that we’re in line to receive (through the new evidence-based funding formula) is going to help us expand our schedules and start to recover what was lost.”

Students are in high demand to participate in community events and programs. Director of the Career and Technical Education Program Eric Mastey explains that, within the past three years, he has had more businesses and community organizations contacting him to partner with Morton instructors and students than ever before, “knowing that we have amazing students that they want to work for them and build their organizations.”

Observational tool supports deeper knowledge of students' strengths in Mount Vernon

Board Goal: All kindergarteners are assessed for readiness.

See more about Evidence-Based Funding on page 59 and Early Childhood Education on page 57.

The Kindergarten Individual Development Survey (KIDS) is making a difference for the teachers and students in Mount Vernon City Schools District 80, especially in the area of social and emotional development.

"We score the students on feelings, actions, following rules, etc.," said Denae Jones, who is in her eighth year as a kindergarten teacher. "KIDS has a whole section on social and emotional health and that has helped me really start to watch how healthy a child is as far as managing their feelings."

Ben Teriot, one of the eight kindergarten teachers in the Mount Vernon district, said that KIDS has resulted in a few adjustments in his approach to teaching.

"As a result of KIDS, I take more anecdotal notes while students are working at learning stations," he said. "KIDS has caused me to be more aware of the social and emotional indicators."

KIDS is an observational tool designed to help teachers, administrators, families, and policymakers better understand the developmental readiness of children entering kindergarten. KIDS helps the state identify gaps in access to high-quality early learning opportunities and better target early childhood funding and supports.

KIDS focuses on the knowledge, skills, and behaviors across four key domains that most impact long-term student success: Approaches to Learning and Self-Regulation, Social and Emotional Development, Language and Literacy Development, and Cognition: Math.

The Mount Vernon district has piloted KIDS since 2014, but it is a statewide requirement starting in fall 2017. The district got a head start on meeting the statewide goal that every kindergartner is assessed for readiness.

"Our thought behind taking part in the pilot was that if this was going to be a requirement we wanted to



Photo Credit: Mount Vernon SD 80

be grounded into what was going to happen. We wanted to understand the thought process behind KIDS so the implementation could be successful," said Dr. Dee Ann Schnautz, director of curriculum/instruction/assessments in District 80. "I think it was smart to get out front and do it first so that it wasn't so overwhelming. Doing it slowly like we did took stress off our whole team."

Kindergarten teachers observe students on 14 Required Measures of Readiness in the first 40 days of kindergarten and enter the information into KIDStech. All 55 measures across 11 learning domains are available for teachers to use in an effort to gain an enhanced understanding of children's development.

The 14 indicators represent a sampling of areas of learning that kindergarten teachers routinely identify as key to children's success in kindergarten. The

measures provide a means, at an aggregate level, to begin to understand in a general way the learning and support needs of an incoming cohort of kindergarten children.

The annual snapshot gives an overall indication of children's development across the state at the beginning of kindergarten. Looking at trends across the state within a given year, as well as how the trends change across years, will help ISBE understand where children, schools, and districts may benefit from additional support in specific areas of development.

"We have a lot of challenges in Mount Vernon," noted Superintendent Aletta Lawrence.

The community of about 15,000 is located in Jefferson County in southern Illinois. About 85 percent of the district's students classify as low income (students in families receiving public aid, living in substitute care, or eligible to receive free or reduced price lunches). There are about 160 kindergarteners in the district this school year.

Teachers document observations by taking notes or using other recording methods during the course of a regular school day. The Mount Vernon teachers record their observations on iPads, which Superintendent Lawrence said the district purchased for them "to make their lives easier."

"My teachers are comfortable with data because we have been using data in other areas of the district," she said, adding that prekindergarten teachers in the district have long summarized their findings and sent them along to kindergarten teachers.

Report cards can be easily generated from KIDS data and help teachers engage families in conversation around how to best support each child's development. Paula Metcalf, the current instructional coach who organizes KIDS testing in the district, said the district has not yet taken that step, though she knows of other schools that have.

Jones, who participated in the pilot in 2014, agreed that the social and emotional indicators have made a big difference as far as how she deals with her students.

She is particularly proud of a success story in her classroom that she specifically relates to KIDS.

"I have a little guy with an Individualized Education Program for behavior only. He is very high academically. He had a one-on-one aide and had exhibited a lot of behavior that wasn't very good. I was nervous about having him in my classroom," Jones said.

"KIDS has really helped me because I look at a child's mental health a lot closer than I used to. If you can be proactive and put something in place before a child's bad behavior starts, that makes life easier for both parties. Well, I always want to be proactive and KIDS has opened my eyes to how a child reacts. I would say KIDS has help transform this little guy's behavior remarkably. He hasn't had to be removed from the classroom in over a month and hasn't had any outbursts. You wouldn't even know that he used to do that stuff. He no longer needs to have a one-on-one aide. It's wonderful."

Schnautz said that putting KIDS into practice has been "eye-opening."

"I think KIDS serves as a reminder to the teachers of all the little things that constantly need to be done. It makes the teachers more aware," she said. "It's a great tool for gathering information."

Lawrence sees more openings to be proactive and feels the new evidence-based funding formula will be beneficial to her district. She has already met with her principals to discuss opportunities that may soon be available to them.

"We'll need a spending plan for things that we've talked about and now will be able to do. We would like to hire more response-to-intervention teachers," she said. "We've also noticed a lot more social and emotional needs in our area and we definitely would like to address that."

Mount Vernon's accomplishments excite Lawrence.

"I have worn a lot different hats in District 80 over the years and what I am most proud of is our reputation in our community. We have a lot of challenges in this area, but the people really trust us with their kids," she said. "A lot of my administrators were formerly teachers in the district so in many cases they have dealt with the parents of these current students. We have a good relationship because parents see our schools as a safe place for their children."

North Chicago boosts student achievement through personalized learning

Board Goal: Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.

See more about Evidence-Based Funding on page 59.

North Chicago CUSD 187 has grown the number of fifth-grade students meeting or exceeding expectations in mathematics by 5 percentage points in one year – up from 17 percent in 2015 to 22 percent in 2016.

The district, like the state, has a ways to go to achieve the long-term Board goal of 90 percent or more of fifth-grade students meeting or exceeding expectations in mathematics, but the district's progress stands out. The success of North Chicago CUSD 187's committed educators and educational leaders in raising student achievement shines light on the possibilities of personalized learning.

Superintendent John Price attributes the district's progress to teacher leadership and expertise that have been developed and shared through instructional coaches and professional learning communities (PLCs).

North Chicago's PLCs take the form of small, collaborative teacher groups that focus on four questions:

1. What do students need to learn?
2. How are we going to know if they have learned it?
3. What do we do if they have learned it?
4. What do we do if they have not learned it?

"Through these four simple questions, the PLCs really leverage teacher leadership around evidence of student learning," said Price. "Our PLCs ground the work in the standards, the assessments, and the instruction needed to differentiate for students who already know the core objectives of the unit and for students who need to learn them."

State funding makes side-by-side instructional coaching possible, which Price says builds

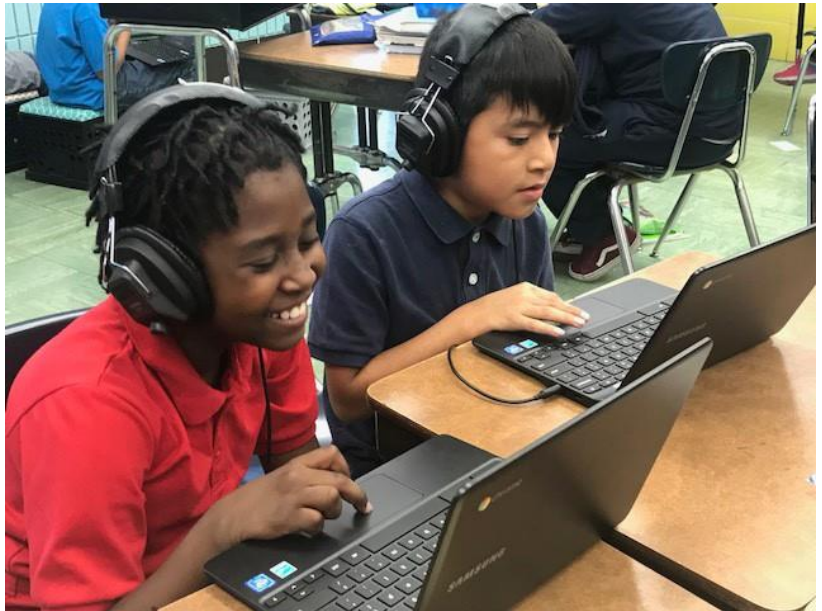


Photo Credit: North Chicago CUSD 187

consistency in differentiated instruction across schools and classrooms. North Chicago relies on state funding for 54 percent of its revenue. Eighty-three percent of students in the district qualify as low income.

Fifth-grade students at A.J. Katzenmaier Academy (AJK), which currently serves fourth- and fifth- grade students in the North Chicago school district, improved by a remarkable 9 percentage points in one year, up from 11 percent in 2015 to 20 percent in 2016.

Fifth-grade students at Howard A. Yeager Elementary School, AJK's sister school until the two schools combined in 2017-18 school year, also achieved significant gains, increasing the rate of proficiency in math by 5 percentage points from 14 percent in 2015 to 19 percent in 2016.

"At AJK, we have an instructional leader who is dedicated to supporting mathematics instruction,"

said Price. “Workshops are fine, but they don’t leverage the kind of growth that in-class, elbow-to-elbow coaching does.”

Price also said increased funding would allow the district potentially to extend the school day and the school year so students and teachers have even more time together.

“Our students in North Chicago have been able to show that we can make great growth, but we need more time with them to see more of that growth for more students before they leave us to go on to the next level, especially at those key transition points into sixth grade, ninth grade, and college,” said Price.

AJK’s master schedule provides a two-hour block for math instruction, as well as “What I Need” (WIN) blocks, which allow for 30 minutes of additional individualized learning several times per week. AJK Assistant Principal Louise Sanders says allocating the time in the school’s master schedule ensures all students at AJK receive both grade-level instruction in mathematics and work on their individual areas of opportunity.

Teachers at AJK use data to identify each student’s needs and to tailor an individualized learning program for each student. Some students receive targeted interventions during the WIN blocks; others have the opportunity to accelerate their learning. Students use the Compass Learning computer program, so they can move on to the next content area as soon as they reach mastery. The differentiated instruction ensures all students, no matter where they begin, grow throughout the year.

AJK Principal Michael Grenda says increased state funding would provide stability for the school’s pivotal instructional coaching positions.

“Our education is ever-evolving,” said Grenda. “What worked two years ago may not work two years from now. We need the resources to remain open to piloting high-quality supplemental programming and implementing the programs that prove successful.” State funding also has supported an important culture shift across the district to support and engage the whole child, whole school, and whole community.

Fifth-grade mathematics teacher Andrea Bodden, who taught at Howard A. Yeager Elementary School

and now teaches at AJK, has helped some students attain in the 90th percentile on the local assessment after beginning the year in the bottom quartile. Bodden credits the impressive gains to cultivating students’ buy-in to the importance of math to their personal goals.

“A lot of times when students come to my classroom, they’re scared of math,” said Bodden. “I try to change their mindset. I work to make them realize math is important for what they want to achieve. And when we see growth, we celebrate. We recognize students’ achievements. By the end of the year, math becomes their favorite subject. They excel at it. When I get that student buy-in and set that strong culture for learning, then the sky seems to be the limit.”

AJK hosts Data Nights to engage families in students’ learning. Sanders says families want to understand what the data really mean and how families can help students grow. Parents and guardians divide into groups based on their children’s performance levels and talk about specific strategies to build students’ skills at home.

Price wants to expand the goal-oriented mindset evident at AJK to the rest of the district.

North Chicago Community High School has career pathways in which students can focus their learning in health care, information technology, or engineering and design. One hundred percent of students in the first health care pathway cohort graduated in four years in 2017, compared to a 59 percent four-year graduation rate for the district’s total class of 2017. Price says the health care pathway has provided an excellent medium for community partnerships, including with Rosalind Franklin University of Medicine and Science and College of Lake County.

“We need to start earlier,” said Price. “We can make students’ goals really tangible by reaching farther into our system. Because we don’t know what their futures are going to look like – we may not even know about the jobs that will exist eight years from now – but having that goal gets kids engaged now.”

Students and educators soar in Bond County's environment of trust

Board Goal: Every school offers a safe and healthy learning environment for all students.

See more about Evidence-Based Funding on page 59.

Fostering a positive school climate and culture is of utmost importance to educators, staff, and school and district leaders at Pocahontas Elementary School in Bond County CUSD 2.

"If we look at Maslow's hierarchy [of needs], we know safety is a prerequisite for learning," Superintendent Wes Olson said. "Without an environment of respect, safety, and trust, students will not fully engage in the learning process. Our students' physical, social, and emotional safety remain our top priorities."

The school's commitment aligns with ISBE's whole child, whole school, whole community approach. The State Board adopted a goal in 2015 that every school in Illinois will offer a safe and healthy learning environment for all students.

Fifty-seven percent of students at the school qualify as low income. The school is in a small, tight-knit community and as such it is able to offer a family-like atmosphere.

"Our No. 1 goal in all we do is show our students that we care on a daily basis, sincerely care about their day-to-day life," Principal Jason Rakers said. "We have found that this helps create an environment of trust and our students open up to us when we gain their trust."

The school emphasizes the necessity of regular physical education (PE). On average, students had five days of PE per week in the 2015-16 and 2016-17 school years, up from 2.2 days in 2014-15.

"As adults, we forget what it's like to be a kid — kids need to move around," said Rakers. "Kids learn better; they can focus better if they burn off some energy at recess and in PE class. Of course, there are also obviously health benefits to having PE every day. Kids need more exercise but we have also found that they concentrate better with physical activity."



Photo Credit: Bond County CUSD 2

Pocahontas was identified as "well-organized" in 2014-15 and 2016-17, the highest score on the Illinois 5Essentials Survey. The survey provides a comprehensive picture of a school's organizational culture through an individualized, actionable report that measures five components critical for school success.

The school maintains strong teacher-principal and teacher-teacher trust. There is a feeling of collective responsibility among teachers, staff members, and school leaders.

"Our school leader and school staff members create a school environment where the expectations and goals are set high for the kiddos. In addition, within the school you feel like you can go to anyone to share suggestions and ideas to best provide an education for our students," said first-grade teacher Alicia Eversgerd.

Rakers encourages teachers to collaborate. Each grade level meets frequently to share ideas about how best to help students learn. Teachers review PARCC test results and work together to develop strategies to close gaps. The school takes a data-driven approach, using scatter plots to track progress and identify areas for improvement.

As a result, the 5Essentials Survey results show that Pocahontas classes are challenging, and instruction is clear and well-structured. Teachers push all students toward high academic performance. Students value hard work and engage in high-quality discussion. And students feel safe in and around the school and find their teachers trustworthy and responsive to their academic needs.

This ambitious instruction, combined with a supportive environment, has had an effect on student learning. The school has seen growth related to other ISBE goals. For example, the number of fifth-grade students meeting or exceeding expectations in math has increased from 32 percent in 2014-15 to 42 percent in 2016-17.

Strong teacher-parent trust has also helped the school to nurture student growth and achievement. The school has an active PTO and staff are in frequent contact with families.

"I have three goals for parents: be at the open house, attend parent/teacher conference, and help with at least one PTO event," said Rakers. "If I can get parents to do those things, they typically are willing to do much more and become active participants in their child's education. I try to be very visible at school functions and within the community ... Being accessible has really encouraged parents to be more involved."

Rakers greatly values parents' input and participation in advancing the school's mission.

"I have an open-door policy. I am always ready to hear suggestions, take constructive criticism, and exchange ideas. Collaboration is key to success both within the school walls and outside the school walls," said Rakers.

Teachers, too, see families as partners in helping students learn.

"I enjoy the close knit community between our staff members, the family interaction, and celebrating successes with our students. It is great to see their smiling faces walk in through the door each day and hear they are excited about learning!" said Eversgerd.

The district, which is 42.4 percent reliant on state funding, has struggled financially. Rakers believes

that an increase in state funding is a necessity to build and maintain safe and healthy learning environments.

"We have been successful because we have faculty and staff that go above and beyond," said Superintendent Olson. "Our folks all wear many different hats to help meet the needs of our students and families. We have good leadership that supports teachers and connects with the community. As we have cut essential services that support the social emotional well-being of our children, our people have stepped up. To be honest, I think Pocahontas has done more with less in spite of a less-than-adequate funding formula and pro-rated appropriations."

The school expects to receive more funds under the new evidence-based funding formula. This will help Pocahontas restore some of its arts programs, bring back social workers and school counselors, and staff the librarian position. With this stability, the school "can start having conversations about enhancing learning opportunities for students rather than conversations about minimizing the impact of financial cuts on students."



Photo Credit: Bond County CUSD2

Enrichment and service pave a path to excellence in Chicago

Board Goal: Ninety percent or more of third-grade students are reading at or above grade level.

See more about Evidence-Based Funding on page 59.

Chicago Public Schools' Edgar Allan Poe Classical Elementary won a prestigious 2017 National Blue Ribbon School award, a tremendous accomplishment, but not one that Principal Eric Dockery will rest on.

"There is still a lot of work to do," said Dockery. "This is us just getting started. How can we get better? We have this experience, we are getting good, we have a framework."

The National Blue Ribbon School award is an honor bestowed by the U.S. Department of Education to the best schools in the country. The students at these schools perform at very high levels or have demonstrated significant progress in raising student achievement. A total of 342 schools nationwide were honored with this distinction in 2017, including 16 in Illinois.

The refrain that runs through Dockery, Poe teachers, and students alike is "community" and "family." Unlike a generalized use of these common phrases, community and family are the cornerstone for the academic success at Poe.

"We are like a family," said fourth-grader Layla R. "There is no limit to helping each other. We are a group that loves and helps each other."

"Community is a group of people working together toward an achievement. We are like neighbors," intoned Wayne H., also in the fourth grade. "We don't do teasing at Poe."

This sense of community is fostered by the teachers, who Wayne H. and Layla R. include as part of the community. The faculty partake in events like the walk-a-thon that helps raise school funds, help assemble care packages for those who are in need, and support students every step of the way as they learn and grow, from kindergarten through sixth grade and beyond.



Photo Credit: City of Chicago School District 299

"Community is huge. This is a family environment," said Dr. Martha Wilkins, a former teacher at Poe. "We always have all hands on deck and everyone is all in."

Dockery cites the school's motto, "Learn, Lead and Serve," as the guiding principle for excellence. "Learn" is the quest for academic success. And Poe students are achieving. In 2016-17, 97 percent of Poe's third-graders were reading at or above grade level. This is considerably higher than the state average and is a leap from the 83 percent of Poe third-grade students reading at or above grade level in 2015-16. In fact, Poe third-grade students have even surpassed the ISBE Board goal of 90 percent. Poe outperforms most schools and the state average in almost every measurable category.

The application of personalized learning at the school ensures that each student will have differentiated support and that the coursework can align with each child's interests. Wayne H. noted that his favorite learning program is Assessment and Learning in Knowledge Spaces (ALEKS), an online tutoring program that helps him with comprehension and math.

"Our learning is based on competency," said Dockery.



Photo Credit: City of Chicago School District 299

Poe also teaches students how to be strong and effective leaders. It may surprise some people, but Dockery applies the principles of Steven Covey's "7 Habits of Highly Effective People" to help shape the future leaders. "There is no reason that this is only for adults. We start teaching them the habits in kindergarten and challenge them to make a difference, to be a leader."

And "Serve" is very much in evidence. The school community was right back in service mode the day after the Blue Ribbon celebration as students and teachers prepared school supplies collected in a drive. These items needed to be packed and shipped to a school in Houston that Poe adopted after the recent hurricane. The school is committed to the principle of "think globally and act locally." This is but a snapshot of the engagement of students and faculty in ongoing service.

Poe is a classical school, so there is a great focus on arts and language as well as additional, unique programs. The school has struggled to adequately fund its academic curriculum, necessary technology, and enrichment programs, especially in the last few years. Dockery, Wilkins, and current teacher

Kimberly Washington all have expressed relief that the budget crisis is over.

"Funding is crucial to success. Funding from the state is like the air we breathe," said Dockery. "It was distracting cutting budgets in the middle of the year. Now I am the only one in the building who has to worry about budgets and that is how it should be. More money allows us to do more for these kids. I never understood when people say, 'We do more with less.' I believe in do more with more. We have to do fundraisers and I am always chasing grants and building partnerships."

Washington agreed.

"We shouldn't have to fight for what these children deserve," she said.

The school, which is in the historic Pullman neighborhood in Chicago, utilizes its external community to help provide funding. Poe in the past has been able to partner up to offer swimming lessons, dance classes, and -- Layla R.'s favorite -- a six-week Barrel of Monkeys residency. Barrel of Monkeys facilitators conduct weekly workshops that focus on performance and creative writing in Chicago elementary school classrooms in grades 3 to 5. The school hopes to again fund this program. Poe works with its PTA and Local School Council to create community partnerships; run numerous fundraisers like the walk-a-thon, book fairs, and taffy apple sales; and pair up with restaurant partners monthly. It put on a comedy show with local comedians and this year will add the Blue Ribbon Ball to its fundraising events.

Wilkins noted funding challenges have never gotten in the way of "pushing the kids, having rigorous coursework, having high expectations. Expect them to rise up and they will."

"We just do what we do every day. We have parents that are just as supportive," added Washington.

And the Poe students have risen up to make it a National Blue Ribbon School.

"The next time we are eligible is 2022. We will be a Blue Ribbon School in 2022," said Dockery.

EQUITY NARRATIVE

We expect all students to read at grade level by third grade, perform math functions at grade level by fifth grade, and graduate ready for both college and a career. However, children come to school with different life circumstances and outside supports. Improving outcomes without addressing issues of equity is impossible. Equity means providing each child with the individualized supports he or she needs to achieve their potential and meet our common, high expectations. Illinois' public schools serve an incredibly diverse student population – including youth in care, students experiencing homelessness, children in families who are struggling to secure enough food or whose parents are incarcerated, children learning English, and students with varying physical and developmental abilities. The State is responsible for creating the conditions for each and every child to thrive.

Evidence-based funding takes a significant step toward a more prosperous Illinois. Funding rooted in equity counteracts the historical and structural inequities that place some of our children in situations of greater stress, trauma, and violence. Preliminary Adequacy Target calculations show school districts in Illinois range from having 46 percent to having 285 percent of the resources necessary to provide a quality education to students. The seven stories throughout this executive summary feature school districts that rely heavily on state funding and are making significant progress toward one or more of the State Board's goals. These stories illustrate both the potential of and the need for adequate and equitable resources.

Equity for some students means access to alternative education opportunities. The Truants' Alternative and Optional Education and Regional Safe Schools programs help to mitigate obstacles for students facing discipline or attendance challenges. These programs utilize social and emotional supports, including counselors and smaller class sizes, to ensure that every student has a pathway for success. Hundreds of children are currently on the waiting list for these programs due to funding reductions.

Investing in Illinois' students today pays dividends for the state's future workforce and tax base. For instance, research by Nobel Prize-winning University of Chicago Economics Professor James Heckman shows that every dollar invested in high quality early childhood programs returns \$7 to \$13 annually per child, based on better education, economic, health, and social outcomes. Ensuring that students have equitably resourced schools; proper nutrition; the support and attention of caring adults; and safe, positive, and inclusive classroom environments lays the foundation for children to grow into socially and economically secure adults.

Alternative Education – Regional Safe Schools

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

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$6,158,300	\$6,300,000	\$6,300,000	\$6,300,000	\$11,300,000
Change from Prior Year	(\$141,700) (2.25%)	\$141,700 2.30%	\$0 0.00%	\$0 0.00%	\$5,000,000 79.37%

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To increase safety and promote the learning environment in schools and to meet the particular educational needs of disruptive students more appropriately and individually in alternative educational environments.

Purpose

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 Program at the discretion of the local school district. This program includes academics.

Reimbursement/Distribution Method

A base allocation of \$30,000 is awarded per Regional Office of Education and Chicago Public Schools. Remaining available funds are distributed based on a statutory multi-step weighted formula.

Population and Service Levels

The following table displays service-level information:

	FY17	FY18 (Est)
Expulsion-eligible and Expelled	1,493	1,495
Suspension-eligible & Suspended	2,146	2,145
Total	3,639	3,640

Autism

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$100,000	\$0	\$100,000	\$100,000	\$100,000
Change from	\$0	(\$100,000)	\$100,000	\$0	\$0
Prior Year	0.00%	(100.00%)	N/A	0.00%	0.00%

Board Goals

The program aligns with the following Board goals:

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

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

Program Mission

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

These services and relevant, valid, and accessible resources shall focus on ensuring equitable access and best practices in educational and workplace transition. The

number of Illinois students identified with autism has increased from 1,560 to more than 23,000 from 1997, the year when the Autism Project began, through 2016.

Purpose

To provide consultation, technical assistance, and training to stakeholders participating in community-centered planning for students with autism and their families. In addition, funds are used to provide cost-effective digital content professional development 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.

Reimbursement/Distribution Method

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

Population and Service Levels

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

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

The following table displays service-level information:

	FY17	FY18 (est)
Number of students with Autism Spectrum Disorder in Illinois	24,362	24,400

Blind and Dyslexic

Legislative Reference – Not Applicable
Funding Source – State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$816,600	\$846,000	\$846,000	\$846,000	\$846,000
Change from	\$0	\$29,400	\$0	\$0	\$0
Prior Year	0.00%	3.60%	0.00%	0.00%	0.00%

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

Learning Ally, formerly Recording for the Blind and Dyslexic, is a national nonprofit whose mission is to make reading accessible for all. The goal is to ensure success for all learners by providing human-voice recorded audiobooks, eBooks, and assistive technology accommodations for students with print disabilities and training for educators.

Purpose

Learning Ally helps schools meet their obligations under federal Individuals with

Disabilities Education Act, Rehabilitation Act, and Americans with Disabilities Act requirements to ensure effective communications for students with disabilities by supporting 750 schools and more than 25,000 K-12 students who have print disabilities, such as blindness, visual impairments, and dyslexia. Learning Ally's program delivers accessible, human-narrated audio versions of textbooks and other instructional materials. Grant membership gives schools access to Learning Ally's library of more than 85,000 titles of literature and textbooks. Enrolled schools have unlimited access to this library and to playback software and apps for use on computers, iPads, tablets, or Chromebooks for unlimited numbers of qualifying students. This includes both in-school and at-home access.

Reimbursement/Distribution Method

Funds are distributed through a grant to Learning Ally.

Population and Service Levels

The program served 754 school campuses in fiscal year 2017. Demand for the program continues to be strong. All available school licenses were assigned quickly and a waiting list remains.

The need for the program continues to be demonstrated by the consistent increases of students served and books circulated. Ninety-nine percent of participating schools

accessed the Teacher Ally management tools and training. This demand is expected to continue to increase as dyslexia legislation is implemented and teachers seek out tools to support students.

The following table displays service-level information:

	FY16	FY17	FY18, Q1
Students Served	27,145	33,165	24,346
Books Circulated	113,113	121,825	36,231

Community and Residential Services Authority

Legislative Reference – 105 ILCS 5/14-15.01

Funding Source - State

Appropriation History

	FY15	FY16*	FY17**	FY18	FY19 Proposed
Appropriation	\$579,000	\$0	\$579,000	\$579,000	\$634,000
Change from	(\$13,300)	(\$579,000)	\$579,000	\$0	\$55,000
Prior Year	(2.25%)	(100.00%)	N/A	0.00%	9.50%

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

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

Board Goal(s)

This program aligns with the following Board goal:

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

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

Program Mission

To advocate, plan, and promote the development and coordination of a full array of prevention and intervention services to meet the unique needs of children and adolescents who have behavior disorders or are severely emotionally disturbed.

Purpose

To develop collaborative and coordinated approaches to service planning and service delivery for individuals through the age of 21 who have behavior disorders and/or are severely emotionally disturbed and who typically require coordinated services from multiple agencies. Funds are used to provide interagency coordination in the field 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. The Community and Residential Services Authority (CRSA)

currently has six paid staff and operates under the authority of a 19-member board that includes six unpaid appointees of the Governor, unpaid designees of the four legislative leaders, and nine designees of state agency directors.

Reimbursement/Distribution Method

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

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

Population and Service Levels

CRSA receives referrals for interagency technical assistance and for dispute resolution situations from parents, state agencies, members of the General Assembly, and the Governor's Office. If the needs of children and adolescents are unable to be addressed at the local level, CRSA is called upon to resolve issues relating to service plan implementation and/or fund a services dispute resolution. The following table displays service-level information:

	FY17	FY18 (est)
Referrals	279	300

Early Childhood Education

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

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$293,438,100	\$314,238,100	\$393,738,100	\$443,738,100	\$493,738,100
Change from	(\$6,754,300)	\$20,800,000	\$79,500,000	\$50,000,000	\$50,000,000
Prior Year	(2.25%)	7.09%	25.30%	12.70%	11.27%

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To allow Illinois students to enter school with a foundation of knowledge and skills that

allows them to be successful throughout their school experience.

Purpose

To provide funds for early childhood and family education programs and services that will help young children enter school ready to learn.

Programs funded by this initiative include the Preschool for All Children Program (screening and educational programs for 3 and 4 year-olds), which gives priority to the following: (1) children who have been identified as being at risk of academic failure, and (2) children whose family's income is less than four times the poverty guidelines. The Prevention Initiative for Programs Offering Coordinated Services to At-Risk Children and their Families (a network of child and family service providers that promotes the development of at-risk infants and toddlers to age 3) is also funded.

Reimbursement/Distribution Method

Competitive grants are awarded based on a Request for Proposals process. Twenty-five percent of funds must be spent on services for children in the birth-to-3 age range.

The requested increase in fiscal year 2019 appropriation fulfills the matching requirement needed to obtain and keep the federal Preschool Development Expansion Grant.

Chicago District 299 receives 37.0 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

The following table displays service-level information:

	FY17	FY18 (est)
Downstate Illinois Projects		
Birth to 3 Prevention Initiative	144	154
3-5 Preschool for All (PFA)	455	470
0-3 Children Served		
Downstate	8,553	8,667
Chicago Public Schools	4,310	6,436
Total 0-3 Children Served	12,863	15,103
3-5 Children Served		
Downstate Preschool for All	56,132	54,340
Chicago Public Schools	19,246	23,892
Total 3-5 Children Served	75,378	78,232

Evidence-Based Funding

Legislative Reference – 105 ILCS 5/18-8.15

Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$5,224,323,800	\$5,536,799,100	\$5,900,216,500	\$6,455,159,900	\$13,884,200,000
Change from Prior Year	(\$34,647,400) (0.66%)	\$312,475,300 5.98%	\$363,417,400 6.56%	\$554,943,400 9.41%	\$7,429,040,100 115.09%

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

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To provide school districts with the primary state grant for education purposes in a manner that improves equity and moves

districts, especially furthest away from the goal, to adequate levels of funding.

Purpose

To provide general flexible state aid to schools in an equitable manner. Evidence-Based Funding (EBF) represents more than 81 percent of General Fund appropriations to ISBE.

Reimbursement/Distribution Method

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

The new distribution system creates 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 in EBF. The one exception is amounts paid for Special Education Summer School, which reflect full claim amounts. Amounts paid to districts in excess of the hold harmless are based on how they rank when comparing local wealth to district need.

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

Districts will be assigned to one of four funding tiers based on their percentage of adequacy. Districts in Tier 1 are those most in need of state assistance. These districts will receive 50 percent of funding increases. Districts qualify for Tier 1 if their percentage of adequacy is less than the Tier 1 target ratio. That ratio is set in so that 50 percent of increased funding is distributed to Tier 1 districts. Tier 2 districts have a percentage of adequacy that is greater than the Tier 1 target ratio and less than 90 percent. Tier 2 districts

receive 49 percent of increased funding. Tier 3 districts have a percentage of adequacy greater than or equal to 90 percent and less than 100 percent. Tier 3 districts receive 0.9 percent of increased funding. Tier 4 districts have a percentage of adequacy greater than or equal to 100 percent and receive 0.1 percent of increased funding.

	Tier 1	Tier 2	Tier 3	Tier 4
% Tier Funding	50%	49%	0.9%	0.1%

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

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

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

Additional information is available at <https://www.isbe.net/Pages/EvidenceBasedFunding.aspx>.

Homeless Education

Legislative Reference – 105 ILCS 45
Funding Source – State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$3,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$3,000,000
	0.00%	0.00%	0.00%	0.00%	N/A

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To provide funds for homeless education programs and services that will help homeless students remain in school.

Purpose

To provide a state funding source for support services, outreach, and advocacy

for homeless students to remain enrolled in school and have equal access to the same free and appropriate public education provided to non-homeless students.

Reimbursement/Distribution Method

Grants will be awarded through a competitive procurement process.

Population and Service Levels

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

	FY15	FY16	FY17	FY18 est
PK-12 Students	54,528	53,733	54,669	53,000

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

Illinois Free Lunch and Breakfast

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

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000	\$31,400,000
Change from	(\$5,300,000)	\$0	\$0	\$0	\$22,400,000
Prior Year	(37.06%)	0.00%	0.00%	0.00%	248.89%

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To provide leadership and support for sponsoring entities to provide nutritious meals to children to create a healthy learning environment, enabling them to properly learn and grow.

Purpose

To provide school districts with a portion of the costs to provide quality nutritious meals to all children who meet the free income-level guidelines established in the National School Lunch Program. The Illinois Free Lunch and Breakfast Program provides funding to meet the mandate that all public schools provide a nutritious lunch to all qualifying students and to meet the federal requirement of a state match to ensure further federal funding.

Reimbursement/Distribution Method

Reimbursement is paid monthly based on the number of meals claimed. The statutory reimbursement rate is \$0.15 for each meal served. If the funds appropriated do not meet the statutory reimbursement rate, the rate per meal served is prorated.

	FY17	FY18 (est)
Reimbursement for each free breakfast/lunch served/claimed	\$0.0326	\$0.0275

Population and Service Levels

The Illinois Free Lunch and Breakfast Program is a voluntary program available to

all public schools, nonprofit private schools, and residential child care institutions that provide nutritious breakfasts and lunches to children who meet the free income-level guidelines.

The following table displays service-level information:

	FY17	FY18 (est)
IL Free Lunch		
Number of Sponsors	1,120	1,146
Number of Sites	3,746	3,904
IL Free Breakfasts		
Number of Sponsors	816	807
Number of Sites	2,924	2,977
Total Number of IL Free Meals Served	136,056,406	139,457,816

Data excludes Chicago District 299 since FY 2018 will be the first year that Chicago District 299 does not receive block grant funding due to the passage of the Evidence-Based Funding for Student Success Act.

Materials Center for the Visually Impaired

Legislative Reference – 105 ILCS 5/14-11.01

Funding Source – State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$1,389,100	\$1,421,100	\$1,421,100	\$1,421,100	\$1,421,100
Change from	(\$32,000)	\$32,000	\$0	\$0	\$0
Prior Year	(2.25%)	2.30%	0.00%	0.00%	0.00%

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

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

Purpose

To purchase and distribute braille and large-print books, adapted materials, and assistive technology equipment for students with visual disabilities.

Reimbursement/Distribution Method

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

Population and Service Levels

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

	FY16	FY17	FY18 (est)
Elementary/ secondary students served	4,364	4,234	4,300
Postsecondary students served	397	487	450

Orphanage Tuition

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

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$11,730,000	\$11,500,000	\$21,500,000	\$17,000,000	\$13,600,000
Change from	(\$270,000)	(\$230,000)	\$10,000,000	(\$4,500,000)	(\$3,400,000)
Prior Year	(2.25%)	(1.96%)	86.96%	(20.93%)	(20.00%)

Board Goals

This program aligns with the following Board goal:

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

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

Program Mission

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

Purpose

To reimburse school districts for providing educational services to children residing in orphanages, foster homes, children's homes,

state welfare or penal institutions, and state-owned housing in lieu of the local property tax revenue associated with such children.

Reimbursement/Distribution Method

As required by law, payments are vouchered in the current school year via quarterly installments (September 30, December 31, March 31, and August 15) based on an estimated cost calculated from the prior year's claim. Per P.A. 95-0793 effective August 8, 2008, claims for eligible students served in the regular term must be received ISBE on or before July 15. Final payments are vouchered on or before August 15 based on the average daily attendance for each eligible child multiplied by a weighted factor of 1.2 times the per capita tuition of the school district. Claims for eligible students served in the summer term must be received at ISBE on or before November 1.

Final payments are vouchered on or before December 15 based on actual costs. In addition, documented costs in excess of the formula calculation for students served in the regular term may be claimed.

Formula Example – Regular Term:
Average daily attendance (ADA) of eligible pupils is 12.00 days of attendance
District's per capita tuition charge = \$6,000
District's reimbursement calculation:
District's per capita tuition charge of
 $\$6,000 \times 1.2 = \$7,200$
 $ADA\ 12.00 \times \$7,200 = \$86,400$ district reimbursement amount

Population and Service Levels

The following table displays service-level information:

	FY17	FY18 (est)
Total claim amount	\$12,401,813	\$13,643,810
Summer (actual)	\$401,278	\$343,810
Excess cost amount	\$0	\$0
1.2 per capita amount	\$12,000,535	\$13,300,000
Prior Year Liability*	\$5,524,533	\$0

*Legislation allows ISBE to borrow from the following year's state appropriation for this program in order to reimburse at 100 percent for the prior year. The figures listed above are the amounts that were borrowed to cover the shortfall for the previous year.

Philip Rock Center and School

Legislative Reference – 105 ILCS 5/14-11.02

Funding Source – State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$3,497,300	\$0	\$7,115,600	\$3,577,800	\$3,577,800
Change from	(\$80,500)	(\$3,497,300)	\$7,115,600	(\$3,537,800)	\$0
Prior Year	(2.25%)	(100.00%)	N/A	(49.72%)	0.00%

* FY 2016 was not fully funded, FY 2017 appropriation was used to cover both FY 2017 and prior year obligations.

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

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

Purpose

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

The funds enable the Philip Rock Center to continue educational programs that are school and community based. More specifically, funds support salaries and benefits for 30 full-time and 20 part-time employees, transportation, food, and lodging associated with residential placement, staff training, community access, and educational services for students. The Philip Rock Center also serves as the state's resource for technical assistance and training for all school personnel and families in Illinois on behalf of all school-aged children who are deaf-blind.

Reimbursement/Distribution Method

Funds are distributed to the Philip Rock Center through its administrative agent (Keeneyville School District 20).

Population and Service Levels

Full residential and educational services were provided to nine students at the Philip Rock Center and School in fiscal year 2017. Statewide, 399 children/youth who are deaf-blind are eligible for support services through the service center.

Special Education – Orphanage Tuition

Legislative Reference – 105 ILCS 5/14-7.03

Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$92,862,500	\$95,000,000	\$103,472,500	\$68,177,600	\$65,500,000
Change from	(\$12,137,500)	\$2,137,500	\$8,472,500	(\$35,294,900)	(\$2,677,600)
Prior Year	(11.56%)	2.30%	8.92%	(34.11%)	(3.93%)

Board Goals

This program aligns with the following Board goal:

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

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

Program Mission

To support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.

Purpose

To reimburse school districts for providing special education services to children residing

in orphanages, children's homes, foster family homes, or other state-owned facilities.

Reimbursement/Distribution Method

As required by law, payments are vouchered in the current school year via quarterly installments (September 30, December 31, March 31, and August 30) based on an estimated cost calculated from the prior year's claim. Final claims are submitted on a per pupil basis on or before July 15 each year. Final payments are vouchered on or before August 30 based on actual per pupil educational costs for providing service delivery less federal funds and certain limitations on administrative, supervisory, and facility use costs.

Formula Example (downstate claims):

Per pupil education cost	
(less federal funds)	\$30,000
Approved Transportation Costs	\$500
District reimbursement	\$30,500

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

Population and Service Levels

The following tables display service-level information:

	FY17	FY18 (est)
Total claim amount*	\$93,163,090	\$65,942,268
Chicago District 299	\$37,043,200	\$6,226,565
Summer individual	\$3,662,047	\$3,575,659
Regular individual	\$52,457,843	\$56,140,044
Prior Year Liability**	\$4,444,294	\$0

*Claim data does not include state audit adjustments.

**Legislation allows the Illinois State Board of Education to borrow from the following year's state appropriation for this program in order to reimburse at 100 percent for the prior year.

**Eligibility, Guardianship Types –
Approved Count (December 1)**

	FY17	FY18 (est)
Court-appointed Guardian (B)	5	5
Dept of Children and Family (C)	2,745	2,750
Office of State Guardian (D)	40	40
Court or Probation Dept (E)	37	40
Emancipated Minors (F)	2	5
Total	2,829	2,840

Data includes Chicago District 299.

Special Education – Private Tuition

Legislative Reference – 105 ILCS 5/14-7.02

Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$225,013,000	\$233,000,000	\$233,000,000	\$135,265,500	\$157,100,000
Change from	\$6,065,400	\$7,987,000	\$0	(\$97,734,500)	\$21,834,500
Prior Year	2.77%	3.55%	0.00%	(41.95%)	16.14%

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

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

Purpose

To provide special education services in private facilities for students with disabilities when the public school system does not have the necessary resources to fulfill the students' educational needs.

Reimbursement/Distribution Method

The Illinois Purchase Care Review Board approves tuition per diem costs for students placed in private facilities.

Claims are submitted on a per pupil basis on or before August 15 each year. Reimbursement is provided for the prior school year and is based on the difference between \$4,500 and a district's per capita tuition charge and the actual tuition costs per pupil in excess of \$4,500 plus a second per capita tuition charge. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30, and June 20.

Formula example:

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

District per capita = \$7,000

Private Tuition cost = \$20,000

Calculation:

District pays 1st per capita = \$7,000

District pays 2nd per capita = \$7,000

State reimbursement = \$6,000

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

District per capita = \$3,500

Private Tuition cost = \$20,000

Calculation:

District pays 1st per capita = \$3,500

State reimbursement on 1st per capita
= \$1,000 (\$4,500 – \$3,500)

District pays 2nd per capita = \$3,500

State reimbursement on 2nd per capita
= \$12,000 (\$20,000 – (4,500 +
3,500))

Total state reimbursement = \$13,000
(\$1,000 + \$12,000)

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

Population and Service Levels

The following table displays service-level information:

	FY17	FY18
Chicago District 299	\$112,772,000	\$11,101,568
Downstate*	\$125,632,086	\$138,423,941
Total claim amount	\$238,404,086	\$149,525,509
Actual percent paid	96%	90%
Students Claimed**	10,842	11,454

*Downstate claim data do not include state audit adjustments.

**Data includes Chicago District 299.

Tax Equivalent Grants

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

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$222,600	\$222,600	\$222,600	\$222,600	\$222,600
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Board Goals

This program aligns with the following Board goal:

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

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

Program Mission

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

Purpose

To make up 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:

	FY18	FY19
Lost tax calculation	\$272,980.48	\$286,435.45

Transportation – Regular and Vocational

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

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$201,178,200	\$205,808,900	\$205,808,900	\$262,909,800	\$343,800,000
Change from	(\$4,630,700)	\$4,630,700	\$0	\$57,100,900	\$80,890,200
Prior Year	(2.25%)	2.30%	0.00%	27.74%	30.77%

Board Goals

This program aligns with the following Board goal:

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

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

Program Mission

To provide funding to districts and area vocational centers for safe transportation of students in support of educational services.

Purpose

To provide transportation reimbursement to school for students who reside 1.5 miles or more from their attendance center, reside less than 1.5 miles with an approved safety hazard, or attend a vocational program and are transported by their resident district during the school day.

Reimbursement/Distribution Method

Claims are required to be transmitted to the Illinois State Board of Education on or before August 15. Reimbursement is based on prior year costs and is calculated as the difference between a district's allowable costs and the computed minimum local taxes, determined by a district's General State Aid assessed valuation and a qualifier assigned to each district type. The minimum claim is \$16 times the number of eligible pupils transported. The maximum reimbursement for transporting vocational pupils is 80 percent of allowable costs. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30, and June 20.

Public Act 100-0465, effective August 31, 2017, repealed the Chicago District 299 block grant wherein the district had received 3.9 percent of the annual appropriation.

Below is the actual claim data transmitted by Local Education Agencies, which includes Chicago District 299 for FY 2017 and FY 2018:

	FY17	FY18
Salaries/benefits	\$162,467,611	\$160,260,098
Purchased services	\$23,530,290	\$22,458,056
Contractual trans. services	\$277,531,701	\$289,100,276
Payments to other districts	\$11,672,844	\$12,551,339
Payments to Transit Carriers	\$1,043,126	\$2,390,980
Supplies	\$34,952,736	\$34,414,211
Other Expenses	\$1,868,358	\$1,104,649
Building & Maint (Ed Fund)	\$593,550	\$908,053
Building & Maint (O&M Fund)	\$3,259,662	\$3,493,620
Depreciation	\$42,584,600	\$43,953,846
Indirect costs (reimbursable)	\$12,681,508	\$12,533,102
Offsetting revenue	(\$18,205,052)	(\$19,079,070)
Totals	\$553,980,934	\$564,089,160

Population and Service Levels

The following table displays service-level information:

	FY17	FY18
Total claim amount	\$341,958,114	\$342,183,657
Chicago District 299	\$8,026,500	\$455,739
Downstate*	\$333,931,614	\$341,727,918
Actual percent paid	71%	84%
Average number of regular students transported over 1.5 miles**	815,828	812,359
Average number of regular students transported—hazardous conditions**	178,162	174,618
Total eligible pupils transported**	993,990	986,977
Vocational Education students transported **	14,702	15,378

*Downstate claim data do not include state audit adjustments.

**Data includes Chicago District 299.

Transportation – Special Education

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

Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$440,363,800	\$452,786,400	\$450,500,000	\$387,682,600	\$445,200,000
Change from	(\$136,200)	\$12,422,600	(\$2,286,400)	(\$62,817,400)	\$57,517,400
Prior Year	(0.03%)	2.82%	(0.50%)	(13.94%)	14.84%

Board Goals

This program aligns with the following Board goal:

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

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

Program Mission

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

Purpose

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

Reimbursement/Distribution Method

Claims are required to be transmitted to the Illinois State Board of Education on or before August 15. Reimbursement is based on prior year costs and is based on 80 percent of the “allowable costs” of transportation. The district may place a child in either a public or approved private setting to receive the necessary special education and related services. These settings may be for day and/or residential services. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30, and June 20.

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

Below is the actual claim data transmitted by Local Education Agencies, which includes Chicago District 299 for FY 2017 and FY 2018:

	FY17	FY18
Salaries/benefits	\$113,733,602	\$117,999,163
Purchased services	\$18,654,903	\$17,183,359
Contractual trans. services	\$333,271,214	\$339,208,837
Payments to other districts	\$10,706,052	\$11,155,926
Payments to Transit Carriers	\$823,573	\$921,825
Supplies	\$17,295,054	\$17,786,567
Other Expenses	\$1,045,161	\$1,386,704
Building & Maint (Ed Fund)	\$245,221	\$332,123
Building & Maint (O&M Fund)	\$1,971,421	\$1,884,162
Depreciation	\$22,762,431	\$24,908,497
Indirect costs (reimbursable)	\$8,481,938	\$8,782,497
Offsetting revenue	(\$6,740,939)	(\$7,585,844)
Totals	\$522,249,631	\$533,963,816

Population and Service Levels

More than 25 percent of all identified pupils with disabilities require special transportation services to and from special education programs due to the program location and/or the students' disabilities. The following table displays service-level information:

	FY17	FY18
Total claim amount	\$480,608,254	\$427,160,980
Chicago District 299	\$138,303,500	\$71,501,212
Downstate*	\$342,304,754	\$355,659,768
Actual percent paid	92%	91%
Students**	89,346	87,808

*Downstate claim data do not include state audit adjustments.

**Data includes Chicago District 299.

Truants' Alternative and Optional Education

Legislative Reference – 105 ILCS 5/2-3.66

Funding Source – State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$11,241,300	\$11,500,000	\$11,500,000	\$11,500,000	\$14,500,000
Change from	(\$258,700)	\$258,700	\$0	\$0	\$3,000,000
Prior Year	(2.25%)	2.30%	0.00%	0.00%	26.09%

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To serve students with attendance problems and/or dropouts up to and including those who are 21 years of age and to provide truancy prevention and intervention services to students and their parents and/or serve as part-time or full-time options to regular school attendance. These services can help students remain on track to graduate from high school ready for college and career. Professional development opportunities are provided for program staff.

Purpose

To provide:

- Truancy prevention and intervention services to students and their parents,
- Integration of resources of the school and community to meet the needs of the students and parents,
- Part-time or full-time options to regular school attendance and offer modified instructional programs or other services designed to prevent students from dropping out of school.

Reimbursement/Distribution Method

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

Population and Service Levels

The following table displays service-level information:

Type of Students	FY16	FY17	FY18 (est)
Chronic truants	10,790	10,952	10,950
Truants	9,497	8,418	8,420
High school dropouts	3,763	2,570	2,570
Potential dropouts	4,031	3,202	3,200
Total served	28,081	25,142	25,140

QUALITY NARRATIVE

Quality schools today recognize and nurture the individual strengths each student brings to the classroom, rather than simply teaching reading, writing, and arithmetic. Gone are the days when rote memorization and the one-size-fits-all model could prepare children for success as adults. Illinois' students need relevant, personalized learning opportunities that engage their strengths and interests. A quality education empowers students to graduate with the skills, knowledge, and confidence to thrive in their chosen pathway to success.

Access to well-rounded and rigorous learning opportunities helps students discover diverse pathways to success. For example, career and technical education (CTE) prepares students interested in the trades for careers in high-wage, high-skill, and high-demand occupations. Students who successfully completed a CTE program in 2016 realized a nearly 10 percent increase in graduation rates over the state average and a 40 percent higher median income out of high school. Likewise, students with an interest in the agricultural industry can gain training and leadership capacities through agricultural education. Art and music programs can keep students engaged in school by tapping into their creative potential beyond traditional academics.

State funding ensures students have access to diverse pathways no matter their family income. The Advanced Placement grants provide all students with the opportunity to earn college credit while in high school, saving them time and money when they pursue a degree. Internet access and technological literacy are critical to quality education in the 21st century, yet nearly 90,000 students in 106 school districts in Illinois do not have bandwidth sufficient to engage in digital learning, according to estimates provided by the national nonprofit organization EducationSuperHighway. Broadband Expansion and Technology Support grants provide the connectivity and digital tools necessary for educators to deliver a personalized learning experience to all students.

A new and exciting competency-based education pilot is pushing the bounds of student-centered, individualized learning. The participating districts are incubators for innovation. They are redesigning the high school experience and, in effect, restructuring students' education based on their demonstrated mastery of specific skills, abilities, and knowledge rather than "seat time." The State's investment in elevating the quality and relevancy of public education in Illinois produces a more skilled and motivated homegrown workforce, shining a beacon to businesses worldwide.

Advanced Placement – Course Implementation

Legislative Reference - 105 ILCS 302

Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$488,800	\$500,000	\$500,000	\$500,000	\$1,000,000
Change from	(\$11,200)	\$11,200	\$0	\$0	\$500,000
Prior Year	(2.24%)	2.29%	0.00%	0.00%	100.00%

Board Goals

This program aligns with the following Board goal:

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

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

Program Mission

To increase equity among low-income students by increasing the number pre-Advanced and/or Advanced Placement (AP) courses offered in middle schools and high schools serving students in grades 6 through 12. This program will benefit students by helping them stay on track to graduate with their cohort at the end of ninth grade and graduate college and/or career ready. It will also increase the effectiveness of teachers and school leaders in AP courses.

Purpose

The purpose of the program is to encourage school districts with a high percentage of low-income students to implement or expand AP programs designed to offer rigorous course work necessary for students to succeed in postsecondary education or in the workplace. Funding is also available to provide training for teachers and administrators to obtain the

necessary content knowledge and instructional skills necessary to prepare students for success in pre-AP and AP courses and examinations.

Reimbursement/Distribution Method

Funds are awarded to eligible school districts (those serving grades 6 through 12 where 40 percent or more students qualify as low-income) through a Request for Proposal process to establish programs designed to:

- Implement or expand existing efforts to train teachers to teach AP courses and promote AP courses to students and parents.
- Prepare students to enroll in AP courses; and/or
- Ensure students currently enrolled in AP courses successfully complete those courses and take the examination following completion of those courses.

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

Population and Service Levels

The number of Illinois school districts served through grant:

	FY16	FY17	FY18	FY19 (est)
Districts	14	14	14	28

Advanced Placement - Low-Income AP Test Fee

Legislative Reference - 105 ILCS 302

Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$2,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$2,000,000
	0.00%	0.00%	0.00%	0.00%	N/A

Board Goals

This program aligns with the following Board goal:

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

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

Program Mission

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

Purpose

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

Reimbursement/Distribution Method

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

Population and Service Levels

Illinois' low-income students who took AP exams did not receive state funding for AP test fee reductions in fiscal year 2018. This program has the potential to assist more than 30,000 low-income students in FY 2019.

Participation is open to all Illinois high schools.

	FY17	FY18	FY19* (est.)
Number of exams with	51,320	54,250	56,963

*Projected amount based on average 5% increase per year over last three years.

Agricultural Education

Legislative Reference - 105 ILCS 5/2-3.80

Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$1,759,500	\$1,800,000	\$1,800,000	\$5,000,000	\$5,000,000
Change from	(\$40,500)	\$40,500	\$0	\$3,200,000	\$0
Prior Year	(2.25%)	2.30%	0.00%	177.78%	0.00%

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To increase utilization of research-based, standards-led instructional practices and curricula that help improve student achievement across fundamental and experiential learning in agricultural-related career and technical areas. This program will give teachers the tools they need to help students read at or above grade level, meet or exceed expectation in mathematics, stay on track to graduate with their cohort at the end of ninth grade, and graduate college and career ready. It also will prepare effective teachers and school leaders in agricultural education.

Purpose

To assist school districts in developing comprehensive programs in agricultural literacy for prekindergarten through adult students and improve agricultural career preparation. Program and curriculum development, growth, and implementation as well as data collection and professional development are delivered.

Agricultural awareness and literacy programs serve to inform the general public about agriculture, which produces more informed consumers of agricultural products. This effort at the elementary and secondary level also reinforces the Illinois Learning Standards, particularly in language arts, math, and science as well as incorporating science, technology, engineering and mathematics (STEM)-based activities and labs. Agricultural education at the secondary level prepares students for college and careers in the agricultural industry. Technology and assessment-based, nationally recognized curriculum is linked to the new Illinois Learning Standards incorporating Next Generation Science Standards and National Agricultural Standards. This has been a model for similar educational programs in Illinois. Postsecondary linkages and current industry workforce issues are also addressed. Longitudinal and detailed data are collected.

Reimbursement/Distribution Method

Funds distributed via grants to districts/Local Education Agencies:

- Approximately 64 percent of funds are anticipated to be distributed as Three Circle (FFA and Supervised Agricultural Experiences) formula grants to districts to help them cover the personal services costs of agricultural education teachers' extended time outside their regular teaching duties for the benefit of agricultural education.
- Approximately 12 percent of funds are anticipated to be distributed by formula grants to districts as incentive funds to grow and improve agricultural programs

- Approximately 22 percent of funds are anticipated to be distributed for priority statewide initiatives identified by ISBE in cooperation with the Illinois Committee for Ag Ed, a Governor-appointed statewide agricultural education advisory committee. Facilitating Coordination in Ag Ed staff provides field support and implementation of these initiatives.
- Approximately 2 percent of the funds are anticipated to be distributed through the Growing Agricultural Science Teachers grant application focused on training, retaining, and recruiting agricultural science teachers focusing on student internships.

The investment to support agricultural education programs has historically generated a return on investment of more than \$11.8 million in the Illinois economy.

Population and Service Levels

The following table displays service-level information:

	FY17	FY18 (est)
Ag Literacy Coalitions	74	75
Students reached thru Agric. Literacy Coalitions	661,797	662,000
Secondary Students - unduplicated (6-12)	37,023	38,000
High Schools	327	332
Postsecondary Students	9,695	9,800
Community Colleges	28	28
Universities	4	4

Assessments: State and Federal (Title VI)

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

Appropriation History

	FY15	FY16	FY17*	FY18	FY19 Proposed
Appropriation	\$67,376,800	\$23,780,300	\$79,600,000	\$86,000,000	\$83,600,000
<i>State</i>	\$43,596,500	\$0	\$44,600,000	\$51,000,000	\$48,600,000
<i>Federal</i>	\$23,780,300	\$23,780,300	\$35,000,000	\$35,000,000	\$35,000,000
Change from	\$16,196,500	(\$43,596,500)	\$55,819,700	\$6,400,000	(\$2,400,000)
Prior Year	31.65%	(64.71%)	234.73%	8.04%	(2.79%)

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

Federal Grant Award*

	FY15	FY16	FY17	FY18	FY19**
Grant Award	\$11,570,911	\$11,475,102	\$11,385,995	\$11,313,107	TBD
Change from	\$278,829	(\$95,809)	(\$89,107)	(\$72,888)	TBD
Prior Year	2.47%	(0.83%)	(0.78%)	(0.64%)	TBD

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

***State fiscal year 2019 amounts are to be determined (TBD).*

Board Goals

This program aligns with the following Board goals:

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

Program Mission

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

Purpose

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

ISBE will administer the following assessments:

- *Illinois 3-8 accountability assessment.* This assessment measures student achievement in English/language arts and mathematics relative to the Illinois State Standards and maintains comparability with the previous Partnership for Assessment of Readiness for College and Careers (PARCC). The results give parents, teachers, and schools one measure of student learning and school performance. This test is given in grades 3 through 8. A competitive procurement process will be conducted in the spring of 2018 to select a new test administration vendor for fiscal year 2019 and beyond.
- *Dynamic Learning Maps -- Alternate Assessment (DLM-AA).* The DLM is a performance-based assessment administered individually to students who would otherwise take the 3-8 Accountability Assessment/SAT/or Illinois Science Assessment (ISA) assessment in the content areas of math, English language arts, or science. Measures the learning of students with the most significant cognitive disabilities and individual student achievement relative to the Common Core Essential Elements. Students with the most significant cognitive disabilities take the DLM if participation in the 3-8 Accountability Assessment/SAT/or ISA assessment -- with or without accommodations -- is not appropriate. Two additional grade levels (grades 9 and 10) will be added in FY 2019 to reflect the expansion of testing at the high school level beyond grade 11.
- *A suite of aligned assessments culminating in a college entrance exam at grade 11.* A competitive procurement will be conducted in FY 2018 to procure a set of aligned assessments in grades 9, 10, and 11 that culminates in a college entrance exam at grade 11 for FY 2019 and beyond. The suite of exams will enable the calculation of a growth measure that can be used for the purposes of school accountability, which is a goal established in the Illinois ESSA Plan. In addition to their function as state accountability assessments, the college entrance exam taken by all students in grade 11 results in a college-reportable score that can be used to contribute to application and admission decisions.
- *Illinois Science Assessment (ISA).* This assessment measures student achievement relative to the Illinois Learning Standards incorporating the Next Generation Science Standards. The results give parents, teachers, and schools one measure of student learning and school performance related to the standards. The test is given once during the elementary years, once during the middle grades, and once in high school.
- *ACCESS 2.0. ACCESS 2.0 for English Learners™ (ELs).* This is a standards-based, criterion-referenced English language proficiency test designed to measure ELs' writing, speaking, listening, and reading in English. This test is given in grades kindergarten through 12 for both reclassification and Title III accountability purposes.
- *National Assessment of Educational Progress (NAEP).* The only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments have been conducted periodically since 1969 in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students). It includes students drawn from both public and nonpublic schools and reports results for student achievement at grades 4, 8, and 12.

Reimbursement/Distribution Method

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

- *World Class Instructional Design and Assessment.* A consortium of states that administers the ACCESS 2.0 test.
- *New Meridian.* Test development and content licensing for the Illinois 3-8 accountability assessment, maintaining comparability with the previous PARCC assessment.
- *University of Kansas DLM-AA Consortium.* Test development, administration, scoring, analysis, and reporting for the DLM-AA assessment.

- *To Be Determined.* A vendor to provide test construction, administration, reporting, and other related assessment and data services for the Illinois 3-8 accountability assessment.
- *To Be Determined.* A vendor to provide a suite of aligned assessments in grades 9 through 11 that culminates in a college entrance exam in grade 11.

Population and Service Levels

The majority of assessments are focused on students in grades 3 through 8 and in grades 9 through 11, though some assessments span the entire K - 12 system. Approximately 1.5 million students are assessed annually.

Career and Technical Education

Legislative Reference – 105 ILCS 435

Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$38,062,100	\$38,062,100	\$38,062,100	\$38,062,100	\$38,062,100
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To improve student achievement in academics, improve career and technical skills, and to promote the transition to postsecondary education.

Purpose

To enable all students to succeed in post-secondary education and career opportunities, the Education for Employment Regional Delivery Systems (ERDS) will ensure a comprehensive career development system providing career awareness, career exploration, and career preparation for K-12 students. In addition, the state funds satisfy the federal matching requirements of The Carl D. Perkins Career and Technical Education Act of 2006.

Reimbursement/Distribution Method

Funds are distributed through formula grants based on career and technical education credits. Competitive grants for state leadership initiatives are awarded through a Request for Proposals process. The Illinois Community College Board began receiving an appropriation in fiscal year 2003 to support postsecondary career and technical education that was previously in the Illinois State Board of Education's budget.

Population and Service Levels

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

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

	FY16	FY17
Elementary K-8 Students	1,362,169	1,351,62

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

Secondary Students Served	FY16	FY17
Secondary career preparation program	289,964	287,495

Competency-Based Pilot Program

Legislative Reference –Public Act 099-0674

Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$2,200,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$2,200,000
	0.00%	0.00%	0.00%	0.00%	N/A

Board Goal(s)

This program aligns with the following Board goals:

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

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

Program Mission

To provide grants to districts selected to participate in the Competency-Based High School Graduation Requirements Pilot Program to offset the costs of educator training and initial implementation.

Purpose

To establish a grant program to provide up to \$75,000 for each of the initial 10 pilot sites, an additional two sites for the first

cohort, and 12 sites in the second cohort for professional development for a Competency-Based High School Graduation Requirements Pilot Program. Up to \$175,000 will be used by the Illinois State Board Education to provide networking opportunities, technical assistance, and communication materials for selected districts and to develop the third year of the pilot program. Up to \$225,000 will be used to begin the initial evaluation of the program.

Reimbursement/Distribution Method

A competitive application process has been created to select the participating districts. This grant will be administered to offset initial implementation costs.

Population and Service Levels

The following table displays service-level information:

	FY19 (est)
Number of Districts	24

District Broadband Expansion

Legislative Reference – 105 ILCS 5/2-3.118

Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$6,300,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$6,300,000
	0.00%	0.00%	0.00%	0.00%	N/A

Board Goal(s)

This program aligns with the following Board goals:

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

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

Program Mission

To provide districts with reimbursement of special construction costs so that entities eligible for the E-rate program can capture matching federal funding that will enable expansion of educational opportunities and student achievement.

Purpose

Establish a \$6.3 million state matching fund for fiscal year 2019 to ensure equitable access to high-speed broadband for all students across the state.

Fiber is the only technology that can affordably deliver fast network speeds today and scale cost-effectively for growing bandwidth needs

in the future, yet schools across the state are making do with low-bandwidth connections.

E-rate modernization has created an unprecedented opportunity for states to assist schools that need fiber construction, but this window is only open through 2018. The Federal Communications Commission (FCC) established a state matching fund provision as part of the E-rate modernization in 2014 to ensure that all schools and libraries can access high-speed broadband. This program invests in capital, targeting one-time fiber construction costs that are often too high for many districts and service providers. The FCC will match up to 10 percent of the total construction cost, dollar for dollar. Eighteen states, including New Mexico, Texas, Oklahoma, Massachusetts, and Florida, are already working to take advantage of this new rule and matching funds.

Reimbursement/Distribution Method

A competitive grant process will be administered to ensure access to matching federal funds.

Population and Service Levels

The following table displays service-level information:

Broadband Expansion	FY18	FY19 (est)
Number of Districts	0	106
Number of Students Served	0	90,000

District Intervention

Legislative Reference -
Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$13,090,000	\$11,200,000	\$0	\$6,560,200	\$6,561,900
Change from	\$10,090,000	(\$1,890,000)	(\$11,200,000)	\$6,560,200	\$1,700
Prior Year	336.33%	(14.44%)	(100.00%)	N/A	0.03%

Board Goal(s)

This program aligns with the following Board goals:

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

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

Program Mission

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

control of the governance in both school districts.

These districts have limited financial resources; they continue to struggle financially and rely heavily on state and federal funding. This intervention funding has allowed academic and fiscal improvements to have been made in both school districts; however, they remain encumbered with debt service payments as a result of decisions made prior to state intervention. These debt service payments require that funding intended for providing opportunities for children in need be utilized for debt service.

This program provides the additional financial resources each of these districts require to help them in meeting all of the State Board goals. The districts cannot attain the goals without adequate financial resources. Each district is projecting an operational fund surplus for fiscal year 2018. Therefore, District Intervention Funds are not being requested for FY 2019.

Purpose

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

Reimbursement/Distribution Method

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

Population and Service Levels

The following table displays service-level information:

	FY13	FY14	FY15	FY16	FY17
East St. Louis	6,392	6,147	6,116	6,086	5,735
North Chicago	3,681	3,659	3,569	3,676	3,564

School Support Services (Formerly Lowest-Performing Schools)

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY15	FY16*	FY17	FY18	FY19 Proposed
Appropriation	\$980,200	\$0	\$1,002,800	\$1,002,800	\$5,000,000
Change from Prior Year	(\$22,600) (2.25%)	(\$980,200) (100.00%)	\$1,002,800 N/A	\$0 0.00%	\$3,997,200 398.60%

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

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

This program allows for support and, where necessary, intervention for up to 20 percent

of schools statewide identified as the lowest performing on state assessments. This program is to focus on improving academic achievement of students, building the capacity of the educators, and improving the culture and climate of the school.

Purpose

To provide additional state support in the effort to turn around our lowest-performing schools. Thousands of students in Illinois attend chronically failing schools. Many students in these schools cannot read or compute basic math problems at grade level. Intervention and turnaround of failing schools must be a priority in the effort to provide equal educational opportunities for all Illinois children.

Reimbursement/Distribution Method

Funding is used by the Illinois State Board of Education to provide on-site leadership and support. Grants are distributed to qualified districts that have the lowest-performing schools.

Population and Service Levels

The recommended funding will provide support to schools most in need to improve outcomes for students.

	FY 17	FY 18	FY 19 (est)
Districts	19	19	108
Schools	31	31	305
Students in these priority schools	27,137	27,137	156,440

State and District Technology Support (Formerly Technology for Success)

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

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$2,443,800	\$0	\$2,443,800	\$2,443,800	\$4,500,000
Change from	(\$56,200)	(\$2,443,800)	\$2,443,800	\$0	\$2,056,200
Prior Year	(2.25%)	(100.00%)	N/A	0.00%	84.14%

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

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To provide districts with technology-based online curriculum and resources that improve educational opportunities and student achievement. To establish a statewide

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

Purpose

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

Illinois Virtual School (IVS)

The IVS is a non-degree, non-credit-granting program that offers supplemental online courses to all Illinois public, private, and home-schooled students in grades 5 - 12. IVS serves a large number of at-risk students by providing credit recovery options to help them graduate on time. In addition, IVS provides opportunities for students to take courses not offered by their face-to-face school, such as Advanced Placement, foreign languages, and other enrichment opportunities. IVS began offering ISBE professional development online courses to educators statewide in fiscal year 2012.

These courses include Reading First, Formative Assessment, Response to Intervention, and Project Choices.

Learning Technology Centers (LTCs)

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

Reimbursement/Distribution Method

The IVS receives grants and contracts consisting of \$1.16 million in state funds for operating costs. In addition, Peoria Regional Office of Education (ROE) will collect an

estimated \$500,000 in course enrollment fees for the IVS to be used to supplement operating costs.

The LTCs are allocated funds based on services provided and available funds. ROE #9 serves as the fiscal agent for the LTCs.

Population and Service Levels

The following tables display service-level information:

Illinois Virtual School	FY17	FY18 (est)
Number of Schools	523	550
Number of Students Served	5,848	6,000
Number of Courses Offered	164	166

Learning Technology Centers	FY17	FY18 (est)
Number of Districts Served	852	852
Number of Students Served	2,000,000	2,000,000

COMMUNITY NARRATIVE

Children learn and develop in the school, the community, and the home. Addressing the state's deep opportunity gaps requires bridging services to meet the needs of the whole child. Strategic investments can make schools central hubs for a network of supports for children and families.

After-school programs incorporate schools, districts, community-based organizations, businesses, and local stakeholders. Partners work together to prepare students to thrive by extending learning opportunities in schools, community centers, and homes. Afterschool programs expose students to the arts, hands-on science, technology, civic engagement, and sports. Students develop 21st-century skills such as problem-solving, critical thinking, leadership, and teamwork. Connections with afterschool mentors help students navigate critical transitions academically and developmentally.

The 5Essentials Survey, developed by the University of Chicago Consortium on School Research, continues to show that schools are more likely to succeed when families are engaged. Families often make connections to schools first through out-of-school programs. The Southwest Organizing Project Parent Mentoring Programs help schools address barriers to family engagement and foster trust between families and school staff. Families develop the skills and confidence to support their children's learning.

The Healthy Community Incentive Fund brings resources into schools for holistic supports. Social and emotional development and physical health and well-being go hand-in-hand with academic growth. The State's investment in community programs puts children in a position to engage fully in their learning and to take advantage of the high-quality instruction in the classroom.

Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs) are embedded in communities so they can understand districts' unique needs and offer valuable tailored supports. ROEs and ISCs regularly convene the principals and superintendents in their respective regions for professional development and collaboration. ROEs and ISCs operate as a frontline in ISBE's shift from compliance and monitoring to service and support to school districts.

Students need to feel and be well cared for to thrive academically. Investments to anchor community partners in schools leverage the state's collective ability to address opportunity gaps for Illinois' students.

After School Matters

Legislative Reference –Not Applicable
Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$2,443,800	\$2,443,800	\$2,443,800	\$2,443,800	\$2,443,800
Change from	\$443,800	\$0	\$0	\$0	\$0
Prior Year	22.19%	0.00%	0.00%	0.00%	0.00%

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To provide a network of out-of-school opportunities, including apprenticeships and drop-in programs for teens in underserved communities in the Chicago area. This program helps provide a safe and healthy learning environment for students, helps students stay on track to graduate with their cohort at the end of ninth grade, and helps students graduate college and/or career ready.

Purpose

To align key public partnerships with the City of Chicago, the Chicago Public Schools, the

Chicago Park District, the Chicago Department of Children and Youth Services, the Chicago Department of Cultural Affairs, and the Chicago Public Library create partnerships with private and nonprofit organizations in an effort to offer compelling after-school programs to Chicago teens. These partnerships give After School Matters access to community assets, such as public parks and community centers; expand development and recruitment of program instructors; provide security to ensure participant safety during programs; and increase collaborations in a network of out-of-school opportunities. They allow After School Matters to offer more than 11,355 hours of after-school opportunities to teens through 142 programs. The programs operate at public elementary schools, high schools, and community-based organizations throughout Chicago.

Reimbursement/Distribution Method

Funds are distributed as a grant to After School Matters.

Population and Service Levels

The following table displays service-level information:

	FY17	FY18 (est)
Number of students impacted	2,529	2,700
Activities	134	142

After-School Programs

Legislative Reference –Not Applicable
Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$0	\$0	\$0	\$15,000,000	\$20,000,000
Change from	\$0	\$0	\$0	\$15,000,000	\$5,000,000
Prior Year	0.00%	0.00%	0.00%	N/A	33.33%

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To provide for a network of locally designed school and community out-of-school solutions that help youngsters learn and

grow, provide for safe and healthy environments, and support family engagement.

Purpose

This after-school program fund would enable school districts to develop partnerships with local governmental entities, education organizations, faith-based organizations, civic organizations, and philanthropic groups to develop innovative after-school programs or to bolster existing programs, such as those created by 21st Century Learning and Healthy Communities Incentive Grants. This funding would leverage collaborative partnerships to bridge and sustain the support services necessary to meeting the needs of the whole child.

Reimbursement/Distribution Method

Funds in FY 2019 were distributed as a grant through the Healthy Community Incentive Fund (see page 102).

District Consolidation Costs

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

Appropriation History

	FY15	FY16	FY17	FY18	FY19* Proposed
Appropriation	\$3,309,300	\$3,309,300	\$5,046,000	\$3,100,000	\$1,900,000
Change from	\$409,300	\$0	\$1,736,700	(\$1,946,000)	(\$1,200,000)
Prior Year	14.11%	0.00%	52.48%	(38.57%)	(38.71%)

*FY 2019 proposed appropriation is estimated until Dimmick CCSD #175 incentives can be finalized. Dimmick CCSD #175 incentives are estimated until the Evidence-Based Funding Formula is finalized

Board Goal(s)

This program aligns with the following Board goals:

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

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

Program Mission

The payment of incentive funding helps to ensure consolidating and annexing districts achieve and maintain financial health. Financially healthy districts will have the resources available to ensure kindergartners are assessed for readiness, students are meeting or exceeding grade level standards, students are on track to graduate ready for

college or career, students are supported by highly prepared and effective teachers and school leaders, and schools are safe with a healthy learning environment.

Purpose

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

Reimbursement/Distribution Method

Financial incentive distributions are made to eligible districts during the fall of the year. Funds to conduct reorganization studies are disbursed throughout the fiscal year. The fiscal year 2018 costs of district consolidation and annexation based on first, second, third and fourth-year reorganization payments are shown below.

District (Year of Payment)	Certified Employees	Deficit Fund Balance	State Aid / Evidence-Based	Salary	Totals
Arthur CUSD 305 (4)	\$0	\$0	\$7,138	\$186,677	\$193,815
Richland County CUSD 1 (4)	\$672,000	\$0	\$6,589	\$324,651	\$1,003,240
Milford Area Public Schools Dist 124 (4)	\$0	\$0	\$0	\$98,329	\$98,329
Bluford Unit SD 318 (3)	\$96,000	\$0	\$0	\$74,291	\$170,291
Nashville CCSD 49 (3)	\$176,000	\$0	\$127,033	\$40,392	\$343,425
Salt Fork CUD 512 (3)	\$268,000	\$0	\$125,691	\$187,076	\$580,767
Spring Garden CCSD 178 (3)	\$84,000	\$0	\$36,465	\$12,436	\$132,901
Woodlawn Unit SD 209 (3)	\$168,000	\$0	\$0	\$167,498	\$335,498
Dimmick CCSD #175 (1)	\$0	\$126,711	\$21,658*	\$0	\$126,711
Total	\$1,464,000	\$126,711	\$324,574	\$1,091,350	\$2,984,977

*The fiscal year 2018 State Aid/Evidence-Based Funding incentive payment for Dimmick CCSD #175 cannot be finalized until the Evidence-Based Funding is finalized. The fiscal year 2018 incentive payment will carry over into the estimates for the FY 19 incentives, so we also cannot provide a requested appropriation amount for fiscal year 2019 incentives until the Evidence-Based Funding is finalized.

Population and Service Levels

Nine consolidating or annexing districts received reorganization incentive payments in FY 2018. The following table shows expenditure data for each of the categories of payment and the number of reorganization studies.

Incentive Payment	FY17 *	FY18
Certified employee	\$2,908,542	\$1,464,000
Deficit Fund Balance	\$9,403	\$126,711
State aid / Evidence-Based differentials	\$596,875	\$302,916
Salary differentials	\$1,501,180	\$1,091,350
Total	\$5,016,000	\$2,984,977
Number of feasibility studies	2	8 (est.)
Money for feasibility studies	\$12,000	\$50,000 (est.)

*FY 2017 expenditures also includes amounts paid for FY 2016 incentives, previously prorated.

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

Healthy Community Incentive Fund

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$15,000,000
Change from	\$0	\$0	\$0	\$0	\$15,000,000
Prior Year	0.00%	0.00%	N/A	N/A	N/A

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

The proposed Healthy Community Incentive Fund would support a competitive grant process to help coordinate, align, and leverage efforts to solve complex social problems within communities aimed toward serving the needs of the whole child. This seed

money would establish efforts that bridge services to address the well-being of children, enabling them to learn.

Purpose

The incentive grant would enable school districts to take a lead role in cross-sector partnerships as centers of collective impact. Communities, with school districts as lead applicants, could apply for competitive grants to develop partnerships with local governmental entities, education organizations, faith-based organizations, civic organizations, and philanthropic groups to activate initiatives. Initial seed funding is provided for collaborative approaches and to bridge support services that are sustainable for children and families to help ensure students are present, focused, and ready to learn in the classroom.

Reimbursement/Distribution Method

Competitive grants will be awarded based on a Request for Proposals process.

Population and Service Levels

Funding supports schools that demonstrate need and collaboration in order to activate services that would improve outcomes for students. The distribution of the competitive program is estimated as awards will be based on the grant proposals that are received. For example, the proposed \$15 million program

could grant incentive awards that average \$100,000 to an estimated 200 school districts, which would use the funds as seed money to leverage external investments.

The following table displays estimated service-level information:

	FY17	FY18 (est)
Districts	212 awarded with 65 approved applications and 15 applications created but not submitted.	200
Non-district	9	30

Southwest Organizing Project (SWOP)

Parent Mentoring Program

Legislative Reference –Not Applicable
Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$1,466,300	\$1,466,300	\$1,466,300	\$1,466,300	\$2,500,000
Change from	\$446,300	\$0	\$0	\$0	\$1,033,700
Prior Year	44.60%	0.00%	0.00%	0.00%	70.50%

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

The central purpose of the Southwest Organizing Project (SWOP) Parent Mentoring Program is to develop parental leadership in low-income schools, so the parents may become an integral part of the classroom, the school community, and of the neighborhood around the school. The

inclusion of parents in the classroom will support the academic achievement of students and enhance the environment in the schools.

Purpose

Under the Parent Mentoring Program, community-based organizations partner with local schools to recruit and train approximately eight parents per school to assist teachers two hours every day, four days a week. They receive training for two hours each week. Parents are assigned to a classroom (not their own child's), where they are mentored by a teacher and work one on one and in small groups with children. Parent mentors receive a modest stipend after reaching 100 volunteer hours. The program is intended to facilitate instruction, improve classroom ratios, increase parent engagement, develop parent leadership, foster collaboration between schools and community-based organizations, and improve the classroom experience for students and teachers.

Reimbursement/Distribution Method

The General Assembly allocated funds for this program to specific grantees in fiscal years 2013-18. Program funds were allocated to the Illinois Coalition for Immigrant and Refugee Rights in FY 2013 and FY 2014. The funds have been allocated to SWOP in the last four fiscal years. The full amount allocated was

awarded to each organization, which then distributed sub grants to community-based organizations based on a competitive Request for Proposals process. SWOP has subsequently awarded continuation grants to subgrantees. Subgrantees were given an opportunity, as program funds increased, to extend the program length to cover the full school year.

Population and Service Levels

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

The following table displays service-level information:

	FY16	FY17	FY 18 (est)
Community-Based Organizations Funded	1	15	15
Schools Served	6	72	70
Parent Mentors (PM)	59	572	500
Children in Classrooms Served by a PM	12,47	14,320	14,500

EDUCATOR RECRUITMENT AND RECOGNITION

It is a great time to be an educator in Illinois. The state has a balanced accountability system in place and leadership committed to equitable funding. Illinois is creating the conditions to support, recognize, and retain our excellent teachers.

However, as of October 2017, more than 1,400 teaching positions went unfilled across Illinois. The majority (67 percent) of school districts in Illinois have 100 or fewer faculty members; in these small school districts, even one unfilled teaching position severely limits students' learning opportunities. The teacher shortage is most pronounced in hard-to-staff subjects, such as special education and bilingual education, as well as in the more rural areas of the state.

The stakes are high to ensure every student has an excellent teacher in every classroom. Decades of research show us positive relationships with caring adults are critical for students to learn. Children deserve to see adults who look like them leading their schools and classrooms. However, in the 2016-17 school year, 83.3 percent of Illinois teachers were White, compared to 48.5 percent of Illinois students. The State must invest in expanding and diversifying the pipeline for recruitment, in addition to retaining Illinois' current teachers.

ISBE is conducting an in-depth year of study to delve into solutions to the teacher shortage, while continuing to implement promising strategies. Career exploration in middle and high schools through coursework and job shadowing can promote teaching as a professional pathway. The Teacher of the Year/Those Who Excel program highlights the best in the profession and has enormous potential as a recruitment tool. An investment in teacher and principal mentoring programs will empower Illinois' existing leadership to help develop and retain early career educators. Opportunities such as National Board Certification provide critical recognition for the complex work teachers do. ISBE continues to streamline the process for issuing licenses to ensure highly qualified educators enter the classroom as fast as possible. ISBE is also engaging with Illinois educators on how to elevate the narrative around teaching. The State can lead the transition to talking about teaching in a way that encourages young people and mid-career professionals to answer the call to teach.

Educators are the heartbeat of any school and the individuals who have the greatest impact on the academic growth of a child. The State's investment in teacher recognition, recruitment, and development translates to a higher-quality educational experience for students and a brighter future for all Illinoisans.

Diverse Educator Recruitment

Legislative Reference – Not Applicable
Funding Source – State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$700,000
Change from	\$0	\$0	\$0	\$0	\$700,000
Prior Year	0.00%	0.00%	0.00%	0.00%	N/A

Board Goals

This program aligns with the following Board goal:

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

- All students are supported by highly prepared and effective teachers and school leaders.

Program Mission

To provide funding to support diverse educator candidate recruitment programs in middle schools, high schools, and institutions of higher education.

To increase the number of teacher candidates from diverse populations (ethnicity, Supplemental Education Services, etc.) by

Purpose

Reimbursement/Distribution Method

Grants based on criteria established by the Illinois State Board of Education are awarded on a competitive basis through a Request for Proposals process.

Population and Service Levels

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

Educator Quality Investigations and Hearings

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

Funding Source – State

Appropriation History

	FY15	FY16*	FY17	FY18	FY19 Proposed
Appropriation	\$179,90	\$0	\$179,90	\$179,90	\$250,00
Change from Prior Year	(\$4,100) (2.23%)	(\$179,900) (100.00%)	\$179,90 N/A	\$0 0.00	\$70,10 38.97%

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

Board Goals

This program aligns with the following Board goals:

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

- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Program Mission

To investigate conduct by educators that may require the suspension or revocation of an educator license following a hearing procedure.

Purpose

Section 21B-75 (formerly cited as Section 21-23) of the School Code authorizes the State Superintendent to investigate an educator if evidence exists of abuse or neglect of a child, incompetence, unprofessionalism, immorality, or other just cause. 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. Moreover, this line item supports a safe and healthy learning environment for students by removing teachers from the classroom who do not foster this type of environment for students.

Reimbursement/Distribution Method

This line item supports the legal work performed by internal legal staff and outside counsel retained by the Office of the General Counsel to represent the State Superintendent in hearings regarding educator quality.

Population and Service Levels

Investigations into educator quality began in 2009 after the enactment of Public Act 96-431 and the corresponding regulations at 23 Illinois Administrative Code 475. The law provides for the investigation of any educator licensed by ISBE upon receipt of evidence of misconduct. The Office of the General Counsel has implemented new case management methods, a tier system for prioritizing the most serious cases, and an expedited process for cases involving student safety. It is also conducting a comprehensive review of open cases and seeking legislative changes to better support this work.

ISBE is requesting an increase in this line item appropriation to cover the escalating costs of investigating and prosecuting this significant caseload efficiently and effectively.

National Board Certification

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

Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$977,500	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from	(\$22,500)	\$22,500	\$0	\$0	\$0
Prior Year	(2.25%)	2.30%	0.00%	0.00%	0.00%

Board Goals

This program aligns with the following Board goal:

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

- Every student is supported by highly prepared and effective teachers and school leaders.

Program Mission

To increase the number of Illinois teachers certified by the National Board for Professional Teaching Standards (NBPTS) and to provide mentoring and professional development to classroom teachers.

Purpose

To provide teachers and school counselors the opportunity to achieve National Board Certification and to support mentoring of future National Board Certified Teachers (NBCTs).

Reimbursement/Distribution Method

Payment of National Board Candidate 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.

The Illinois School Code, 105 ILCS 5/21B-70, has eliminated the Illinois Teaching Excellence

Program annual stipend for Illinois Master Certificate holders, in addition to priorities of payment. All subsidies, renewals, and retakes will be paid on a first-come, first-serve basis. If all funds are not expended by June 1, remaining fees may be expended on instructional Leadership Trainings. Payment for new candidates, renewals, and retakes will be made directly to the NBPTS; NBCT mentors will be paid through the school districts.

	FY16	FY17 (est.)	FY18 (est.)
Mentoring	\$187,500	\$187,500	\$187,500
Subsidies	\$681,625	\$681,625	\$681,625
NBPTS Renewal & Retakes	\$118,750	\$118,750	\$118,750
Instructional Leadership Training	\$12,125	\$12,125	\$12,125
Lapsed	(\$12,648)	\$0	\$0
Disbursed	\$987,352	\$1,000,000	\$1,000,000

Population and Service Levels

Any teacher or school counselor who has had three years of experience in the classroom and also holds a valid Professional Educator License is eligible to seek NBPTS certification. Preference is given to recruiting NBPTS candidates from poverty or low-performing schools (e.g., Academic Early Warning List/Academic Watch List and/or 50 percent of students receive free or reduced-price lunches).

	FY16	FY17 (Est.)	FY18 (Est.)
New candidates	511	*1,244	**TBD
New NBCTs	43	0	TBD
Newly Renewed	117	0	TBD
Total NBCTs*	6,048	6,048	TBD

*FY 2017 -There are still 733 candidates from fiscal years 2014-15 and 2015-16 who remain in the National Board Certification process.

**FY 2018 - Under the new revised National Board Certification, teachers have up to three years to complete the process. In Illinois, candidates are encouraged to complete the process in two years using the ongoing cycle of submitting components 1 and 3, then followed by components 2 and 4.

Performance Evaluations

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$200,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$200,000
	0.00%	0.00%	0.00%	0.00%	N/A

Board Goals

This program aligns with the following Board goal:

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

- All students are supported by highly prepared and effective teachers and school leaders.

Program Mission

To support school districts' efforts to revamp teacher and principal performance evaluations to ensure Illinois schools are staffed by great teachers and leaders.

Purpose

To provide a funding source to support trainings for teacher and principal evaluations. Per Section 24B of the School Code, teacher

and principal performance evaluations must incorporate both performance and student growth factors. Illinois Administrative Code Part 50, Subpart E requires all evaluators to complete specific training before evaluating staff.

ISBE, with the assistance of the Performance Evaluation Advisory Council, will continue to develop resources and systems to assist school districts in a transformational effort to incorporate student growth as a significant factor in teacher and principal evaluations.

Reimbursement/Distribution Method

Funds will be distributed to Regional Offices of Education to support evaluation trainings.

Population and Service Levels

Service-level data are not available.

Principal Mentoring Program

Legislative Reference – 105 ILCS 5/2-3.53a

Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$1,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$1,000,000
	0.00%	0.00%	0.00%	0.00%	N/A

Board Goals

This program aligns with the following Board goal:

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

- All students are supported by highly prepared and effective teachers and school leaders.

Program Mission

To direct mentoring support to first-year principals and their mentors by demonstrating, encouraging, and advocating a high level of performance to achieve targeted and observable progress toward becoming an effective instructional leader.

Purpose

To provide first-year and second-year principals, when applicable, with the individualized mentoring support they need to successfully transition into effective and successful educational leaders, resulting in a higher retention rate in Illinois schools. The mentor and first-year principal will connect leadership development efforts to the improvement needs of the school, resulting in a positive impact on the quality of teaching and learning. The program mission applies to principals who may

participate in a second year of mentoring if it is determined by the State Superintendent that sufficient funding exists.

Reimbursement/Distribution Method

ISBE contracts with the Illinois Principals Association for the administration of this program.

Per ISBE rule, mentors receive \$2,000 per each first-year principal to whom services are provided. Additionally, 42 local mentoring entities around the state provide training and professional development to new principal mentors. ISBE provides \$750 annually to each mentoring entity per first-year principal served by mentors associated with each of the local mentoring entities. If it is determined that adequate funding exists, the same fees structure will apply to mentors and mentoring entities for second-year principals. This program was funded at \$1 in fiscal year 2012 and has not been funded since that date.

Population and Service Levels

The following table displays service-level information:

	FY17	FY18
First-Year Principals to Receive Mentoring	0	0

Teach for America

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$1,000,000	\$977,500	\$977,500	\$977,500	\$1,900,000
Change from	\$0	(\$22,500)	\$0	\$0	\$922,500
Prior Year	0.00%	(2.25%)	0.00%	0.00%	94.37%

Board Goals

This program aligns with the following Board goal:

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

- All students are supported by highly prepared and effective teachers and school leaders.

Program Mission

To provide an alternative route to teacher licensure for college graduates who did not originally choose teaching careers.

Purpose

To recruit, train, place, and provide support for Teach for America corps members within high-poverty, low-performing schools in Chicago School District 299. A mentoring and induction component supports these new teachers in their classrooms.

Teach for America has been committed since fiscal year 2012 to expanding its efforts to recruit teachers and leaders who share the racial and socioeconomic backgrounds of the students served. A state investment of \$1 million in FY 2014 leveraged \$1 million in matching private funds, which allowed Teach for America – Chicago to place more than 70 new corps members of color in high-need classrooms in Chicago. The requested funding and matching funds would allow Teach for America to recruit, train, and support

approximately 110 new corps members of color in high-need classrooms.

Reimbursement/Distribution Method

Funds are distributed through a grant to Teach for America - Chicago.

Population and Service Levels

The following table displays service-level information provided by Teach for America - Chicago:

State Fiscal Year	FY17	FY18	FY19 (Est)
School Year	2016-17	2017-18	2018-19
Chicago incoming teachers of color	45	51	54
Total Chicago incoming teachers	112	103	108
% of incoming corps identifying as a person of color	40%	50%	50%
Chicago students impacted by incoming teachers	6,496	5,974	6,264
Total corps of incoming teachers and second-year teachers	257	205	206
Chicago students impacted by first- and second-year teachers	14,906	11,890	11,939

Note that Teach for America - Chicago submits its application almost a year in advance of when the numbers are finalized; actual numbers may change between November of the previous year and the start of the following school year.

Teacher Mentoring Program

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

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$0	\$2,000,000	\$1,000,000	\$750,000	\$2,000,000
General Revenue Funds	\$0	\$0	\$0	\$0	\$2,000,000
Teacher Cert. Fee Revolving Fund	\$0	\$2,000,000	\$1,000,000	\$750,000	\$0
Change from Prior Year	\$0	\$2,000,000	(\$1,000,000)	(\$250,000)	\$1,250,000
	0.00%	N/A	(50.00%)	(25.00%)	166.67%

Board Goals

This program aligns with the following Board goal:

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

- All students are supported by highly prepared and effective teachers and school leaders

Program Mission

To provide mentoring and support for new teachers.

Purpose

To assign a mentor to each new teacher for a period of two years to develop skills and strategies necessary for instructional and

leadership excellence. This program combines the previous Teacher and Administrator Mentoring, Teacher Mentoring, and Teacher Mentoring Pilot projects.

Reimbursement/Distribution Method

Schools receive \$1,200 for each teacher mentored. ISBE is authorized to award fewer grants on a competitive basis in the event that appropriations are not sufficient to conduct a statewide program.

Population and Service Levels

The following table displays service-level information:

	FY16	FY17	FY18	FY19 (est.)
Teachers mentored	720	690	0	2,500

Teacher of the Year

Legislative Reference - Not Applicable
Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$130,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$130,000
	0.00%	0.00%	0.00%	0.00%	N/A

Board Goals

This program aligns with the following Board goal:

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

- All students are supported by highly prepared and effective teachers and school leaders.

Program Mission

To recognize and utilize exemplary local educators and education programs that promote improved teaching and learning related to the Illinois Learning Standards and Common Core State Standards.

Purpose

To honor outstanding school personnel. The Illinois Teacher of the Year (TOY) will serve as an ambassador for the teaching profession, making appearances across the state and representing Illinois at some national conferences.

Reimbursement/Distribution Method

The district from which the TOY comes receives these grant funds. The grants are

based on the TOY's salary and benefits, substitute costs, and travel and expenses related to his/her project.

Population and Service Levels

The Those Who Excel/Teacher of the Year program is available to all public and nonpublic schools in Illinois. Candidates from seven categories are nominated and selected, ranging from non-certificated staff through administrators. This grant allows the TOY to be available to address audiences at no cost to the requester. In addition, finalists for Those Who Excel are often asked to represent the TOY at events he or she cannot attend. The program has not been funded since fiscal year 2009, so the number of presentations and visits has dropped dramatically from its previous average of 90-100 presentations/visits per year.

The following table displays service-level information:

	FY16	FY17
TOY nominations	71	60
TOY presentations/visits	48	27

Charter Schools Revolving Loan Fund

Legislative Reference – 105 ILCS 5/27A-11.5

Funding Source – State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$20,000	\$20,000	\$20,000	\$200,000	\$2,000,000
Change from	\$0	\$0	\$0	\$180,000	\$1,800,000
Prior Year	0.00%	0.00%	0.00%	900.00%	900.00%

Board Goal(s)

This program aligns with the following Board goal:

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

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

Program Mission

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

Purpose

To provide loans to charter schools for start-up costs, including acquiring and remodeling facilities, and to acquire educational materials (e.g., supplies, textbooks, electronic textbooks, furniture, and other technological equipment).

Reimbursement/Distribution Method

These interest-free loans enable a certified charter school to increase cash flow during its

initial start-up term and allow charter schools to initiate operations. Charter school operators may apply for 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 this fund (SAMS #567) for future use by other charter school operators. Full repayment is required by the end of the initial charter term, which is usually five years.

Population and Service Levels

The program is limited to one loan per charter school. The following table displays service-level information:

	FY18	FY19 (est.)
Eligible schools	12	6
Number of loans	0	6
Number of students	3,999	1,369

The figure for the number of eligible charter schools in fiscal year 2019 includes all charter schools in their first terms of operation that have not previously received a revolving loan, including new campuses of existing charter school networks.

Driver Education

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

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$17,900,000	\$18,500,000	\$18,750,000	\$18,750,000	\$18,750,000
Change from	\$2,900,000	\$600,000	\$250,000	\$0	\$0
Prior Year	19.33%	3.35%	1.35%	0.00%	0.00%

Board Goals

This program aligns with the following Board goal:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- All students are supported by highly prepared and effective teachers and school leaders.

wheel instruction. The behind-the-wheel reimbursement rate is higher than the classroom instruction rate. The base reimbursement amount is a weighted calculation, dividing the total state appropriation each year by:

- The number of classroom students times 0.2, and
- The number of students completing behind-the-wheel training times 0.8.

Program Mission

To provide school districts with funding for teachers and school leaders to support local high school driver education programs.

Purpose

To reimburse local public school districts with a portion of the costs of providing driver education. Funds deposited in the Driver Education Fund (SAMS #031) are generated from a portion of instruction permit and driver's license fees, as well as a portion of fines levied for certain motor vehicle violations.

Reimbursement/Distribution Method

Districts are reimbursed quarterly for students in driver education from the prior school year. An amount per student is calculated for one pass or two attempts of classroom instruction and one pass or two attempts of behind-the-

Population and Service Levels

Every district that maintains grades 9 through 12 must offer classroom and behind-the-wheel training. High school pupils in public and nonpublic schools in the district are eligible to enroll in the course, as are all other residents between the ages of 15 and 21 who either have or will have a valid driver's license, but need additional instruction. The following table displays service-level information:

	FY17	FY18 est
Number of students		
Classroom instruction	109,198	103,914
Behind-the-wheel	99,761	94,637
Reimbursement per student		
Classroom instruction	\$34.34	\$36.09
Behind-the-wheel instruction	\$150.36	\$158.50

Illinois State Board of Education Teacher License Institute Fund

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

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$2,208,900	\$2,208,900	\$2,208,900	\$2,208,900	\$2,208,900
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Board Goals

This program aligns with the following Board goal:

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

- All students are supported by highly prepared and effective teachers and school leaders.

Program Mission

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

Purpose

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

Reimbursement/Distribution Method

Fees collected are used to support teacher institutes and also provide technology and

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

Population and Service Levels

Registration fees collected by ISBE are deposited into the SAMS #159 fund. Fees collected include:

- Professional Educator License - \$10/year for a five-year period.
- Substitute Teaching License - \$10/year for a five-year period.
- Educator License with Stipulations (if applicable) - \$10/year for length of license cycle.

Regional Offices of Education

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

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$5,020,000	\$5,020,000	\$7,040,000	\$7,040,000	\$8,070,000
Change from	\$2,655,000	\$0	\$2,020,000	\$0	\$1,030,000
Prior Year	115.69%	0.00%	40.24%	0.00%	14.63%

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To perform statutory responsibilities and contractual responsibilities of the Regional

Offices of Education (ROEs) and the Intermediate Service Centers (ISCs) with quality and effectiveness.

Purpose

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

State law provides for the establishment and operation of regional educational entities that serve the districts in their respective areas and perform identified state functions and services. This includes 35 ROEs, three ISCs in suburban Cook County outside the City of Chicago, and one Chicago ISC. (Chicago District 299 acts as the Chicago ISC.)

The regional superintendents of education are required by law to carry out specified regulatory functions and provide Administrators' Academy, Computer Technology Education, Directory of Cooperating Consultants, and Staff Development Services in fundamental learning areas and to provide other services to local districts and/or ISBE, 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 the total enrollment for each ROE and ISC. The base amount is distributed evenly to each ROE and ISC. Remaining funding is calculated using the enrollment for each ROE and ISC service region multiplied by a per pupil amount (determined by the appropriation level).

Bus Driver Training

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

	FY18	FY19(est)
ROE School Services	\$6,970,000	\$8,000,000
Bus Driver Training	\$70,000	\$70,000
Total	\$7,040,000	\$8,047,000

Population and Service Levels

All 35 ROEs and four ISCs are eligible for funding.

Regional Superintendents' and Assistants' Salaries

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

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$12,650,000	\$107,000,000	\$10,700,000	\$10,800,000	\$11,000,000
Change from	\$250,000	\$94,350,000	(\$96,300,000)	\$100,000	\$200,000
Prior Year	2.02%	745.85%	(90.00%)	0.93%	1.85%

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To ensure that all regional and assistant regional superintendent salaries are paid according to statutory requirements.

Purpose

To pay salaries of regional superintendents, assistant regional superintendents, executive directors of Intermediate Service Centers (ISCs), and assistant executive directors of ISCs.

Reimbursement/Distribution Method

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

Population and Service Levels

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

School District Emergency Financial Assistance Fund

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

Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$4,500,000	\$0	\$1,000,000	\$1,000,000	\$1,000,000
Change from	(\$14,640,000)	(\$4,500,000)	\$1,000,000	\$0	\$0
Prior Year	(90.71%)	(100.00%)	N/A	0.00%	0.00%

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Program Mission

To assist school districts (or school financial oversight panels) in achieving and maintaining financial health.

Purpose

To provide emergency financial assistance to school districts under the provisions of Articles 1B, 1E, 1F, or 1H of the School Code.

Reimbursement/Distribution Method

Public Act 97-0429, effective August 16, 2011, created a new Financial Oversight Panel Law under the provisions of Article 1H of the School Code. All future financial oversight panels will be established under this legislation. Financial oversight pursuant to the Articles 1B, 1E, or 1F will stay in existence as provided in each applicable Act.

Under the provisions of Article 1H, the maximum amount of an emergency financial assistance loan shall not exceed \$4,000 per pupil, with an emergency financial assistance grant not exceeding \$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 in conjunction with their respective financial oversight panel to improve the financial condition of the district.

Population and Service Levels

School districts that have an approved petition for emergency financial assistance

are eligible to participate. No petition for emergency financial assistance is approved by ISBE unless there is also an established financial oversight panel. Districts that have received emergency financial assistance are listed below:

Fiscal year 2004	Venice Community Unit School District Three (Madison County)
Fiscal year 2010	Proviso Township High School District 209 (Cook County)
Fiscal year 2011	Proviso Township High School District 209 (Cook County)
Fiscal year 2015	East St. Louis School District 189 (St. Clair County)
	North Chicago Community High School District 187 (Lake County)
	Hazel Crest School District 152-5 (Cook County)

School Technology Revolving Loan Program

Legislative Reference – 105 ILCS 5/2-3.117a

Funding Source - State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$5,000,	\$2,000,0	\$7,500,0	\$7,500,0	\$7,500,0
Change from	\$0	(\$3,000,00	\$5,500,0	\$0	\$0
Prior Year	0.0	(60.00	275.00	0.00	0.00

Board Goals

This program aligns with the following Board goals:

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

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

disbursed. Loans are funded up to four times a year. If approved loan requests exceed funds available, eligible applicants who do not receive funding receive first consideration in the next fiscal year in which the grade levels specified on the application shall be 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.

Program Mission

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

Purpose

To provide funding for technology hardware and software for integrating technology into teaching and learning through low-cost, three-year loans to eligible applicants to help meet their technology goals.

Reimbursement/Distribution Method

Loan applications are approved on a first-come, first-served basis until all loan funds are

Funds are repaid over a maximum of three years (SAMS #569).

Population and Service Levels

All school districts are eligible to participate on a two-year rotating basis: grades 9 through 12 in fiscal year 2017, grades K through 8 in FY 2018, and alternating in each second year thereafter. The population served for FY 2017 included all eligible applicants that enrolled students in grades 9 through 12, except those in which the equalized assessed valuation per pupil in average daily attendance is at the 99th percentile or above. The following table displays service-level information:

	FY17	FY18(est.)
Eligible applicants	480	760
Eligible students	619,236	1,320,513
Grade levels served	9-12	K-8
Dollars loaned	\$1,922,750	\$2,200,000
Number of loans	11	19
Percent eligible districts participating	2%	2%

State Charter School Commission

Legislative Reference – 105 ILCS 5/27A-7.5

Funding Source – State

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$600,000	\$600,000	\$1,000,000	\$1,000,000	\$1,250,000
Change from	\$0	\$0	\$400,000	\$0	\$250,000
Prior Year	0.00%	0.00%	66.67%	0.00%	25.00%

Program Mission

To give parents and students access to high-quality school choices throughout the State of Illinois.

Purpose

To promote high-quality education and opportunities for growth and learning for all Illinois students.

The *Charter School Quality Act* (Public Act 97-0152) established the State Charter School Commission (the Commission) as an independent commission with statewide jurisdiction and authority. Funds are used to support the following objectives: review and decide on appeals by charter operators when a local school board has denied, not-renewed or revoked the charter operator's proposal or school; if an appeal has merit, authorize the charter school initially denied, not renewed, or revoked by the local school board, particularly when the charter school will expand opportunities for at-risk student populations; oversee and evaluate performance of Commission-authorized charter schools or charter schools transferred to the Commission by local school boards; and promulgate and report on best practices in charter school authorization, oversight, and renewal. The Commission consists of nine volunteer members appointed by Illinois State Board of Education from a slate of candidates proposed by the Governor's Office. The

Commission has paid staff to support its work.

Reimbursement/Distribution Method

The Commission's funding covers its administrative and operating costs. ISBE serves as the administrative fiscal agent.

Population and Service Levels

The Commission decides appeals when a local school board denies, revokes, or does not renew a charter operator's proposal and receives applications from charter schools and local school boards that decide to transfer oversight to the Commission. The following table displays this service-level information:

	FY 16	FY17	FY18 (est)	FY19 (est)
Appeals	4	2.25	5	5
Renewals	0	0	5	2

The Commission authorizes and oversees a number of charter schools. The following table displays this service-level information:

	FY16	FY17	FY18	FY19
Commission –Authorized Schools	5	9*	9*	10*

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

Teacher Licensure Fee Revolving Fund

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

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$6,000,000	\$6,000,000
Change from	\$0	\$0	\$0	\$1,000,000	\$0
Prior Year	0.00%	0.00%	0.00%	20.00%	0.00%

Board Goals

This program aligns with the following Board goal:

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

- All students are supported by highly prepared and effective teachers and school leaders.

Program Mission

To ensure that all candidates for teaching, administrative, and school service personnel endorsements meet established state requirements through the use of a highly effective technical and informational support system to ensure educators are highly prepared to lead and teach effectively.

Purpose

To provide the mechanism for the state to receive the application fee charged for licenses, endorsements, or evaluation of credentials. Per 105 ILCS 5/21B-40, as of January 1, 2015, all application fees for a professional educator license, educator license with stipulations, or substitute teaching license shall be \$100. The application fee is \$150 for out-of-state license applications and \$50 for each subsequent endorsement. The funds received are deposited into the Teacher Licensure Fee Revolving Fund (SAMS #016) and are used to provide technology and other resources

necessary for the timely and efficient processing of licensure requests. Funds available from the Teacher Licensure 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 Certification Fee Revolving Fund must be dedicated to the timely and efficient processing of applications and for the renewal of licenses.

Reimbursement/Distribution Method

Funds provide for continual enhancement and maintenance to the Educator License Information System, agency educator licensure personnel costs, equipment to link Regional Offices of Education to the ISBE computerized educator licensure database, enhancements to software systems, and upgrades to technology used to process license and endorsement applications.

Population and Service Levels

Approximately 100,000 applications for teaching, administrative, and school service personnel licenses, endorsements, and approvals are processed annually. The following table displays service-level information:

	FY16	FY17	FY18 (est.)
New Professional Educator Licenses (PELs) issued by evaluation	1,849	1,724	1,700
New PELs issued by entitlement	5,815	5,392	5,000
New Educator License with Stipulations (ELS) Provisional Educator	1,754	1,545	1,500
New ELS Paraprofessional	6,626	6,608	6,600
New ELS (Other)	967	784	800
New Substitute Licenses issued	10,075	9,972	10,000
Endorsements issued on a PEL or ELS	9,480	8,263	8,500

Temporary Relocation Assistance Revolving Fund

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

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$1,400,000	\$1,400,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from	\$0	\$0	(\$400,000)	\$0	\$0
Prior Year	0.00%	0.00%	(28.57%)	0.00%	0.00%

Board Goals

This program aligns with the following Board Goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Program Mission

To assist school districts in providing a safe, temporary environment for learning.

Purpose

To pay school district emergency relocation expenses incurred as a result of fire, earthquake, tornado, mine subsidence, other natural or man-made disaster, or school building condemnation made by a Regional Office of Education and approved by the State

Superintendent of Education. The Temporary Relocation Program provides loan and/or 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 the yield of the tax over a seven-year period.

Reimbursement/Distribution Method

Funding is based on costs for the lease or renovation of facilities and for transportation and other costs associated with the emergency relocation of school operations that will ensure a safe and healthy learning environment for students. Loan payments received from the program must be repaid.

Population and Service Levels

The following chart shows those school districts that were able to move students from dangerous environments to safe classrooms.

District	Fiscal Year	Loan Amoun	Grant Amoun	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

Abstinence Education

Legislative Reference – Section 510 of the Social Security Act
Funding Source – Federal (CFDA 93.235)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$0	\$0	\$5,600,000	\$5,600,000	\$6,500,000
Change from Prior Year	\$0	\$0	\$5,600,000	\$0	\$900,000
	0.00%	0.00%	N/A	0.00%	16.07%

Federal Grant Award*

	FY15	FY16	FY17	FY18	FY19**
Grant Award	\$0	\$0	\$2,769,115	\$2,555,444	TBD
Change from Prior Year	\$0	\$0	\$2,769,115	(\$213,671)	TBD
	0.00%	0.00%	N/A	(7.72%)	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.

** FY 2019 amounts are to be determined (TBD)

Board Goals

This program aligns with the following Board goals:

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

- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Program Mission

To financially support services to students in order to promote abstinence from sexual activity to prevent teen pregnancy in youth aged 10-19, especially those from minority groups, in foster care, or who are homeless. The services foster positive youth development via counseling, mentoring, and adult supervision. The services are provided by trained and prepared teachers and result in a safe and healthy environment.

Purpose

The U.S. Department of Health and Human Services, through the Administration for Children and Families Title V State Abstinence Education Grant Program, provides financial support and resources to human service providers so they can help young people by:

- Strengthening their beliefs supporting abstinence until maturity;
- Increasing their skills to negotiate abstinence and resist peer pressure; and
- Informing youths about sexually transmitted infections, such as HIV/AIDS.

Reimbursement/Distribution Method

Through an as-yet-to-be completed method, funds will be distributed to an entity that will provide coordination for the project and, in turn, distribute funds to other entities that provide the direct services to youth.

Population and Service Levels

This program serves youth from age 10-19 in any county, city, village, or jurisdiction of the state, including youth in foster care homes and homeless shelters.

Adolescent Health

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

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$0	\$0	\$500,000	\$500,000	\$500,000
Change from	\$0	\$0	\$500,000	\$0	\$0
Prior Year	0.00%	0.00%	N/A	0.00%	0.00%

Federal Grant Award*

	FY15	FY16	FY17	FY18	FY19**
Grant Award	\$413,456	\$184,765	\$227,614	\$160,867	TBD
Change from	\$123,456	(\$228,691)	\$42,849	(\$66,747)	TBD
Prior Year	42.57%	(55.31%)	23.19%	(29.32%)	TBD

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

**FY 2019 amounts are to be determined (TBD).

Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Program Mission

To support efforts of school districts in implementing school-based programs and practices designed to reduce the incidence of human immunodeficiency virus (HIV) and other sexually transmitted diseases (STDs) among students as well as to reduce teen pregnancy. This includes ensuring that staff members are prepared to implement these programs and ensuring that the environment is safe for all students.

Purpose

The Centers for Disease Control and Prevention provides financial support and resources through the Division of Adolescent and School Health cooperative agreement to improve adolescent sexual health through education in Illinois schools.

Reimbursement/Distribution Method

Funds are provided for staffing and are used for such purposes as coordination of contractors, costs related to travel in providing training and technical assistance, and supplies/materials associated with the development and provision of training and technical assistance. Additionally, funds are distributed via contracts and two intergovernmental agreements to entities that provide assistance and services to priority school districts in implementing the requirements of the federal grant monies.

Population and Service Levels

This program serves middle school and high school students in 10 priority school districts that were selected due to having a high incidence rate of HIV, STDs, or teen pregnancy, or any combination of the three.

The priority school districts were also required to have a readiness-to-change district policy and a comprehensive sexual health education program and to participate in all aspects of the process.

Career and Technical Education – Basic

Legislative Reference – PL 109-270
Funding Source – Federal (CFDA 84.048A)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$55,000,000	\$55,000,000	\$55,000,000	\$55,000,000	\$55,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY15	FY16	FY17	FY18	FY19**
Grant Award	\$40,519,069	\$40,365,798	\$40,004,782	\$39,173,710	TBD
Change from	(\$1,990,444)	(\$153,271)	(\$361,016)	(\$831,072)	TBD
Prior Year	(4.07%)	(0.38%)	(0.89%)	(2.08%)	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 2019 amounts are TBD (to be determined).

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To improve student achievement in academics, to improve students' career and technical skills, and to promote transitioning to postsecondary education.

Purpose

To provide educational opportunities to more fully develop academic and technical skills for

career opportunities, specific job training and occupational retraining that would enable students to succeed in secondary and postsecondary education. The Education for Employment Regional Delivery Systems assist in maintaining and expanding technical skills of the state's labor force and promote economic growth and development.

Reimbursement/Distribution Method

Grant award allocations at the state level are based on the Carl D. Perkins Career and Technical Education Act of 2006.

*Grant Award****

85% Grants
9% Leadership Activities
5% Administration
1% State Institutions

***Federal legislation requires 1) a state to maintain fiscal effort per student or aggregate expenditure of vocational and technical education programs; 2) a dollar-for-dollar state administrative funds match; and 3) no more than 5 percent of the grant award to be used for administration.

Federal funds are distributed to eligible recipients through allocation formulas or on a competitive basis according to the provisions of the Carl D. Perkins Career and Technical Education Act of 2006. The secondary school allocations are calculated from census data, with 30 percent of the total based on the 5- to 17-year-old population and 70 percent based on the 5- to 17-year-old population below the poverty level.

The Illinois Community College Board (ICCB) receives 40 percent of the grant award. The community college allocations are calculated from Pell Grant count data. The ICCB has the responsibility for postsecondary and adult Career and Technical Education programs.

Effective in fiscal year 2003 and in accordance with a Memorandum of Understanding between the Illinois State Board of Education (ISBE) and ICCB, ISBE distributes 60 percent of the funds and ICCB distributes 40 percent of the funds.

Population and Service Levels

The following table displays service-level information:

Students Served	FY16	FY17 (est)
Secondary	289,964	287,495
Community College	139,854	135,658
Total	429,818	423,153

Child Nutrition Programs

Legislative Reference – PL 111-296 and 7 CFR 210, 215,220,225,226, 245
Funding Source - Federal

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$725,000,000	\$850,000,000	\$1,062,500,000	\$1,062,500,000	\$1,062,500,000
Change from	\$0	\$125,000,000	\$212,500,000	\$0	\$0
Prior Year	0.00%	17.24%	25.00%	0.00%	0.00%

Federal Grant Award*

	FY15	FY16	FY17	FY18	FY19
Grant Award	\$762,008,530	\$768,276,082	\$767,404,305	TBD	TBD
Change from	\$48,889,349	\$6,267,552	(\$871,777)	TBD	TBD
Prior Year	6.40%	0.82%	(0.11%)	TBD	TBD

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

Board Goals

This program aligns with the following Board goal:

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

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

Program Mission

To provide leadership and support for sponsoring entities to provide nutritious meals to children, enabling them to properly learn and grow.

Purpose

To reimburse participating sponsors for a portion of the cost of providing nutritious meals (breakfast, lunch, supper, and snack) and milk to eligible children. Participation in federal meal programs is voluntary.

Reimbursement/Distribution Method

Applicants for free or reduced- price meals under the National School Lunch Program (NSLP) and School Breakfast Program (SBP) must meet the federal income guidelines or be determined as categorically eligible for free meals based on receipt of benefits under the Supplemental Nutrition Assistance Program or Temporary Assistance to Needy Families; be directly certified as receiving Medicaid; be homeless, a runaway, a migrant, or living in foster care; or participate in the federally funded Head Start Program.

The federal government provides a basic level of reimbursement for all lunches served to students eligible for reduced-price and free meals as well as to students not eligible (paid category).

Fiscal year 2018 federal reimbursement rates for the NSLP:

Per Meal Reimbursement	Less than 60 percent Free or Reduced-Priced Meals	60 percent or more Free or Reduced-Priced Meals*
Paid**	\$0.31 - \$0.37	\$0.33 - \$0.39
Reduced-price**	\$2.83 - \$2.89	\$2.85 - \$2.91
Free**	\$3.23 - \$3.29	\$3.25 - \$3.31

* 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 2018 federal reimbursement rates for the SBP:

	Rates	Rates for Severe Need Schools*
Paid breakfast reimbursement	\$0.30	\$0.30
Reduced-price breakfast reimbursement	\$1.45	\$1.79
Free breakfast reimbursement	\$1.75	\$2.09

* 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 2018 federal reimbursement rates for the After-School Care Snack Program:

	Rates
Paid snack reimbursement	\$0.08
Reduced-price snack reimbursement	\$0.44
Free snack reimbursement	\$0.88

FY 2018 federal reimbursement rates for the Special Milk Program (SMP):

	Rates
Paid special milk	\$0.2075
Free special milk	Avg. cost per ½ pint

FY 2018 (June 2017-August 2017) federal reimbursement rates for the Summer Food Service Program (SFSP):

	Operating Rates	Administrative Rates	
		Rural/ Self-Prep	Urban/ Vended
Breakfasts	\$1.99	\$0.1975	\$0.1550
Lunches/ Suppers	\$3.47	\$0.3625	\$0.3000
Supplements	\$0.81	\$0.0975	\$0.0775

FY 2018 federal reimbursement rates for the Child and Adult Care Food Program (CACFP):

Child Care Center Rates	Breakfasts	Lunch & Suppers	After-School Snacks
Paid	\$0.30	\$0.31	\$0.08
Reduced	\$1.45	\$2.83	\$0.44
Free	\$1.75	\$3.23	\$0.88

Day Care Home Rates	Breakfasts	Lunch & Suppers	Supplements
Tier I	\$1.31	\$2.46	\$0.73
Tier II	\$0.48	\$1.48	\$0.20

In addition to this reimbursement, sponsors in the CACFP also receive cash in lieu of commodities/USDA Foods based on the number of lunches and suppers served. The cash in lieu of commodity rate for CACFP is \$0.2325 per meal for FY 2018.

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 \$0.3350 per meal (\$0.2325 per meal PLUS 12 percent provision dollars) for FY 2018.

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

Population and Service Levels

NSLP and SBP are two separate voluntary programs available to all public schools, nonprofit private schools, and residential child care institutions that agree to operate a nonprofit program that meets federal requirements and offers lunches to all children in attendance. The number of sponsors and sites participating as well as the number of meals served under the NSLP, SBP, and After-School Snack Program are shown below.

	FY17	FY18 (est)
LUNCH		
Number of Sponsors	1,093	1,043
Number of Sites	4,162	4,064
Number of Meals	176,428,989	180,839,714
BREAKFAST		
Number of Sponsors	813	801
Number of Sites	3,467	3,456
Number of Meals	72,176,185	77,589,399
SNACKS		
Number of Sponsors	148	142
Number of Sites	665	584
Number of Meals	3,737,117	3,830,545

The SMP is open to public schools, nonprofit private schools, residential child care institutions, day care centers, and camps that agree to operate a nonprofit milk program and do not have a federally funded food service program. The program is ideal for locations with children who do not have access to milk through another federally funded meal program (such as half-day kindergarten students not present during lunch). The number of milks served is shown below.

	FY17	FY18 (est)
Number of Sponsors	319	301
Number of Sites	527	506
Number of Milks	9,554,783	10,032,522

The FFVP is a competitive grant 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.

	FY17	FY18
Number of Sites	212	272
Number of Students	104,231	111,024
Allocation per Student	\$50.20 - \$75.00	\$50.17 - \$75.00

The SFSP is a voluntary program available to public schools; private schools; residential camps; state, local, municipal, and county government entities; and private not-for-profit organizations not participating in other child nutrition programs during the summer months. The intent of the program is to serve nutritious meals during the summer months to children who during the school year receive free or reduced-price meals through the National School Lunch and Breakfast Programs. The following table displays service-level information:

	FY17	FY18 (est)
Number of Sponsors	164	168
Number of Sites	1,911	1,968

The CACFP is a voluntary program available to nonprofit and for-profit nonresidential child care centers, family day care homes, Head Start centers, and outside-of-school-hours child care programs. In addition, legislation allows reimbursement for snacks and/or suppers served to school-age children participating in after-school programs located in an area served by a school in which at least 50 percent of the

enrolled children are approved eligible for free or reduced-price meals. Reimbursement is also allowed for meals served to children and disabled adults living in emergency shelters. The adult care portion of the program is administered by the Department on Aging. Meals/snacks must meet federal requirements.

The following table displays service-level information:

	FY17	FY18 (est)
Number of Sponsors – Child Care Centers	1,106	1,126
Number of Sites – Child Care Centers	3,211	3,225
Number of Sponsors – Child Care Homes	12	12
Number of Sites - Child Care Homes	7,290	7,000

Individuals with Disabilities Education Act – Deaf and Blind

Legislative Reference – PL 108-446
Funding Source – Federal (CFDA 84.326C)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 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*

	FY15	FY16	FY17	FY18	FY19**
Grant Award	\$335,444	\$335,444	\$335,444	\$335,444	TBD
Change from	\$0	\$0	\$0	\$0	TBD
Prior Year	0.00%	0.00%	0.00%	0.00%	TBD

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

**This is the final year of this federal grant. However, it may become available in FY2020.

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To provide supplemental funds for services to deaf-blind children from birth through age 21, including technical assistance, information, and trainings for staff and students to enhance their educational experience in a safe and healthy environment.

Purpose

To provide technical assistance, information, and training to address the early intervention, special education, and transitional and related service needs of children with deaf-blindness and also enhance state capacity to improve services and outcomes for children and their families. Services are coordinated with other state agencies that have responsibilities for providing services to children and youth who are deaf-blind.

Reimbursement/Distribution Method

Funds are distributed via a grant to the Philip J. Rock Center and School.

Population and Service Levels

The following table displays service-level information:

	FY16	FY17	FY18 (est)
Students served (December 1, 2016, child count data)	396	399	385
Number of referrals received	39	23	35
Number of service provider contacts	1,474	1,431	1,500
Number of family contacts	272	305	275
Number of school districts served	131	157	140
Number of trainings provided	22	15	15
Number of persons trained	342	92	100
Website visits	4,136	9,584	9,000

Individuals with Disabilities Education Act - Part B

Legislative Reference – PL 108-446
Funding Source – Federal (CFDA 84.027A)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$700,000,000	\$700,000,000	\$754,000,000	\$754,000,000	\$754,000,000
Change from	\$0	\$0	\$54,000,000	\$0	\$0
Prior Year	0.00%	0.00%	7.71%	0.00%	0.00%

Federal Grant Award*

	FY15	FY16	FY17	FY18	FY19**
Grant Award	\$499,269,921	\$500,249,065	\$516,499,326	\$515,416,509	TBD
Change from	\$19,588,882	\$979,144	\$16,250,261	(\$1,082,817)	TBD
Prior Year	4.08%	0.20%	3.25%	(0.21%)	TBD

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

**State fiscal year 2019 amounts for the federal grant award are to be determined (TBD).

Board Goals

This program aligns with the following Board goals:

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

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

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

Program Mission

To help local school districts and service provider agencies meet the individual academic and behavioral needs of students with disabilities ages 3 – 21 so they may progress in the general curriculum.

Purpose

To provide supplemental funds to ensure all children with disabilities ages 3 - 21 receive a free appropriate public education in the least restrictive environment. Funds are used for teacher/aides salaries; other personnel (e.g., social workers, psychologists, physical therapists); training; specialized consultants; and instructional supplies, materials, and equipment.

Reimbursement/Distribution Method

The information below shows the Individuals with Disabilities Education Act (IDEA) – Part B grant award allocation at the state level:

Grant Award

- 89% Formula Grants
- 11% State Set-Aside
 - 50% Room and Board Reimbursement
 - 33% Discretionary Funds
 - 17% Administration

Formula grant funds are distributed to special education cooperatives and independent school districts based on the amount received in fiscal year 2000. Funds in excess of the total base amount required are distributed based on the relative population of children ages 3 - 21 (85 percent) and on the relative population of those children who are living in poverty (15 percent). Funds are also used to provide room-and-board costs for children with

disabilities placed in private facilities, to fund special discretionary projects, and to pay administrative costs.

Unexpended funds from IDEA -- Part B that are initially reserved for room and board reimbursements are used to pay school districts for the costs of those students with disabilities whose program costs exceed four times the district's per capita tuition rate. (See Special Education – Funding for Children Requiring Special Education Services.)

Population and Service Levels

The following table displays service-level information:

	FY17	FY18 (est)
Students served	294,168	295,304
School districts/ coops	167	167
District allotments	\$439,003,967	\$448,167,686

Individuals with Disabilities Education Act – Preschool, Part B

Legislative Reference – PL 108-446
Funding Source – Federal (CFDA 84.173A)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$25,000,000	\$25,000,000	\$25,000,000	\$29,200,000	\$29,200,000
Change from	\$0	\$0	\$0	\$4,200,000	\$0
Prior Year	0.00%	0.00%	0.00%	16.80%	0.00%

Federal Grant Award*

	FY15	FY16	FY17	FY18	FY19**
Grant Award	\$16,488,219	\$16,488,219	\$17,118,363	\$17,118,363	TBD
Change from	\$20	\$0	\$630,144	\$0	TBD
Prior Year	0.00%	0.00%	3.82%	0.00%	TBD

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

**State fiscal year 2019 amounts for the federal grant award are to be determined (TBD).

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school will offer a safe and healthy learning environment for all students.

Program Mission

To support schools in developing a comprehensive early learning system that enables all children with disabilities ages 3 through 5 to be educated appropriately.

Purpose

To help local school districts and special education cooperatives offer more comprehensive programs for children with disabilities ages 3 through 5 by employing teachers and aides; purchasing materials and supplies; and providing related services, training, and consultation.

Reimbursement/Distribution Method

The information below shows the Individuals with Disabilities Education Act – Part B Preschool grant award allocation at the state level.

Grant Award

75% Formula Grants
20% Discretionary Grants
5% Administration

Formula grants are distributed to Local Education Agencies and special education cooperatives according to the amount received in fiscal year 1998. Funds in excess of the total base amount required are distributed based on relative populations of children ages 3 through 5 (85 percent) and on the relative populations of children in this age range living in poverty (15 percent). Discretionary funds are used to provide statewide program development activities, including a child-find campaign, establishment of a regional technical assistance system, in-service training, and special projects. The remaining federal funds are used to pay administrative costs.

Population and Service Levels

School districts and special education cooperatives are eligible to participate. The following table displays service-level information:

	FY17	FY18 (est)
Children served	37,267	37,630
School districts/ Special Ed coops	152	152
Dollars to districts	\$14,322,435	\$13,332,781

Individuals with Disabilities Education Act – State Program Improvement, Part D

*Legislative Reference – PL 108-446
Funding Source – Federal (CFDA 84.323A)*

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$4,500,000	\$4,500,000	\$5,000,000	\$5,000,000	\$5,000,000
Change from	\$150,000	\$0	\$500,000	\$0	\$0
Prior Year	3.45%	0.00%	11.11%	0.00%	0.00%

Federal Grant Award

	FY15	FY16	FY17	FY18	FY19*
Grant Award	\$1,975,000	\$1,746,358	\$1,746,358	\$1,714,907	TBD
Change from	\$0	(\$228,642)	\$0	(\$31,451)	TBD
Prior Year	0.00%	(11.58%)	0.00%	(1.80%)	TBD

***State fiscal year 2019 amounts for the federal grant award are to be determined (TBD).*

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To increase the capacity of school districts to implement high-quality, research-based, and standards-aligned curriculum, instruction, interventions, and assessment to improve performance of students, particularly those who receive special education and related services.

Purpose

To establish and implement the Illinois Multi-Tiered System of Supports (MTSS) Network. The network provides regionally based professional development, technical assistance, and coaching to educators and parents throughout the state.

These services focus on improving student performance in grades K-12 through the implementation of a multi-tiered system of instruction, intervention, and assessment, with an emphasis on administrative

leadership; scientific, research-based reading and math curricula and instruction; data-based decision-making; universal screening and progress monitoring; and parent involvement.

In addition, the program is to establish and implement the Illinois Institutes of Higher Education (IHE) Partnerships, through which the MTSS framework and academic practices will be incorporated into IHE educator preparation programs.

Reimbursement/Distribution Method

The U.S. Department of Education awards State Program Improvement funds to states on a multi-year basis. Grant funds are distributed through annually renewable grants, which were originally awarded in fiscal year 2011 through a competitive Request for Proposals process to one Regional Office of Education and one IHE. A no-cost extension was also requested and awarded, which will provide continued funding through FY 2017.

ISBE was awarded a new five-year grant in July 2015 that will extend through September 30, 2020. Grant funds were distributed through a continuation grant in FY 2017.

In accordance with the federal grant requirements, annually renewable grants will also be provided to each of the two federally funded Illinois Parent Training and Information Centers.

Population and Service Levels

Supports for schools and districts with indicated needs aligned to the State Performance Plan/Annual Performance Report as required by Office of Special Education Program are provided through the IL MTSS Network, including the implementation of the State Systemic Improvement Plan. This plan targets early literacy and the desired outcome of increasing the percentage of grade school students with disabilities who are proficient or above on the statewide assessment.

Universal services will be delivered statewide, while support that is more intensive will be provided at the district and school levels.

Faculty members of the IHE Partnerships in elementary education, administrator preparation, school psychology, and social work programs will participate in professional development to increase the extent to which undergraduate and graduate students exiting their programs are prepared to implement MTSS in schools throughout the state.

This project also seeks to increase the number of parents who understand the multi-tiered system of supports and increase their level of participation in the educational decision-making process.

Longitudinal Data System

Legislative Reference – PL 107-279 & PL 111-05
Funding Source – Federal (CFDA 84.372A & CFDA 84.384A)

Appropriation History

	FY15	FY16	FY17	FY18	Proposed
Total Appropriation	\$15,200,000	\$5,200,000	\$5,200,000	\$5,200,000	\$5,200,000
<i>Federal</i> ¹	\$5,200,000	\$5,200,000	\$5,200,000	\$5,200,000	\$5,200,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%
<i>Federal</i> ²	\$10,000,000	\$0	\$0	\$0	\$0
Change from	\$0	(\$10,000,000)	\$0	\$0	\$0
Prior Year	0.00%	(100.00%)	0.00%	0.00%	0.00%

Federal Grant Award

	FY15	FY16	FY17	FY18	FY19
Grant Award ¹	\$0	\$1,007,084	\$2,051,094	\$1,970,911	TBD
Change from	\$0	\$1,007,084	\$1,044,010	(\$80,183)	TBD
Prior Year	0.00%	N/A	103.67%	(3.91%)	TBD
Grant Award ²	\$0	\$0	\$0	\$0	\$0
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

¹ - Federal Grant CFDA 84.372A is a four-year grant starting in 2009 totaling \$8,999,956 and again in 2016 totaling \$7,000,000.

² - Federal Grant CFDA 84.384A was a multi-year grant awarded in 2011 totaling \$11,869,819, with a grant end date of June 30, 2015.

Board Goals

The program aligns with the following board goals:

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

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

- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.

Program Mission

To continue designing, developing, implementing, and using the Illinois Longitudinal Data System (ILDS) to improve student learning. The ILDS project includes a series of interrelated efforts that will enable state policymakers, educators, learners, and members of the public to access information from the ILDS more quickly and easily to

support and improve state and local resource allocations, instruction, and learner outcomes.

Purpose

These projects will build on existing investments to accelerate Illinois' movement from a compliance model of data management to a service model focused on utilization of data for state and local education system improvements. The ILDS outcomes will provide visually comprehensive dashboards that connect resource allocation information to student outcomes and educator information. Clear charts, graphs, and statistical tools will enable educators to identify performance trends. Administrator tools will be used to base policy on school and Local Education Agency level trends. The enhancement of the underlying data collection and management will support research and evaluation, leading to program and system-level improvements. These projects have provided ISBE with the ability to collect, analyze, and manage data

from preschool through grade 12 and to integrate and analyze postsecondary education data housed in the multiagency ILDS. These systems will have the capacity to link individual student data across time and databases, including matching teachers to students, promoting interoperability for easy matching and linking of data across institutions, and protecting student privacy consistent with applicable privacy protection laws.

Reimbursement/Distribution Method

Funding will be disbursed to appropriate vendors determined through a Request for Proposals process.

Population and Service Levels

The ILDS will serve educators from preschool through postsecondary education and help state policymakers improve education programs and practice.

Preschool Expansion Grant

Legislative Reference – PL 111-5
Funding Source – Federal (CFDA 84.419B)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$0	\$35,000,000	\$35,000,000	\$35,000,000	\$35,000,000
Change from	\$0	\$35,000,000	\$0	\$0	\$0
Prior Year	0.00%	N/A	0.00%	0.00%	0.00%

Federal Grant Award*

	FY15**	FY16	FY17	FY18	FY19
Grant Award	\$20,000,000	\$20,000,000	\$21,731,726	\$19,364,834	\$0
Change from	\$20,000,000	\$0	\$1,731,726	(\$2,366,892)	(\$19,364,834)
Prior Year	N/A	0.00%	8.66%	(10.89%)	(100.00%)

*Federal grant awards may be spent over the entire project period ending Dec. 31, 2018. 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.

**First year of award in a four-year cycle. Annual award contingent upon state appropriations indicated in the Preschool Expansion Grant Application.

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To provide preschool services to 4-year-olds who are determined to be at risk of academic failure with high-quality, full-day preschool and comprehensive services.

Purpose

The Preschool Expansion Grant (PEG) supports the state's efforts in expanding high-quality preschool to the state's 4-year-olds who are most at risk and not yet eligible for kindergarten to a full-day comprehensive preschool program.

In addition to full-day instruction, the programs funded by this initiative will offer comprehensive services that include 1) connections to health, mental health, dental, and social services; 2) intensive parent engagement services; 3) universal and targeted supports for positive behavioral and social emotional development; 4) at least 60 minutes per day of physical activity; and 5) instructional leaders with specific early childhood expertise and expertise in serving

culturally, linguistically, and ability-diverse children who will focus on providing high-quality, embedded professional development to teachers.

Reimbursement/Distribution Method

Activities under this grant will be carried out jointly by the Illinois State Board of Education and the Governor's Office of Early Childhood Development through a combination of 1) increasing the number of current preschool slots while also 2) expanding and enhancing current preschool slots in a core group of 18 communities identified as having a high number of at-risk underserved preschool-age children.

This federal award is contingent upon state appropriations as indicated in the PEG Application and Award Notification letter.

Cumulative Change Since School Year 2014-15	<i>School Year 17-18 (est)</i>	<i>School Year 18-19 (est)</i>
Entirely new slots	6,120	8,000
New slots combined with	2,100	2,760
Enhanced/Extended Preschool for All	2,200	3,000
Total slots	10,420	13,760

Race to the Top – Early Learning Challenge

Legislative Reference – PL 111-5 and 112-10

Funding Source – Federal (CDFA 84.412A)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$35,000,00	\$35,000,00	\$35,000,00	\$35,000,00	\$35,000,00
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00	0.00	0.00	0.00	0.00

Federal Grant Award*

	FY15	FY16	FY17	FY18	FY19**
Grant Award	\$0	\$0	\$0	\$0	TBD
Change from	\$0	\$0	\$0	\$0	TBD
Prior Year	0.00%	N/A	N/A	N/A	TBD

*One-time federal grant award of \$52,498,043 may be spent over a 54-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.

Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Program Mission

To implement early childhood systems reforms that will lead to an increase in the number of children -- particularly children with high needs -- who enter kindergarten ready to engage in a challenging curriculum.

Purpose

The Early Learning Challenge (ELC) grant program will support reform initiatives around three strategic priorities: 1) deepening the integration of state supports to create a unified framework for all early learning and development systems, 2) connecting the most at-risk children with the services and supports they need, and 3) increasing the quality of both learning environments and instruction in early learning and development programs.

Reimbursement/Distribution Method

Activities under this grant will be carried out by the Illinois State Board of Education, the Department of Human Services (DHS), and the Governor's Office of Early Childhood Development directly through new procurements and through increases in existing grants and contracts. For this purpose, some funds will be transferred to the DHS through an intergovernmental agreement.

Population and Service Levels

These funds will impact most early learning and development programs in Illinois, including programs receiving state Early Childhood Block Grant (ECBG) funding and programs receiving federal funding from the Child Care and Development Fund, Head Start, and Early Head Start.

The following table displays service-level information:

Funding Source	Enrollments	
	FY16	FY17 (est)
ECBG Preschool for All 3-5	73,118	74,422
ECBG Prevention Initiative 0-3	13,330	15,349
Individuals with Disabilities Education Act Part C	20,689	20,792
Individuals with Disabilities Education Act Part B	37,879	38,013
Head Start	34,237	33,380
Early Head Start	5,591	5,677
Early Head Start/Child Care Partnership	1,342	1,342

Substance Abuse and Mental Health Services

Legislative Reference - 405 ILCS 105
Federal (CFDA 93.243)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$0	\$3,800,000	\$5,300,000	\$5,300,000	\$5,300,000
Change from	\$0	\$3,800,000	\$1,500,000	\$0	\$0
Prior Year	0.00%	N/A	39.47%	0.00%	0.00%

Federal Grant Award*

	FY15	FY16	FY17	FY18	FY19**
Grant Award	\$1,900,000	\$1,900,000	\$1,116,550	\$2,330,892	TBD
Change from	\$1,900,000	\$0	(\$783,450)	\$1,214,342	TBD
Prior Year	N/A	0.00%	(41.23%)	108.76%	TBD

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

**State fiscal year 2019 amounts are TBD (to be determined).

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

The intent of Substance Abuse and Mental Health Services (Project AWARE) is to develop a comprehensive, coordinated, and integrated program for advancing wellness and resilience in educational settings for school-aged youth to progress in educational environments. Training is provided to school personnel and students are supported in a safe and healthy environment.

Purpose

The purpose of Project AWARE is to build and expand the capacity of State Education Agencies to increase awareness of mental health issues among school-aged youth; provide training for school personnel and other adults who interact with school-aged youth to detect and respond to mental health issues in children and young adults; and connect children, youth, and families who may have behavioral health issues with appropriate services.

Reimbursement/Distribution Method

Funds are distributed via intergovernmental agreements to three school districts and the School Association for Special Education in DuPage County as identified in the approved program plan.

Population and Service Levels

Project AWARE will serve children and adolescents who attend public school within the State of Illinois, with a special focus on three high-need Local Education Agencies named in the approved grant application: 1) East Aurora SD #131, 2) Decatur Public Schools #61, and 3) Harrisburg CUSD #3.

Project AWARE seeks to ensure that every school will offer a safe and healthy learning environment to all students. Project AWARE will accomplish this by meeting project goals related to 1) formalizing plans in the three communities identified that allow for cross-systems coordination to address the mental health needs of youth and promote their familial and communal assets, 2) implementing these plans to assure sustainability, and 3) improving mental health literacy and capacity through Youth Mental Health First Aid/Mental Health First Aid training statewide.

Title I – Advanced Placement

Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.330B)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$3,000,000	\$3,000,000	\$3,300,000	\$3,300,000	\$3,300,000
Change from	\$0	\$0	\$300,000	\$0	\$0
Prior Year	0.00%	0.00%	10.00%	0.00%	0.00%

Federal Grant Award*

	FY15	FY16	FY17**	FY18**	FY19**
Grant Award	\$2,639,006	\$1,791,199	TBD	TBD	TBD
Change from	\$352,671	(\$847,807)	TBD	TBD	TBD
Prior Year	15.86%	(32.13%)	TBD	TBD	TBD

*Federal grant awards may be spent over a 12-month period spanning two state fiscal years. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

**To be determined (TBD) as funding after the fiscal year 2016 award will be based upon funding available through the Every Student Succeeds Act..

Board Goals

This program aligns with the following Board goal:

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

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

Program Mission

To increase the number of low-income students taking Advanced Placement (AP) exams through provision of exam fee reimbursement in order to increase equity among all students to be college and/or career ready.

Purpose

To assist school districts in offsetting the fees for low-income students who take the annual AP exam and International Baccalaureate (IB) exam.

Reimbursement/Distribution Method

AP Test Fee Program reimbursement funds are provided to the College Board for low-income students who request fee reductions for AP exams and to school districts involved in the IB exam program.

Population and Service Levels

All Illinois low-income students who take AP or IB exams are eligible to receive test fee reduction funds upon request.

Participation is open to all Illinois high schools. The number of AP exams that qualified for low-income reimbursement surpassed 49,400 when the exam was administered in May 2016.

Title I – Basic, Part A

Legislative Reference – PL 115-64
Funding Source – Federal (CFDA 84.010A)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$884,000,000	\$884,000,000	\$884,000,000	\$1,034,000,000	\$1,034,000,000
Change from	\$10,000,000	\$0	\$0	\$150,000,000	\$0
Prior Year	1.14%	0.00%	0.00%	16.97%	0.00%

Federal Grant Award*

	FY15	FY16	FY17	FY18	FY19**
Grant Award	\$647,220,569	\$663,983,900	\$667,176,643	\$675,047,383	TBD
Change from	\$19,235,581	\$16,763,331	\$3,192,743	\$7,870,740	TBD
Prior Year	3.06%	2.59%	0.48%	1.18%	TBD

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

**State fiscal year 2019 amounts are to be determined (TBD).

Board Goals

This program aligns with the following Board goals:

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

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

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

Program Mission

The purpose of this title under the Every Student Succeeds Act (ESSA) is to provide all children significant opportunity to receive a fair, equitable education. This will allow them to meet the Board goals.

Purpose

To provide supplemental services for children from preschool through grade 12 who are at risk of not meeting the Illinois Learning Standards. Funds support instruction in an expanded list of core subjects, including academics, physical education, technology, and music. Title I may also support parent involvement and professional development activities. Funds are used for a variety of expenditures, including instructional salaries,

supplies, and materials; consultant fees; equipment; and other services in support of supplemental programs to support high-quality education and other activities to close the achievement gap.

Reimbursement/Distribution Method

Funds for Title I Basic are distributed through formula grants based on the low-income census count. All Illinois Local Education Agencies 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 direct assistance.

In addition, under Title I, the state sets aside 7 percent of the state's Title I, Part A allocation for school improvement activities. The state allocates not less than 95 percent to districts on formula basis to serve schools implementing comprehensive or targeted support and improvement activities or it may, with approval of the district, directly provide for these activities.

Population and Service Levels

The information below shows the Title I - Basic, Part A grant award allocation at the

state level based on ESSA.

Grant Award

92% Grants
7% School Improvement
95% Grants
5% State Education Agency
Activities
1% Administration

Population and Service Levels

The following table displays Title I – Basic, Part A service-level information:

	FY17
Number of Title I Districts	846
Number of Title I School wide schools	3,356
Number of Title I Targeted schools	2,726
Students receiving school wide Title I Program (reading and mathematics instruction)	965,136
Students receiving targeted Title I Program (reading and mathematics instruction)	62,519
Students not participating in Title I Program	1,232,073
Number of Title I teachers	21,819**

*SIS school year 2017 end-of-year data

** EIS FY 2017 end-of-year data. Teacher count includes ALL EIS Teacher codes (Spec. Ed., Resource, etc.).

Title I – Education of Migratory Children, Part C

Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.011A)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY15	FY16	FY17	FY18**	FY19**
Grant Award	\$1,899,983	\$1,886,908	\$1,886,908	TBD	TBD
Change from	(\$4,421)	(\$13,075)	\$0	TBD	TBD
Prior Year	(0.23%)	(0.69%)	0.00%	TBD	TBD

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

**State fiscal year 2018 and 2019 amounts are TBD (to be determined).

Board Goals

This Program aligns with the following board goals:

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

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

Program Mission

To improve the performance of migrant students as measured by standardized tests and academic progress assessments and increase the number who graduate from high school ready for college and career by reducing the effects of educational disruption related to repeated moves for migrant children and youth.

Purpose

To develop and provide supplemental educational services to migrant children through the age of 21 who have not graduated from high school or received their High School Equivalency Diploma. This program provides interventions that are appropriate for at-risk migrant students in order to increase the percentage of these students meeting learning standards, with an emphasis on reading and mathematics.

Funds are generally used for summer school and supplemental regular-term services for students and families, support of professional development for teachers and other program staff, coordinating services in resource projects, interstate coordination, student identification, and student recruitment.

Reimbursement/Distribution Method

Migrant funds are discretionary and are distributed to serve communities with documented migrant student populations in amounts determined by negotiations between ISBE and the local service providers. Coordinating services in the areas of professional development, curriculum, and identification and recruitment of migrant students are offered through a statewide resource contract.

Population and Service Levels

The Migrant Education Program (MEP) serves educationally disadvantaged children of seasonal and migratory farm workers. About 1,400 migrant children and youth qualified for services in fiscal year 2017. Almost all of these were Hispanic and many were English Learners. Most were in grades K-12 (67 percent), but children ages 0-5 (17 percent) and out-of-school youth (16 percent) also qualified for services. They came to Illinois from Texas, Florida, Mexico, and other areas. Migrant families are highly mobile and often do not remain in one school district for the entire school year.

Seven summer-term programs and seven fall or regular-term programs operated by school districts, a community college, nonprofit organizations, and a state university provided recruiting and supplemental academic services to students, including in-school and out-of-school youth, in communities with identified migrant student populations. Other

supportive services, such as transportation, meal programs, art enrichment activities, parent involvement, and referral to social services, were offered to enhance the summer school component of the program. Additionally, two statewide resource projects provided support to funded programs in the areas of identification and recruitment of students, curriculum and professional development, and health and dental services.

Migrant children are eligible for program services for 36 months after their last qualifying move, even after their parents decide to settle and they no longer migrate between states to seek employment. The following table displays service-level information:

	FY16	FY17 (est.)
Students Summer Program*	590	737
Students Regular Year*	207	178
Number of funded entities	11	9

**These numbers reflect only migrant children served with MEP funds. Because the migrant funding is supplemental to existing programs, some migrant children were served by school districts with other state, local, or federal funding.*

The following entities received funding under this program in the 2016-17 school year:

- Beardstown Community Unit School District 15
- Community Health Partnership of Illinois
- Illinois Migrant Council
- Kankakee School District 111
- Ludlow Community Consolidated School District 142
- Northern Illinois University
- Parkland College District 505
- Princeville Community Unit School District 326
- Rantoul City School District 137

Title I – Migratory Incentive, Part C

Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.144F)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY15	FY16	FY17	FY18	FY19**
Grant Award	\$60,000	\$66,666	\$66,666	\$66,666	TBD
Change from	\$0	\$6,666	\$0	\$0	TBD
Prior Year	0.00%	11.11%	0.00%	0.00%	TBD

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

**State fiscal year 2019 amount is TBD (to be determined).

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To provide incentive grants to State Education Agencies that participate in

consortium arrangements with other states to improve the delivery of services to migrant children whose education is interrupted.

Purpose

To provide financial assistance to states to support high-quality and comprehensive educational programs so that migrant children are provided with appropriate educational and supportive services that 1) address their special needs in a coordinated and efficient manner, and 2) give migrant children the opportunity to meet challenging state content and student performance standards.

Reimbursement/Distribution Method

Funds are expended to improve the delivery of services to migrant children through participation in the activities of two multi-state consortia: Identification and Recruitment Rapid Response Center (IRRC) and Graduation Outcomes for Success for Out-of-School Youth (GOSOSY). These three-year competitive grants were first awarded to state

consortiums in state fiscal year 2016 and extended through state FY 2017 and state FY 2018.

Population and Service Levels

IRRC focuses on building interstate resources and coordination to improve the proper and timely identification of eligible migrant children whose education has been interrupted.

GOSOSY supports the provision of services based on scientifically based research to improve the educational attainment of underserved migrant out-of-school youth. The project utilizes technology and gives partner states access to a clearinghouse of educational materials and resources to build capacity to identify and serve out-of-school migrant youth.

Title I – Neglected and Delinquent, Part D

Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.013)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$1,700,000	\$1,700,000	\$1,700,000	\$1,700,000	\$1,700,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY15	FY16	FY17	FY18	FY19**
Grant Award	\$1,212,606	\$640,403	\$883,428	\$785,846	TBD
Change from	(\$385,179)	(\$572,203)	\$243,025	(\$97,582)	TBD
Prior Year	(24.11%)	(47.19%)	37.95%	(11.05%)	TBD

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

**State fiscal year 2019 amounts are to be determined (TBD).

Board Goals

This program aligns with the following Board goals:

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

Program Mission

The purpose of this Title under the Every Student Succeeds Act is to provide interventions appropriate for at-risk, neglected, and delinquent students to increase the percentage of these students meeting the Illinois Learning Standards, particularly in reading and math; to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and to prevent at-risk youth from dropping out of school and provide a support system to ensure their continued education and the involvement of their families and communities. This will allow students to meet the Board goals.

Purpose

Title I, Part D, Subpart I provides supplemental educational services 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.

Title I, Part D, Subpart 2 provides local agency programs that:

- Meet the educational needs of neglected, delinquent, and at-risk children and youth;
- Assist in the transition of these students from correctional facilities to locally operated programs; and
- Ensure these students have the same opportunities to achieve as if they were in local schools in the state.

Reimbursement/Distribution Method

Under Subpart 1, each state's allocation 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 Educational

Agency (SEA) then makes subgrants to state agencies based on their proportional share of the state's adjusted enrollment count of neglected or delinquent children and youth.

Under Subpart 2, the SEA awards subgrants to districts with high numbers or percentages of children and youth in locally operated juvenile correctional facilities, including facilities involved in community day programs.

Population and Service Levels

Under Subpart 1, the Illinois Department of Juvenile Justice (IDJJ) receives funds to provide supplemental educational services to approximately 390 youths who reside in the five Illinois youth centers (according to the IDJJ September 30 fall enrollment).

Under Subpart 2, 23 districts receives funds to support educational programs.

Title I – School Improvement

Legislative Reference – PL 107-110
Funding Source – Federal (CFDA 84.377A)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$50,000,000	\$50,000,000	\$50,000,000	\$50,000,000	\$50,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY15	FY16	FY17	FY18**	FY19**
Grant Award	\$21,552,745	\$22,245,965	\$19,665,658	\$0	\$0
Change from	\$376,018	\$693,220	(\$2,580,307)	(\$19,665,658)	\$0
Prior Year	1.70%	3.22%	(11.60%)	(100.00%)	0.00%

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

**The program is only scheduled to grant new funds to states through FY 2017. The available carry forward funds stay active through FY 2021

Board Goals

This program aligns with the following Board goals:

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

Program Mission

To provide School Improvement Grants to Local Education Agencies (LEA) with Title I schools and Title I-eligible secondary schools identified as the lowest-performing schools. These funds will support the districts and schools in improving student achievement, building educator capacity, and improving the environment at the schools.

Purpose

To assist the state's lowest-performing schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. The LEA must utilize one of four approved school intervention models - Turnaround, Transformation, Restart, or Closure.

Reimbursement/Distribution Method

Funds are distributed through a competitive grant process to districts for eligible schools that demonstrate the greatest need and the strongest commitment to implement one of four school improvement models – Turnaround, Transformation, Restart, or Closure -- that will make radical changes to improve student achievement and move the school out of improvement priority status. No additional funds will be received after fiscal year 2017 from the federal government. Grants will be continuation grants through FY 2020.

Population and Service Levels

The information below shows the Title I - School Improvement 1003 (g) grant award at

the state level based on the No Child Left Behind Act.

Grant Award

95% Grants

5% Administration

Three-year Award	FY 13-16	FY 14-17	FY 15-18 (est.)	FY 16-20 (est.)
Schools	7	4	16	18
Funding (millions)	\$37.1	\$22.0	\$62.7	\$66.5

Title II – Mathematics and Science Partnership Program

Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.366B)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$14,000,000	\$18,000,000	\$18,800,000	\$18,800,000	\$18,800,000
Change from	\$0	\$4,000,000	\$800,000	\$0	\$0
Prior Year	0.00%	28.57%	4.44%	0.00%	0.00%

Federal Grant Award*

	FY15	FY16	FY17	FY18**	FY19**
Grant Award	\$5,226,170	\$5,406,066	\$5,245,433	TBD	TBD
Change from	\$30,362	\$179,896	(\$160,633)	TBD	TBD
Prior Year	0.58%	3.44%	(2.97%)	TBD	TBD

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

**FY 2018 and FY 2019 award amounts are to be determined (TBD). The program was not included in the Every Student Succeeds Act.

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

Provide funding to develop partnerships between institutions of higher education and school districts to improve mathematics and

science pedagogy in elementary and secondary schools. This program will assist in meeting or exceeding Board goals. Funding will assist in preparing effective teachers and school leaders in science and mathematics.

Purpose

To improve the academic achievement of students in mathematics and science by enhancing the content knowledge and instructional skills of classroom teachers through professional learning.

Reimbursement/Distribution Method

The funds are distributed to eligible partnerships based on a competitive external and internal review process. Eligible Local Education Agency partners must meet federally set criteria based on poverty rate, student achievement, and teacher quality.

Population and Service Levels

Eligible applicants are partnerships that include an engineering, mathematics, or science department of an institution of higher

education and a high-need school district. Other partners may include State Education Agencies, public charter schools, other public schools, businesses, and not-for-profit or for-profit organizations concerned with mathematics and science education.

The following table displays service-level information:

	FY16	FY17	FY18	FY19
Lead Partnership	1	1	0	0
Area Partnerships	19	19	11	TBD
Teacher Participants	400	400	330	TBD

*New awards for this program ended in FY 2017 with the implementation of the Every Student Succeeds Act.

Title II – Teacher/Principal Training

Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.367A)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$157,000,000	\$160,000,000	\$160,000,000	\$160,000,000	\$160,000,000
Change from	\$0	\$3,000,000	\$0	\$0	\$0
Prior Year	0.00%	1.91%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY15	FY16	FY17	FY18	FY19**
Grant Award	\$91,488,056	\$91,260,907	\$89,701,495	\$82,909,595	TBD
Change from	(\$217,857)	(\$227,149)	(\$1,559,412)	(\$6,791,900)	TBD
Prior Year	(0.24%)	(0.25%)	(1.71%)	(7.57%)	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 2019 amounts are to be determined (TBD).

Board Goals

This program aligns with the following Board goals:

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

Program Mission

The purpose of this Title 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. This will allow them to meet the Board goals.

Purpose

To provide funds to increase student academic achievement by reducing class size and elevating teacher and principal quality through recruitment, hiring, and retention strategies. Funds can also be used for

developing or improving evaluation systems; providing high-quality, evidence-based professional development; or providing programs and activities to improve the ability of teachers to teach children with disabilities or English Learners. Funds can be used to improve instruction and capacity for early education or the use of assessments. Ultimately, the use of Title II needs to serve the needs of ALL students.

Reimbursement/Distribution Method

The information below shows the Title II - Teacher/Principal Training grant award allocation at the state level based on ESSA:

Grant Award

95% Grants

95% Local Education Agency Grants

SEA may reserve 3% for principal academies

5% State Education Agency Activities

As provided by law, a portion of these funds is set aside for state-level activities to support induction and mentoring, principal leadership and mentoring, and increasing the number of highly qualified educators. Local Education Agency funds are allocated based on formula -- 20 percent of funds are allocated for the relative enrollments in public and private, not-for-profit schools, and 80 percent of funds are allocated for children in poverty in the district.

Population and Service Levels

All Illinois school districts are eligible to participate. Teachers in private, not-for-profit elementary and secondary schools are also eligible to participate. Funds may be used to support professional development, induction and mentoring, recruiting, hiring and retaining highly qualified teachers, and to reduce class size. An estimated 900 projects will be reviewed, approved, and processed in fiscal year 2018.

Title III - English Language Acquisition

Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.365A)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$45,500,000	\$45,500,000	\$50,400,000	\$50,400,000	\$50,400,000
Change from	\$250,000	\$0	\$4,900,000	\$0	\$0
Prior Year	0.55%	0.00%	10.77%	0.00%	0.00%

Federal Grant Award*

	FY15	FY16	FY17	FY18	FY19**
Grant Award	\$27,321,504	\$26,868,801	\$27,433,799	\$25,938,399	TBD
Change from	\$535,848	(\$452,703)	\$564,998	(\$1,495,400)	TBD
Prior Year	1.96%	(1.66%)	2.10%	(5.45%)	TBD

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

**State fiscal year 2019 amounts are to be determined (TBD).

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To implement high-quality programs for English Learners (ELs) and immigrant students that will help them attain English proficiency, achieve at high levels in core academic subjects, meet the Illinois Learning Standards, and graduate from high school prepared to enter college or career.

To provide effective professional development to teachers and administrators designed to improve the instruction and assessment of ELs.

Purpose

To assist school districts in teaching English and providing high-quality instruction to ELs and immigrant children and youth so they can meet the same challenging academic standards expected of all children and youth.

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 Program for Limited English Proficient Students (LIPLEPS) 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 -- LIPLEPS 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.

LIPLEPS Grants

School districts are eligible to apply for these grants either individually or in consortia with other districts if they meet the following conditions: 1) the district (or each district in a consortium) has a state-approved Transitional Bilingual Education (TBE) program or Transitional Program of Instruction (TPI); 2) the district (or each district in a consortium) is in full compliance with state statutes; and 3) the district (or the consortium) has an enrollment of EL students that, in the aggregate, generates a minimum grant of \$10,000. School districts are required to consult with nonpublic schools within their attendance area in preparing their grant application. Nonpublic schools enrolling EL students identified through an English language proficiency assessment are eligible to participate in the program and their students

may be included in the grant application at the discretion of their nonpublic schools. The final per pupil allocation is \$106 in fiscal year 2018.

Immigrant Education Program Grants

Eligible applicants are school districts that have met all of the following conditions: 1) report immigrant student enrollments to ISBE in the current school year, 2) show a significant increase (either 3 percent or 50 students, whichever is less) over the average immigrant student enrollment for the preceding two fiscal years, 3) report immigrant student enrollment at a minimum of 10 students, and 4) implement a state-approved TBE program or a TPI that is in compliance with statutory requirements.

An eligible immigrant student for the purposes of this grant, according to federal regulations, is defined as a student: (A) aged 3 through 21; (B) not born in any of the 50 states, the District of Columbia, or the Commonwealth of Puerto Rico; and (C) who has not been attending one or more schools in any one or more states for more than three full academic years.

The total number of eligible immigrant students reported as of October 30, 2017 was 28,873. Of this number, 16,767 are projected to enroll in eligible school districts that had a minimum of 10 students and showed a significant increase. The per capita allocation is \$106.

Population and Service Levels

Chicago Public Schools enroll approximately 30 percent of the EL students in the state, according to the 2016-17 end-of-the-year report to the Student Information System. The remaining 70 percent are enrolled in other districts located primarily in the northern half of the state. Approximately 76 percent of the ELs reported to be in Illinois public schools speak Spanish. The balance speaks one or more of 185 other languages.

LIPLEPS serves students whose English language proficiency is below average for their age or grade level. The table below displays the number of EL students served with LIPLEPS funds:

	FY17*	FY18**(est.)
Chicago students	72,104	70,648
Downstate students	157,368	164,479
Total	229,472	235,127

** EL student count as of January 18, 2018. A 1% to 2% increase from the current count is expected by the end of the school year.

*ELs 2016-17 end-of-the-year count in the Student Information System.

It is not a requirement that students in the Immigrant Education Program be ELs in order to be eligible. The following table displays the number of eligible immigrant program students and the eligible immigrant students who are being served through Title III funds:

	FY17	FY18** (est.)
Eligible Immigrant Education Program Students	25,140*	25,873**
Immigrant Education Program Students Served	19,163	16,767

*Immigrant students 2016-17 end-of-the-year count in the Student Information System.

** Immigrant student count as of October 30, 2017

Title IV – 21st Century Communities Learning Centers

Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.287C)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$74,000,000	\$75,000,000	\$105,200,000	\$180,000,000	\$150,000,000
Change from	\$0	\$1,000,000	\$30,200,000	\$74,800,000	(\$30,000,000)
Prior Year	0.00%	1.35%	40.27%	71.10%	(16.67%)

Federal Grant Award*

	FY15	FY16	FY17	FY18	FY19**
Grant Award	\$52,083,676	\$50,808,494	\$52,512,685	\$51,796,408	TBD
Change from	\$4,799,360	(\$1,275,182)	\$1,704,191	(\$716,277)	TBD
Prior Year	10.15%	(2.45%)	3.35%	(1.36%)	TBD

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

**State fiscal year 2019 federal award amount are to be determined (TBD).

Board Goals

This program aligns with the following Board goals:

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

- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- Every student is supported by highly prepared and effective teachers and school leaders.
- Every school will offer a safe and healthy learning environment for all students.

Program Mission

To provide grants for the development of after-school programs. This program will assist in making sure students are reading at or above grade level, meeting or exceeding expectations in mathematics, staying on track to graduate with their cohort at the end of ninth grade, and graduating college and/or career ready. Funding will also increase teacher and school leader effectiveness in before- and after-school programs, and offer a safe and healthy learning environment for all students.

Purpose

To provide academically focused after-school programs, particularly to students who attend high-poverty, low-performing schools, to help those students meet state and local performance standards in core academic subjects and to offer families of participating

students opportunities for literacy and related educational development.

Reimbursement/Distribution Method

The information below shows the Title IV - 21st Century Communities Learning Centers grant award allocation at the state level based on the Every Student Succeeds Act:

Grant Award

95% Grants

3% State Education Agency Activities

2% Administration

Funding is available through a competitive grant process evaluated on need, the quality

of project services, quality of the management plan, quality of project evaluation, and adequacy of resources of the applicant.

Population and Service Levels

Community Learning Centers primarily serve students attending schools with a high concentration of students from low-income families. The following table displays service-level information:

	FY 16	FY17
Grantees	123	123
Sites	390	390

Title IV, Part A – Student Support & Academic Enrichment (SSAE)

*Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.424A)*

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$0	\$0	\$0	\$20,000,000	\$50,000,000
Change from	\$0	\$0	\$0	\$20,000,000	\$30,000,000
Prior Year	0.00%	0.00%	0.00%	N/A	150.00%

Federal Grant Award*

	FY15	FY16	FY17	FY18	FY19**
Grant Award	\$0	\$0	\$0	\$16,722,561	TBD
Change from	\$0	\$0	\$0	\$16,722,561	TBD
Prior Year	0.00%	0.00%	0.00%	N/A	TBD

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

***State fiscal year 2019 amounts are TBD (to be determined).*

Board Goals

This program aligns with the following Board goals:

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

Program Mission

To provide grants to local school districts to improve students' academic achievement by increasing the capacity of states, Local Education Agencies (LEAs), schools, and local communities. To provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Purpose

To improve students' academic achievement by increasing capacity, providing access to well-rounded education, improving school conditions, using technology, and increasing digital literacy.

Reimbursement/Distribution Method

The information below shows the Title IV – Student Support and Academic Enrichment

grant award allocation at the state level based on the Every Student Succeed Act:

Grant Award

95% LEA Grants

4% SEA Activities

1% Grant Administration

Funds are distributed through formula grants based on their relative share of Title I, Part A funds, with a guaranteed minimum for small states.

Population and Service Levels

All Illinois school districts are eligible to participate. Teachers in private, not-for-profit elementary and secondary schools are also eligible to participate. Funds must be used to support a well-rounded education, improve school conditions for student learning, and increase the use of technology in order to improve the academic achievement and digital literacy of all students.

Title V – Charter Schools

Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.282A)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$9,000,000	\$9,000,000	\$21,100,000	\$21,100,000	\$21,100,000
Change from	\$0	\$0	\$12,100,000	\$0	\$0
Prior Year	0.00%	0.00%	134.44%	0.00%	0.00%

Federal Grant Award

	FY15	FY16	FY17	FY18	FY19*
Grant Award	\$0	\$8,395,684	\$8,465,561	\$4,281,870	TBD
Change from	\$0	\$8,395,684	\$69,877	(\$4,183,691)	TBD
Prior Year	0.00%	N/A	0.83%	(49.42%)	TBD

*State fiscal year 2019 amounts are TBD (to be determined).

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

This program is aligned with the Board goals by providing grants via the federal Public Charter Schools Program to eligible applicants to increase the number of high-quality charter schools in Illinois and to support efforts by existing high-performing charter schools to disseminate best practices and create replicable models.

Purpose

To offer students, parents, teachers, and other parties increased educational opportunities in the form of innovative and accountable public schools that are exempt from all but the most essential state laws and regulations.

Two types of funding opportunities:

- Program design and implementation funds will serve to assist new charter schools during the critical detailed planning and initial start-up phases. The ultimate success of a charter school depends on high-quality instruction during its early years, which will allow it to achieve its accountability plan.

- Dissemination funds support high-performing charter schools to identify and share best practices with any public school.

Reimbursement/Distribution Method

Grant funds are distributed through two competitive processes. Program design and implementation funds will be awarded to any new charter schools that have been open less than three years. Dissemination grants are awarded to high-performing charter schools that have been operating for at least three consecutive school years.

Population and Service Levels

The following table displays service-level information:

	FY18 (est)	FY19 (est)
Number of charter schools eligible for dissemination subgrants	110	110
Number of charter schools eligible for program design and initial implementation subgrants	n/a	n/a
Number of charter school students (K-12)	n/a	n/a
Number of program design grants	10-12	6
Number of implementation grants	10-12	6
Number of dissemination grants	7	7

Number includes all charter schools operating for at least three consecutive years by the start of the fiscal year, without regard to performance. Number includes new charter campuses of multi-campus charter schools, which are considered “schools” for purposes of the CSP grant. ISBE will be requesting the amount of \$8,474,801 from the U.S. Department of Education (ED) for year 4 (FY 2019) of the Charter Schools Program State Education Agencies grant. Final allocation to be determined by ED based on grant awards to date and the pipeline of potential new grantees.

Title VI – Rural and Low-Income School Programs

Legislative Reference – P.L. 115-64

Funding Source – Federal (84.358B)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 Proposed
Appropriation	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY15	FY16	FY17	FY18	FY19**
Grant Award	\$1,177,186	\$1,450,773	\$1,109,539	\$1,264,385	TBD
Change from	(\$50,894)	\$273,587	(\$341,234)	\$154,846	TBD
Prior Year	(4.14%)	23.24%	(23.52%)	13.96%	TBD

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

**State fiscal year 2019 amounts for the actual federal grant award will be determined (TBD).

Board Goals

This program aligns with the following Board goals:

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

Program Mission

Provide financial assistance to rural districts to help them improve student academic achievement by increasing teacher recruitment and retention, training of teachers, and providing a safe and healthy environment.

Purpose

To help rural districts that may lack the personnel and resources to compete effectively for federal competitive grants and that often 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 Program may be used for:

- Parental involvement activities.
- Activities authorized under Part A of Title I (Improving Basic Programs).
- Activities authorized under Part A of Title II (Supporting Effective Instruction).

- Activities authorized under Title III (Language Instruction for English Learners and Immigrant Students).
- Activities authorized under Part A of Title IV (Student Support and Academic Enrichment).

Reimbursement/Distribution Method

The U.S. Department of Education awards formula grants to State Education Agencies, which in turn award subgrants to all eligible entities either competitively or on a formula basis. In Illinois, subgrants are awarded to all eligible Local Education Agencies using a formula based on average daily attendance. Funds are awarded during the first quarter of the fiscal year.

Population and Service Levels

Rural and low-income funds support rural districts with school locale codes of 32, 33, 41, 42 or 43 (as assigned by the U.S. Department of Education's National Center for Education Statistics) and a low-income census poverty rate of 20 percent or higher. The following table displays district-level information:

	FY16	FY17	FY18 (est)
Eligible districts	59	44	50
Participating districts	59	44	50
Instructional expenditures	71%	70%	70%
Educational Media Service and Assessment	12%	13%	15%
Other expenditures	17%	17%	15%

Title X - Education for Homeless Children

Legislative Reference – P.L. 115-64
Funding Source – Federal (CFDA 84.196A)

Appropriation History

	FY15	FY16	FY17	FY18	FY19 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*

	FY15	FY16	FY17	FY18	FY19**
Grant Award	\$2,924,369	\$2,983,614	\$3,105,256	\$3,331,432	TBD
Change from	\$66,442	\$59,245	\$121,642	\$226,176	TBD
Prior Year	2.32%	2.03%	4.08%	7.28%	TBD

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

**State FY 2019 amounts are to be determined (TBD).

Board Goals

This program aligns with the following Board goals:

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

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

Program Mission

To provide support and technical services, outreach, and advocacy for homeless students to ensure they remain enrolled in school and meet or exceed rigorous academic standards.

Purpose

To address the problems that homeless students encounter when enrolling, attending, and learning in school and to ensure that homeless students have equal access to the same free and appropriate public education provided to other students.

Reimbursement/Distribution Method

Grants are awarded through a competitive application process. Current grantees will continue to provide services to homeless students, provided they satisfy pre-determined goals.

Population and Service Levels

Applicants eligible to receive funding include school districts, Regional Offices of Education, and public laboratory schools approved by the Illinois State Board of Education. Currently, seven regional projects provide training and assistance to local school district homeless education liaisons and award subgrants for

services to homeless students and their families and attendance centers.

The following table displays end-of-the-year homeless counts:

	FY15	FY16	FY17
PK–12 Students	54,528	53,733	54,669



ILLINOIS STATE BOARD OF EDUCATION

Investment to Support Educational Excellence:
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