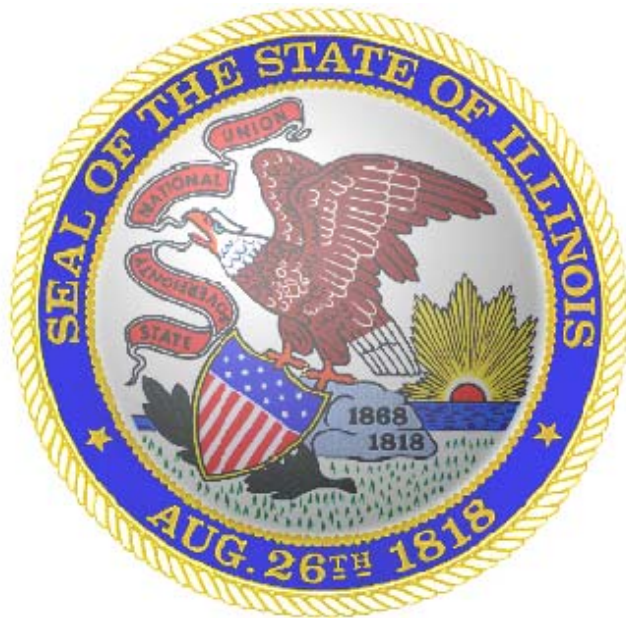


ILLINOIS STATE BOARD OF EDUCATION

Fiscal Year 2008 Proposed Budget



Rod R. Blagojevich
Governor

Jesse H. Ruiz
Chairman

Christopher A. Koch, Ed.D.
Interim State Superintendent of Education

February 2007

To: The Honorable Rod R. Blagojevich, Governor
 The Honorable Members of the General Assembly
 The People of the State of Illinois

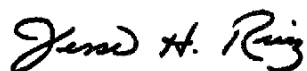
The State Board of Education respectfully submits its proposed budget for fiscal year 2008 to you for your consideration. The Board is requesting a total appropriation of \$9.5 billion, an increase of \$801.4 million, or 9.2 percent, over the fiscal year 2007 appropriated level. The requested general funds appropriation of \$7.3 billion represents a \$800.7 million, or 12.3 percent, increase over the fiscal year 2007 budget.

As it did with its fiscal year 2007 budget proposal, the Board sought the input of its fellow Illinois residents in developing a budget for fiscal year 2008. Eight public hearings were held around the state and testimony was taken from more than 200 groups and individuals. Additionally, the Board heard requests during their monthly meetings and received written input from various other constituents.

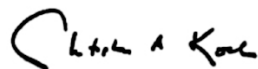
The Board relied heavily on the input of stakeholders in developing the fiscal year 2008 budget. Additionally, in developing this budget, the Board attempted to recommend funding in areas that would provide the most equitable benefit to all Illinois schools. The agency's budget includes a recommended \$355 increase in the General State Aid (GSA) foundation level, which is the largest increase since the GSA formula was changed in 1998. Additionally, the Board has recommended \$132.5 million more for mandated categorical programs, which would fund those at 100 percent, as well as an increase of \$206.3 million for special education personnel reimbursement. This increase will raise the reimbursement level for the first time since 1985. The Board is also requesting \$163.8 million for various other priorities, including nearly \$70.0 million for early childhood education.

The Board thanks the Governor and the General Assembly for continued support of education in Illinois and looks forward to working with you in the budget finalization process in the coming months.

Sincerely,



Jesse H. Ruiz, Chairman
State Board of Education



Christopher A. Koch, Ed.D.
Interim State Superintendent of Education

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Comprehensive Strategic Plan

Pursuant to Public Act 93-1036, the Illinois State Board of Education developed a five-year Comprehensive Strategic Plan for Elementary and Secondary Education. The plan reflects the input of education constituents throughout Illinois and was composed through thoughtful deliberations by members and staff of the State Board of Education. The State Board of Education adopted this Comprehensive Strategic Plan on August 31, 2005.

Mission

The Illinois State Board of Education will provide leadership, advocacy and support for the work of school districts, policymakers and citizens in making Illinois education second to none.

Vision

The Illinois public schools will enable all students to succeed in post-secondary education and career opportunities, to be effective life-long learners and to participate actively in our democracy.

Goals

Enhancing Literacy

Foster the 21st Century literacy skills of reading fluency, numeracy, scientific literacy and global awareness by providing support for effective instruction and broad approaches to impact all students.

Improving Educator Quality for All Children

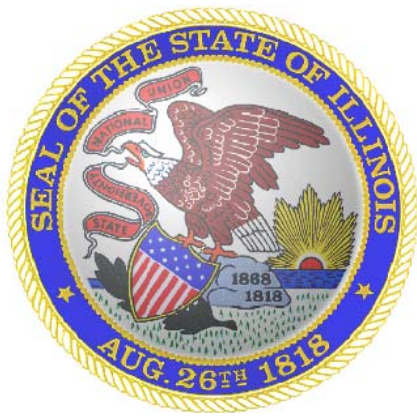
Expand and improve the pool of highly qualified educators by supporting the preparation, recruitment and retention of educators with expertise both in content areas and child development.

Expanding Data-Informed School Management and Support Practices

Support the utilization of data to assist school districts in providing more effective operational practices, opportunities to pool shared services and flexibility in balancing their budgets to increase educational outcomes.

The complete plan can be viewed at the State Board of Education's website:

http://www.isbe.net/pdf/strategic_plan_2005.pdf



Executive Summary

Executive Summary

The Illinois State Board of Education recommends a budget totaling \$9.5 billion, including \$7.3 billion in general funds, for fiscal year 2008. This represents an \$801.4 million (9.2 percent) increase overall, and an \$800.7 million (12.3 percent) increase in general funds, from fiscal year 2007 funding.

TABLE 1
Illinois State Board of Education
Proposed FY08 Budget

\$Millions	FY07	FY08 Request	\$ Change
General Funds	\$6,502.8	\$7,303.5	\$800.7
Other State Funds	\$44.5	\$51.6	\$7.1
Federal Funds	\$2,173.5	\$2,167.1	(\$6.4)
TOTAL	\$8,720.8	\$9,522.2	\$801.4
Reappropriations	\$28.2	\$29.1	
GRAND TOTAL	\$8,749.1	\$9,551.4	

General State Aid

The largest portion of the State Board of Education's general funds budget goes to General State Aid (GSA). The GSA budget for fiscal year 2008 totals \$4.7 billion and represents 61.1 percent of the agency's general funds budget. The State Board of Education has recommended a \$355 increase to the foundation level for the 2007-2008 school year, which would bring the per pupil state aid amount to \$5,689. Fiscal year 2008 would be the fifth consecutive year of increases to the GSA foundation level, and would be the largest increase to the foundation level as well as the largest appropriation increase since the GSA formula was changed in 1998.

TABLE 2
General State Aid Foundation Level

	04-05	05-06	06-07	07-08 Prop.
Foundation Level	\$4,964	\$5,164	\$5,334	\$5,689
Change from PY	\$154	\$200	\$170	\$355

Mandated Categorical Grants

The second largest portion of the Board's general funds budget is for Mandated Categorical Grants (MCATs). These grants support programs which include special education, transportation and school breakfast/lunch, and account for \$1.8 billion, or 24.9 percent, of the State Board of Education's general funds budget in fiscal year 2008. The budget request for fiscal year 2008 includes an additional \$132.5 million for MCATs, which will allow for 100 percent funding. Additionally, the Board is recommending a \$206.3 million increase for special education personnel reimbursement. This will allow reimbursement for special education personnel to be increased for the first time since 1985. The table below shows the proposed changes.

TABLE 3
Special Education Personnel Reimbursement

	Current	Proposed	\$ Change	% Change
Certified Personnel	\$8,000	\$13,170	\$5,170	64.63%
Non-Certified Personnel	\$2,800	\$4,610	\$1,810	64.63%

Early Childhood Education

The State Board of Education continues to recognize the importance early childhood education plays in the life of a child. Over the past four years, funding for state early childhood programs has increased \$135.0 million, including \$45.0 million in fiscal year 2007 to begin the Preschool-for-All program. Through fiscal year 2006 the number of children served has jumped more than 20,000, with an additional 10,000 children expected to be served in fiscal year 2007. The Board's fiscal year 2008 budget proposes to continue this unprecedented expansion with the

addition of \$60.0 million for early childhood education. Also, in recognition of the costs to maintain existing programs, the State Board of Education has proposed adding nearly \$10.0 million to the fiscal year 2008 budget for a 3.0 percent cost-of-living adjustment for providers.

TABLE 4
Early Childhood Education Population Served

	FY04	FY05	FY06	FY07 est.
Number Served	59,652	65,780	76,508	86,984
Change from PY	3,668	6,128	10,728	10,000

Technology

A key component of the Board's strategic plan is Goal 3 – Expanding Data-Informed School Management and Support Practices. The purpose of this goal is, among other things, to support the utilization of data to assist school districts in providing more effective operational practices. A primary way to achieve this objective is through the use of technology, both by schools and by the agency. The proposed fiscal year 2008 budget includes an increase of \$20.0 million in the Technology for Success line item to assist school with their technology needs. Additionally, the Board is requesting \$3.5 million in general funds to begin development of a data warehouse, which will allow the agency to access all of the data it collects in one centralized location.

Assessments – Growth Model

As the State Board of Education works to put data collection processes in place to qualify for measurement of student learning outcomes under the increased flexibility put in place by the United States Department of Education with the implementation of Growth Models, it will be necessary to help schools and districts with their data infrastructure. The State Board of Education is proposing to provide assistance to

schools in fiscal year 2008 and has allocated \$3.0 million for this purpose. Growth Models allow schools to identify individual student gains from one year to the next, rather than looking at student proficiency levels compared to a set grade level target. The funding included in the fiscal year 2008 budget will be used for data retreats around the state to help educators figure out how to use available assessment data in their decision-making, to provide benchmark tests that are linked to the Prairie State Achievement Exam (PSAE) so that educators can gauge the progress of their students and make better decisions about their teaching throughout the year, and this will give everyone access to the Illinois Interactive Report Card, which allows schools to manipulate test data to best meet their needs and make better decisions.

Other Recommendations

The State Board of Education has proposed the following increases for various other programs administered by the agency:

TABLE 5
Other Requested General Funds Increases

\$000's	Requested Increase
Adler Planetarium	600.0
Agriculture Education	500.0
Arts and Foreign Language	3,000.0
Autism	200.0
Bilingual Assessment	2,500.0
Bilingual Education	8,448.0
Blind & Dyslexic	350.0
Bullying Prevention	500.0
Charter School - Start Up Grants	3,500.0
Charter School - Transition Aid	1,035.0
Children's Mental Health Partnership	3,000.0
Community & Residential Services Authority	16.8
Continued Reading Improvement Block Grant (7-12)	6,000.0
Democracy Schools Initiative	100.0
Early Intervening Service Training	3,890.0
Field Museum	500.0
Grow Your Own Teachers	1,500.0
Illinois Early Childhood Asset Map	150.0
Illinois Economic Education	35.0
Latino Education Alliance	175.0
Logan Square Neighborhood Association	70.0

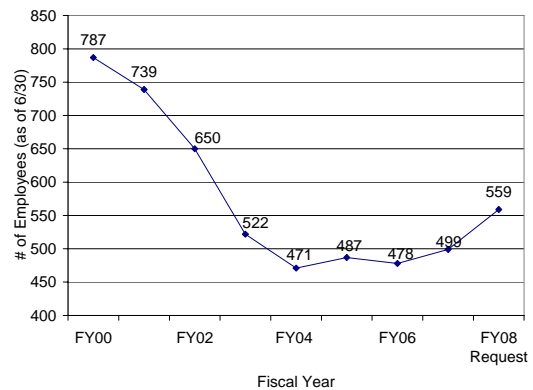
\$000's	Requested Increase
National Board Certification	4,895.0
Online Databases	5,000.0
Philip J. Rock Center and School	174.0
Principal Mentoring	1,100.0
ROE Services	3,670.0
School Business Official Small District Training/Services	380.0
Standards Aligned Classroom	1,400.0
Superintendent Mentoring & Training	200.0
Support Our Schools	458.8
Teacher Mentoring Grants	2,000.0
Truants' Alternative & Optional Education	6,000.0

Agency Operations

Since 2003 the Governor and the General Assembly have secured an additional \$1.3 billion – a 26 percent increase – for education. During this time period there has been an increased emphasis on accountability in K-12 education at both the State and Federal levels. With this accountability, the State Board of Education has been charged with increased data gathering, analysis, and reporting responsibilities. During this same time period, the agency has seen a reduction in staff. Since 2003 the agency's general operating budget has decreased nearly \$10 million (30 percent). The agency currently employs 467 employees (as of January 2007), which is a decrease of 23 percent since 2003. While the Board recognizes the need to control

administrative costs, it is imperative that that agency maintain staffing at a level that provides schools, districts and educators with needed technical assistance and effective support while ensuring that the agency is able to carry out its mandated functions. The agency must strengthen its ability to support and monitor all programs, including new and innovative programs such as Preschool for All, Higher Standards/Better Schools and Grow Your Own Teachers. To that end, the State Board of Education has proposed increasing the agency's headcount by 60 positions. These positions would fill critical need areas and ensure the agency is meeting all of its State and Federal requirements. A listing of the requested positions, as well as detailed justifications is included in the appendix of this document.

TABLE 6
Agency Headcount History



ILLINOIS STATE BOARD OF EDUCATION
FY2008 Proposed Budget

\$000s	FY07 Enacted	FY08 Proposed	Change - FY07-08	
			\$	%
GENERAL FUNDS				
ADMINISTRATION				
Personal Services	14,112.3	18,580.9	4,468.6	31.66%
Retirement Pick-Up	527.4	746.2	218.8	41.49%
Retirement	554.3	988.5	434.2	78.33%
Social Security/Medicare	705.9	735.0	29.1	4.12%
Contractual	5,857.2	9,402.2	3,545.0	60.52%
Travel	313.7	350.0	36.3	11.57%
Commodities	59.1	75.0	15.9	26.90%
Printing	85.2	85.2	0.0	0.00%
Equipment	70.9	1,270.9	1,200.0	1,692.52%
Telecommunications	468.6	568.6	100.0	21.34%
Operation of Automotive Equipment	20.0	20.0	0.0	0.00%
Subtotal, Operations	22,774.6	32,822.5	10,047.9	44.12%
TOTAL - ADMINISTRATION	22,774.6	32,822.5	10,047.9	44.12%
GRANTS				
General State Aid	4,146,118.2	4,443,550.7	297,432.5	7.17%
General State Aid - Hold Harmless	20,211.5	21,839.3	1,627.8	8.05%
Subtotal, General State Aid	4,166,329.7	4,465,390.0	299,060.3	7.18%
Illinois Free Lunch/Breakfast	21,000.0	21,000.0	0.0	0.00%
Orphanage Tuition	13,130.0	11,500.0	(1,630.0)	(12.41%)
Sp Ed - Extraordinary Services	268,892.6	310,327.0	41,434.4	15.41%
Sp Ed - Orphanage Tuition	79,400.0	79,400.0	0.0	0.00%
Sp Ed - Personnel Reimbursement	368,500.0	577,700.0	209,200.0	56.77%
Sp Ed - Private Tuition	109,080.0	139,400.0	30,320.0	27.80%
Sp Ed - Summer School	8,694.0	10,000.0	1,306.0	15.02%
Sp Ed - Transportation	326,607.8	353,400.0	26,792.2	8.20%
Transportation - Regular/Vocational	286,118.0	317,500.0	31,382.0	10.97%
Subtotal, Mandated Categorys	1,481,422.4	1,820,227.0	338,804.6	22.87%
Charter Schools - Transition Impact Aid	3,421.5	4,456.5	1,035.0	30.25%
Charter Schools - Start-Up Grants	0.0	3,500.0	3,500.0	n/a
District Consolidation Costs	7,850.0	7,850.0	0.0	0.00%
School Safety and Ed Improvement Block Grant (ADA Block Grant)	74,841.0	74,841.0	0.0	0.00%
School Breakfast Incentive Program	723.5	723.5	0.0	0.00%
Transition Assistance	11,800.0	11,800.0	0.0	0.00%
Textbook Loan Program	29,126.5	29,126.5	0.0	0.00%
Subtotal, Distributive Grants	127,762.5	132,297.5	4,535.0	3.55%
Reading Improvement Block Grant	76,139.8	76,139.8	0.0	0.00%
Continued Reading Improvement Block Grant	0.0	6,000.0	6,000.0	n/a
Subtotal, Reading Improvement	76,139.8	82,139.8	6,000.0	7.88%
Early Childhood Education (Including Preschool for All)	318,254.5	387,641.3	69,386.8	21.80%
Subtotal, Early Childhood	318,254.5	387,641.3	69,386.8	21.80%
Grow Your Own Teachers	3,000.0	4,500.0	1,500.0	50.00%
National Board Certification	9,605.0	14,500.0	4,895.0	50.96%
Principial Mentoring Program	800.0	1,900.0	1,100.0	137.50%
Superintendent Mentoring	0.0	200.0	200.0	n/a
Teach for America	450.0	450.0	0.0	0.00%
Teacher Mentoring	2,000.0	4,000.0	2,000.0	100.00%
Teacher of the Year	135.0	135.0	0.0	0.00%
Subtotal, Ensuring Quality Educational Personnel	15,990.0	25,685.0	9,695.0	60.63%
Alternative Learning/Regional Safe Schools	18,535.5	18,535.5	0.0	0.00%
Bilingual Education - Chicago	36,896.6	41,580.2	4,683.6	12.69%
Bilingual Education - Downstate	29,655.4	33,419.8	3,764.4	12.69%

\$000s	FY07	FY08	Change - FY07-08	
	Enacted	Proposed	\$	%
Extended Learning Opportunities (Summer Bridges)	22,238.1	22,238.1	0.0	0.00%
Truant Alternative and Optional Education	18,078.1	24,078.1	6,000.0	33.19%
Subtotal, Academic Difficulty	125,403.7	139,851.7	14,448.0	11.52%
Technology for Success	6,169.7	26,169.7	20,000.0	324.16%
Subtotal, Learning Technologies	6,169.7	26,169.7	20,000.0	324.16%
Agricultural Education	2,881.2	3,381.2	500.0	17.35%
Career and Technical Education Programs	38,562.1	38,562.1	0.0	0.00%
Illinois Governmental Internship Program	129.9	129.9	0.0	0.00%
Jobs for Illinois Graduates	4,000.0	4,000.0	0.0	0.00%
Subtotal, Career Preparation	45,573.2	46,073.2	500.0	1.10%
Standards/Assessments/Accountability & System of Support	3,342.7	3,342.7	0.0	0.00%
Standards Aligned Classroom	0.0	1,400.0	1,400.0	n/a
Assessments	12,382.0	12,382.0	0.0	0.00%
Bilingual Assessments	4,500.0	7,000.0	2,500.0	55.56%
Subtotal, Standards/Assessments/Accountability	20,224.7	24,124.7	3,900.0	19.28%
Intermediate Service Center - South Cook	300.0	300.0	0.0	0.00%
Regional Superintendent Initiatives	500.0	500.0	0.0	0.00%
Regional Offices of Education - Salaries	8,150.0	8,150.0	0.0	0.00%
Regional Offices of Education - School Services*	6,318.0	9,988.0	3,670.0	58.09%
Regional Offices of Education - Bus Driver Training*	50.0	50.0	0.0	0.00%
Regional Offices of Education - Supervisory Expenses*	102.0	102.0	0.0	0.00%
Subtotal, Regional Offices	15,420.0	19,090.0	3,670.0	23.80%
Strategic Plan	500.0	500.0	0.0	0.00%
Subtotal, Strategic Plan	500.0	500.0	0.0	0.00%
Bullying Prevention	1,000.0	1,500.0	500.0	50.00%
Security for Schools	5,000.0	5,000.0	0.0	0.00%
Subtotal, School Security and Bullying Prevention	6,000.0	6,500.0	500.0	8.33%
Adler Planetarium	0.0	600.0	600.0	n/a
Advance Placement Classes	1,500.0	1,500.0	0.0	0.00%
Aerospace Education Initiative - Chicago	920.0	920.0	0.0	0.00%
After School Programs	24,128.4	24,128.4	0.0	0.00%
Arts and Foreign Language	4,000.0	7,000.0	3,000.0	75.00%
Autism	100.0	300.0	200.0	200.00%
Blind and Dyslexic	518.8	868.8	350.0	67.46%
Building with Books	500.0	500.0	0.0	0.00%
Children's Mental Health Partnership	3,000.0	6,000.0	3,000.0	100.00%
Class Size Reduction Pilot Project	10,000.0	10,000.0	0.0	0.00%
Community and Residential Services Authority	525.0	541.8	16.8	3.20%
Community Organization Programs	3,260.0	3,260.0	0.0	0.00%
Democracy Schools Initiative	0.0	100.0	100.0	n/a
Early Intervening Services Training	0.0	3,890.0	3,890.0	n/a
Growth Model	0.0	3,000.0	3,000.0	n/a
Field Museum	0.0	500.0	500.0	n/a
Healthy Kids/Healthy Minds/Expanded Vision	3,000.0	3,000.0	0.0	0.00%
Illinois Early Childhood Asset Map	0.0	150.0	150.0	n/a
Illinois Economic Education	250.0	285.0	35.0	14.00%
Latino Education Alliance	0.0	175.0	175.0	n/a
Logan Square Neighborhood Association	0.0	70.0	70.0	n/a
Materials Center for the Visually Impaired	2,121.0	2,121.0	0.0	0.00%
Metro East Consortium for Child Advocacy	217.1	217.1	0.0	0.00%
Minority Transition Programs	578.8	578.8	0.0	0.00%
Online Databases	0.0	5,000.0	5,000.0	n/a
Parental Participation Pilot Project	100.0	100.0	0.0	0.00%
Philip J. Rock Center and School	3,220.5	3,394.5	174.0	5.40%
School Business Official Small District Training/Services	0.0	380.0	380.0	n/a
School Transportation	1,200.0	1,200.0	0.0	0.00%
Support Our Schools	0.0	458.8	458.8	n/a
Tax Equivalent Grants	222.6	222.6	0.0	0.00%

\$000s	FY07	FY08	Change - FY07-08	
	Enacted	Proposed	\$	%
Temporary Relocation Expense Fund Deposit	1,000.0	100.0	(900.0)	(90.00%)
Transportation Reimbursements to Parents/Guardians	14,454.7	14,454.7	0.0	0.00%
Subtotal, Targeted Initiatives	74,816.9	95,016.5	20,199.6	27.00%
TOTAL - GRANTS	6,480,007.1	7,270,706.4	790,699.3	12.20%
TOTAL - GENERAL FUNDS	6,502,781.7	7,303,528.9	800,747.2	12.31%
Textbook Loan Program - Reappropriation	28,215.6	29,126.5		
TOTAL - GENERAL FUNDS w/ Reappropriation	6,530,997.3	7,332,655.4		
OTHER STATE FUNDS				
ADMINISTRATION				
Personal Services	910.6	980.4	69.8	7.67%
Retirement Pick-Up	29.4	32.9	3.5	11.90%
Retirement	38.7	47.7	9.0	23.26%
Social Security/Medicare	57.1	57.1	0.0	0.00%
Group Insurance	223.5	226.5	3.0	1.34%
Subtotal, Operations	1,259.3	1,344.6	85.3	6.77%
SBE Federal Indirect Cost Recovery Fund	0.0	7,015.2	7,015.2	n/a
Teacher Certificate Fee Revolving Fund	1,399.0	1,399.0	0.0	0.00%
Subtotal, Lump Sums	1,399.0	8,414.2	7,015.2	501.44%
TOTAL - ADMINISTRATION	2,658.3	9,758.8	7,100.5	267.11%
GRANTS				
Charter Schools Revolving Loan Fund	20.0	20.0	0.0	0.00%
Drivers Education Fund	17,929.6	17,929.6	0.0	0.00%
ISBE Teacher Certificate Institute Fund	1,008.9	1,008.9	0.0	0.00%
School District Emergency Financial Assistance Fund	1,000.0	1,000.0	0.0	0.00%
School Technology Revolving Loan Fund	5,000.0	5,000.0	0.0	0.00%
State Board of Education Special Purpose Trust Fund	15,500.0	15,500.0	0.0	0.00%
Temporary Relocation Expenses Revolving Grant Fund	1,400.0	1,400.0	0.0	0.00%
Subtotal, Grants	41,858.5	41,858.5	0.0	0.00%
TOTAL - GRANTS	41,858.5	41,858.5	0.0	0.00%
TOTAL - OTHER STATE FUNDS	44,516.8	51,617.3	7,100.5	15.95%
FEDERAL FUNDS				
ADMINISTRATION				
Personal Services	16,694.3	14,971.9	(1,722.4)	(10.32%)
Retirement Pick-Up	614.1	662.7	48.6	7.91%
Retirement	1,408.2	1,702.0	293.8	20.86%
Social Security/Medicare	790.2	814.2	24.0	3.04%
Group Insurance	3,628.3	3,396.8	(231.5)	(6.38%)
Contractual	16,349.8	17,149.8	800.0	4.89%
Travel	1,680.0	1,780.0	100.0	5.95%
Commodities	389.0	389.0	0.0	0.00%
Printing	418.0	448.0	30.0	7.18%
Equipment	466.0	616.0	150.0	32.19%
Telecommunications	459.0	459.0	0.0	0.00%
Subtotal, Operations	42,896.9	42,389.4	(507.5)	(1.18%)
TOTAL - ADMINISTRATION	42,896.9	42,389.4	(507.5)	(1.18%)
GRANTS**				
Career and Technical Education - Basic	50,000.0	55,000.0	5,000.0	10.00%
Career and Technical Education - Tech Prep	5,000.0	5,000.0	0.0	0.00%
Subtotal, Career and Technical Education	55,000.0	60,000.0	5,000.0	9.09%
Child Nutrition Programs	475,000.0	475,000.0	0.0	0.00%
Subtotal, Child Nutrition	475,000.0	475,000.0	0.0	0.00%

\$000s	FY07	FY08	Change - FY07-08	
	Enacted	Proposed	\$	%
Individuals with Disabilities Education Act	550,000.0	550,000.0	0.0	0.00%
Individuals with Disabilities Education Act - Deaf and Blind	380.0	380.0	0.0	0.00%
Individuals with Disabilities Education Act - Model Outreach	400.0	400.0	0.0	0.00%
Individuals with Disabilities Education Act - Preschool	25,000.0	25,000.0	0.0	0.00%
Individuals with Disabilities Education Act - State Improvement	2,500.0	2,500.0	0.0	0.00%
Subtotal, Individuals with Disabilities Act	578,280.0	578,280.0	0.0	0.00%
NCLB - Title I - Advanced Placement Program	2,000.0	2,000.0	0.0	0.00%
NCLB - Title I - Basic	613,000.0	613,000.0	0.0	0.00%
NCLB - Title I - Comprehensive School Reform	12,000.0	12,000.0	0.0	0.00%
NCLB - Title I - Even Start	10,000.0	10,000.0	0.0	0.00%
NCLB - Title I - Migrant Education	3,000.0	3,000.0	0.0	0.00%
NCLB - Title I - Neglected and Delinquent	4,000.0	4,000.0	0.0	0.00%
NCLB - Title I - Reading First	50,000.0	50,000.0	0.0	0.00%
NCLB - Title II - Enhancing Education Through Technology	30,000.0	20,000.0	(10,000.0)	(33.33%)
NCLB - Title II - Math/Science Partnerships	9,000.0	9,000.0	0.0	0.00%
NCLB - Title II - Teacher/Principal Training	134,830.0	135,000.0	170.0	0.13%
NCLB - Title II - Transition to Teaching	1,000.0	1,000.0	0.0	0.00%
NCLB - Title III - Language Acquisition	40,000.0	40,000.0	0.0	0.00%
NCLB - Title IV - 21st Century/Community Service Programs	45,000.0	45,000.0	0.0	0.00%
NCLB - Title IV - Safe and Drug Free Schools	20,000.0	15,000.0	(5,000.0)	(25.00%)
NCLB - Title V - Charter Schools	2,500.0	2,500.0	0.0	0.00%
NCLB - Title V - Innovative Programs	10,000.0	8,000.0	(2,000.0)	(20.00%)
NCLB - Title VI - Rural and Low Income Schools	1,500.0	1,500.0	0.0	0.00%
NCLB - Title X - Homeless Education	3,250.0	3,250.0	0.0	0.00%
Subtotal, NCLB (excluding Assessments)	991,080.0	974,250.0	(16,830.0)	(1.70%)
Assessments	21,780.3	21,780.3	0.0	0.00%
Subtotal, Assessments	21,780.3	21,780.3	0.0	0.00%
Congressional Special Projects	5,000.0	5,000.0	0.0	0.00%
Data Warehouse	0.0	6,000.0	6,000.0	n/a
Integration of Schools and Mental Health Systems	0.0	400.0	400.0	n/a
Learn and Serve America	2,500.0	2,000.0	(500.0)	(20.00%)
Refugee Children	2,000.0	2,000.0	0.0	0.00%
Subtotal, Other Grants	9,500.0	15,400.0	5,900.0	62.11%
TOTAL - GRANTS	2,130,640.3	2,124,710.3	(5,930.0)	(0.28%)
TOTAL - FEDERAL FUNDS	2,173,537.2	2,167,099.7	(6,437.5)	(0.30%)
GRAND TOTAL	8,720,835.7	9,522,245.9	801,410.2	9.19%
GRAND TOTAL w/ Reappropriation	8,749,051.3	9,551,372.4		

* Included in the ROE Services line in FY07. Broken out here for comparison purposes. FY08 assumes separate line items which is what the School Code requires.

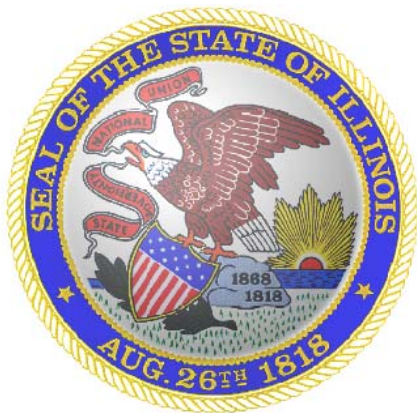
** Federal grant awards are made for a 2-year period (most of the time). State appropriations for federal dollars allow the agency to expend multiple grant awards at any given time. Federal grants should be compared on a grant award basis and not on state appropriations.

ILLINOIS STATE BOARD OF EDUCATION
Federal Grant Awards

\$000s	FY06	FY07	Change - FY06-07	
			\$	%
Career and Technical Education - Basic	45,595.3	44,823.5	(771.7)	(1.72%)
Career and Technical Education - Tech Prep	4,052.4	4,052.4	0.0	0.00%
Subtotal, Career and Technical Education	49,647.6	48,875.9	(771.7)	(1.58%)
Child Nutrition Programs*	447,013.1	475,000.0	27,986.9	5.89%
Child Nutrition - Breakfast Start-Up	0.0	0.0	0.0	n/a
Child Nutrition - Team Nutrition	0.0	200.0	200.0	n/a
Child Nutrition - Wellness Grant	88.7	0.0	(88.7)	#DIV/0!
Subtotal, Child Nutrition	447,101.8	475,200.0	28,098.2	5.91%
Individuals with Disabilities Education Act	467,485.2	466,849.6	(635.6)	(0.14%)
Individuals with Disabilities Education Act - Deaf and Blind	335.4	335.4	0.0	0.00%
Individuals with Disabilities Education Act - General Supervision	0.0	0.0	0.0	n/a
Individuals with Disabilities Education Act - Model Outreach	0.0	0.0	0.0	n/a
Individuals with Disabilities Education Act - Preschool	17,812.9	17,650.5	(162.5)	(0.92%)
Individuals with Disabilities Education Act - State Improvement	1,850.0	1,850.0	0.0	0.00%
Subtotal, Individuals with Disabilities Act	487,483.6	486,685.5	(798.1)	(0.16%)
NCLB - Title I - Advanced Placement Program	1,066.2	0.0	(1,066.2)	#DIV/0!
NCLB - Title I - Basic	538,322.7	539,609.6	1,286.9	0.24%
NCLB - Title I - Comprehensive School Reform	8,370.8	0.0	(8,370.8)	#DIV/0!
NCLB - Title I - Even Start	8,399.8	3,746.5	(4,653.3)	(124.20%)
NCLB - Title I - Migrant Education	2,361.3	1,904.3	(457.0)	(24.00%)
NCLB - Title I - Migrant Incentive Grant	133.9	86.6	(47.3)	(54.62%)
NCLB - Title I - Neglected and Delinquent	1,970.8	1,367.7	(603.1)	(44.10%)
NCLB - Title I - Reading First	39,356.6	37,340.9	(2,015.7)	(5.40%)
NCLB - Title II - Enhancing Education Through Technology	19,931.1	11,005.7	(8,925.5)	(81.10%)
NCLB - Title II - Math/Science Partnerships	6,309.7	6,457.6	147.8	2.29%
NCLB - Title II - Teacher/Principal Training	114,334.7	113,310.5	(1,024.2)	(0.90%)
NCLB - Title II - Transition to Teaching	493.5	659.7	166.1	25.19%
NCLB - Title II - Troops to Teachers**	158.4	0.0	(158.4)	#DIV/0!
NCLB - Title III - Language Acquisition	24,732.1	28,836.5	4,104.4	14.23%
NCLB - Title IV Community Service Grants	0.0	0.0	0.0	n/a
NCLB - Title IV - 21st Century/Community Service Programs	40,627.7	39,818.5	(809.2)	(2.03%)
NCLB - Title IV - Safe and Drug Free Schools	14,021.8	11,043.5	(2,978.3)	(26.97%)
NCLB - Title V - Charter Schools	0.0	0.0	0.0	n/a
NCLB - Title V - Foreign Language Assistance	0.0	0.0	0.0	n/a
NCLB - Title V - Innovative Programs	8,326.2	4,154.7	(4,171.5)	(100.40%)
NCLB - Title VI - Assessments	13,436.5	13,436.5	0.0	0.00%
NCLB - Title VI - Rural and Low Income Schools	537.2	631.1	93.9	14.88%
NCLB - Title X - Homeless Education	2,609.8	2,615.6	5.8	0.22%
Subtotal, NCLB	845,501.0	816,025.4	(29,475.5)	(3.61%)
Congressional Special Projects	644.8	296.1	(348.7)	(117.76%)
Hurricane Education Recovery Act	4,514.6	0.0	(4,514.6)	#DIV/0!
Learn and Serve America	844.7	745.0	(99.7)	(13.38%)
Refugee Children (Funds go to DHS now)	0.0	0.0	0.0	n/a
School Health Programs	250.0	275.0	25.0	9.09%
Subtotal, Other Grants	6,254.2	1,316.1	(4,938.0)	(375.19%)
TOTAL - FEDERAL GRANT AWARDS	1,835,988.1	1,828,102.9	(7,885.2)	(0.43%)
Less Child Nutrition	(447,013.1)	(475,000.0)		
TOTAL - FEDERAL GRANT AWARDS W/O CNP	1,388,975.0	1,353,102.9	(35,872.1)	(2.65%)

* Child Nutrition is a reimbursement program. FY03-06 represents actual expended amounts. FY07 represents the state appropriator

** Moved to the Illinois Department of Veterans' Affairs in FY07.



State Programs

Advanced Placement

Legislative Reference - 105 ILCS 302

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	n/a	n/a	\$1,500,000	\$1,500,000	\$1,500,000
Change from	n/a	n/a	n/a	\$0	\$0
Prior Year	n/a	n/a	n/a	0.00%	0.00%

Program Goal

To increase the number of low-income students benefiting from pre-Advanced and/or Advanced Placement courses and highly trained teachers, and to increase the availability and range of schools serving students in grades 6 through 12 that offer pre-Advanced and/or Advanced Placement courses.

Purpose

As a way to ensure that each Illinois student has a sufficient education for success after high school and that all students have equal access to a substantive and rigorous curriculum that is designed to challenge their minds, enhance their knowledge and skills, and prepare them for success in college and work, funding encourages school districts with a high percentage of low-income students to establish or expand programs designed to offer the rigorous coursework necessary for these students to succeed in postsecondary education or in the work place. Funding also is available to provide training so that teachers have necessary content knowledge and instructional skills to prepare students for success in pre-Advanced Placement and Advanced Placement courses and examinations, and administrators and others have the skills to support strong programs.

Reimbursement/Distribution Method

In fiscal year 2006, a request-for-proposals was issued to eligible school districts, (those serving grades 6 through 12 where 40 percent or more of the students are from

low-income families) to establish programs designed to:

- Start new or expand existing Advanced Placement and/or pre-Advanced Placement programs, such as teacher training, promotional materials for students and parents, and student assistance efforts to prepare students to enroll in Advanced Placement courses; and/or
- Ensure students currently enrolled in Advanced Placement courses successfully complete those courses and take the examination following completion of those courses

Funds may be used for teacher stipends for training or curriculum planning, classroom materials, online materials, test preparation activities (e.g., after school tutoring, test prep classes, test review books and materials or online review, and test strategy workshops), as well as materials to promote programs with parents, students and counselors. At least half of the grant is to be used for professional development and staff support services from the College Board.

Population and Service Levels

Funding is targeted to school districts serving a high concentration of low-income students. The State Board awarded 28 grants in fiscal year 2006. Professional development activities offered through the College Board are available on a limited basis to all teachers and administrators, with priority given to teachers and administrators in school districts receiving grant awards. These 28 grants will be continued for fiscal year 2007.

Agricultural Education

Legislative Reference - 105 ILCS 5/2-3.80

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$1,881,200	\$1,881,200	\$2,381,200	\$2,881,200	\$3,381,200
Change from Prior Year	\$0	\$0	\$500,000	\$500,000	\$500,000
	0.00%	0.00%	26.58%	21.00%	17.35%

Program Goal

To increase utilization of research-based, standards-led instructional practices and curricula that improves student achievement across fundamental learning and career and technical areas.

Purpose

To assist local school districts in developing comprehensive programs in agricultural literacy for pre-K through adult, and agricultural career preparation. Agricultural awareness or literacy programs serve to inform the general public about agriculture which promotes more informed consumers of agricultural products. At the elementary level, this effort also reinforces the Illinois Learning Standards particularly in science and language arts. Agricultural education at the secondary level prepares students for employment in the agricultural industry or for further education. Technology based curriculum linking the Illinois Learning Standards and Occupational Skill Standards has become a model for all educational programs.

Reimbursement/Distribution Method

Funds are distributed via grants to school districts based on the following two categories:

- Approximately 40 percent of funds distributed by a formula grant to the Education for Employment regional delivery systems as incentive funds to maintain and/or improve agricultural education programs; and
- Approximately 60 percent of funds distributed for priority statewide initiatives identified in cooperation with the Illinois Committee for Agricultural Education (ICAE), a state agricultural education advisory committee appointed by the Governor.

Chicago District 299 receives 1.1% of the appropriation through the Chicago Block Grant.

Population and Service Levels

	FY06	FY07 (est)
Secondary Students	26,329	27,000
High Schools	318	312
Community Colleges	30	30
Universities	4	4
Agricultural Literacy Coalitions	52	52
# of Individuals Reached Through Agricultural Literacy Coalitions	384,921	400,000
% of Secondary Ag Ed Programs Receiving TA Visits	95%	95%

Alternative Education – Regional Safe Schools

Legislative Reference - 105 ILCS 5/13A-8

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$17,138,600	\$17,035,000	\$18,035,500	\$18,535,500	\$18,535,500
Change from Prior Year	\$977,700	(\$103,100)	\$1,000,000	\$500,000	\$0
	6.05%	(0.60%)	5.87%	2.77%	0.00%

Program Goal

To provide alternative education opportunities to break the cycle of disruptive behavior and to attain positive educational and career outcomes.

Purpose

To provide alternative education for youth in grades 6-12 who are suspension- or expulsion-eligible students due to gross misconduct and who are administratively transferred to a Regional Safe School Program (RSSP) at the discretion of the local school district in lieu of suspension or expulsion. This program includes academics, age/grade-appropriate work-based learning opportunities, counseling and community service.

Reimbursement/Distribution Method

Formula grants are distributed to Regional Offices of Education (ROE's) and Chicago Public Schools based on the ratio of the recipients best three months average daily attendance compared to the statewide total, plus \$30,000.

Population and Service Levels

	FY06	FY07 (est)
Expulsion-eligible	2,066	2,000
Suspension-eligible	2,434	2,400
Expelled/Readmitted	1,171	1,100
Total	5,671	5,500

Arts and Foreign Language

*Legislative Reference – 105 ILCS 5/2-3.65a
Funding Source - State*

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	n/a	n/a	\$2,000,000	\$4,000,000	\$7,000,000
Change from Prior Year	n/a	n/a	n/a	\$2,000,000	\$3,000,000
	n/a	n/a	n/a	100.00%	75.00%

Program Goal

To improve educational achievement of students in fine arts and foreign languages.

Purpose

To develop and implement comprehensive plans for fine arts and foreign language programs.

Reimbursement/Distribution Method

Grants are awarded to school districts on a competitive basis through a Request-for-Proposals process.

Population and Service Levels

Eligible applicants will be school districts that need assistance in providing fine arts and foreign language programming that is currently unavailable or diminishing due to budgetary or programmatic reductions. The following table shows service-level information:

	FY07	FY08 (est)
Number of grants awarded	25	50

Assessments

Legislative Reference – 105 ILCS 5/2-3.64 & 14C-3
Funding Source - State

Appropriation History*

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$14,728,044	\$8,142,560	\$12,271,121	\$16,882,000	\$19,382,000
Change from Prior Year	(\$3,599,801)	(\$6,585,484)	\$4,128,561	\$4,610,879	\$2,500,000
	(19.64%)	(44.71%)	50.70%	37.58%	14.81%

* Prior to fiscal year 2007, assessment costs were paid through the agency's contractual services line item. Dollar amounts shown for fiscal years 2004 through 2006 represent actual expenditures.

* Prior to fiscal year 2005, bilingual tests were administered at the local level. Amounts provided to schools for this purpose are not included above.

Program Goal

To provide state funds to pay for the cost of administering and developing state assessments and standards.

Purpose

To develop and implement grade-level assessments in compliance with the requirements of state law and the federal No Child Left Behind Act (NCLB).

The Illinois State Board of Education (ISBE) administers the following assessments:

- *Illinois Standards Achievement Test (ISAT)* - measures individual student achievement relative to the Illinois Learning Standards. The results give parents, teachers, and schools one measure of student learning and school performance. This test is given in grades three through eight and includes testing in reading, mathematics, science and writing.
- *Prairie State Achievement Examination (PSAE)* - measures individual student achievement relative to the Illinois Learning Standards. The results give parents, teachers, and schools one measure of student learning and school performance. This test is given in grade 11 and includes testing in reading, mathematics, science and writing.
- *Illinois Measure of Annual Growth in English (IMAGE)* – measures the progress of students with limited English proficiency

(LEP). This test is given in grades three through eight and in grade 11 and measures proficiency in reading and math.

- *ACCESS – ACCESS for ELLs™* is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English. This test is given in grades K through 12.
- *Illinois Alternate Assessment (IAA)* – yardstick the state uses to measure the learning of students with significant cognitive disabilities. Students with severe disabilities take the IAA if participation in the state's regular assessments – the ISAT or the PSAE – is not appropriate. Rather than a pencil-and-paper format, the IAA uses a portfolio of student work collected over the course of the school year. This test is given in grade three through eight and in grade 11.
- *Illinois Consumer Education Proficiency Test (ICEPT)* - The School Code of Illinois specifies that public school students in grades nine through 12 shall be provided instruction in the area of consumer education. The purpose of that instruction is to help students understand concepts that affect fundamental decisions about their personal financial affairs, such as installment purchasing, budgeting, and comparison shopping. Completion of instruction in consumer education is required prior to graduation. Successful performance on the proficiency test exempts students from this course requirement.

- *National Assessment of Educational Progress (NAEP)* - only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically 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 four, eight, and 12.
- *Grade 2 Assessment* - Title I funded schools serving grade two as their highest grade must participate in this assessment. The Illinois State Board of Education has contracted with CTB McGraw-Hill to administer the *TerraNova*®, Basic Multiple Assessments to assess Reading and Mathematics of grade 2 students.

Reimbursement/Distribution Method

The State Board of Education contracts with several companies to provide assessment related services to the State. ISBE's major contractors include:

- *Harcourt* – Test develop for ISAT
- *NCS Pearson* – ISAT test administration and IAA test development and data collection
- *ACT* – PSAE test administration
- *Measured Progress* – IAA test administration
- *Measurement Inc.* – Writing test scoring for ISAT, PSAE and IMAGE
- *Questar* – Printing and scoring of IMAGE
- *WIDA* – Consortium of states that administers the ACCESS test
- *MetriTech* – Statistical analysis for ISAT and IMAGE, and administration of ICEPT

Population and Service Levels

The majority of assessments are focused on students in grades three through eight, and in grade 11, though some assessments span the entire K-12 system.

Autism Project

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	n/a	n/a	n/a	\$100,000	\$300,000
Change from Prior Year	n/a	n/a	n/a	n/a	\$200,000
	n/a	n/a	n/a	n/a	200.00%

Program Goal

Build local capacity to establish and implement effective educational supports and services in the least restrictive environment for students with Autism Spectrum Disorders.

Purpose

Provide consultation, technical assistance and training for families of students with autism and the school staff serving these students.

Reimbursement/Distribution Method

Funds will be awarded per grant agreement to the Illinois Autism Training and Technical Assistance Project. The fiscal agent for this project is the School Association for Special Education in DuPage.

Population and Service Levels

Schools serving students with any of the Autism Spectrum Disorders and the families of

such students receive intensive support services through this program. Staff at schools serving such students are also eligible to participate in a five-day experiential training, with ongoing technical assistance and support from ISBE. In addition, Illinois State University provides web-based training for district staff and graduate students.

	FY07 (est)	FY08 (est)
Families & schools receiving support services	40	135
Staff participating in experiential training	200	200
Staff participating in web-based training	340	420
Graduate students in web-based training	60	80

Bilingual Education

Legislative Reference – 105 ILCS 14C

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$62,552,000	\$64,552,000	\$62,552,000	\$66,552,000	\$75,000,000
Change from Prior Year	\$2,207,700	\$2,000,000	(\$2,000,000)	\$4,000,000	\$8,448,000
	3.66%	3.20%	(3.10%)	6.39%	12.69%

Program Goal

To implement high-quality programs for Limited-English-Proficient (LEP) students to improve their performance and help them meet the Illinois Learning Standards.

Purpose

To ensure that Transitional Bilingual Education (TBE) students with Limited English Proficiency (LEP) develop proficient English skills that enables them to participate in the general school program.

Reimbursement/Distribution Method

Funding is available for students receiving five or more class periods of bilingual/English as a Second Language (ESL) instruction per week. Reimbursement is made quarterly on a current-year basis to schools with approved bilingual programs. The amount of each district's grant is determined by the size of the student population, amount and intensity of bilingual/ESL services received by students and the grade levels of eligible students. When the total of approved budgets exceeds the downstate appropriation, reimbursements are pro-rated for fiscal year 2007 it is anticipated that the pro-ration will be approximately 60 percent.

Chicago District 299 receives its funding through the Chicago Block Grant.

The following table shows the reimbursement to Chicago School District 299 and downstate:

	FY07	FY08
Chicago	\$36,896,600	\$41,580,200
Downstate	\$29,655,400	\$33,419,800
Total	\$66,552,000	\$75,000,000

Population and Service Levels

School districts with 20 or more LEP students in the same school who speak the same languages are required to provide a Transitional Bilingual Education program that consists of ESL and native language instruction in the academic content areas. If there are fewer than 20 such students in one school, a Transitional Program of Instruction (TPI) must be provided. This program requires ESL and native language instruction to the extent practical. Of the students served, approximately 80 percent are Spanish-speaking. The remaining students speak one of more than 123 other languages. The following table displays the number of students served in Chicago and downstate:

	FY06	FY07 (est)
Chicago	67,466	66,479
Downstate	88,888	93,988
Total	156,354	160,467

Blind and Dyslexic

Legislative Reference – Not Applicable

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$168,800	\$168,800	\$168,800	\$518,800	\$868,800
Change from Prior Year	\$0	\$0	\$0	\$350,000	\$350,000
	0.00%	0.00%	0.00%	207.35%	67.46%

Program Goal

To assist local school districts, state agencies and other service provider agencies to meet the needs of at-risk students.

Purpose

To increase academic achievement of students with visual and reading impairments by converting printed educational materials into recordings, computerized documents and other accessible formats (digital audio textbooks with navigation features, for example) to enhance the ability of visually impaired children to keep up with their peers.

Reimbursement/Distribution Method

Funds are distributed through a grant to Recording for the Blind and Dyslexic, a non-profit volunteer organization.

Population and Service Levels

Schools apply for membership, and selected schools are able to choose from 100,000 titles or have a textbook converted into digitally recorded text. Resources provided include recorded textbooks, literature, recreational reading material and state-of-the-art assistive technology. Elementary and secondary school students with visual and reading impairments are served by this program. The following table displays service-level information:

	FY06	FY07 (est)
Student served	7,000	9,000
Books circulated	12,000	15,000

Career and Technical Education

Legislative Reference – 105 ILCS 405

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$38,328,700	\$36,062,100	\$38,062,100	\$38,562,100	\$38,562,100
Change from Prior Year	(\$13,505,800)	(\$2,266,600)	\$2,000,000	\$500,000	\$0
	(26.06%)	(5.91%)	5.55%	1.31%	0.00%

Program Goal

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

Purpose

To enable all students to succeed in post-secondary education and career opportunities, the education for employment system 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 Federal Carl D. Perkins Vocational and Applied Technology Education Act.

Reimbursement/Distribution Method

Funds are distributed through formula grants based on career and technical education credits weighted by local tax and program efficiency factors. Competitive grants are awarded through a request-for-proposals process. In fiscal year 2004, the Illinois Community College Board (ICCB) began receiving an appropriation to support post-secondary career and technical education that

was previously in the State Board's appropriation.

Population and Service Levels

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

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

	FY05	FY06 (est)
Elementary K-8 Students	1,410,633	1,410,633

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

Secondary Students Served	FY05	FY06
Secondary career preparation program	336,004	337,107
Adult program (served by secondary agencies)	9,884	8,943
Total	345,888	346,050

Charter Schools Start-Up Grants

Legislative Reference – 105 ILCS 5/27A-11.5

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	n/a	n/a	n/a	n/a	\$3,500,000
Change from Prior Year	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a

Program Goal

To encourage and financially support high-quality charter schools throughout Illinois.

Purpose

To offer parents, teachers and other responsible parties the opportunity to form innovative and accountable public schools exempt from all but the most essential state laws and regulations.

This funding will allow the State Board of Education to make start-up grants available to charter schools in their initial charter term.

Reimbursement/Distribution Method

Start-up grants are awarded to schools in their initial charter term for up to \$250 per enrolled student. If sufficient appropriation authority does not exist funds are prorated.

Population and Service Levels

The following table displays service-level information:

	FY08 (est)
Number of school start-up grants	10

Charter Schools Transition Impact Aid

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

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$3,693,600	\$3,421,500	\$3,421,500	\$3,421,500	\$4,456,500
Change from Prior Year	(\$2,578,200)	(\$272,100)	\$0	\$0	\$1,035,000
	(41.11%)	(7.37%)	0.00%	0.00%	30.25%

Program Goal

To encourage and financially support high-quality charter schools throughout Illinois.

Purpose

To offer parents, teachers and other responsible parties the opportunity to form innovative and accountable public schools exempt from all but the most essential state laws and regulations.

This funding will allow planning to be phased in by local school districts that have charter schools in operation for their first three years through Transition Impact Aid (TIA) grants to districts.

Reimbursement/Distribution Method

TIA funds are provided to school districts with charter schools in their first three years of operation to reimburse them for a portion of the per capita tuition funds (PCTF) transferred to

the schools. Districts receive 90 percent of the PCTF transferred to schools in year one, 65 percent in year two, and 35 percent in year three.

Population and Service Levels

The following table displays service-level information:

	FY06	FY07 (est)
Number of charter schools	29	34
Number of charter school students	17,500	19,300
Number of applications in excess of available seats	6,507	8,645
Number of districts receiving TIA	2	2

Charter Schools Revolving Loan Fund

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

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$2,000,000	\$20,000	\$20,000	\$20,000	\$20,000
Change from Prior Year	\$0	(\$1,980,000)	\$0	\$0	\$0
	0.00%	(99.00%)	0.00%	0.00%	0.00%

Program Goal

To provide loan funds to encourage and financially support high-quality charter schools throughout Illinois.

Purpose

To provide loans to charter schools for acquiring and remodeling facilities and to pay start-up costs of acquiring educational materials and supplies, textbooks, furniture and other equipment. These interest-free loans allow a charter school to increase cash flow during the initial term at a time when it is needed most and allow for additional charter schools to initiate operations.

Reimbursement/Distribution Method

Loan applications are available to charter schools once they are certified by the State

Board of Education. Schools may apply for up to \$250 per student. Approved applicants complete a promissory note and repayment schedule and generally receive funds within two weeks. Loan repayments are deposited back into this fund for future use by other charter schools. Full repayment is required by the end of the initial charter term (which is usually five years).

Population and Service Levels

All charter schools within their initial term are eligible to participate in the loan program. The following table displays service-level information:

	FY06	FY07 (est)
Eligible charter schools	10	17
Number of charter school loans	0	0

Children's Mental Health Partnership

Legislative Reference – 405 ILCS 49

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	n/a	n/a	n/a	\$3,000,000	\$6,000,000
Change from	n/a	n/a	n/a	n/a	\$3,000,000
Prior Year	n/a	n/a	n/a	n/a	100.00%

Program Goal

To expand and improve the quality of mental health services available to students.

Purpose

The Children's Mental Health Act of 2003 created the Illinois Children's Mental Health Partnership (ICMHP) and charged it with developing a Children's Mental Health Plan, which includes short-term and long-term goals for providing comprehensive, coordinated mental health prevention, early intervention, and treatment services for children from birth to age 18 and for youth ages 19-21 who are transitioning out of key public programs.

The ICMHP includes the State Board of Education, the Department of Human Services, the Department of Children and Family Services, the Department of Juvenile Justice, the Department of Public Health, the Department of Healthcare and Family

Services, the Illinois Violence Prevention Authority, the Attorney General, members of the General Assembly, and representatives of community mental health authorities.

Reimbursement/Distribution Method

Funding is earmarked to make service development grants to districts to improve the quality of mental health services available to students.

Population and Service Levels

# of Districts	FY06	FY07 (est)
SEL Standards Grants	60	120
SEL Standards Professional Development	20	140
Mental Health Support Grants	60	120
PBIS Expansion	50	100

Community and Residential Services Authority

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

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$472,700	\$472,700	\$472,700	\$525,000	\$541,800
Change from Prior Year	(\$6,500) (1.36%)	\$0 0.00%	\$0 0.00%	\$52,300 11.06%	\$16,800 3.20%

Program Goal

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 are behavior-disordered or 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 develop and implement a statewide plan for service delivery and maintain an interagency dispute resolution process. The Community and Residential Services Authority (CRSA) currently has eight paid staff and operates under the authority of a 19-member board that includes six unpaid appointees by 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 of eight staff, reimbursement of travel for board members appointed by the governor and legislative

members, and administrative costs associated with supporting the activities of CRSA. The CRSA developed and controls use of a multiple agency resource pool (\$125,000/year) that is used to fill gaps in services when statutory responsibilities of agencies do not apply. The authority has recouped over \$100,000 in federal revenue since 1993 through Medicaid Administrative Case Management Services which has been returned to the General Revenue Fund.

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

Population and Service Levels

CRSA receives referrals for dispute resolutions from parents, state agencies, members of the General Assembly and the governor's office. Community collaborations to serve the population (Local Area Networks recommended by CRSA) continue to address greater numbers of children and families in need. If these children's and adolescents' needs are unable to be addressed at the local level, CRSA is called upon to resolve issues relating to service plan implementation and funding of services. The following table displays service-level information:

	FY06	FY07 (est)
Referrals	589	630

District Consolidation/Annexation Costs

Legislative Reference – S/B 105 ILCS 5/11E-135(a), 135(b), 135(c) and 135(d)

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$1,669,400	\$3,518,800	\$7,700,000	\$7,850,000	\$7,850,000
Change from Prior Year	\$0	\$1,849,400	\$4,181,200	\$150,000	\$0
	0.00%	110.78%	118.82%	1.95%	0.00%

Program Goal

To assure that all schools achieve and maintain financial health.

- Funds to pay the difference between selected negative fund balances among the previously existing districts; and
- Additional funds of \$4,000 for each certified staff person.

Purpose

To encourage school district reorganization through consolidation or annexation, the following financial incentives are available:

- Funding of Reorganization Feasibility Studies, available through Regional Offices of Education;
- Supplemental state aid payments for four years to a new or annexing district
- Supplementary state support for four years for new districts to pay the difference in salaries;

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 2007 costs of district consolidation/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	Salary	Totals
Allen-Otter Creek CCSD 65 (4)	44,000	0	16,260	8,078	68,338
Milford Twp HSD 233 (4)	76,000	0	39,965	3,885	119,850
Milford CCSD 280 (4)	148,000	0	94,282	11,193	253,475
Pana CUSD 8 (4)	436,000	0	12,015	148,245	596,260
Waltham CCSD 185 (4)	72,000	0	2,597	3,793	78,390
West Prairie CUSD 103 (4)	308,000	0	0	32,335	340,335
Downers Grove SD 58 (3)	0	0	9,480	104,579	114,059
El Paso-Gridley CUSD 11 (3)	432,000	0	25,315	128,638	585,953
Fairfield Public SD 112 (3)	228,000	0	51,185	77,269	356,454
New Hope CCSD 6 (3)	0	0	5,687	4,182	9,869
Prairie Central CUSD 8 (3)	744,000	0	1,257	151,276	896,553
Sangamon Valley CUSD 9 (3)	256,000	0	0	173,640	429,640
Staunton CUSD 6 (3)	388,000	0	114,302	134,784	637,086
United CUSD 304 (3)	0	0	15,615	57,619	73,234
Benton CCSD 47 (2)	292,000	0	7,917	46,336	346,253
Crescent-Iroquois CUSD 249 (2)	76,000	0	0	29,958	105,958
Monmouth-Roseville CUSD 238 (2)	552,000	0	4,493	67,011	623,504
Schuyler-Industry CUSD 5 (2)	428,000	0	23,024	88,774	539,798
Thompsonville SD 62 (2)	0	0	596	0	596
West Carroll CUSD 314 (2)	484,000	0	28,485	113,236	625,721
West Central CUSD 235 (2)	352,000	0	21,609	67,170	440,779
Prairieview-Ogden CCSD 197 (1)	0	0	35,951	8,671	44,622
Total	\$5,316,000	\$0	\$510,035	\$1,460,672	\$7,286,707

Population and Service Levels

In fiscal year 2007, 22 consolidated/annexing districts received reorganization incentive payments. The following table shows expenditure data for each of the categories of payment and number of reorganization studies.

Incentive Payment	FY06	FY07
Certified employees	\$4,756,000	\$5,316,000
Deficit fund balances	\$309,351	\$0
State aid differentials	\$474,084	\$510,035
Salary differentials	\$1,452,001	\$1,460,672
Total	\$6,991,436	\$7,286,707
Number of feasibility studies	12	46 (est.)
Money for feasibility studies	\$67,500	\$300,000 (est.)

Reorganization Effective Date	Reorganization Activity	# 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	0 Consolidation 0 Annexation	0 0
7/1/03	1 Consolidation 4 Annexations	2 4
7/1/04	3 Consolidation 4 Annexations	6 4
7/1/05	5 Consolidation 1 Annexations	11 1
7/1/06	1 Consolidation	2

Driver Education

Legislative Reference – 105 ILCS 5/27-24.3

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$15,750,000	\$15,750,000	\$15,750,000	\$17,929,600	\$17,929,600
Change from	\$0	\$0	\$0	\$2,179,600	\$0
Prior Year	0.00%	0.00%	0.00%	13.84%	0.00%

Program Goal

To provide eligible entities driver education funding in support of local educational services.

- the number of classroom students times 0.2, and
- the number of students completing behind the wheel training times 0.8.

Purpose

To reimburse local public school districts a portion of the costs of providing driver education. Funds deposited in the Driver Education Fund are generated from a portion of instruction permit and driver license fees as well as a portion of fines levied for certain motor vehicle violations.

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:

	FY06	FY07 (est)
Number of students		
Classroom instruction	133,259	122,151
Behind-the-wheel Instruction	118,625	114,190
Reimbursement per student		
Classroom instruction	\$23.63	\$29.31
Behind-the-wheel instruction	\$106.21	\$124.63

Reimbursement/Distribution Method

Districts are reimbursed quarterly for students in driver education the prior school year. An amount is calculated for up to one failure and one passing of classroom instruction and one failure and one passing of behind-the-wheel instruction with behind-the-wheel instruction being reimbursed at a higher rate than classroom instruction. The base reimbursement amount is a weighted calculation, dividing the total state appropriation each year by:

Early Childhood Education

Legislative Reference – 105 ILCS 5/2-3.71, 2-3.71(a), and 2-3.89
Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$213,405,700	\$243,254,500	\$273,254,500	\$318,254,500	\$387,641,300
Change from Prior Year	\$29,900,000	\$29,848,800	\$30,000,000	\$45,000,000	\$69,386,800
	16.29%	13.99%	12.33%	16.47%	21.80%

Program Goal

Illinois students 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 Pre-kindergarten Program for children at risk of academic failure (screening and educational programs for at-risk three-four year olds), the Early Childhood Parental Training Program (training in parenting skills for prospective parents and parents of very young children), the Prevention Initiative (a network of child and family service providers that promote the development of at-risk infants and children), and the Preschool for All Children Program (screening and educational programs for three and four year olds based on the following priorities: 1) children who have been identified as being at risk of academic failure, 2) children whose family's income is less than four times the poverty guidelines, and 3) other).

All the new funds in fiscal year 2007 are supporting Preschool for All Children programs addressing priority one, thus expanding the high-quality educational programs available for at-risk three and four year old children and for the expansion of coordinated services to at-risk infants, toddlers and their families through the Prevention Initiative.

Reimbursement/Distribution Method

Competitive grants are awarded based on a request-for-proposals process. Eleven percent of the funds must be spent on services for children in the birth-to-three age range.

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

Population and Service Levels

	FY05	FY06
Projects	500	526
Participating districts	657	665
Total number of children served	65,780	76,508
Chicago Public Schools	21,000	26,056
Downstate school districts	44,780	50,452

Emergency Financial Assistance Fund

Legislative Reference – 105 ILCS 5/1B, 1E or 1F

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$5,333,000	\$5,333,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from Prior Year	(\$2,700,000)	\$0	(\$4,333,000)	\$0	\$0
	(33.61%)	0.00%	(81.25%)	0.00%	0.00%

Program Goal

To assist Local Education Agencies (LEAs) in achieving and maintaining financial health.

Purpose

To provide emergency financial assistance to school districts under the provisions of Articles 1B, 1E or 1F of the School Code.

Reimbursement/Distribution Method

Under the provisions of Articles 1B and 1F, 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. Except as expressly limited a school finance authority created under Article 1E has the powers granted by Article 1B.

Appropriations may be allocated and expended by the Illinois State Board of Education (ISBE) as grants to provide technical and consulting services to school districts to assess their financial condition and by the Illinois Finance Authority as loans which are the subject of an

approved petition for emergency financial assistance.

Population and Service Levels

School districts (or school finance authorities) that have an approved petition for emergency financial assistance (and related financial oversight) are eligible to participate. No petition for emergency financial assistance is approved by ISBE unless there is also an established financial oversight panel or school finance authority. Districts that have received emergency financial assistance are listed below:

- FY95 Mount Morris CUSD 261 (Ogle County) - annexed by Oregon CUSD 220
- FY01 Round Lake Area Schools – District 116 (Lake County)
- FY03 Hazel Crest SD 152-5 (Cook County)
 Cairo CUSD 2 (Alexander County)
 Livingston SD 4 (Madison County) – annexed by Staunton CUSD 6
- FY04 Venice CUSD 3 (Madison County)

Extended Learning Opportunities (Summer Bridges)

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$24,836,800	\$22,238,100	\$22,238,100	\$22,238,100	\$22,238,100
Change from Prior Year	\$72,200	(\$2,598,700)	\$0	\$0	\$0
	0.29%	(10.46%)	0.00%	0.00%	0.00%

Program Goal

To improve the achievement of struggling students who attend low performing schools (over 50 percent of students not meeting standards) through intensive, extended learning opportunities with an emphasis on reading, writing and reading in the content area of mathematics.

Purpose

To supplement and ultimately modify and improve the regular program of instruction in participating schools and districts. Key features of the program are:

- 90 hours of concentrated instructional time
- 30 hours of professional development for instructional staff
- Small class size
- Extended learning for students who have not met state reading standards or who are recommended for retention
- Curriculum focused on word knowledge, fluency, comprehension, and writing
- Use of research-based and best practices in reading, writing and reading in the content area of mathematics
- Literacy-rich environment with developmentally appropriate and high-interest reading and writing materials and supplies.

Reimbursement/Distribution Method

Funds are distributed through grants to eligible districts and/or consortia based on program plans that adhere to established requirements

and expectations. Grants are approximately \$500 per anticipated student participant and do not exceed the prior year's allocation. Participating districts are also required to provide matching funds of 20 percent of the total budget request.

Chicago District 299 receives 44.0 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

Eligible applicants are school districts, university lab schools, area vocational centers, and charter schools that include one or more schools serving students in grades prekindergarten through sixth in which 50 percent or more of the students who have not met State standards in reading as measured by ISAT. Eligible students within these eligible entities are those students in grades prekindergarten through sixth who did not meet state standards in reading, were recommended for retention, or were referred to the program by their teacher(s). The following table displays service-level information (excludes Chicago District 299):

	FY06	FY07 (est)
Districts eligible	130	151
Districts participating	101	77
Teachers	1,399	1,458
Students	18,936	18,644

General State Aid

*Legislative Reference – 105 ILCS 5/18-8.05
Funding Source - State*

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	3,445,600,000	3,682,201,200	3,903,969,600	4,146,118,200	4,443,550,700
Change from Prior Year	303,500,000	236,601,200	221,768,400	242,148,600	297,432,500
	9.66%	6.87%	6.02%	6.20%	7.17%

Program Goal

To provide school districts General State Aid funding for the support of educational services.

Purpose

To provide general flexible state aid to schools. General State Aid (GSA) represents approximately 63.1 percent of state funds for elementary and secondary education.

The only portion of these funds that is targeted or categorical in nature is the low-income weighted portion for Chicago Public Schools as prescribed in Section 18-8.05 of the School Code.

Reimbursement/Distribution Method

Funds are distributed through formula grants to school districts. The following information describes the many factors that affect General State Aid payments.

Foundation Level

The following table displays the foundation level information. Foundation levels are predicated on the legislature appropriating the necessary funding.

	04-05	05-06	06-07	07-08
Foundation Level	\$4,964	\$5,164	\$5,334	\$5,689
Change from PY	\$154	\$200	\$170	\$355

Education Funding Advisory Board

Public Act 90-548 created the Illinois Education Funding Advisory Board (EFAB) in December of 1997. The Board's primary charge is to make recommendations to the General Assembly (GA) for the foundation level and for the supplemental GSA grant level for districts with high concentrations of children from poverty. The recommended foundation level shall be determined based on a methodology, which incorporates the basic education expenditures of low-spending schools exhibiting high academic performance. The Board must submit reports to the GA in January of odd-numbered years.

General State Aid Formula

Fiscal Year 2007 is the ninth year of the new GSA formula, which changed in December 1997 (Public Act 90-548).

The GSA Formula is basically a foundation approach with three separate calculations, depending on the amount of property wealth of the local school district. The first formula is referred to as the "Foundation" formula. A significant provision of the GSA formula is the setting of foundation levels in statute and the guaranteed funding of those levels of support. The foundation level is \$5,334 for the 2006-2007 school year. Most districts receive GSA under this formula. Districts qualifying for this formula have available local resources per pupil less than 93 percent of the foundation level. The second formula is the "Alternate"

formula. Districts qualifying for this formula have available local resources per pupil of at least 93 percent but less than 175 percent of the foundation level. The third formula is the "Flat Grant" formula. Districts qualifying for this formula have available local resources per pupil of at least 175 percent of the foundation level.

The greater of the prior year best three months average daily attendance (B3MADA) or the average of this figure and the two prior years' B3MADA is used to calculate GSA. The formula calculation rates are 3.00 percent for unit districts, 2.30 percent for elementary districts and 1.05 percent for high school districts. These rates are used for formula calculation purposes only. There is no required tax rate for access to the formula. The Flat Grant in the formula is \$218 per student.

The State Aid Formula has a mechanism to provide additional funding for the impact of poverty in the district. A separate supplemental grant is calculated based on the district's poverty count. It is incorporated within the GSA entitlement and allows additional funding for districts with any low-income students. The district concentration level (DCR) is determined by dividing the district's Department of Human Services (DHS) three-year average low-income count by the B3MADA. If the DCR is less than 15 percent then the district receives a flat grant of \$355 per low-income student. Otherwise, the following formula is used to calculate the poverty grant:

$$[294.25 + (2700 (DCR)^2)] \times \text{low-income count}$$

The new poverty formula was fully implemented in fiscal year 2007 but still retained the 100 percent hold harmless provision. In fiscal year 2007, no district will receive less in their poverty grant than they received in fiscal year 2003.

CALCULATION OF GENERAL STATE AID

Calculation of Available Local Resources and Local Percentage

$$\text{Available Local Resources} = (\text{GSA EAV} \times \text{RATE} + \text{CPPRT}) / \text{ADA}$$

$$\text{Local Percentage} = \text{Available Local Resources} / \text{FLEVEL}$$

Where:

$$\begin{aligned} \text{RATE} &= 2.30\% \text{ if Elementary} \\ &1.05\% \text{ if High School} \\ &3.00\% \text{ if Unit} \end{aligned}$$

$$\text{Foundation Level (FLEVEL)} = \$5,334 \text{ for } 2006-2007$$

CPPRT = Corporate Personal Property Replacement Taxes

EAV = Equalized Assessed Valuation

ELR = Extension Limitation Ratio

GSA = General State Aid

OTR = Operating Tax Rate

ADA = The Greater of the Prior Year Best 3 Months Average Daily Attendance or Prior Three-Year Average

GSA EAV = smaller of (Budget Year EAV, Extension Limitation EAV)

And Where:

$$\text{Extension Limitation EAV} = \text{Prior Year EAV} \times \text{Extension Limitation Ratio (ELR)}$$

$$\text{ELR} = (\text{Budget Year EAV} \times \text{Budget Year Limiting Rate}) / (\text{Prior Year EAV} \times \text{Prior Year OTR})$$

Foundation Formula

GSA is calculated using the Foundation formula if the district Local Percentage is less than 93 percent.

The formula is: $GSA\ Foundation = (FLEVEL - Available\ Local\ Resources) \times ADA$

Alternate Formula

GSA is calculated using the Alternate formula if the district Local Percentage is at least 93 percent but less than 175 percent.

This formula provides between 7 percent and 5 percent of the FLEVEL per ADA. The formula is:

$GSA\ Alternate = FLEVEL \times ADA \times (.07 - (Local\ Percentage - .93 / .82) \times .02)$

Flat Grant Formula

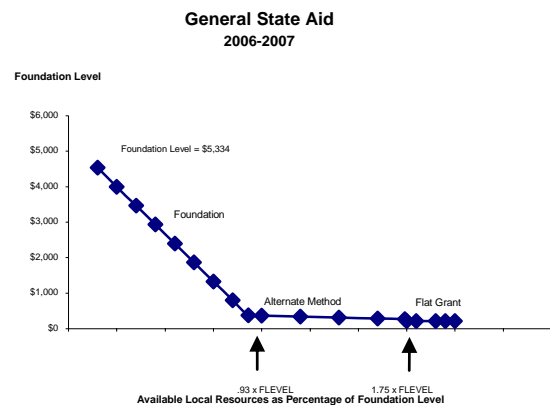
GSA is calculated using the Flat Grant if the district Local Percentage is at least 175 percent.

The formula is: $GSA\ Flat\ Grant = ADA \times \218

Visit the ISBE website at <http://www.isbe.net/funding> and click on GSA inquiry to view a school district's General State Aid entitlement claim form or Claimable Average Daily Attendance.

The following chart shows the relationship between the available local resources and the foundation level. Example: as the local resources increases, the GSA a district receives decreases (inverse relationship). The wealthiest school districts therefore receive the flat grant of \$218 per Average Daily Attendance.

Available Local Resources as Percentage of Foundation Level



Hold Harmless

A hold harmless provision is included in Section 18-8.05(J) of the School Code. If, for any district in 2006-2007, the formula yields less than the sum of the district's 1997-1998 GSA and 1997-1998 Hold Harmless, a separately appropriated grant will be made to hold those districts harmless to the 1997-1998 levels. Districts will be eligible (subject to appropriation) to receive Hold Harmless grants in all subsequent years if the amount of GSA the district receives is below the 1997-1998 levels described above.

Laboratory and Alternative/ Safe Schools

Laboratory schools operated by public universities and alternative/safe schools operated by Regional Superintendents are also eligible for GSA. Since these schools have no property tax base, the GSA entitlements for such districts are calculated in a special manner. The GSA provided to a laboratory, alternative school or safe school is determined by multiplying the school's best three months

average daily attendance for the prior school year (or the 3 year average whichever is greater) by the foundation level (\$5,334 for fiscal year 2007).

Collectively, Illinois State University's laboratory school, the University of Illinois' laboratory school and 72 alternative/safe schools received total GSA funding of \$27.7 million in fiscal year 2007.

State Funding Distributions

The 768 districts/programs funded under the foundation computation constitute 81.10 percent of Illinois school districts and receive approximately 96.10 percent of the total GSA allocation. Foundation funded districts account for approximately 78.23 percent of the state ADA student total. The 132 Alternate method districts (13.94 percent of school districts) receive 3.47 percent of the GSA allocation and represent 18.23 percent of the state ADA student total. Flat Grant districts (47 in number and 4.96 percent of total districts) receive 0.43 percent of the GSA allocation and reflect 3.54 percent of the state ADA student total.

Of the 873 regular school districts allotted GSA, 395 (45.25 percent) are unit districts, 102 (11.68 percent) are secondary districts, and 376 (43.07 percent) are elementary districts. Unit districts received 72.36 percent of 2006-2007 GSA funds, secondary districts received 7.27 percent of the funds, and elementary districts received 20.37 percent of the GSA funds.

In applying the GSA formula to the available appropriations in a given year, the Illinois State Board of Education (ISBE) takes into consideration certain financial adjustments. It is common for a district to have an audit adjustment to a prior year's GSA claim. (Audits to determine the accuracy of each district's GSA claim are conducted by staff of ISBE.) Such audits result in either upward or downward adjustments to a district's current-

year payments. In addition, some districts qualify in certain years for GSA adjustments as a result of changes in prior-year equalized assessed valuations due to adverse court decisions or Property Tax Appeal Board (PTAB) decisions (see Sections 2-3.33, 2-3.51 and 2-3.84 of the School Code). Generally, there is a net increase to the yearly aggregate GSA entitlement as a result of these prior-year adjustments. Beginning in fiscal year 2005 the statute was revised to include an annual \$25 million cap for the payment of these EAV adjustments.

General State Aid Payment Schedule

Section 18-11 of the School Code provides for semimonthly GSA payments to be made during the months of August through July. These semimonthly payments are in an amount equal to 1/24 of the total amount to be distributed and are to be made as soon as possible after the 10th and 20th days of each month.

A provision in the State Finance Act authorizes the Governor to notify the State Treasurer and the State Comptroller to "effect advance distribution to school districts of amounts that otherwise would be payable in the next month pursuant to Section 18-8 thru 18.10 of the School Code." The Governor has exercised this accelerated payment authority in the past several fiscal years.

GSA payments, while designated for specific districts, are paid to Illinois' Regional School Superintendents. Regional superintendents in turn are obliged to distribute these payments, with any attributable interest income, to each district within their regions.

The State Comptroller's Office release GSA warrants (payments) at about 2:00 p.m. on payment day. Typically, payments are available on the 11th and 21st days of the month or on the following working day if the payment date falls on a weekend or a holiday.

**ATTENDANCE, CALENDAR, AND
REQUIREMENTS FOR GENERAL STATE
AID**

Recognition

GSA is distributed to Illinois school districts that maintain “recognized district” status. Recognized district status is achieved pursuant to the periodic compliance reviews of a district by the office of the Regional Superintendent of Schools. Recognition activities are designed to assure that districts comply with the required standards of state law. Any school district that fails to meet the standards established for recognition by the state superintendent of education for a given year is ineligible to file a claim upon the Common School Fund for the subsequent school year. In cases of non-recognition of one or more attendance centers in a school district otherwise operating recognized schools, the entitlement of the district is to be reduced in the proportion that the average daily attendance (ADA) in the non-recognized attendance center, or centers, bears to the ADA in the school district.

Plan Requirements

In addition to the general requirement of maintaining recognition, school districts must also adhere to a variety of other legislated standards in order to receive state financial support. Several of these are enumerated in the sections which follow.

The Supplemental General State Aid law requires all school districts, except Chicago, with more than 1,000 and less than 50,000 pupils in average daily attendance (ADA), to submit an annual plan to ISBE describing the use of the state funds generated as a result of that district’s low-income pupils. This plan is intended to provide for the improvement of instruction with a priority of meeting the needs of educationally disadvantaged children. These plans are submitted in accordance with rules and regulations promulgated by ISBE.

Chicago District 299 is required to submit a plan describing the distribution of \$261 million

to its attendance centers based on the number of students eligible to receive free or reduced-price lunches or breakfasts under the federal Child Nutrition Act of 1966. Funds received by an attendance center are used at the discretion of the principal and local school council for programs to improve educational opportunities for children from low-income households.

School Calendar

Public schools in Illinois are required to adopt a calendar that provides for 185 school days, including at least 180 days of pupil attendance and will allow for up to five emergency closure days during the school year. Up to four days of the 180 days of actual pupil attendance may be utilized for scheduled teacher institutes and in-service training. Requirements for the school calendar are the same for those school districts which operate on a full-year basis.

Teacher institutes are approved for each district by the respective Regional Superintendent of Schools. Equivalent professional educational experiences such as visitations to educational facilities are allowable as approved training.

Under certain conditions teacher in-service training and parent-teacher conferences may be provided in partial-day increments. Section 18-8.05 provides specific guidance concerning the computation of pupil attendance for state aid purposes for such partial-day attendance.

Section 24-2 of the School Code provides for a number of legal school holidays. Teachers may not be required to teach on legal school holidays. As a result of a 1994 court decision, the state cannot mandate Good Friday as a state holiday. However, individual school districts may elect to observe Good Friday as a non-attendance day. If the school district decides to teach on a legal school holiday, they are required to file a waiver for approval with ISBE.

School districts which fail to operate schools for the required number of pupil attendance days may be subject to the loss of GSA. The

financial loss is calculated on the basis of a daily penalty of .56818 percent (1 divided by 176) for each day of required operation not met.

Under certain circumstances, a district may not be penalized for failure to meet the required school calendar requirement. These circumstances and the required waivers and approvals are described in the paragraphs which follow.

- *Act-of-God/Hazardous Threat or Adverse Weather Day.* When a school district is unable to conduct school as a result of an Act-of-God/Hazardous Threat or Adverse Weather, a district may be granted a day towards the official school calendar. Section 18-12 of the School Code allows the state superintendent of education to waive the .56818 percent daily penalty due to a district's failure to conduct school for the minimum school term due to an Act-of-God/Hazardous Threat or Adverse Weather Day. ISBEs Funding and Disbursements Services Division is responsible for reviewing a district's Act-of-God/Hazardous Threat or Adverse Weather request.
- *Energy Shortage.* When the state superintendent of education declares that an energy shortage exists during any part of the school year for the state or a designated portion of the state, a district may operate the attendance centers in the district four days a week during the shortage. When such a declaration is made, a district's GSA entitlement is not reduced, provided the district extends each school day by one clock hour of school work. State law provides that district employees are not to suffer any reduction in salary or benefits as a result of this declaration. A district may operate all attendance centers on this revised schedule or may apply the schedule to selected attendance centers.

Pupil Attendance

Section 18-8.05 of the School Code provides that a day of pupil attendance is to include not less than five clock hours of teacher-supervised instruction. Additional provisions apply to a district's calculation of pupil attendance for part-time school enrollment, services to disabled or hospitalized students, tuition-related services, dual-attendance nonpublic school children, and other special circumstances.

Resident pupils enrolled in nonpublic schools may be enrolled concurrently in public schools on a shared-time or dual-enrollment plan and may be included as claimable pupils by public school districts. Dual-enrolled pupils are counted as one-sixth of a day for each class period of instruction of 40 minutes or more in attendance in a public school district. Regularly enrolled part-time students, enrolled in a block-schedule format of 80 minutes or more may be counted based upon a proportion of minutes of school work completed each day to the minimum number of minutes school work was in session that day.

Exceptional children attending approved private institutions, either in or outside Illinois, may be included as claimable pupils on the basis of days attended if the district pays the tuition costs. Local school boards may send eligible children to an out-of-state public school district and claim them for GSA. Pupils are nonclaimable for GSA if the district is claiming full reimbursement of tuition costs under another state or federally funded program or is receiving tuition payments from another district or from the parents or guardians of the child.

For disabled children below the age of six years who cannot attend two or more clock hours because of their disability or immaturity, a session of not less than one clock hour may be counted as one-half day of attendance. Disabled pupils less than six years of age may be claimed for GSA for a full day, provided the child's educational needs require, and the student receives, four or more clock hours of instruction.

A session of not less than one clock hour of instruction for hospitalized or homebound pupils on the site or by telephone to the classroom may be counted as one-half day of attendance. These pupils must receive four or more clock hours of instruction to be counted for a full day of attendance. If the attending physician for such a child has certified that the child should not receive as many as five hours of instruction in a school week, reimbursement is computed proportionately to the actual hours of instruction. A physician must certify that the student requires the "homebound" instruction for medical reasons and for a minimum of two consecutive weeks.

Section 10-22.5a of the School Code allows foreign-exchange students and/or nonresident pupils of eleemosynary (charitable) institutions attending a public school district on a tuition-free basis to be claimed for GSA purposes. A cultural exchange organization or charitable institution desiring to negotiate a tuition-free agreement with a public school district must obtain written approval from ISBE.

Consult the "Focus on Student Attendance" publication for further details. This publication can be obtained at:
http://www.isbe.net/funding/pdf/focus_student_attendance.pdf

Public Health Requirements

Illinois law requires every school district to report to ISBE by November 15 of each year the number of children who have received, the number who have not received, and the number exempted from necessary immunizations and health examinations. If less than 90 percent of those students enrolled in a district have had the necessary immunizations or health examinations, 10 percent of each subsequent GSA payment is withheld by the Regional Superintendent. Withholding continues until the district is in compliance with the 90 percent requirement.

State law also provides that a child is to be excluded from school for noncompliance with rules and regulations promulgated by the

Illinois Department of Public Health for health examinations and immunizations. Under such circumstances, the child's parent or legal guardian is considered in violation of the compulsory attendance law (Section 26-1). These parents or legal guardians are subject to any penalty imposed under Section 26-10.

Before and After School Programs

School districts may develop and maintain before- and after-school programs for students in kindergarten through the sixth grade. The programs may include time for homework, physical exercise, afternoon nutritional snacks and education offerings which are in addition to those offered during the regular school day. Before- and after-school programs in a district are to be under the supervision of a certified teacher or a person who meets the requirements for supervising a day care center under the Illinois Child Care Act. Additional employees who are not so qualified may also be employed for such programs.

The schedule of these programs may follow the work calendar of the local community, rather than the regular school calendar. Parents or guardians of the participating students are responsible for providing transportation for the students to and from the programs. The school board may charge parents of participating students a fee that does not exceed the actual costs of the before- and after-school programs. Attendance at before- and after-school programs is not included in the calculation of attendance for GSA purposes.

PROPERTY TAXES

Local Assessment and Taxation of Property

More than 99 percent of all property is assessed locally. In township counties, the township is the assessment unit. In "commission" counties, where there is no township government, property assessment is performed at the county level. (The 17 commission counties are Alexander, Calhoun,

Edwards, Hardin, Johnson, Massac, Menard, Monroe, Morgan, Perry, Pope, Pulaski, Randolph, Scott, Union, Wabash, and Williamson.)

The property tax cycle extends over two years. The tax year is the year of assessment and reflects the value of property as of January 1. The tax bills are distributed and the taxes are paid in the year following the tax year.

In Illinois, all real property is required to be reviewed and reassessed every four years except in Cook County. Between these quadrennial assessments, properties whose condition has significantly changed or that has been incorrectly assessed are subject to reassessment. Clark, Crawford, Edgar, Lake, Madison, Menard, and St. Clair counties are divided into four assessment districts and Cook County is divided into three assessment districts. In these counties one district is reassessed each year on a rotating basis. Farmland is revalued every year based on the respective productivity index (see farmland later in this section.)

Once boards of review complete their adjustments and finalize assessments and the state has certified an equalization factor to the county, taxes are extended by the county clerk. Tax rates are computed by dividing the levy for each fund in a particular district by the equalized assessed valuation of the district. If the computed rate is higher than the applicable statutory tax rate limit, then the legal maximum rate is applied. The rates may be further reduced in districts affected by the Property Tax Extension Limitation Law.

Tax bills on 2006 assessments are sent out in 2007. Property taxes are normally collected in two installments due in June and September, except in Cook County, where the first installment is due in March and the second in June. With county board approval, counties can collect taxes in four installments.

Property taxes are locally raised, locally administered, and locally spent. All property

taxes are spent by taxing districts that serve the area from which the taxes are collected.

State Role in Property Tax Administration

Although the property tax is a local tax, the state, through the Local Government Services Bureau of the Department of Revenue (DoR), has the statutory duty and responsibility to "direct and supervise" the local assessment process.

The bureau is involved with the local administration of the property tax in a number of ways, including providing technical assistance, maintaining taxing district maps, approving exemptions, equalizing assessments among counties, administering the personal property replacement tax, and assessing some property.

Technical Assistance

DoR publishes appraisal and assessment manuals, performs complex commercial and industrial appraisals at assessors' requests, and provides a variety of other technical services. The department also conducts training programs for assessors and board of review members on property tax assessment procedures.

Taxing District Maps

The department prepares and maintains taxing district maps for all counties in the state. The maps maintained by the department outline boundaries of counties, political townships, municipalities, and taxing districts such as park districts, school districts, sanitary districts, community college districts, fire protection districts, and other property tax districts. In addition, the department maps detail major rivers, lakes, and railroads.

One of the main reasons for maintaining such maps is to ensure correct allocation of the assessed values of the operating property of railroads to the various taxing districts. The detail for the preparation of these maps is

obtained from each county clerk. New districts, dissolutions, and changes in existing districts must be reported to the department by the county clerks under the provisions of Section 110.125 of the Illinois Administrative Code (86 Ill. Adm. Code, Part 110). Updating taxing boundaries based on the changes submitted by county clerks will be facilitated with the department's change to a Geographic Information System (GIS).

Approval of Exemptions

The department approves non-homestead exemption applications submitted by county boards of review or appeals. The decision of a local board of review or appeals to exempt any real property is not final until approved by DoR.

Equalization

The responsibility for equalizing the average level of assessments among all counties in the state has been assigned to DoR. The guiding principle in any assessment program is uniformity. In terms of the state's involvement, uniformity in assessed values is necessary for 1) equally distributing the tax burden in districts that lie in more than one county, 2) providing a fair basis for the distribution of some state grants-in-aid, 3) applying tax rate and bonded indebtedness limitations to units of local government, and 4) maintaining the statutory assessment level.

The sales ratio studies conducted annually by DoR provide the foundation for intercounty equalization. These data allow the comparison of assessed values and market values and are used to calculate the equalization factors, which are certified annually to each county. The equalization factors are used to adjust assessments in a county by a given percentage to bring county assessment levels to the statutory standard. Taxes are extended on assessed values after equalization. Sales ratio study results are published and distributed annually by the Department of Revenue.

Personal Property Replacement Tax

The Illinois Constitution of 1970 abolished the Corporate Personal Property Tax in Illinois as of January 1, 1979. The GA provided for the replacement of revenues derived from this tax by creation of the Personal Property Replacement Tax. DoR certifies each taxing district's share of the replacement revenues collected by the state. Payments are made eight times per year to approximately 6,600 units of local government and school districts.

State-Assessed Property

DoR is responsible for the assessment of railroad-operating real estate and pollution-control facilities. The department certifies these assessments to county officials for inclusion in the local tax base. Taxes on these properties are collected and spent locally.

Assessment and Equalization

From 1927 until 1971, the statutory assessment of property was 100 percent of fair cash value. In the late 1960s and early 1970s, assessing authorities had generally been assessing property at a lower level. In 1971, statutory amendments changed the definition of "fair cash value" to mean 50 percent of the actual value of property in all counties not classifying real property for taxation purposes.

In the 1960s and early 1970s, statutory changes were made to the method of calculating the county equalization factors. For some time, the multipliers were issued only for the quadrennial assessment years, and there was a period when the multipliers were frozen. The Illinois Supreme Court decision dated April 16, 1975, *Hamer v. Lehnhauser*, 60 Ill. 2d 400, indicated that differences in assessment and equalization practices would not be permitted to continue. The legislature realized that if the 50 percent level was immediately mandated, many counties' equalized assessed valuation would go up substantially. As a result, an additional amendment was passed.

This amendment directed the Department of Local Government Affairs to equalize county average assessment levels annually at the statutory assessment level. Effective as of the 1975 tax year, the statutory level was set at 33 1/3 percent of the market value. To facilitate the implementation of the law, a three-year transition period was allowed. Counties below 33 1/3 percent were assigned target levels to bring them to 33 1/3 percent in three steps. All counties were protected by a provision that no multiplier would be assigned that would reduce a county's total equalized assessed value, excluding new property, below the 1974 equalized assessed value.

The validity of the state multiplier was upheld by the Supreme Court in two cases brought under Administrative Review Law contesting the Cook County multiplier. The first case, *Airey v. Department of Revenue*, 116 Ill. 2d 528, 1987, upheld the methodology of the department. The second, *Advanced Systems, Inc. v. J. Thomas Johnson*, 126 Ill. 2d 484, 1989, upheld the hearing process used for the multipliers.

Property Tax Appeal Board (PTAB)

The State PTAB was created in 1967. The board hears appeals of decisions of county boards of review and may revise assessments of property based on evidence presented at its hearings. State assessments are not subject to review by PTAB. Current law allows appeals to PTAB of decisions of the Cook County Board of Review.

Farmland

Prior to the late 1970s, farmland was assessed like all other property on the basis of fair market value. With the passage of legislation in 1977, the assessment of farmland began to move toward agricultural-use valuation. Use-value assessments recognize a difference between value in use and value in exchange (market value) and are generally lower than market value assessments.

In the early years (1977-1979), the department certified a top value to each county based upon a three-part formula which considered value of agricultural products sold in the county, value of principal crops in the county, and average sale price of farmland in the county. This top value was assigned to the best land in the county, and the value was reduced downward proportionately for less productive land.

For tax years 1981 and following, farms are assessed according to "agricultural economic value," which is defined by law. To be eligible for assessment as a farm, a tract of land must have been used for agricultural purposes for the two preceding years. An agricultural economic value based on the net income of farms in Illinois is the basis of the assessment of farmland. Farm home-sites and dwellings are assessed at one-third of the market value; farm buildings are assessed at one-third of their respective contribution to the farm's productivity.

Exemptions/Tax Relief

The Illinois Constitution of 1970 provided the authority to grant homestead exemptions. Presently, there are five types of homestead exemptions:

- General homestead exemption
- Senior citizens homestead exemption
- Homestead improvement exemption
- Disabled veterans' exemption
- Senior citizens assessment freeze homestead exemption

Various forms of tax relief are authorized in the existing law. These include, but are not limited to, the following:

- General Authority Tax Abatements
- Enterprise Zones
- Tax Increment Financing
- Tax Increment Allocation Redevelopment Act

- Economic Development Area Tax Increment Allocation Act
- County Economic Development Project Area Property Tax Allocation Act
- County Economic Development Project Area Tax Increment Allocation Act
- Industrial Jobs Recovery Law
- Economic Development Project Area Tax Increment Allocation Act
- Senior Citizens Real Estate Tax Deferral Program
- Circuit Breaker Property Tax Relief Program
- Temporary Alternative General Homestead Exemption for Cook County for assessment years 2003 - 2005

Source: Various publications of DoR.

Additional information on the property tax system may be obtained from DoR's website: www.revenue.state.il.us

Population and Service Levels

All school districts, lab schools, alternative schools and Regional Safe Schools are eligible to receive GSA.

General State Aid Average Daily Attendance (ADA) *		
School Year	2004-2005	2005-2006
Elementary	505,654.97	506,727.34
High School	233,409.71	238,345.24
Unit	1,176,929.70	1,178,891.39
Total	1,915,994.38	1,923,963.97

* Excludes average daily attendance (ADA) of the two lab schools, three Intermediate Service Centers, twenty-six alternative schools and the forty-three Regional Safe Schools.

Public universities that operate a laboratory school are eligible to file a claim for GSA. ISBE calculates their claim by utilizing the maximum of the current best three months average daily attendance or the prior three-year average times the foundation level. Illinois State University will receive GSA funds in the amount of \$5,196,916 for operating two laboratory schools in fiscal year 2007. The University of Illinois will receive \$1,568,729 for operating one laboratory school in fiscal year 2007.

Regional Superintendents who operate ISBE-approved alternative schools and Regional Safe Schools Programs are eligible to receive state funding. For any alternative school operated by a regional superintendent to be eligible for state aid under this provision, every school district that sends students to such a school must approve the application of the regional superintendent for GSA for such students. During the 2005-2006 school year, 24 regional superintendents operated ISBE-approved alternative and/or ALOP schools and 43 regional superintendents operated Regional Safe Schools. In addition, three Intermediate Service Centers offered Safe Schools Programs. Those regional superintendents operating the 26 alternative/Alternative Learning Opportunities Program (ALOP) schools will receive GSA funds in fiscal year 2007 totaling \$8,616,864; the 43 Safe Schools will receive \$10,183,726 and the three Intermediate Service Centers will receive \$2,179,846.

General State Aid – Hold Harmless

Legislative Reference – 105 ILCS 5/18-8.05 (J)

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$38,600,000	\$30,129,800	\$23,469,800	\$20,211,500	\$21,839,300
Change from Prior Year	(\$25,600,000)	(\$8,470,200)	(\$6,660,000)	(\$3,258,300)	\$1,627,800
	(39.88%)	(21.94%)	(22.10%)	(13.88%)	8.05%

Program Goal

To provide eligible entities General State Aid and related funding for the support of educational services.

Purpose

To annually guarantee that each district will not receive less General State Aid (GSA) than it did in the 1997-1998 school year (defined as the amount of net GSA plus GSA Hold Harmless).

Reimbursement/Distribution Method

Funds are distributed through formula grants to all eligible school districts.

Population and Service Levels

Any district that would have received less General State Aid than it received in the 1997-1998 school year.

	FY06	FY07
# of Districts	99	95

Grow Your Own Teachers

Legislative Reference – 110 ILCS 48

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	n/a	n/a	\$1,500,000	\$3,000,000	\$4,500,000
Change from Prior Year	n/a	n/a	n/a	\$1,500,000	\$1,500,000
	n/a	n/a	n/a	100.00%	50.00%

Program Goal

To prepare highly skilled, committed teachers who will teach in hard-to-staff schools and/or hard-to-fill teaching positions and who will remain in these schools for extended periods of time.

Purpose

To effectively recruit and prepare parent and community leaders and paraeducators to become effective teachers in hard-to-staff schools and teaching positions in schools serving a substantial percentage of low-income students.

Reimbursement/Distribution Method

Candidates are supported by forgivable loans, providing they teach five years in hard-to-staff schools or positions.

Population and Service Levels

Parent volunteers and paraeducators in areas with high teacher turnover and low-income students. Candidates are identified by consortia comprised of a community organization, a four-year institution of higher education, and a school or school district. Seven of the 12 Illinois public universities are part of the Grow Your Own (GYO) initiative.

In fiscal year 2006, seven planning/transitional grants were issued in the Chicago area and four were issued downstate. Two continuation grants were approved in fiscal year 2007. Of 395 candidates, 88 percent are minorities, 68 percent are between the ages of 30 and 50, and 72 percent are attending college in addition to working full-time, many as paraeducators.

Healthy Minds/Healthy Kids/Expanded Vision

Legislative Reference - 105 ILCS 5/34-18.32

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	n/a	n/a	\$3,000,000	\$3,000,000	\$3,000,000
Change from Prior Year	n/a	n/a	n/a	\$0	\$0
	n/a	n/a	n/a	0.00%	0.00%

Program Goal

To identify students in need of vision care.

Purpose

To identify students who are in need of vision care who are not receiving benefits through private insurance, government health care programs, or who cannot afford to pay for services.

Reimbursement/Distribution Method

Funds are distributed on a pilot basis to the Chicago Public Schools (CPS).

Population and Service Levels

Low income students with vision care needs. Services include, but are not limited to, vision examinations and glasses.

CPS' target population is those students who have failed their school-based vision screening and are uninsured or underinsured. Approximately 18,000 students are expected to be served in fiscal year 2007.

Illinois Economic Education

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$0	\$100,000	\$250,000	\$250,000	\$285,000
Change from Prior Year	(\$144,700)	\$100,000	\$150,000	\$0	\$35,000
	(100.00%)	100.00%	150.00%	0.00%	14.00%

Program Goal

To support Illinois educators in meeting high performance standards and to assist schools in standards-led professional development.

Purpose

To ensure that students will achieve the knowledge and skills in economics required by the Illinois Learning Standards and that teachers are “highly qualified” to teach in this core curriculum area, as mandated by the federal No Child Left Behind Act.

The goal of this initiative is to assure that all youth leave high school with the knowledge and skills needed to be effective participants in the economy and contributing members of society. Recognizing that an economically literate citizenry is essential to the strength and health of the Illinois economy, the Illinois Council on Economic Education (ICEE) works

to meet this goal. The Council, through its network of eight university-based centers, offers teachers and school districts curriculum resources and training to teach K-12 educators the fundamental economic concepts and skills needed to understand and succeed in the market economy.

Reimbursement/Distribution Method

Funds are distributed as a grant to the ICEE.

Population and Service Levels

The following table displays service-level information:

	FY06	FY07 (est)
Number of teachers	2,307	2,800
Number of programs	108	125
Number of students impacted	144,738	175,000

Illinois Free Lunch and Breakfast

Legislative Reference – 105 ILCS 125/0.01

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$19,565,000	\$20,500,000	\$21,000,000	\$21,000,000	\$21,000,000
Change from Prior Year	(\$1,176,200)	\$935,000	\$500,000	\$0	\$0
	(5.67%)	4.78%	2.44%	0.00%	0.00%

Program Goal

Provide leadership and support for sponsoring entities to provide appropriate nutrition and commodities services to as many children as possible, which meet all statutory requirements.

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 \$.15 for each meal served. If the funds appropriated do not meet the statutory reimbursement rate, the rate per meal served is prorated.

	FY06	FY07 (est)
Reimbursement for each free breakfast/lunch served/claimed	\$.1513	\$.1500

Chicago District 299 receives 50.7 percent of the appropriation through the Chicago Block Grant.

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.

	FY06	FY07 (est)
Lunch		
Number of Sponsors	1,241	1,245
Number of Sites	4,679	4,695
Number of Meals (millions)	58.7	58.9
Breakfast		
Number of Sponsors	711	765
Number of Sites	3,050	3,160
Number of Meals (millions)	22.5	23.5

Illinois Governmental Internship Program

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$129,900	\$129,900	\$129,900	\$129,900	\$129,900
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Program Goal

To give high school seniors an opportunity to explore careers in a governmental setting.

Purpose

To provide high school seniors an opportunity to explore careers while working for government agencies in Springfield. The Illinois Governmental Internship Program (IGIP) is co-sponsored by the State Board of Education and the Springfield Public Schools.

Interns work Monday through Thursday under the guidance of management-level personnel in agencies such as the Attorney General's Office, Governor's Office, Illinois Information Services, Department of Children and Family Services and the State Board of Education. On Fridays, interns participate in seminars and gain additional information about careers as well as develop an understanding of leadership and the qualities necessary for success in professional environments. Students live in Springfield during their semester of internship.

Reimbursement/Distribution Method

Funds are distributed as a grant to Springfield School District #186 to support the program's administration.

Population and Service Levels

Students from any public or private high school in Illinois may apply during their junior year for participation in the fall or spring semester of their senior year. Students complete applications which are reviewed and approved by their building principal, district superintendent and regional superintendent before being forwarded to the IGIP office in Springfield. The following table displays service-level information:

	FY06	FY07 (est)
Students participating	34	36

Illinois State Board of Education Teacher Certificate Institute Fund

*Legislative Reference – 105 ILCS 5/3-12 & 5/21-16
Funding Source - State*

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$125,000	\$125,000	\$125,000	\$1,008,900	\$1,008,900
Change from Prior Year	n/a	\$0	\$0	\$883,900	\$0
	n/a	0.00%	0.00%	707.12%	0.00%

Program Goal

To support activities associated with Chicago teacher certification.

Purpose

To enable the Illinois State Board of Education (ISBE), serving by statute as Chicago Regional Office of Education (ROE), to collect fees for teacher certification.

Reimbursement/Distribution Method

Fees collected are used to support teacher institutes and also provide the technology and other resources necessary for the timely and efficient processing of certification requests.

Population and Service Levels

Registration fees collected by ISBE, as the Chicago ROE, for teacher certification are deposited into this fund. Fees collected include:

- Standard certificate - \$5/year for a 5-year period;
- Substitute certificate - \$5/year for a 4-year period;
- Initial certificate - \$5/year for a 4-year period;
- Miscellaneous

Jobs for Illinois Graduates

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	n/a	\$3,000,000	\$4,000,000	\$4,000,000	\$4,000,000
Change from Prior Year	n/a	n/a	\$1,000,000	\$0	\$0
	n/a	n/a	33.33%	0.00%	0.00%

Program Goal

To provide at-risk students with academic, leadership, career development, job attainment and workplace skills leading to a successful career, and/or further education and training upon completion of high school.

Purpose

To assist high school students who are at risk of not graduating from high school and not transitioning into high-quality careers. Jobs for Illinois Graduates (JILG), established in 1996, is an affiliate of the national organization, Jobs for America's Graduates (JAG).

Based on the national Jobs for America's Graduates curriculum and standards, the JILG curriculum has been aligned with the Illinois Learning Standards and Workplace Skills. Students receive high school credit for their participation. At a minimum, this is a 21-month intense program, with the first nine months

devoted to mastering 37 competencies identified by business and industry. This is accomplished by means of classroom activities and the Illinois Career Association.

The Jobs for Illinois Graduates Board of Directors (JILG, Inc.), in concert with the Illinois State Board of Education, serves as an oversight board for program performance and activities.

Reimbursement/Distribution Method

Funds for the program are distributed to the JILG, Inc, to support high schools implementing JILG programs.

Population and Service Levels

In school year 2005-2006, there were 66 programs with approximately 35-40 students in each, serving a total of 2,145 students (2,042 in-school and 103 follow-up students).

Materials Center for the Visually Impaired

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

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$1,121,000	\$1,121,000	\$1,121,000	\$2,121,000	\$2,121,000
Change from Prior Year	\$0	\$0	\$0	\$1,000,000	\$0
	0.00%	0.00%	0.00%	89.21%	0.00%

Program Goal

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

Purpose

To purchase and distribute on a statewide basis 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 post-secondary students with visual impairments receive materials through the depository. The following table displays service-level information:

Students Served	FY06	FY07 (est)
Elementary/secondary	3,591	3,775
Post secondary	573	570

Metro East Consortium for Child Advocacy

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$217,100	\$217,100	\$217,100	\$217,100	\$217,100
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Program Goal

To provide high-quality, sustained staff development that results in increased student achievement for districts in the Metro East Consortium.

Purpose

The Metro East Consortium for Child Advocacy (MECCA) is a group of six districts that have worked collaboratively to find solutions to their common challenges since 1997. The districts share common educational issues and traditionally have had low-performing students in high-poverty areas. Southern Illinois University at Edwardsville and the Illinois State Board of Education help broker resources and contribute to efficient and effective solutions.

Programs are developed based on system-wide improvement needs as determined by the MECCA board, and all member districts have the opportunity to participate in the system-wide activities.

Reimbursement/Distribution Method

Funds are distributed to the St. Clair County Regional Office of Education.

Population and Service Levels

MECCA provides services to all 51 schools in six districts (Brooklyn #188, Cahokia #187, Dupo #196, East St. Louis #189, Madison #12, and Venice #3). This group includes approximately 10,800 students, 1,000 teachers and 150 administrators.

Minority Transition Program

*Legislative Reference – Not Applicable
Funding Source - State*

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$578,800	\$578,800	\$578,800	\$578,800	\$578,800
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

Program Goal

To provide meaningful academic preparation and cultural exposure to minority students as they transition from middle school to high school and continue through college graduation.

Purpose

To prepare disadvantaged minority youth for college matriculation and graduation. Specific activities are designed to involve students in grades 5-12, their parents, and members of their communities in projects which introduce them to the many issues involved in enrolling students in higher education.

Reimbursement/Distribution Method

Funds are allocated to the University of Chicago (55 percent) and Chicago State University (45 percent).

Population and Service Levels

The population served includes disadvantaged students from selected Chicago high schools and elementary schools. The following table displays service-level information:

	FY05	FY06
Number of students served	110	110

National Board Certification

Legislative Reference – 105 ILCS 5/21-27

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$4,740,000	\$4,740,000	\$4,740,000	\$9,605,000	\$14,500,000
Change from Prior Year	\$0	\$0	\$0	\$4,865,000	\$4,895,000
	0.00%	0.00%	0.00%	102.64%	50.96%

Program Goal

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

Purpose

To provide teachers and school counselors with the opportunity to achieve National Board for Professional Teaching Standards (NBPTS) certification and to support mentoring of future National Board Certified Teachers (NBCTs). State law stipulates that certification by NBPTS is the only means by which Illinois teachers and school counselors can obtain the state's highest teacher and school counselor certification level, the Illinois Master Certificate. The national board was created in 1987 as a system for recognizing highly accomplished teaching, and NBPTS certification of school counselors was added in 2003. Any teacher or school counselor who has had three years of experience in the classroom is eligible to seek NBPTS certification.

The funds are used to promote interest and participation in the NBPTS certification program, support candidates as they prepare for the formal national board assessment by providing national board certified mentors, discussion groups and workshops, provide professional development for other classroom teachers seeking to improve their instruction, provide mentors and professional development for teachers serving in schools that are on the Academic Early Warning List or serve in schools with 50 percent or more low-income students, and provide an annual stipend for

each teacher and school counselor who achieves NBPTS certification, holds an Illinois Master Certificate, and is employed as a teacher/school counselor in an Illinois school district. Particular attention is given to maintaining growth in the program by recruiting NBPTS candidates who are from financially or academically at-risk schools and from underrepresented rural areas.

Reimbursement/Distribution Method

Reimbursement is made in accordance with provisions of the state law: \$3,000 annual stipends to teachers and school counselors who earn National Board certification and hold an Illinois Master Certificate, and compensation payments to National Board certified teachers for mentoring (\$3,000 in low performing districts, and \$1,000 in non-low performing districts). Candidate fee subsidies (registration and retakes) are now also paid but are not required by statute. Since the program's inception through fiscal year 2006, \$17.8 million, or an average of \$8,975 per National Board Certified teacher, has been expended for stipends, mentoring and candidate fee subsidies (registrations and retakes).

	FY06	FY07 (est)
Stipends	\$4,050,000	\$6,000,000
Mentoring	\$450,000	\$2,000,000
Subsidies	\$0	\$1,500,000

Population and Service Levels

A total of 1,450 teachers and school counselors participated in one or more aspects of the NBPTS program in FY06, and up to 800

first-time candidates will begin the National Board certification process during FY07.

	FY06	FY07 (est)
Total participants	1,400	2,800
New candidates	1,015	800
NBPTS Certified Educators	431	320
Cumulative growth*	1,986	2,306

* NBPTS teachers and school counselors living in Illinois; subject to change as teachers and school counselors move into or out of Illinois. Certification may have been earned outside Illinois.

Orphanage Tuition – Regular Education

Legislative Reference – 105 ILCS 5/18-3

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$14,651,000	\$17,400,000	\$16,000,000	\$13,130,000	\$11,500,000
Change from Prior Year	\$662,800	\$2,749,000	(\$1,400,000)	(\$2,870,000)	(\$1,630,000)
	4.74%	18.76%	(8.05%)	(17.94%)	(12.41%)

Program Goal

To provide eligible entities Regular Education Orphanage funding to support local educational services.

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. Final claims for eligible students for the regular and summer school term must be received at the Illinois State Board of Education (ISBE) on or before July 31 of each year. 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. In addition, documented costs in excess of the formula calculation may be claimed.

Formula Example:

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:

	FY06	FY07 (est)
Total claim amount	\$12,637,899	\$12,081,193
Excess cost amount	\$280,555	\$250,000
1.2 per capita amount	\$12,357,344	\$11,831,193
Average daily attendance	1,360.41	1,242.77
Students served	6,732	6,105
Prior Year Liability	\$0	\$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 borrowed or estimated to be borrowed to cover the shortfall.

Orphanage Tuition – Special Education

Legislative Reference – 105 ILCS 5/14-7.03

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$97,370,000	\$106,100,000	\$92,000,000	\$79,400,000	\$79,400,000
Change from Prior Year	(\$7,393,200)	\$8,730,000	(\$14,100,000)	(\$12,600,000)	\$0
	(7.06%)	8.97%	(13.29%)	(13.70%)	0.00%

Program Goal

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

Chicago District 299 receives 35.8 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

The following table shows service-level information:

	FY06	FY07 (est)
Total claim amount*	\$88,467,466	\$83,109,770
Chicago District 299	\$32,936,000	\$28,425,200
Summer individual	\$2,497,893	\$2,989,664
Regular individual	\$53,033,573	\$51,694,906

* Downstate claim data does not include state audit adjustments.

Eligibility Types – Approved Count*

	FY06	FY07 (est)
State Owned Institution/Facility	150	160
Court Guardianship	173	170
City or County Jail/Detention	248	250
Dept of Children & Family Services	2,648	2,525
Office of State Guardian	8	8
Total	3,227	3,113

* Student data exclude Chicago District #299.

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.

Parental Participation Pilot Project

Legislative Reference – 105 ILCS 5/2-3.137

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	n/a	n/a	n/a	\$100,000	\$100,000
Change from	n/a	n/a	n/a	n/a	\$0
Prior Year	n/a	n/a	n/a	n/a	0.00%

Program Goal

To provide grants to low performing school districts to encourage parental participation.

Purpose

To provide funds to low performing school districts where enhanced parental participation may mitigate or address problems leading to low performance.

Reimbursement/Distribution Method

The law requires pilot funding be provided to four school districts over a four-year period, one each in the following locations: (1) City of Chicago; (2) Cook County (outside the City of Chicago); (3) DuPage, Kane, Lake, McHenry or Will County; and, (4) the rest of the state.

A request-for-proposal was put out in fiscal year 2007 to solicit applications for these grant

funds. Grant awards were made to Chicago District 299, Reavis Township High School District 220, Madison CUSD 12, and Joliet Public School District 86.

Population and Service Levels

A request-for-proposal was put out in fiscal year 2007 to solicit applications for these grant funds. Grant awards were made to Chicago District 299, Reavis Township High School District 220, Madison CUSD 12, and Joliet Public School District 86.

Awards were made based on a process that considers a district's low rates of unsatisfactory performance on assessments, rates of low income students, limited English language proficient students, dropout rates, truancy rates, student mobility, student attendance rates, and the methods the district will use to measure the progress the pilot program has on the district.

Philip Rock Center and School

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

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$2,855,500	\$2,855,500	\$3,055,500	\$3,220,500	\$3,394,500
Change from Prior Year	\$0	\$0	\$200,000	\$165,000	\$174,000
	0.00%	0.00%	7.00%	5.40%	5.40%

Program Goal

To meet the educational needs of deaf-blind students throughout Illinois.

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.

The funds enable the Rock Center to continue community-based and center-based classroom programs and meet inflationary administrative costs. More specifically, funds support salaries and benefits for 55 full-time and 30 part-time employees, transportation, food and lodging associated with residential placement, building rent, and educational services for

students. The Rock Center also serves as the state's resource for technical assistance and training to all school personnel and families in Illinois on behalf of all school-aged children who are deaf-blind.

Reimbursement/Distribution Method

Funds are distributed via a negotiated payment schedule to the Rock Center through its administrative agent (Keeneyville School District #20) in accordance with the contract specifications.

Population and Service Levels

In fiscal year 2006, full residential and educational services were being provided to 15 students at the Philip J. Rock Center and School. Statewide, about 472 children/youth that are deaf-blind are eligible for support services through the service center.

Reading Improvement Block Grant

Legislative Reference – 105 ILCS 5/2-3.51

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$79,221,100	\$76,139,800	\$76,139,800	\$76,139,800	\$76,139,800
Change from Prior Year	\$0	(\$3,081,300)	\$0	\$0	\$0
	0.00%	(3.89%)	0.00%	0.00%	0.00%

Program Goal

To improve the reading and study skills of children from kindergarten through sixth grade in school districts.

Purpose

To provide students in kindergarten through sixth grade access to scientifically-based reading programs delivered by highly qualified staff, and to provide long-term professional development opportunities for reading instructors. Districts must use funds to develop programs focused on scientifically-based reading research and are accountable for showing how funds directly impact the reading achievement of the population served with programs directly paid for with grant monies.

Use of block grant funds by local districts is limited by law. Districts may use funds from this appropriation to hire personnel to focus on proven best practices of early intervention for K-2 students, establish short-term tutorials for children grades K-2 who are at risk of failing to learn to read, provide continued reading support for students in grades three-six, and continue direct reading instruction for students in grades three-six. Funds may also be used to pay for professional development activities for reading teachers. Districts may use up to 25 percent of their allocation to purchase classroom reading materials.

Two percent of the funds are set aside by law to support statewide leadership, training and professional activities. In past years, funds supported training in early reading intervention programs, professional development provided

in conjunction with recent changes in reading research, Best Practices in Reading Administrators Academies, the Principal's Flip Charts, training in the use of reading assessments and the alignment of reading instructional activities with the Illinois Learning Standards (ILS), federal legislation relative to reading improvement, and additional professional development activities for K-6 teachers.

Reading Recovery, an early intervention model for students identified in need of accelerating their reading at the beginning of first grade, has also been funded by Reading Improvement Block Grant funds. The Illinois State Board of Education has used a portion of the funds set aside from the 2 percent for staff development since 1989 to train Reading Recovery teachers around the state. Reading Recovery requires ongoing staff development four to six times per year through trained Reading Recovery teacher leaders. Money from this grant is used to help districts offset the costs associated with this sustained staff development at the 20 training sites across the state and for training of new Reading Recovery teachers and teacher leaders.

Reimbursement/Distribution Method

The information below shows the appropriation allocation at the state level:

Appropriation

- 2% Teacher Training/Retraining
- 29.7% Chicago
- 68.3% Downstate

The block grant funds are allocated to school districts based on the following formula: 70

percent of the funds are distributed based on districts' best three months average daily attendance in grades K-6 (approximately \$45/student in fiscal year 2007) and 30 percent of the funds are distributed based on the number of Title I-eligible students who are estimated to be available for attendance in grades K-6 (approximately \$149/student in fiscal year 2007). As required by law, grant payments are made in two equal, semiannual installments.

Chicago District 299 receives 29.7 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

Funds are available to all Illinois elementary school districts, lab schools and charter

schools upon submission of an approved application and in compliance with the accountability provisions of the law. The following table displays service-level information (excludes Chicago District 299):

	FY06	FY07 (est)
School districts	767	773
Reading teachers, specialists, aides	1,516	1,495
Educators served with 2 percent funds	5,000	n/a

Regional Office of Education - School Services

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

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$3,550,000	\$5,770,000	\$5,570,000	\$7,270,000	\$10,940,000
Change from Prior Year	(\$10,686,000 (75.06%)	\$2,220,000 62.54%	(\$200,000) (3.47%)	\$1,700,000 30.52%	\$3,670,000 50.48%

Program Goal

Statutory responsibilities and contracted services are delivered by the Regional Offices of Education and the Intermediate Service Centers with quality and effectiveness.

Purpose

To support the administrative costs of the Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs), support continuous improvement of and capacity building in the regional and intermediate offices, and support 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 45 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 that respond to the needs of local districts and/or the State Board of Education, including

providing initial and refresher training to approximately 25,000 school bus drivers annually.

Reimbursement/Distribution Method

Funds are distributed through grants to the ROEs and ISCs. ISC four receives an additional \$300,000 through a special appropriation. The ROEs also receive an additional allocation from a formula based upon student population within their region and funds for supervisory services. Distribution of School Bus Driver Training funds is based on the number of initial classes provided as required by statute. The ROEs and ISCs must submit an application which includes their Regional Improvement Plan.

	FY06	FY07 (est)
ROE School Services	\$5,118,000	\$6,318,000
Bus Driver Training	50,000	50,000
Supervisory Expenses	102,000	102,000
Reg. Supt. Initiatives	n/a	500,000
South Cook ISC 4	300,000	300,000
Total	\$5,570,000	\$7,270,000

Chicago District 299 receives 14.9 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

The 45 ROEs and four ISCs assist all public schools in their respective areas.

Regional Superintendents' Salaries

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

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$8,150,000	\$8,788,500*	\$8,150,000	\$8,150,000	\$8,150,000
Change from Prior Year	\$300,000 3.82%	\$638,500 7.83%	(\$638,500) (7.27%)	\$0 0.00%	\$0 0.00%

* The fiscal year 2005 appropriation includes \$633,500 from the July Interim budget paid out of the General Revenue Fund rather than the statutorily required Common School Fund.

Program Goal

To ensure that all Regional Offices of Education (ROEs) salaries are paid according to statutory requirements.

Purpose

To pay salaries of regional superintendents and assistant superintendents in the ROEs.

Reimbursement/Distribution Method

Salaries are determined by the School Code according to the population of the

region as established by the last 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

The regional superintendents and their assistants.

School Breakfast Incentive

Legislative Reference – 105 ILCS 125/2.5

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$723,500	\$723,500	\$723,500	\$723,500	\$723,500
Change from Prior Year	\$250,000	\$0	\$0	\$0	\$0
	52.80%	0.00%	0.00%	0.00%	0.00%

Program Goal

Provide leadership and support for sponsoring entities to provide appropriate nutrition and commodities services to as many children as possible, which meet all statutory requirements.

least 10 percent greater than the number of breakfasts served in the same month during the preceding year; and

- Grant funding to pay a portion of the start-up costs to encourage individual schools that do not currently operate a school breakfast program to start one.

Purpose

To ensure that students receive enough food and nutrients so they are capable of learning and performing at a high level. The School Breakfast Incentive Program is designed to encourage school districts to increase the number of school buildings that offer school breakfast programs and to increase the number of students that participate in school breakfast programs.

Population and Service Levels

The School Breakfast Incentive Program is available to all public schools, nonprofit private schools and residential child care institutions. The following table displays service-level information (includes nonpublic schools):

	FY06	FY07 (est)
Sites without breakfast program	1,375	1,265
Schools receiving start-up funds	102	85
Average daily student breakfast participation	242,565	254,650

Reimbursement/Distribution Method

Reimbursement and grant funding provides the following:

- Additional reimbursement for the number of breakfasts served that is at

School Safety and Educational Improvement Block Grant (ADA Block Grant)

*Legislative Reference – 105 ILCS 5/2-3.51.5
Funding Source - State*

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$42,841,000	\$54,841,000	\$64,841,000	\$74,841,000	\$74,841,000
Change from Prior Year	(\$24,013,100) (35.92%)	\$12,000,000 28.01%	\$10,000,000 18.23%	\$10,000,000 15.24%	\$0 0.00%

Program Goal

To provide eligible entities Average Daily Attendance (ADA) Block Grant funding for the support of local educational services.

Purpose

To provide additional flexible funds to school districts for use in school safety, report cards, criminal background investigations, textbooks and software, teacher training and curriculum development, school improvements, and remediation.

Reimbursement/Distribution Method

Formula grants are based on a district's best three months ADA as reported on the most recent General State Aid claim form.

Population and Service Levels

All public schools and laboratory schools receive funds through this appropriation. The following table displays service-level information:

	FY06	FY07 (est)
School districts	876	873
Laboratory schools	2	2
Dollars per ADA	\$34.11	\$39.26

School Technology Revolving Loan Program

Legislative Reference – 105 ILCS 5/2-3.117a

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$50,000,000	\$7,000,000	\$5,000,000	\$5,000,000	\$5,000,000
Change from Prior Year	\$0	(\$43,000,000)	(\$2,000,000)	\$0	\$0
	0.00%	(86.00%)	(28.57%)	0.00%	0.00%

Program Goal

To build the capacity of Illinois school districts to ensure that all students are technologically literate through increased eLearning opportunities, improved teacher competencies and equitable access to technology by 2014.

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 disbursed. Loans are funded once a year. If approved loan requests exceed funds available, eligible applicants that do not receive funding shall receive first consideration in the next fiscal year in which the grade levels specified on 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,

electrical work directly related to technology; and

- Staff development directly related to integration of technology hardware.

Population and Service Levels

All school districts are eligible to participate on a two-year rotating basis: grades K-8 in fiscal year 2006 and grades 9-12 in fiscal year 2007 and each second year thereafter. The population served for fiscal year 2007 includes all eligible applicants that enroll students in grades 9-12, 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:

	FY06	FY07 (est)
Eligible applicants	781	516
Eligible students	1,410,888	635,434
Grade levels served	K - 8	9 - 12
Dollars loaned	\$3,700,000	\$2,900,000
Number of loans	26	36
Percent eligible districts participating	3.3%	6.2%

Special Education – Extraordinary Services

Legislative Reference – 105 ILCS 5/14-7.02b

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$229,502,000	\$243,048,000	\$256,836,200	\$268,892,600	\$310,327,000
Change from Prior Year	\$3,790,000	\$13,546,000	\$13,788,200	\$12,056,400	\$41,434,400
	1.68%	5.90%	5.67%	4.69%	15.41%

Program Goal

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

Purpose

To supplement funding to local school districts for educational costs associated with special needs students.

Reimbursement/Distribution Method

Districts receive their funds via a base year amount which is defined as the amount of Extraordinary funds received in fiscal year 2004. The base year is held harmless for three years (fiscal year 2007 is the last year of the hold harmless). Any remaining appropriation after subtracting the block grant amount for Chicago 299 and the base year amount is distributed as follows: 85 percent on each district's best three months average daily attendance and 15 percent on poverty as reported on the most recent General State Aid claim. In addition to the state funding for this

purpose, any unexpended funds from Individuals with Disabilities Education Act, Part B funding that are initially reserved for room and board reimbursements are used to pay districts for the costs of those students with disabilities whose program costs exceed four times the district's per capita tuition rate. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30 and June 20.

Chicago District 299 receives 29.2 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

The following table shows service-level information:

	FY06	FY07 (est)
Total claim amount	\$256,836,200	\$268,892,600
Chicago District 299	\$74,996,200	\$78,516,600
Downstate	\$181,840,000	\$190,376,000
Actual percent paid	92.2%	92.2%

Special Education - Personnel Reimbursement

Legislative Reference – 105 ILCS 5/14-13.01

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$346,000,000	\$360,000,000	\$363,000,000	\$368,500,000	\$577,700,000
Change from Prior Year	\$42,493,100	\$14,000,000	\$3,000,000	\$5,500,000	\$209,200,000
	14.00%	4.05%	0.83%	1.52%	56.77%

Program Goal

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

Purpose

To employ staff to serve children and youth with disabilities, ages 3-21 years old. Specialized staff include teachers, school social workers, school nurses, school psychologists, school counselors, physical and occupational therapists, individual or classroom aides, readers, administrators and others.

Reimbursement/Distribution Method

Claims are submitted on or before August 15 and reimbursement is provided for the prior school year. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30 and June 20. Formula grants are currently based on \$8,000 for each full-time professional worker, \$2,800 for each full-time noncertified worker and \$400 for readers working with blind or partially seeing children who provide special education services to children and youth with disabilities.

For each full-time certified professional the state reimburses the lesser of:

- The local salary per teacher (defined as total salary minus federal funds); or
- The full time equivalent (FTE) days of the teacher divided by 185 times \$8,000

For each non-certified staff worker, the state reimburses the lesser of:

- The local salary per worker (defined as total salary minus federal funds);
- Half of the total salary (defined as all funds that contribute to total salary); or
- The full time equivalent (FTE) days of the worker divided by 185 times \$2,800.

Formula example (downstate claims):

Assumes one full-time certified professional

District cost = \$50,000

State reimbursement = \$8,000

Assumes one full-time certified professional and one full-time noncertified worker

District cost = \$70,000 (certified \$50,000 + noncertified \$20,000)

State reimbursement = \$10,800 (\$8,000 + \$2,800)

The State Board of Education has proposed increasing reimbursement amounts in fiscal year 2008. Under the proposal, reimbursement for certified and non-certified staff would increase to \$13,170 and \$4,610 respectively.

Chicago District 299 receives 19.1 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

The majority of pupils ages 3-21 who receive special education and related services are served in the public school sector by personnel reimbursed by this funding formula. The

following table displays service-level information (downstate claim data does not include state audit adjustments):

Service Areas	2004-05	2005-06
Mental impairment	27,784	26,924
Orthopedic impairment	2,713	2,539
Specific learning disability	142,217	141,763
Visual impairment	1,165	1,152
Hearing impairment	3,976	3,752
Deafness (added in 04-05)	95	286
Deaf-blind	44	43
Speech and/or language impairment	74,103	72,971
Behavior/emotional disorder	30,154	29,025
Health impairment	20,060	22,320
Developmental delay	9,010	10,188
Autism	8,293	9,455
Traumatic brain injury	877	846
Multiple disabilities (new 2002)	1,010	1,277
Totals	321,501	322,541

Claim Data	FY06	FY07
Total Claim Amount	\$358,980,032	\$365,007,112
Chicago District 299	\$69,333,000	\$70,383,500
Downstate	\$289,647,032	\$294,623,612
Actual Percent Paid	100%	100%

Staff Data	FY06	FY07
Professional Employees (Claimed) *	29,761	30,160
Professional Employees (F.T.E.) *	27,064	27,391
Non-Certified Employees (Claimed) *	31,737	32,806
Non-Certified Employees (F.T.E.) *	25,684	26,424

* Data exclude Chicago District #299.

Special Education – Private Tuition

Legislative Reference – 105 ILCS 5/14-7.02

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$59,423,000	\$66,811,500	\$89,082,000	\$109,080,000	\$139,400,000
Change from Prior Year	\$12,288,600	\$7,388,500	\$22,270,500	\$19,998,000	\$30,320,000
	26.07%	12.43%	33.33%	22.45%	27.80%

Program Goal

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

Purpose

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

Reimbursement/Distribution Method

The Illinois Purchased Care Review Board approves tuition per diem costs for students placed in such 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 (downstate claims):

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)

Chicago District 299 receives 48.4 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

The following table displays service-level information.

	FY06	FY07 (est)
Total claim amount	\$95,340,480	\$115,530,499
Chicago District 299	\$43,115,700	\$52,794,700
Downstate	\$52,224,780	\$62,735,799
Actual percent paid	88.2%	89.6%
Students *	6,710	7,213
Per student claim *	\$7,783	\$8,698

* Student data exclude Chicago District #299.

Special Education – Summer School

Legislative Reference – 105 ILCS 5/18-4.3

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$6,370,000	\$6,762,000	\$8,114,400	\$8,694,000	\$10,000,000
Change from Prior Year	\$539,600	\$392,000	\$1,352,400	579,600	\$1,306,000
	9.25%	6.15%	20.00%	7.14%	15.02%

Program Goal

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

Purpose

To provide educational services through the summer for students with disabilities so that they do not lose what progress was made during the regular academic year in private placements (see *Special Education-Private Tuition*) or in public school programs (see *Special Education-Extraordinary Services*).

Reimbursement/Distribution Method

As required by law, claims are submitted by the first of November and one lump sum payment is made on or before December 15. Formula grants are based on the number of special education students enrolled in one or more courses offered for at least 60 clock hours in the summer session.

Formula example (downstate claims):

District has one eligible special needs
summer enrolled pupil

Reported average daily attendance (ADA) for
the pupil is 0.24

Multiply the ADA by the statutory weighted
equivalent of 1.25 ($0.24 \times 1.25 = 0.30$)

General State Aid (GSA) Entitlement for
District = \$2,000,000

District's best three months ADA reported
from most recent GSA claim = 630.00

Calculate District's GSA per ADA pupil
($\$2,000,000 / 630.00 = \$3,174.60$)

District's reimbursement is calculated by
multiplying the district ADA per pupil by the
weighted equivalent of pupils reported
($\$3,174.60 \times 0.30 = \952.38)

*Chicago District 299 receives 54.4 percent of
the appropriation through the Chicago Block
Grant.*

Population and Service Levels

The following table displays service-level
information (downstate claim data does not
include state audit adjustments):

	FY06	FY07 (est)
Total claim amount	\$8,134,088	\$8,824,263
Chicago District 299	\$4,414,200	\$4,729,500
Downstate	\$3,719,888	\$4,094,763
Actual percent paid	99.5%	96.8%
Students *	16,478	18,115
Districts *	574	543

* Student data exclude Chicago District #299.

Standards, Assessment & Accountability – System of Support

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$26,395,200	\$3,552,700	\$5,342,700	\$3,342,700	\$3,342,700
Change from Prior Year	\$1,735,500	(\$22,842,500)	\$1,790,000	(\$2,000,000)	\$0
	7.04%	(86.54%)	50.38%	(37.43%)	0.00%

Program Goal

Provide technical assistance to low-performing schools in the development of standards-aligned curriculum and assessment through regional service providers to have all students meet Annual Yearly Progress.

Purpose

The System of Support initiative is a major component of the state's plan to provide technical assistance to low-performing schools as identified by the state's assessment program and as required by both state law and the federal No Child Left Behind Act. This support includes: assistance in the development of standards-aligned curriculum and assessments, assistance in forging alliances between schools and their communities in support of student academic progress and success, and assistance in meeting the instructional needs of under-performing student subgroups. Regional service providers assist identified schools in data analysis and school improvement plan development, standards-aligned curriculum and assessment development, teacher and administrator performance enhancement, and student, parent and community support. The Standards Aligned Classroom (SAC) initiative assists educators in applying principles and practices of a standards-led system to improve

teaching and learning. Teams of educators are trained by the Regional Office of Education/Intermediate Service Center (ROE/ISC) offices and work with the Illinois Learning Standards (ILS) and applicable resources to align their curriculum and assessments.

Reimbursement/Distribution Method

Funds are awarded to qualified regional providers through a competitive bidding process (typically groups of ROEs or ISCs). The size of the award varies depending on the number of status schools the provider proposes to serve and the service plan components included in the provider's proposal. Providers are expected to extend service to other schools in the region that may be moving into status to the extent possible.

Population and Service Levels

The following table displays service-level information for the schools on Academic Early Warning Status and Academic Watch Status.

	FY06	FY07 (est)
Academic Early Warning Status	399	435
Academic Watch Status	540	516

Tax Equivalent Grants

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

Appropriation History

	FY04	FY05	FY06	FY07	FY08 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%

Program Goal

To provide other state funding for the support of local education services.

	FY06	FY07 (est)
Lost tax calculation	\$264,676	\$269,059

Purpose

To make up lost property tax revenues where a state institution is located in a school district and the state owns 45 percent or more of the total land area of the district.

Population and Service Levels

A grant is awarded to Chaney-Monge School District 88 in Will County as the Stateville Correctional Center covers 47 percent of the district's 3,283 acres.

Reimbursement/Distribution Method

Funds are distributed through a grant to Chaney-Monge School District. The following table shows the lost tax revenue:

Teach for America

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$450,000	\$450,000	\$450,000	\$450,000	\$450,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Program Goal

To recruit, train, place and provide support for Teach for America corps members within high-poverty, low-performing schools in Chicago District 299 and expand to other high-need districts in the State.

Purpose

To provide an alternative route to teacher certification for college graduates who did not originally choose teaching careers by utilizing an extensive mentoring and induction component to support these new teachers in their classrooms. The premise is to recruit only the “best and brightest” who will form a “bonus corps” of talented individuals with greater potential of staying in teaching or other educational leadership jobs to serve under-achieving students.

Reimbursement/Distribution Method

Funds are distributed through a grant to Teach for America.

Population and Service Levels

Support for recruitment, selection and training of Teach for America (TFA) corps members who serve as teachers in areas of great need within the Chicago Public Schools and other identified high-need districts in the state. The following table displays service-level information:

	FY06	FY07 (est)
Chicago teachers	130	160
Chicago students	11,000	13,600

Teacher Certificate Fee Revolving Fund

Legislative Reference – 105 ILCS 5/21-1b

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$1,500,000	\$1,399,000	\$1,399,000	\$1,399,000	\$1,399,000
Change from Prior Year	\$548,500	(\$101,000)	\$0	\$0	\$0
	57.65%	(6.73%)	0.00%	0.00%	0.00%

Program Goal

To ensure that all candidates for teaching, administrative and school service personnel certificates meet the established requirements through the use of a highly effective technical and informational support system.

Purpose

To provide the mechanism for the state to receive the \$30 application fee charged for certificates, endorsements or evaluation of credentials. The funds received are deposited into the Teacher Certificate Fee Revolving Fund and are used to provide the technology and other resources necessary for the timely and efficient processing of certification requests.

Reimbursement/Distribution Method

Funds provide for continual enhancement and maintenance to the Teacher Certification Information System (TCIS), the Educator Certification System (ECS) and the Illinois Administrator Academy Management System

(IAAMS), agency teacher certification personnel costs, equipment to link Regional Offices of Education to the Illinois State Board Education (ISBE) computerized teacher certification database, enhancements to software systems, and upgrades to technology used to process certificate and endorsement applications.

Population and Service Levels

Approximately 81,000 applications for teaching, administrative and school service personnel certificates, endorsements and approvals are processed annually. The following table displays service-level information:

	FY06	FY07 (est)
Certificates issued by evaluation	29,994	33,000
Certificates issued by entitlement	13,724	15,000
Letters of deficiency issued	24,452	27,000
Certificates exchanged	1,561	400

Teacher of the Year

Legislative Reference – Not Applicable
Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$150,000	\$140,000	\$135,000	\$135,000	\$135,000
Change from Prior Year	\$0	(\$10,000)	(\$5,000)	\$0	\$0
	0.00%	(6.67%)	(3.57%)	0.00%	0.00%

Program Goal

To recognize and utilize exemplary local educators and education programs that promote improved teaching and learning related to the Illinois Learning Standards.

Purpose

To honor outstanding school personnel and identify an Illinois Teacher of the Year (TOY) to serve as an “Ambassador” for the teaching profession who completes a project that is selected and designed to benefit teaching and learning in the state.

Reimbursement/Distribution Method

One local district receives these grant funds. The grants are based on the TOY’s salary and benefits, substitute costs, 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 six categories are nominated and selected, ranging from non-certificated staff through administrators. Through this grant, the TOY is available to address audiences at no cost to the requester. In addition, finalists for TOY are often asked to represent the TOY at events he/or she cannot attend. The following table displays service-level information.

	FY05	FY06 (est)
Teacher of the Year nominations	89	90
Teacher of the Year presentations/visits	240	143

Technology for Success

Legislative Reference – 105 ILCS 5/2-3.117

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$11,500,000	\$4,134,700	\$4,969,700	\$6,169,700	\$26,169,700
Change from Prior Year	(\$12,863,000)	(\$7,365,300)	\$835,000	\$1,200,000	\$20,000,000
	(52.80%)	(64.05%)	20.19%	24.15%	324.16%

Program Goal

To provide school districts with technology-based learning resources to improve educational opportunities and student achievement.

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. The State Board collaborates with the Governor's Office, Central Management Services (Illinois Century Network) and other entities (state universities, Regional Offices of Education, Intermediate Service Centers) to ensure maximum coordination of technology leadership and initiatives.

There are currently two main programs under Technology for Success, though the State Board of Education has proposed adding \$20.0 million to this line item in fiscal year 2008 for a variety of school technology needs.

Illinois Virtual High School (IVHS)

The IVHS is a non-degree, non-credit granting program operated by the Illinois Mathematics and Science Academy (IMSA), and offers supplemental online courses to all Illinois public, private and home schooled students. IVHS has emphasized providing financial incentives for schools in which 25 percent of the students qualify for the federal free and reduced-price lunch program. IVHS serves a large number of at-risk students as well as providing a school-choice option under the No Child Left Behind Act when the student's school has been identified as not meeting

adequate yearly progress. IVHS also develops specialized and statewide professional development for the Technology Immersion Pilot Project (TIPP) on integrating laptop technology with curriculum. A full description can be found at www.ivhs.org.

Learning Technology Centers (LTC)

The Illinois State Board of Education established LTCs in 1995 to provide Illinois school districts with the technological resources to improve academic achievement and prepare students for the 21st Century. The LTC's launched a statewide network to help districts design, implement and assess technology needs. The program began with six technology centers and has evolved to 15.

The State Board of Education (ISBE) provides focus for the LTCs to implement "Digital-Age Learning," the state's five-year technology plan, and work in cooperation with the Regional Offices of Education, Intermediate Service Centers, higher education, special education and vocational education partners. The LTCs assisted ISBE with the roll out of the new statewide Student Information System by providing facilities to train and assist districts. The LTCs are also responsible for providing technical assistance to districts on a wide variety of topics, including technology planning, e-rate, and infrastructure design. The LTCs conduct grant writing workshops and teacher/administrator readiness reviews for a one-to-one laptop initiative, and conduct workshops on problem-based learning and Microsoft® Office Suite. They also offer guidance to school building technology coordinators on setting up and monitoring a wireless network, server updating and tracking software for the laptops.

Reimbursement/Distribution Method

The IVHS was funded in fiscal year 2006 with grants and contracts consisting of \$1.45 million in state funds, and \$750,000 in federal funds. In addition, IMSA will collect an estimated \$500,000 in course enrollment fees.

The LTC's are allocated funds based on a per-pupil formula basis or a percentage, depending on the funding level. In fiscal year 2006, the LTCs received \$2,484,700. Funds are granted after a grant application is submitted and approved indicating the goals, objectives and strategies align with the state's five-year technology plan, "Digital-Age Learning." The Regional Offices of Education serve as fiscal agents for the LTCs.

Population and Service Levels

The following tables show service-level information:

Illinois Virtual High School	FY06	FY07 (est)
Number of High Schools	245	250
Number of Students Served	2,700	2,900
Number of Courses Offered	100	110

Learning Technology Centers	FY06	FY07 (est)
Number of Districts Served	872	870
Number of Students Served	2,111,706	2,150,000

Temporary Relocation Assistance Revolving Loan Fund

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

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$1,130,000	\$1,000,000	\$800,000	\$1,400,000	\$1,400,000
Change from Prior Year	\$0	(\$130,000)	(\$200,000)	\$600,000	\$0
	0.00%	(11.50%)	(20.00%)	75.00%	0.00%

Program Goal

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 or other natural or man-made disaster or school building condemnation made by a Regional Office of Education (ROE) 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. The Illinois State Board of Education (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. For grants, ISBE bases the amount on how much 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 emergency loan 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 Amount	Grant Amount	Total	Students Served
Pana CUSD #8	FY99	\$217,000	\$348,000	\$565,000	1,329
Massac CUSD #1	FY00	\$333,176	\$8,998	\$342,174	2,321
Dongola CUSD #66	FY01	\$31,777	\$179,827	\$211,604	349
Oakland CUSD #5	FY01	\$210,386	\$0	\$210,386	440
Cypress SD #64	FY02, FY03, FY05, FY06	\$14,084	\$850,075	\$864,159	120
Altamont CUSD #10	FY03	\$140,234	\$372,316	\$512,550	182
Gavin SD #37	FY05, FY06	\$555,286	\$352,816	\$908,102	615
Southeastern CUSD 337	FY06, FY07	\$408,972	\$222,279	\$631,251	182
Casey-Westfield CUSD 4C	FY06, FY07	\$198,247	\$444,682	\$642,929	367

Textbook Loan Program

Legislative Reference – 105 ILCS 5/18-17

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$29,126,500	\$29,126,500	\$29,126,500	\$29,126,500	\$29,126,500
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Program Goal

To provide textbooks and textbook substitutes to all eligible recipients as requested for all subject areas.

Purpose

To provide textbooks, instructional computer software and related educational resources such as science kits.

Reimbursement/Distribution Method

Schools enter their online requests November 15 – March 15. Purchase orders are sent to vendors in March with shipments by the end of summer.

	FY06	FY07
Allotment per pupil	\$38.97	\$40.24

Population and Service Levels

All students in public, private and nonprofit elementary and secondary schools are eligible

to participate. The agency annually establishes which grades are eligible and calculates a per-pupil amount. The following table displays service-level information:

	FY06	FY07 (est)
Students receiving textbooks	721,709	689,327
Number of public students	625,919	620,405
Percentage of public students	87%	90%
Number of nonpublic students	95,790	68,922
Percentage of nonpublic students	13%	10%

Participants:	FY06	FY07 (est)
Public schools or school districts	1,333	701
Nonpublic schools	1,016	268
Grade levels served	5-8	9-12

Transitional Assistance

*Legislative Reference – 105 ILCS 5/2-3.131
Funding Source - State*

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$5,200,000	\$7,700,000	\$11,800,000	\$11,800,000	\$11,800,000
Change from Prior Year	n/a	\$2,500,000	\$4,100,000	\$0	\$0
	n/a	48.08%	53.25%	0.00%	0.00%

Program Goal

To provide eligible entities transitional assistance and related funding for the support of educational services.

Purpose

To guarantee that the State Board will make a transitional assistance payment to school districts in an amount that is equal to the difference between the fiscal year 2007 appropriation and the fiscal year 2006 appropriation for the specific programs that were included on the final budget run.

Reimbursement/Distribution Method

Funds will be distributed to all eligible districts through a one-time payment in spring 2007.

Population and Service Levels

Any school district that would receive less funding than it received in the 2005-2006 school year in the specified programs is eligible for these funds. There were 165 school districts that received funds in fiscal year 2006. The list of districts eligible for fiscal year 2007 will be finalized in spring 2007.

Transportation – Regular and Vocational

Legislative Reference – 105 ILCS 5/29-5

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$242,424,000	\$261,630,000	\$261,630,000	\$286,118,000	\$317,500,000
Change from Prior Year	\$22,515,500	\$19,206,000	\$0	\$24,488,000	\$31,382,000
	10.24%	7.92%	0.00%	9.36%	10.97%

Program Goal

To provide eligible entities funding for Regular and Vocational Transportation to support local educational services.

before September 30, December 30, March 30 and June 15.

Below is the actual claim data transmitted by local education agencies, excluding Chicago.

Purpose

To provide transportation reimbursement to school for students who reside 1.5 miles or more from their attendance center and who must walk through a safety hazard area or attend a vocational program and are transported by their resident district during the school day.

	FY06	FY07 (est)
Salaries/benefits	\$137,788,704	\$132,425,619
Purchased services	22,704,801	17,968,319
Contractual trans. services	196,731,156	207,908,366
Payments to other districts	4,552,213	5,342,294
Payments to Transit Carriers	962,927	515,507
Supplies	30,109,346	37,093,929
Other Expenses	1,986,812	1,591,065
Building & Maint (Ed Fund)	917,369	727,197
Building & Maint (O&M Fund)	2,823,502	2,809,824
Depreciation	33,137,498	31,950,085
Indirect costs (reimbursable)	10,978,048	10,727,071
Offsetting revenue	(10,697,785)	(10,491,664)
Totals	\$431,994,591	\$438,567,612

Reimbursement/Distribution Method

Claims are required to be transmitted to the 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

Chicago District 299 receives 3.9 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

The following table displays service-level information:

	FY06	FY07 (est)
Total claim amount	\$284,330,942	\$300,916,360
Chicago District 299	\$10,203,600	\$11,158,600
Downstate	\$274,127,342	\$289,757,760
Actual percent paid	95.0%	97.2%
Regular students transported over 1.5 miles*	818,191	795,164
Students transported—hazardous conditions*	157,699	153,478
Total eligible pupils transported*	975,890	948,642
Vocational Education students transported *	19,458	19,049

Downstate claim data does not include state audit adjustments.

* Student data exclude Chicago District #299.

Transportation – Special Education

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

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$289,100,000	\$317,100,000	\$317,100,000	\$326,607,800	\$353,400,000
Change from Prior Year	\$71,003,000	\$28,000,000	\$0	\$9,507,800	\$26,792,200
	32.56%	9.69%	0.00%	3.00%	8.20%

Program Goal

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

Purpose

To provide transportation reimbursement to schools for students with disabilities who have special transportation needs.

Reimbursement/Distribution Method

Claims are required to be transmitted to the 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 15.

Below is the actual claim data transmitted by local education agencies, excluding Chicago.

	FY06	FY07 (est)
Salaries/benefits	\$56,694,634	\$55,548,689
Purchased services	10,055,844	9,403,304
Contractual trans. services	169,080,812	172,010,599
Payments to other districts	8,322,350	9,052,504
Payments to Transit Carriers	527,972	561,303
Supplies	10,806,456	13,924,851
Other Expenses	981,292	1,013,820
Building & Maint (Ed Fund)	318,050	237,862
Building & Maint (O&M Fund)	1,165,980	1,106,177
Depreciation	12,326,091	11,987,260
Indirect costs (reimbursable)	4,382,646	4,393,532
Offsetting revenue	(4,990,300)	(5,723,567)
Totals	\$269,671,827	\$273,516,334

Chicago District 299 receives 30.7 percent of the appropriation through the Chicago Block Grant.

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:

	FY06	FY07 (est)
Total claim amount	\$313,090,079	\$331,888,006
Chicago District 299	\$97,349,700	\$100,268,600
Downstate	\$215,740,379	\$231,619,406
Actual percent paid	100.0%	98.3%
Students *	71,549	72,104

Downstate claim data does not include state audit adjustments.

* Student data exclude Chicago District #299.

Transportation Reimbursement to Parents

Legislative Reference – 105 ILCS 5/29-5.2

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$14,499,400	\$14,454,700	\$14,454,700	\$14,454,700	\$14,454,700
Change from Prior Year	\$29,000	(\$44,700)	\$0	\$0	\$0
	0.20%	(0.31%)	0.00%	0.00%	0.00%

Program Goal

To provide funding for parents who transport children when transportation services are not offered for free from public schools.

Purpose

To reimburse parents or guardians of eligible students for qualified transportation expenses. Schools are required to submit student eligibility criteria for this initiative which include the following:

- The pupil must be under age 21 at the close of the school year
- The pupil must be a full-time student in grades K-12
- The pupil must either live 1.5 miles or more from the school attended or live within 1.5 miles from the school attended with the parent/guardian having received verification from the Illinois Department of Transportation that a serious safety hazard exists (similar to the safety hazard mechanism in regular/vocational transportation reimbursement)
- The parent/guardian resided within Illinois during the time period expenses were incurred
- The school the pupil attended is located within Illinois and satisfies the Illinois compulsory attendance law (Section 26-1 of the School Code)

- The parent/guardian incurred expenses for transporting the pupil to and from school
- The pupil did not have access to transportation to and from school provided entirely at public expense.

Reimbursement/Distribution Method

Parents must report cost information at the school their child attends by June 30. The school must transmit all costs to the State Board of Education by July 31. Payments to eligible parents are usually made in one lump sum in December. Formula grants are based on the appropriation level divided by the number of eligible students. Parents receive the lesser between the actual cost of providing transportation and the calculated statewide amount per pupil.

Population and Service Levels

The following table displays service level information:

	FY06	FY07 (est)
Students served	116,737	116,996
# public	31,395	33,977
% public	27%	29%
# nonpublic	85,342	83,019
% nonpublic	73%	71%
Claim level	\$124.97	\$124.59

Truant Alternative and Optional Education

Legislative Reference – 105 ILCS 5/2-3.66

Funding Source - State

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$15,671,600	\$15,578,100	\$17,578,100	\$18,078,100	\$24,078,100
Change from Prior Year	(\$2,956,500)	(93,500)	\$2,000,000	\$500,000	\$6,000,000
	(15.87%)	(0.60%)	12.84%	2.84%	33.19%

Program Goal

To reduce incidences of students dropping out of school and to reduce truancy.

Purpose

To help schools establish projects that offer modified instruction and other intervention/prevention services such as counseling, mentoring, tutoring, child care and home visits, to prevent students from being truant and/or from dropping out of school. In addition, the Truant Alternative and Optional Education Program (TAOEP) provides optional education programs for students beyond the age of compulsory attendance who have dropped out of school.

Reimbursement/Distribution Method

Funds are awarded on a competitive, request-for-proposals basis for a three-year period, with continuation funding contingent upon

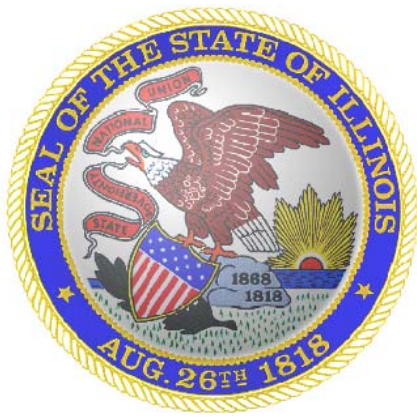
satisfactory performance. Eligible applicants include local school districts, Regional Offices of Education, community colleges, university laboratory schools, charter schools and area vocational centers.

Chicago District 299 receives 26.8 percent of the appropriation through the Chicago Block Grant.

Population and Service Levels

The population served has shifted more toward truants and high school dropouts and away from potential dropouts. The following table displays service-level information:

Type of students served	FY05	FY06
Chronic truants	7,452	7,822
Truants	57,908	53,797
High school dropouts	2,099	2,379
Potential dropouts	3,416	3,820
Total served	70,875	67,818



Federal Programs

Career and Technical Education – Basic

Legislative Reference – PL 109-270
Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$50,000,000	\$50,000,000	\$50,000,000	\$50,000,000	\$55,000,000
Change from Prior Year	\$3,500,000	\$0	\$0	\$0	\$5,000,000
	7.53%	0.00%	0.00%	0.00%	10.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$45,306,592	\$44,777,773	\$45,595,263	\$44,823,514	TBD
Change from Prior Year	\$1,065,683	(\$528,819)	\$817,490	(\$771,749)	TBD
	2.41%	(1.17%)	1.83%	(1.69%)	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, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.

Program Goal

To improve student achievement in academics, career and technical skills, and to promote transitioning to post-secondary education.

Purpose

To provide educational opportunities to more fully develop academic and technical skills for career opportunities, specific job training and occupational retraining enabling students to succeed in secondary and post-secondary education. The career and technical education delivery system assists in maintaining and expanding the technical skills of the state's labor force and promotes economic growth and development.

Reimbursement/Distribution Method

The information below shows the grant award allocation at the state level based on the Carl D. Perkins Vocational and Applied Technology Education Act (the Illinois Community College Board receives 40 percent of the grant award):

Grant Award*

- 85.0% Grants
- 9.0% Leadership Activities
- 5.0% Administration
- 1.0% 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 Vocational and Applied Technology Education Act. The secondary allocations are calculated from census data with 30 percent of the total based on the 5-17 year-old population and 70 percent based on the 5-17 year-old population below the poverty level. The community college allocations are calculated from Pell Grant count data. The Illinois Community College Board (ICCB) has the responsibility for post-secondary and adult Career and Technical Education

(CTE) programs. Effective in fiscal year 2003 and in accordance with the Memorandum of Understanding between the State Board of Education and ICCB, ISBE distributes 60 percent of the funds and ICCB distributes 40 percent of the funds.

Population and Service Levels

Students Served	FY05	FY06
Secondary	336,004	337,107
Community College	257,167	254,584
Total	593,171	591,691

Career and Technical Education – Technical Preparation

Legislative Reference – PL 109-270
Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$4,153,796	\$4,052,360	\$4,052,360	\$4,052,360	TBD
Change from Prior Year	\$2,873 0.07%	(\$101,436) (2.44%)	\$0 0.00%	\$0 0.00%	TBD TBD

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

**State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.

Program Goal

To improve student achievement and increase the number of students transitioning to post-secondary education and completing a degree in a technical field.

Purpose

To assist students in achieving the Illinois Learning Standards, Illinois Occupational Skill Standards, and workplace skills through an integrated approach to academic and career/technical education. This program provides students opportunities for seamless transitions to post-secondary education, employment in technical occupations and life-long learning. Technical Preparation (Tech Prep) provides strengthened partnerships between education, business, industry and labor.

Reimbursement/Distribution Method

In accordance with the Memorandum of Understanding between the Illinois State Board of Education (ISBE) and the Illinois Community

College Board (ICCB), ICCB is responsible for the administration of Federal Technical Preparation funds. ISBE serves as the fiscal agent.

Population and Service Levels

All 39 community college districts and 58 secondary regional vocational systems are involved in planning and implementing programs with federal Tech Prep funds. The following table displays service-level information:

	FY05	FY06
11 th grade Tech Prep students	23,683	22,653
12 th grade Tech Prep students	34,557	34,641
Tech Prep students participating in a work-based learning experience	23,881	22,592

- Approximately 56 percent of all Tech Prep students served were academically and/or economically disadvantaged.

- Approximately eight percent of all Tech Prep students were students with disabilities.
- Work-based learning experiences range from one-day job shadowing to intense, long-term experiences, and enable students to make better career choices, expose students to current technology and motivate students to stay in school.

Child Nutrition Programs

Legislative Reference – PL 101-147 & 89-6
Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$425,000,000	\$450,000,000	\$450,000,000	\$475,000,000	\$475,000,000
Change from Prior Year	\$0	\$25,000,000	\$0	\$25,000,000	\$0
	0.00%	5.88%	0.00%	5.56%	0.00%

Federal Grant Award**

	FY04	FY05	FY06	FY07	FY08
Grant Award	\$410,254,800	\$433,703,400	\$447,013,100	n/a	n/a
Change from Prior Year	\$10,228,900	\$23,448,600	\$13,309,700	n/a	n/a
	2.56%	5.72%	3.07%	n/a	n/a

**Child nutrition funds are distributed to states on a reimbursement basis. Fiscal year 2004 through 2006 numbers represent actual expenditures.

Program Goal

Provide leadership and support for sponsoring entities to provide appropriate nutrition and commodities services to as many children as possible, which meet all statutory requirements.

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.

Reimbursement/Distribution Method

For the **National School Lunch Program**, the federal government provides a basic level of reimbursement for all lunches plus supplemental reimbursement for free and reduced-price lunches. The federal reimbursement rates for fiscal year 2007 are:

Per Meal Rates	Less Than 60 percent Free or Reduced-Priced Meals	60 percent or More Free or Reduced-Priced Meals
Paid lunch reimbursement	\$0.23	\$0.25
Reduced-price lunch reimbursement	\$2.00	\$2.02
Free lunch reimbursement	\$2.40	\$2.42

Under the National School Lunch Program and other Child Nutrition Programs, applicants for free or reduced-price meals must meet the federal income guidelines or be determined as categorically eligible for free meals as a member of a Food Stamp or Temporary Assistance to Needy Families (TANF) household.

For the **School Breakfast Program**, the federal reimbursement rates for fiscal year 2007 are:

	Rates	Rates for Severe Need School
Paid breakfast reimbursement	\$0.24	\$0.24
Reduced-price breakfast reimbursement	\$1.01	\$1.26
Free breakfast reimbursement	\$1.31	\$1.56

For snacks served in **After-School Care Programs**, the federal reimbursement rates for fiscal year 2007 are:

	Rates
Paid snack reimbursement	\$0.06
Reduced-price snack reimbursement	\$0.32
Free snack reimbursement	\$0.65

The **Special Milk Program** provides federal funds to reimburse schools for all or a portion of the cost of providing milk to students through two different means. The first is reimbursement for milk purchased by students and the second is reimbursement for milk provided free to eligible, needy students. In fiscal year 2007, the reimbursement rate for purchased milk was set at \$.1450 per half-pint. Reimbursement for free milk is at the actual dairy cost per half-pint.

Federal reimbursement rates for the **Summer Food Service Program** for fiscal year 2006 were:

	Operating Rates	Administrative Rates	
		Rural/Self-Prep	Urban/Vended
Breakfasts	\$1.47	\$0.1450	\$0.1150
Lunches/suppers	\$2.56	\$0.2675	\$0.2225
Supplements	\$0.59	\$0.0725	\$0.0575

Federal reimbursement rates for fiscal year 2007 for the **Child and Adult Care Food Program** are:

Child Care Center Rates	Breakfasts	Lunch & Suppers	Supplements
Paid	\$0.24	\$0.23	\$0.06
Reduced	\$1.01	\$2.00	\$0.32
Free	\$1.31	\$2.40	\$0.35

The reimbursement rates for snacks and suppers in the **At-Risk After-School Program** are \$.65 for snack and \$2.40 for supper.

Day Care Home Rates	Breakfasts	Lunch & Suppers	Supplements
Tier I	\$1.06	\$1.97	\$0.58
Tier II	\$0.39	\$1.19	\$0.16

In addition to the reimbursement, sponsors in the Child and Adult Care Food Program also receive cash in lieu of commodities based on the number of lunches and suppers served. For fiscal year 2007, the cash in lieu of commodity rate is \$.1675 per meal.

In each of these Child Nutrition Programs, sponsors are reimbursed monthly on the basis of claims submitted.

Population and Service Levels

The **National School Lunch Program** and **School Breakfast Program** 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 which meets federal requirements and offers lunches to all children in attendance. In addition, sponsors may receive reimbursement under the National School Lunch Program for snacks served in after-school care programs meeting specific criteria. The number of sponsors and sites participating in these programs is shown below.

	FY06	FY07 (est)
LUNCH		
Number of Sponsors	1,195	1,200
Number of Sites	4,419	4,450
BREAKFAST		
Number of Sponsors	706	706
Number of Sites	3,044	3,150
SNACKS		
Number of Sponsors	166	175
Number of Sites	751	810

The **Special Milk Program** is a voluntary program available 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. Kindergarten students attending half-day sessions when lunch is not available may receive benefits. The numbers of milks served is shown below.

Millions	FY06	FY07 (est)
Milks Served	19.7	19.7

The **Summer Food Service Program** 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:

	FY06	FY07 (est)
Number of Sponsors	127	130
Number of Sites	1,491	1,590

The **Child and Adult Care Food Program** 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. 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:

	FY06	FY07 (est)
Number of Sponsors	820	840
Number of Sites	12,023	12,675

Grant to Improve the Mental Health of Children

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07 *	FY08 Proposed
Appropriation	n/a	n/a	n/a	n/a	\$400,000
Change from	n/a	n/a	n/a	n/a	n/a
Prior Year	n/a	n/a	n/a	n/a	n/a

* ISBE did not anticipate receiving this grant when the fiscal year 2007 budget was passed. The appropriation for Congressional Special Projects is being used in fiscal year 2007 to expend these funds.

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	n/a	n/a	n/a	\$296,103	TBD
Change from	n/a	n/a	n/a	n/a	TBD
Prior Year	n/a	n/a	n/a	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, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.

Program Goal

To expand and improve the quality of mental health services available to students.

Purpose

The Illinois State Board of Education (ISBE) will use the funds from this federal grant to provide additional training, technical assistance, and support to the schools and mental health agencies who will receive grants under the Children's Mental Health Act of 2003. The grant will support the establishment of comprehensive interagency agreements that increase student access to a full range of mental health prevention, intervention and support services.

Reimbursement/Distribution Method

The grant will fund one project manager at ISBE for 16 months and provide funding for contractual services to collect data and evaluate grant activities. In addition, ISBE will provide a subgrant to the Department of Human Services.

Population and Service Levels

	FY07 (est)	FY08 (est)
Technical assistance to districts	100	100

Individuals with Disabilities Education Act, Part B

Legislative Reference – PL 108-446
Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$450,000,000	\$550,000,000	\$550,000,000	\$550,000,000	\$550,000,000
Change from Prior Year	\$50,000,000	\$100,000,000	\$0	\$0	\$0
	12.50%	22.22%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$393,133,924	\$446,657,600	\$467,485,228	\$466,849,594	TBD
Change from Prior Year	\$56,687,599	\$53,523,676	\$20,827,628	(\$635,634)	TBD
	16.85%	13.61%	4.66%	(0.14%)	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, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.

Program Goal

To assist local school districts and service provider agencies to help meet the needs of at-risk students.

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 (i.e., social workers, psychologists, physical therapists), training, specialized consultants, and instructional supplies, materials and equipment.

Reimbursement/Distribution Method

The information below shows the fiscal year 2007 IDEA, Part B grant award allocation at the state level based on the Individuals with Disabilities Education Act:

Grant Award

- 90% Formula Grants
- 10% State Set-Aside
 - 50% Room and Board Reimbursement
 - 32% Discretionary Funds
 - 18% 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 aged 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 – Extraordinary Services).

	FY06	FY07 (est)
Students served	322,541	326,000
School districts	890	890
Dollars to districts	\$420,006,155	\$418,006,155

Population and Service Levels

The following table displays service-level information:

Individuals with Disabilities Education Act – Deaf and Blind

Legislative Reference – PL 108-446
Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$600,000	\$380,000	\$380,000	\$380,000	\$380,000
Change from Prior Year	\$295,000	(\$220,000)	\$0	\$0	\$0
	96.72%	(36.67%)	0.00%	0.00%	0.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$335,444	\$335,444	\$335,400	\$335,444	TBD
Change from Prior Year	\$55,907	\$0	\$0	\$0	TBD
	20.00%	0.00%	0.00%	0.00%	TBD

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***State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.*

Program Goal

To provide supplemental funds for services for deaf-blind children ages birth through 21.

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 who are deaf-blind.

Population and Service Levels

	FY07	FY08 (est)
Students served	472	480

	FY05	FY06
Multi-agency training contacts	359	419
Local program contacts	978	1,136
Support service contacts	1,300	1,300
Service provider, training contacts	1,955	1,861
Children identified	459	470
Library materials maintained	1,600	1,600
Website visits	27,646	55,482

Reimbursement/Distribution Method

Funds are distributed via a grant to the Philip J. Rock Center and School.

Individuals with Disabilities Education Act – Preschool, Part B

*Legislative Reference – PL 108-446
Funding Source - Federal*

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$25,000,000	\$25,000,000	\$25,000,000	\$25,000,000	\$25,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$17,934,208	\$17,943,956	\$17,812,936	\$17,650,453	TBD
Change from Prior Year	(\$107,099)	\$9,748	(\$131,020)	(\$162,483)	TBD
	(0.59%)	0.05%	(0.73%)	(0.91%)	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, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.*

Program Goal

To support schools developing a comprehensive early learning system that enables all children with disabilities to meet the Illinois Learning Standards by grade three.

Purpose

To help local school districts and special education cooperatives offer more comprehensive programs for children with disabilities - ages three through five - by employing teachers and aides, purchasing materials and supplies, and providing related services, training and consultation.

Reimbursement/Distribution Method

The information below shows the fiscal year 2007 Individuals with Disabilities Education Act (IDEA), 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 joint agreements 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 three through five (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:

	FY06	FY07 (est)
Children	35,708	37,000
School districts/Special Ed cooperatives	112	113

Individuals with Disabilities Education Act – State Program Improvement, Part D

*Legislative Reference – PL 108-446
Funding Source - Federal*

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000
Change from	\$747,600	\$0	\$0	\$0	\$0
Prior Year	42.66%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$1,400,000	\$1,400,000	\$1,850,000	\$1,850,000	TBD
Change from	(\$640,000)	\$0	\$450,000	\$0	TBD
Prior Year	(31.37%)	0.00%	32.14%	0.00%	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, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.*

Program Goal

To increase the knowledge and ability of school districts and special education joint agreement staff to appropriately educate students with disabilities in the least restrictive environment.

Purpose

To establish and implement Illinois ASPIRE (Alliance for School-based Problem-solving and Intervention Resources in Education), a coordinated, regionalized system of personnel development designed to increase the capacity of school systems to provide early intervening services aligned with the general education curriculum to at-risk students and students with disabilities, as measured by improved student progress and performance.

Reimbursement/Distribution Method

Grant funds are distributed via annually-renewable grants originally awarded in fiscal year 2006 through a competitive request-for-proposals process to public school districts, special education joint agreements, Regional Offices of Education and public universities.

Population and Service Levels

In order to establish a regionalized structure for the delivery of professional development and technical assistance under Illinois ASPIRE, the state has been divided into four regions—north, central, south and the City of Chicago. In fiscal year 2008, professional development and technical assistance services will be made available to all school districts within each region via approximately 20 to 40 small- and large-scale training events per region, depending on the capacity of each regional project. Because the amount of funding available does not allow all districts to be served in a given year, it is estimated that in fiscal year 2008 Illinois ASPIRE will provide training and technical assistance services to personnel and parents from approximately 150 school districts. In addition, demonstration/data collection sites are established annually within each region. In fiscal year 2007, 27 schools in 18 different school districts served as data collection sites; and it is estimated that in fiscal year 2008 the number of sites will increase by an additional 20 to 25 schools.

Learn and Serve America

Legislative Reference – PL 103-82
Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$2,000,000	\$2,500,000	\$2,500,000	\$2,500,000	\$2,000,000
Change from Prior Year	\$0	\$500,000	\$0	\$0	(\$500,000)
	0.00%	25.00%	0.00%	0.00%	(20.00%)

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$864,363	\$861,925	\$844,749	\$745,042	TBD
Change from Prior Year	\$3,640	(\$2,438)	(\$17,176)	(\$99,707)	TBD
	0.42%	(0.28%)	(1.99%)	(11.80%)	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, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.

Program Goal

Promote and support development of high-quality local and regional service-learning opportunities for all Illinois students in grades K-12, as essential components of public and nonpublic school curriculum and instruction.

Purpose

To enhance student academic learning, personal and social development, civic responsibility and service to community by encouraging the use of service-learning as a teaching methodology in all Illinois K-12 elementary and secondary schools. This pedagogical approach combines meaningful service to the community with inquiry-based learning, aligned with Illinois Learning Standards. These funds are used to support K-12 local and regional school efforts and partnerships that plan, develop, implement, or expand school-based service-learning programs, provide professional development opportunities for pre-service and veteran teachers to facilitate incorporation of service-learning as part of school curriculum and instruction, and facilitate the development of

student leadership and student civic responsibility.

The program currently operates through an intergovernmental agreement with the Illinois Office of the Lieutenant Governor. The terms of this agreement provide for the assumption of programmatic oversight by a member of the Lieutenant Governor's staff under the supervision of the Illinois State Board of Education (ISBE).

Reimbursement/Distribution Method

It is anticipated 44 grants will be awarded in fiscal year 2007, including 38 implementation, operation and expansion grants, as well as six planning grants awarded on the basis of a request-for-proposals process. The average grant amount for fiscal year 2007 competitive grants is expected to be \$15,000. The maximum grant award is \$141,000, and will go to the Chicago Public Schools.

Population and Service Levels

Eligible applicants include local school districts, Regional Offices of Education, public university

laboratory schools approved by ISBE, charter schools and area vocational centers. Applicants must form partnerships with one or more public or private nonprofit organization and must invite nonpublic schools into the partnership. The following table displays service-level information:

	FY06	FY07 (est)
Grants	42	44
Students served	46,000	47,000

Title I – Basic, Part A

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$535,000,000	\$615,000,000	\$613,000,000	\$613,000,000	\$613,000,000
Change from Prior Year	\$64,164,400	\$80,000,000	(\$2,000,000)	\$0	\$0
	13.63%	14.95%	(0.33%)	0.00%	0.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$478,793,210	\$523,252,496	\$538,322,669	\$539,609,573	TBD
Change from Prior Year	\$48,113,976	\$44,459,286	\$15,070,173	\$1,286,904	TBD
	11.17%	9.29%	2.88%	0.24%	TBD

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

**State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.

Program Goal

Provide Title I Grants to school districts to financially support programs for students at risk of academic failure.

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 reading, math, and language arts as well as 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 for at-risk students. For schools identified for improvement under No Child Left Behind, up to 20 percent of the funding may be used to cover expenditures related to providing School Choice and Supplemental Educational Services (SES).

Reimbursement/Distribution Method

Funds are distributed through formula grants based on low-income census count.

Population and Service Levels

The information below shows the Title I, Basic, Part A grant award allocation at the state level based on the No Child Left Behind Act.

Grant Award

- 95% Grants
- 4% School Improvement
 - 95% Grants
 - 5% Administration
- 1% Administration

All Illinois local education agencies that have a low-income census count of at least ten (or two percent of their school-age population) are eligible to receive direct assistance.

	FY05	FY06 (est)
Number of Title I districts	803	814
Number of Title I schools	2,278	2,320
Students receiving targeted reading instruction	76,780	77,347
Students receiving targeted math instruction	22,503	24,926
Number of full-time teachers hired	3,425	4,098

Title I – Advanced Placement

Legislative Reference – P.L. 107-110

Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$900,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000
Change from Prior Year	\$200,000	\$1,100,000	\$0	\$0	\$0
	28.57%	122.22%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$948,718	\$1,007,695	\$1,066,203	\$0	TBD
Change from Prior Year	\$285,059	\$58,977	\$58,508	(\$1,066,203)	TBD
	42.95%	6.22%	5.81%	(100.00%)	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, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.*

Program Goal

Advanced Placement Incentive

To increase the number of low-income students taking Advanced Placement courses and exams through support to Local Education Agencies (LEAs) or schools with 40 percent or more low income students, to increase the number of low-income students benefiting from pre-Advanced and/or Advanced Placement courses and highly trained teachers, and to increase the availability and range of schools that offer pre-Advanced and/or Advanced Placement courses, including middle and secondary schools.

Advanced Placement Test Fee Reduction

To increase the number of low-income students taking Advanced Placement exams through provision of exam fee reimbursement.

Purpose

Advanced Placement Incentive

To promote Advanced Placement and pre-Advanced Placement program development in schools or districts with 40 percent low income, to develop, enhance, or expand Advanced Placement and pre-Advanced Placement

courses in english, mathematics, science and social studies at the middle or high school grades, to develop a high school administrators' academy in the content areas to strengthen school leadership in higher-order thinking, reading and writing, and to provide support for quality professional development, online Advanced Placement and pre-Advanced Placement courses, and coordination of curriculum design and development among middle grade and high school teachers, with an emphasis on vertical team training and content area enhancement.

Advanced Placement Test Fee Reduction

To assist school districts in offsetting the fees for low-income students who take the annual Advanced Placement exam and International Baccalaureate Organization exam.

Reimbursement/Distribution Method

Advanced Placement Incentive

Advanced Placement Incentive Program funds are distributed through competitive grants to eligible low-income schools to develop classroom and/or online programs to better prepare students to take Advanced Placement exams and to provide professional

development opportunities for Advanced Placement teachers.

Advanced Placement Test Fee Reduction

Advanced Placement Test Fee Program reimbursement funds are provided to the College Board for low-income students who request fee reductions for Advanced Placement exams and to school districts involved in the International Baccalaureate Organization exam program.

Population and Service Levels

Advanced Placement Incentive

Public middle grade and high schools with a minimum of 40 percent low-income students

are eligible to apply for the Advanced Placement and pre-Advanced Placement program. Funds were distributed in fiscal year 2005 through competitive grants to 17 eligible low-income districts. This grant provided continuation funds to the same 17 grantees during fiscal year 2006 and fiscal year 2007.

Advanced Placement Test Fee Reduction

All Illinois low-income students who take Advanced Placement or International Baccalaureate Organization exams are eligible to receive test fee reduction funds upon request.

Title I – Comprehensive School Reform

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$18,000,000	\$18,000,000	\$12,000,000	\$12,000,000	\$12,000,000
Change from Prior Year	\$5,780,400	\$0	(\$6,000,000)	\$0	\$0
	47.30%	0.00%	(33.33%)	0.00%	0.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$12,737,019	\$12,416,781	\$8,370,759	\$0	TBD
Change from Prior Year	(\$13,808)	(\$320,238)	(\$4,046,022)	(\$8,370,759)	TBD
	(0.11%)	(2.51%)	(32.59%)	(100.00%)	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, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.

Program Goal

To improve the performance of at-risk students and schools in academic difficulty as measured by standardized tests and other performance measures.

Purpose

To improve public education by pursuing comprehensive school reform as part of a district-wide school improvement strategy. Schools, working with their central offices, teachers and parents, develop a comprehensive school reform model based on reliable research and effective practices that fit their students' needs to achieve the Illinois Learning Standards.

Reimbursement/Distribution Method

Funds are awarded through an application process. By federal law, each school must receive a minimum of \$50,000 per year for up to three years. The recommended level of

funding is based upon the anticipated federal grant award, and grants are renewable for an additional two years based upon the availability of funds in the federal appropriation and the successful implementation of the comprehensive reform design. Funds support design implementation costs including consultant/trainer fees, professional development release time, evaluation costs and other costs associated with the implementation of comprehensive reform designs.

Population and Service Levels

Funds are targeted to schools in districts that are in school improvement and in Academic Early Warning status. The following table displays service-level information:

	FY06	FY07 (est)
Districts funded	50	37
Schools funded	185	96

Title I – Education of Migratory Children, Part C

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$3,200,000	\$3,200,000	\$3,000,000	\$3,000,000	\$3,000,000
Change from Prior Year	\$825,000	\$0	(\$200,000)	\$0	\$0
	34.74%	0.00%	(6.25%)	0.00%	0.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$2,409,807	\$2,399,568	\$2,361,303	\$1,904,255	TBD
Change from Prior Year	\$14,817	(\$10,239)	(\$38,265)	(\$457,048)	TBD
	0.62%	(0.42%)	(1.59%)	(19.36%)	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, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.*

Program Goal

To improve the performance of migrant students as measured by standardized tests.

Purpose

To develop and provide supplemental educational services to migrant children, ages 3 through 21, who have not graduated from high school or received their General Equivalency Degree (GED). This program provides interventions that are appropriate for at-risk migrant students in order to increase the percentage of these students meeting the Illinois Learning Standards (ILS) with an emphasis on reading and mathematics. Funds are generally used for such services as teacher and teacher aide salaries for summer and regular-term services to students and families, support of teacher training and coordinating services in resource projects, 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 the State Board of Education and the local service providers. Supportive 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 serves educationally disadvantaged children of seasonal and migratory farm workers. In fiscal year 2006, about 2,000 students qualified for services. Almost all of these students were Hispanic, and many were English language learners. They came to Illinois from Texas, Florida, Washington, Mexico and other areas. Migrant families are highly mobile and often do not remain in one school district for the entire school year.

Ten summer-term programs and three regular-term programs operated by school districts and a state university provided supplemental academic services to students in communities with identified migrant student populations. Other supportive services such as transportation, meal programs, art enrichment

activities and social services were offered to enhance the summer school component of the program. Additionally, three statewide resource projects provided support to funded programs in the areas of identification and recruitment of students, health and dental services, and curriculum and professional development.

Migrant children are eligible for program services for 36 months after their last move, even after their parents decide to settle and they no longer migrate between states to seek employment. The following table displays information about migrant students and funded projects:

	FY06	FY07 (est)
Students Summer Program*	910	900
Students Regular Year*	518	500
Number of funded entities	10	11

* These numbers reflect only migrant children served with Migrant Education Program 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.

In the 2005-2006 school year, the following schools received funding under this program:

- Champaign CUSD 4
- Arcola CUSD 306
- Dekalb CUSD 428
- Aurora East 131
- Kankakee 111
- Mendota CCSD 289
- Beardstown CUSD 15
- Princeville CUSD 326
- Hoopeston Area CUSD 11

Title I – Even Start Programs

Legislative Reference – PL 107-110
Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$10,000,000	\$10,000,000	\$10,000,000	\$10,000,000	\$10,000,000
Change from Prior Year	(\$2,059,200) (17.08%)	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$9,026,547	\$9,315,052	\$8,399,805	\$3,746,504	TBD
Change from Prior Year	(\$306,924) (3.29%)	\$288,505 3.20%	(\$915,247) (9.83%)	(\$4,653,301) (55.40%)	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, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.

Program Goal

To improve educational achievement for low-income families and break the cycle of poverty and illiteracy.

Purpose

To provide low-income families with integrated literacy services for parents and their young children (birth through age seven) and to build community networks which support the family as an educational unit.

Reimbursement/Distribution Method

A request-for-proposals process is used to award competitive grants. Successful first-year proposals are approved for a four-year period. Continuation grants in each subsequent fiscal year are contingent upon a sufficient appropriation and satisfactory project performance. A grant award is at least \$75,000 per year, except in the ninth or subsequent years when the minimum grant award is \$52,500.

Population and Service Levels

Eligible applicants are partnerships composed of both: 1) a school district, Regional Office of Education, an approved public university laboratory school, charter school, or area vocational center; and 2) a not-for-profit community-based organization, public agency other than a local education agency, an institution of higher education, or a public or private not-for-profit organization of demonstrated quality other than a local education agency. Services include early childhood education, adult literacy, parenting education, interactive literacy activities between parents and their children, and state leadership activities that increase academic achievement for children age's birth-seven, and families with adults who are eligible for adult basic education. The following table displays service-level information:

	FY05	FY06
Projects	58	53
Families	2,793	2,461
Adults (parents)	2,957	2,609
Children (students)	4,528	3,988

Title I – Neglected and Delinquent, Part D

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000
Change from Prior Year	\$1,300,000	\$0	\$0	\$0	\$0
	48.15%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$1,738,522	\$1,943,497	\$1,970,822	\$1,367,701	TBD
Change from Prior Year	(\$280,456)	\$204,975	\$27,325	(\$603,121)	TBD
	(13.89%)	11.79%	1.41%	(30.60%)	TBD

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***State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.*

Program Goal

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.

Purpose

To provide educational services to children in local and state institutions for neglected or delinquent children and youth, so that they meet the same state standards as other students and transition from institutionalization to further schooling and employment.

In addition, this program helps prevent at-risk youth from dropping out of school and provides dropouts and youth returning from institutions with a support system to ensure their continued education.

Reimbursement/Distribution Method

The State Board of Education annually notifies each institution and the Department of Juvenile Justice as to the amount of funds they are eligible to receive based on the survey described below.

Population and Service Levels

An estimated 19 local education agencies statewide will receive Title I Neglected or Delinquent funding serving about 26 institutions for the creation of supplemental educational programs for 1,500 students in residential centers. The Department of Juvenile Justice receives funding to serve a target population of approximately 1,800 incarcerated residents in nine state adult correctional institutions and eight juvenile correctional institutions. The number of students aged 5-17 to be served through the local education agencies and the juveniles served by School District #428, Department of Juvenile Justice, is based on an annual student survey count collected each October. The following table displays student service-level information:

Students Served in:	FY06	FY07 (est)
Local neglected & delinquent institutions	1,400	1,500
Adult and juvenile corrections centers	1,800	1,800

Title I - Reading First

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$66,000,000	\$50,000,000	\$50,000,000	\$50,000,000	\$50,000,000
Change from Prior Year	\$28,000,000	(\$16,000,000)	\$0	\$0	\$0
	73.68%	(24.24%)	0.00%	0.00%	0.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$35,016,846	\$39,093,494	\$39,356,589	\$37,340,923	TBD
Change from Prior Year	\$1,116,143	\$4,076,648	\$263,095	(\$2,015,666)	TBD
	3.29%	11.64%	0.67%	(5.12%)	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, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.

Program Goal

To fund research-based models of K-3 reading improvement and professional development in districts with greatest need so that by 2014 all students will meet or exceed state standards for reading.

Purpose

To use scientifically-based research instructional methods to improve students' reading skills in grades K-3 in qualifying districts and schools, to ensure all students read well by grade three, and to see that teachers in qualifying districts and schools develop and use reading teaching strategies that have foundations in effective, relevant research.

Reimbursement/Distribution Method

The information below shows the Title I, Reading First grant award allocation at the state level based on the No Child Left Behind Act:

Grant Award

80% Grants

20% SEA Activities

65% Professional Inservice

25% Technical Assistance

10% Administration

Grants are awarded to eligible districts on a competitive basis through a request-for-proposals process.

Population and Service Levels

Eligible districts are those that have the greatest percentage or number of third-grade students not meeting the Illinois Learning Standards for English Language Arts in reading and have the greatest percentage or number of student's eligible for allocation under Title I. State leadership activities include development of research-based resources and professional development that has consistent content, but is delivered regionally. Products and resources developed under this grant will subsequently be made available statewide. The following table displays service-level information (includes Chicago District 299):

	FY06	FY07 (est)
Districts	40	20
Schools	230	151
Teachers	2,519	2,167
Students	52,998	44,826

Title II - Enhancing Education through Technology

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$53,000,000	\$35,000,000	\$30,000,000	\$30,000,000	\$20,000,000
Change from Prior Year	\$14,715,600	(\$18,000,000)	(\$5,000,000)	\$0	(\$10,000,000)
	38.44%	(33.96%)	(14.29%)	0.00%	(33.33%)

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$25,980,318	\$27,637,866	\$19,931,136	\$11,005,654	TBD
Change from Prior Year	\$452,117	\$1,729,548	(\$7,706,730)	(\$8,925,482)	TBD
	1.78%	6.68%	(27.88%)	(44.78%)	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, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.*

Program Goal

To improve student literacy in technology, and encourage the effective integration of technology resources and systems into curriculum and professional development.

Purpose

To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location or disability, and to encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by state educational agencies (SEA) and local educational agencies (LEA).

Reimbursement/Distribution Method

The information below shows the Title II, Enhancing Education through Technology grant award allocation at the state level based on the No Child Left Behind Act:

Grant Award

- 95% Lea Grants
 - 50% Formula Allocated to LEAs
 - 50% Competitive to LEAs
- 5% SEA Activities
 - 40% SEA Activities
 - 60% Grant Administration

Each recipient must use at least 25 percent of its funds to provide ongoing, sustained and intensive, high-quality professional development for both formula and competitive grant funds. The recipient must provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments.

	FY06	FY07 (est)
Dollars granted	\$19,883,862	\$11,042,436
Number of districts participating	798	800
Number of Formula grant projects	667	675
Number of Competitive grant projects	35	30

Population and Service Levels

Competitive Grant:

In November of 2005, a request-for-proposal (RFP) was issued for the second round of competitive grants. The competitive grants were awarded for a three year period. The applications were required to be consistent with the statewide plan and provide children enrolled in private schools, as well as their teachers and other educational personnel, with an opportunity to participate in the program. Approximately 30 grants were awarded.

An eligible applicant is either a high-need LEA or an eligible local partnership.

A “high-need LEA” is a school district that:

- Has at least one school in which 40 percent or more of the children are from low-income families; and
- Serves one or more schools identified for improvement or corrective action under section 1116 of the Elementary and Secondary Education Act (ESEA), or has a substantial need for assistance in acquiring and using technology.

An “eligible local partnership” is a partnership that includes at least one high-need LEA and at least one of the following:

- A school district that can demonstrate that teachers in its schools are effectively integrating technology and proven teaching practices into

instruction, based on a review of relevant research, and that the integration results in improvement in classroom instruction and in helping students meet challenging academic standards; or

- An institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the state as low-performing under that Act; or
- A for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction; or
- A public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.

The partnership may also include other school districts, Regional Offices of Education, libraries, or other educational entities appropriate to provide local programs.

Formula Grant:

The formula grants are based on the number of Title I students and are awarded to all districts with Title I student populations. LEAs are notified of the level of funding to be received in the fall by the State Board of Education.

Title II – Mathematics and Science Partnership Program

*Legislative Reference – PL 107-110
Funding Source - Federal*

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	n/a	\$8,000,000	\$9,000,000	\$9,000,000	\$9,000,000
Change from Prior Year	n/a	n/a	\$1,000,000	\$0	\$0
	n/a	n/a	12.50%	0.00%	0.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$3,408,938	\$5,309,858	\$6,309,728	\$6,457,558	TBD
Change from Prior Year	n/a	\$1,900,920	\$999,870	\$147,830	TBD
	n/a	55.76%	18.83%	2.34%	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, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.*

Program Goal

To provide funding to develop partnerships to improve mathematics and science teaching in elementary and secondary schools.

Purpose

To increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers.

Reimbursement/Distribution Method

The funds are distributed to eligible partnerships based on a competitive external and internal review process. Eligible local education agency (LEA) partners must meet federally set criteria based on poverty rate, student achievement and teacher quality issues. In addition to funding 20 continuation partnerships in fiscal year 2007,

it is anticipated 20 new planning projects will be funded in fiscal year 2008.

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 or other public schools, businesses and nonprofit or for-profit organizations concerned with mathematics and science education.

The following table displays service-level information:

	FY06	FY07
Partnerships	25	20
Teacher Participants	1,100	900

Title II – Teacher/Principal Training

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$150,000,000	\$150,000,000	\$135,000,000	\$134,830,000	\$135,000,000
Change from Prior Year	\$30,000,000	\$0	(\$15,000,000)	(\$170,000)	\$170,000
	25.00%	0.00%	(10.00%)	(0.13%)	0.13%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$114,308,878	\$114,949,928	\$114,334,674	\$113,310,498	TBD
Change from Prior Year	\$2,404,300	\$641,050	(\$615,254)	(\$1,024,176)	TBD
	2.15%	0.56%	(0.54%)	(0.90%)	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, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.

Program Goal

To increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified.

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.

Reimbursement/Distribution Method

The information below shows the Title II, Teacher/Principal Training grant award allocation at the state level based on the No Child Left Behind Act:

Grant Award

- 1% IBHE/ISBE Administration
- 99%
 - 95% LEA Grants
 - 2.5% IBHE Partnership
 - 2.5% SEA Activities

As provided by law, a portion of these funds are set aside for state-level activities to support induction and mentoring, para-professional preparation, recruitment, and increasing the number of highly-qualified educators. Funds are allocated based on each local education agency's (LEA's) hold harmless amount (the sum of the fiscal year 2002 allocation for the IASA Title II, Dwight D. Eisenhower Professional Development Program and the fiscal year 2002 allocation for the IASA Class-Size Reduction Program). Twenty percent of funds above the hold harmless amount are allocated on the relative enrollments in public and private not-for-profit schools, and 80 percent of funds on the number of 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. The following table displays the fiscal year 2006 distribution of funds by LEA:

Purpose	Amount	Percentage
Instructional Salaries, Materials, Supplies & Equip.	\$54,120,814	50.8%
Professional Development	\$41,890,337	39.4%
Support Services	\$5,562,266	5.2%
Other	\$3,579,512	3.4%
Administration	\$1,307,942	1.2%

Title II - Transition to Teaching

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$500,000	\$500,000	\$500,000	\$1,000,000	\$1,000,000
Change from Prior Year	(\$31.5)	\$0	\$0	\$500,000	\$0
	(5.93%)	0.00%	0.00%	100.00%	0.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	n/a	\$271,836	\$493,540	\$659,682	TBD
Change from Prior Year	n/a	n/a	\$221,704	\$166,142	TBD
	n/a	n/a	81.56%	33.66%	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, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.*

Program Goal

To conduct a quality graduate studies program and support system that ensures high-quality bilingual teachers are trained and certified for employment in Illinois public schools.

Purpose

To identify and assist mid-career professionals and recent college graduates with degrees in areas other than education to become certified bilingual teachers.

Reimbursement/Distribution Method

Elementary certification courses are contracted through Northern Illinois University.

Population and Service Levels

The program partners with Northern Illinois University and school districts that meet the

“high-need” definition set forth by the U.S. Department of Education: Chicago District 299, Chicago Heights School District 170, Cicero School District 99, Posen-Robbins School District 143-5 and Summit School District 104. Eight cohorts of 25 to 30 participants in an elementary or early childhood education certification program will be formed under a five-year grant period. All participants begin teaching within one year of enrolling. To date, 35 scholars have been placed in teaching positions. The following table displays service-level information:

	FY06	FY07 (est)
Number of students in cohort expected to complete program	77	60

Title III - English Language Acquisition

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$40,000,000	\$40,000,000	\$40,000,000	\$40,000,000	\$40,000,000
Change from Prior Year	\$20,000,000	\$0	\$0	\$0	\$0
	100.00%	0.00%	0.00%	0.00%	0.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$23,087,684	\$25,929,181	\$24,732,083	\$28,836,450	TBD
Change from Prior Year	\$3,296,510	\$2,841,497	(\$1,197,098)	\$4,104,367	TBD
	16.66%	12.31%	(4.62%)	16.60%	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, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.*

Program Goal

To implement high-quality programs for limited-English-proficient and immigrant students that will help them attain English proficiency, achieve at high levels in core academic subjects and meet the Illinois Learning Standards.

Purpose

To assist school districts in teaching English to limited-English-proficient (LEP) students and to help them develop high levels of academic achievement so they can meet the same challenging academic standards as other students.

Reimbursement/Distribution Method

The information below shows the Title III, English Language Acquisition grant award allocation at the state level based on the No Child Left Behind Act:

Grant Award

95% LEA Grants

5% SEA Activities

Administration no more that 60%

The legislation requires that 80 percent of the federal allocation to the state be used for grants to Language Instruction Program for Limited English Proficient Students (LIPLEPS) at the local level to teach limited-English-proficient students. An additional 15 percent is to be used for grants to eligible districts to implement programs for immigrant students (IEP). Both programs-LIPLEPS and IEP-are formula-based grants that provide supplemental funds to school districts that are implementing programs for LEP 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 singly 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 LEP 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 LEP 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. In fiscal year 2007, the final per capita allocation is \$170.50.

IEP Grants

Eligible applicants are school districts that have met all of the following conditions: 1) report immigrant student enrollments to ISBE during the preceding 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 Transitional Bilingual Education (TBE) program or a Transitional Program of Instruction (TPI) that is in compliance with statutory requirements. In fiscal year 2007, a total of 58,364 immigrant students were identified. Of this number 12,859 enrolled in eligible school districts that had a minimum of 10 students and showed a significant increase. Of the eligible districts, 53 out of 98 (54 percent) districts serving 10,574 IEP students applied for the funds to provide services. The final per capita allocation is \$437.00.

Population and Service Levels

The Annual Student Report (ASR) indicates Chicago Public Schools enroll approximately 42 percent of the LEP students in the state. The remaining 58 percent are enrolled in other districts located primarily in the northern half of

the state. Of the students reported by all public schools in the state, approximately 80 percent are Spanish-speaking. The balance spoke one or more of 123 other languages.

There are two programs associated with Title III. The first program, LIPLEPS, serves students whose English language proficiency is below average for their age or grade level. The table below displays number of students served by LIPLEPS:

	FY07	FY08 (est **)
Chicago students	66,479	67,809
Downstate students	88,123*	89,885
Total	154,602	157,694

* Based on preliminary data
 ** An estimate of a 2 percent increase

The second program, the Immigrant Education Program (IEP), serves only children who were not born in the United States, the District of Columbia, or Puerto Rico, and who have been attending schools in the United States for less than three complete academic years. It is not a requirement that these students be Limited English Proficient (LEP). The following table displays service-level information:

	FY07	FY08 (est *)
IEP Students Identified	58,364	56,613
IEP Students Eligible	12,859	12,473
IEP Students Served	10,574	10,257

* An estimated 3 percent decrease

Title IV - Safe and Drug Free Schools and Communities

*Legislative Reference – PL 107-110
Funding Source - Federal*

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$25,000,000	\$25,000,000	\$20,000,000	\$20,000,000	\$15,000,000
Change from Prior Year	\$0	\$0	(\$5,000,000)	\$0	(\$5,000,000)
	0.00%	0.00%	(20.00%)	0.00%	(25.00%)

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$15,024,744	\$14,073,682	\$14,021,782	\$11,043,460	TBD
Change from Prior Year	(\$212,578)	(\$951,062)	(\$51,900)	(\$2,978,322)	TBD
	(1.40%)	(6.33%)	(0.37%)	(21.24%)	TBD

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

***State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.*

Program Goal

To provide Title IV grants to local school districts to financially support district drug and violence prevention efforts.

Purpose

To support the national education goal that every school in the United States will be free of drugs, violence, firearms and alcohol, and will offer a disciplined environment conducive to learning.

Reimbursement/Distribution Method

The information below shows the Title IV, Safe & Drug Free Schools and Communities grant award allocation at the state level based on the No Child Left Behind Act:

Grant Award

- 20% Governor
- 80% SEA
 - 93% LEA Grants
 - 4% SEA Activities
 - 3% Administration

Funds are distributed through formula grants, with 60 percent based on the relative amount of funds received through Title I, Part A for the preceding year, and 40 percent based on the relative enrollments in public and private nonprofit elementary and secondary schools within the boundaries of the school district.

Population and Service Levels

All local education agencies and private, not-for-profit elementary and secondary schools are eligible to participate. The following table displays the expenditure of program funds:

	FY05	FY06 (est)
Instruction	\$3,433,880 (28%)	\$2,829,640 (23%)
Guidance Services	\$3,811,946 (31%)	\$3,878,594 (31%)
Improvement of Instruction	\$1,103,445 (9%)	\$1,307,762 (11%)
Support Services	\$1,632,543 (13%)	\$2,278,262 (18%)
Community Services	\$1,198,705 (10%)	\$1,163,660 (9%)
Other Expenditures	\$1,162,068 (9%)	\$885,482 (7%)

Title IV – 21st Century Communities Learning Centers

*Legislative Reference – PL 107-110
Funding Source - Federal*

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$45,000,000	\$45,000,000	\$45,000,000	\$45,000,000	\$45,000,000
Change from Prior Year	\$2,900,000 6.89%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$22,987,065	\$39,450,364	\$40,627,741	\$39,818,549	TBD
Change from Prior Year	\$10,232,607 80.23%	\$16,463,299 71.62%	\$1,177,377 2.98%	(\$809,192) (1.99%)	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, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.*

Program Goal

To provide 21st Century Community Learning Centers Program Grants for the development of after-school programs.

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 No Child Left Behind Act:

Grant Award

95% Grants
3% SEA Activities
2% Administration

Funding is available through a competitive grant evaluated on need, the quality of project services, the quality of the management plan, the quality of project evaluation and the 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:

	FY06	FY07 (est)
Programs	96	111
Schools	290	342

Title V – Innovative Programs

Legislative Reference – PL107-110

Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$21,000,000	\$21,000,000	\$15,000,000	\$10,000,000	\$8,000,000
Change from Prior Year	\$0	\$0	(\$6,000,000)	(\$5,000,000)	(\$2,000,000)
	0.00%	0.00%	(28.57%)	(33.33%)	(20.00%)

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$16,256,758	\$12,419,366	\$8,326,206	\$4,154,710	TBD
Change from Prior Year	(\$106,361)	(\$3,837,392)	(\$4,093,160)	(\$4,171,496)	TBD
	(0.65%)	(23.60%)	(32.96%)	(50.10%)	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, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.

Program Goal

To provide Title V funds to local school districts to support innovative education program strategies.

Purpose

To support local education reform efforts that are consistent with and sustain statewide reform efforts, implement promising educational reform programs, provide for innovation and educational improvement, and assist in meeting the special needs of at-risk and high-cost students.

Reimbursement/Distribution Method

The information below shows the Title V, Innovative Programs grant award allocation at the state level based on the No Child Left Behind Act:

Grant Award

- 85% LEA Grants
- 15% SEA Activities
 - 85% SEA Activities
 - 15% Administration (capped)

Funds are distributed through formula grants to local education agencies, 70 percent of which is based on the relative public and private nonprofit enrollment, with the remaining 30 percent allocated based on the poverty count in each district. To be eligible for the 30 percent, local education agencies (LEAs) must have, at minimum, a low-income count of 20 or 10 percent of the enrollment, whichever is less.

Population and Service Levels

All LEAs are eligible applicants and are required to provide equitable services for private, not-for-profit elementary and secondary schools. Approximately 900 grants are reviewed, approved and processed. The following table displays the distribution of funds by LEAs:

	FY05	FY06 (est)
Instructional salaries, materials, supplies & equipment	27.1%	30.5%
Training and technical assistance	28.2%	27.1%
Educational media services	27.0%	25.4%
Support services & community outreach	10.7%	10.5%
Administration	1.4%	1.3%
Other *	5.6%	5.2%

* Other includes pupil transportation; assessment and testing; health guidance and social services; etc.

Title VI – Rural and Low Income School Programs

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$1,300,000	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000
Change from Prior Year	(\$700,000) (35.00%)	\$200,000 15.38%	\$0 0.00%	\$0 0.00%	\$0 0.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$919,404	\$788,205	\$537,211	\$631,134	TBD
Change from Prior Year	(\$406,726) (30.67%)	(\$131,199) (14.27%)	(\$250,994) (31.84%)	\$93,923 17.48%	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, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.

Program Goal

To provide rural and low-income districts additional funds to improve student academic achievement.

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:

- Teacher recruitment and retention
- Teacher professional development
- Educational technology as described in Part D of Title II
- Parental involvement activities
- Activities authorized under Part A of Title IV (Safe and Drug-Free Schools and Communities)
- Activities authorized under Part A of Title I (Improving the Academic Achievement of Disadvantaged Children)
- Activities authorized under Title III (Language Instruction for Limited English Proficient and Immigrant Students).

Reimbursement/Distribution Method

The U.S. Department of Education awards formula grants to State Education Agencies (SEAs), who 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 (LEAs) 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 six, seven or eight (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:

	FY06	FY07 (est)
Eligible districts	15	18
Participating districts	15	18
Instructional expenditures	49%	50%
Improvement of instruction expenditures	15%	15%
Other expenditures	36%	35%

Title VI - State Assessments

Legislative Reference – PL. 107-110
Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$25,000,000	\$25,000,000	\$20,000,000	\$21,780,300	\$21,780,300
Change from Prior Year	\$12,500,000	\$0	(\$5,000,000)	\$1,780,300	\$0
	100.00%	0.00%	(20.00%)	8.90%	0.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$12,675,137	\$12,977,742	\$13,436,543	\$13,436,543	TBD
Change from Prior Year	\$434,985	\$302,605	\$458,801	\$0	TBD
	3.55%	2.39%	3.54%	0.00%	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, ISBE can only spend amounts equal to what has been awarded by the federal government.

**State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.

Program Goal

To provide federal funds to pay for the cost of providing and developing additional state assessments and standards.

Purpose

To develop and implement grade-level assessments in reading, mathematics and science that is in compliance with the requirements of the No Child Left Behind Act (NCLB).

The Illinois State Board of Education (ISBE) administers the following assessments:

- *Illinois Standards Achievement Test (ISAT)* - measures individual student achievement relative to the Illinois Learning Standards. The results give parents, teachers, and schools one measure of student learning and school performance. This test is given in grades three through eight and includes testing in reading, mathematics, and science.
- *Prairie State Achievement Examination (PSAE)* - measures individual student achievement relative to the Illinois Learning

Standards. The results give parents, teachers, and schools one measure of student learning and school performance. This test is given in grade 11 and includes testing in reading, mathematics, and science.

- *Illinois Measure of Annual Growth in English (IMAGE)* – measures the progress of students with limited English proficiency (LEP). This test is given in grades three through eight and in grade 11.
- *ACCESS* – ACCESS for ELLs™ is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English. This test is given in grades K through 12.
- *Illinois Alternate Assessment (IAA)* – yardstick the state uses to measure the learning of students with significant cognitive disabilities. Students with severe disabilities take the IAA if participation in the state's regular assessments – the ISAT or the PSAE – is not appropriate. Rather than a pencil-and-paper format, the IAA uses a portfolio of student work collected over the course of the school year. This test is given in grade three through eight and in grade 11.

- *Illinois Consumer Education Proficiency Test (ICEPT)* - The School Code of Illinois specifies that public school students in grades nine through 12 shall be provided instruction in the area of consumer education. The purpose of that instruction is to help students understand concepts that affect fundamental decisions about their personal financial affairs, such as installment purchasing, budgeting, and comparison shopping. Completion of instruction in consumer education is required prior to graduation. Successful performance on the proficiency test exempts students from this course requirement.
- *National Assessment of Educational Progress (NAEP)* - only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically 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 four, eight, and 12.
- *Grade 2 Assessment* - Title I funded schools serving grade two as their highest

grade must participate in this assessment. The Illinois State Board of Education has contracted with CTB McGraw-Hill to administer the *TerraNova®*, Basic Multiple Assessments to assess Reading and Mathematics of grade 2 students.

Reimbursement/Distribution Method

The State Board of Education contracts with several companies to provide assessment related services to the State. ISBE's major contractors include:

- *Harcourt* – Test develop for ISAT
- *NCS Pearson* – ISAT test administration and IAA test development and data collection
- *ACT* – PSAE test administration
- *Measured Progress* – IAA test administration
- *Measurement Inc.* – Writing test scoring for ISAT, PSAE and IMAGE
- *Questar* – Printing and scoring of IMAGE
- *WIDA* – Consortium of states that administers the ACCESS test
- *MetriTech* – Statistical analysis for ISAT and IMAGE, and administration of ICEPT

Population and Service Levels

The majority of assessments are focused on students in grades three through eight, and in grade 11, though some assessments span the entire K-12 system.

Title X - Education for Homeless Children

Legislative Reference – PL 107-110

Funding Source - Federal

Appropriation History

	FY04	FY05	FY06	FY07	FY08 Proposed
Appropriation	\$3,000,000	\$3,000,000	\$3,250,000	\$3,250,000	\$3,250,000
Change from Prior Year	\$0	\$0	\$250,000	\$0	\$0
	0.00%	0.00%	8.33%	0.00%	0.00%

Federal Grant Award*

	FY04	FY05	FY06	FY07	FY08**
Grant Award	\$2,230,695	\$2,528,211	\$2,609,817	\$2,615,591	TBD
Change from Prior Year	\$123,427	\$297,516	\$81,606	\$5,774	TBD
	5.86%	13.34%	3.23%	0.22%	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, ISBE can only spend amounts equal to what has been awarded by the federal government.*

***State fiscal year 2008 amounts are TBD (to be determined) as Congress has not passed a federal fiscal year 2007 (state fiscal year 2008) budget.*

Program Goal

To provide support services, outreach and advocacy needed by homeless students to remain enrolled in school and to achieve the Illinois Learning Standards.

Purpose

To address the problems that homeless children and youth face in enrolling, attending and succeeding in school. The state agency ensures that homeless children and youth have equal access to the same free, appropriate public education as provided to other children and youth.

Reimbursement/Distribution Method

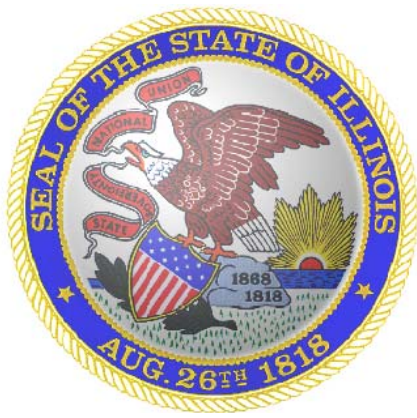
Competitive grants are awarded to eligible applicants based on a request-for-proposals process. Based on successful evaluation of the assessment of the stated goals current grantees will continue to provide services to homeless children and youth.

Population and Service Levels

Applicants eligible to receive funding include school districts, Regional Offices of Education and public laboratory schools approved by the State Board of Education. In fiscal year 2007, eight projects were funded as follows:

- One statewide initiative to deliver useful, up-to-date information on the educational rights of homeless children and youth and the responsibilities of schools; and
- Seven regional projects to provide training and assistance to local school district homeless education liaisons.

Children/Youth Served Grades	FY05	FY06
Pre K	998	885
K - 8	10,411	12,947
9 - 12	3,055	4,822



Appendix

New Line Items in Fiscal Year 2008

Adler Planetarium

Adler Planetarium is located in Chicago. This funding will be used to assist the Adler in providing interactive videoconferences, podcasts and web-based resources to allow for classroom instruction for those unable to visit Adler Planetarium. Funding will also be used for materials and activities for field trips to the museum and for professional development for teachers participating in the Chicago Math and Science Initiative.

Continued Reading Improvement Block Grant

This program is similar to the Reading Improvement Block Grant, however, it is for grades 7 through 12. The Continued Reading Improvement Block Grant was established in statute (105 ILCS 5/2-3.51a) but has never been funded.

Democracy Schools Initiative

The Democracy School Initiative is a project of the Illinois Civic Mission Coalition. Democracy Schools are ones where the rights, obligations, and tensions of citizenship in a constitutional democracy are taught and where students explore America's historic ideals and principles and their relevance to problems and controversies that matter in the present. The synthesis of these objectives is the creation of a specific democracy course. A democracy school is also one in which parents, students and the community collaborates to encourage and provide relevant extracurricular and service learning opportunities. Funds will be used to expand Democracy Schools throughout Illinois, provide ongoing professional development to teacher teams from schools seeking to become Democracy Schools, assist in fostering greater interest and awareness at both the district level and statewide in Democracy schools, and to encourage collaboration in support of the civic mission of schools.

Early Intervening Services Training

Early intervention services (using scientific research-based interventions) are designed to

provide targeted instruction to students that are having difficulty learning as much or as quickly as the state standards require. The intent is to provide the needed help immediately rather than waiting for the student to fall far behind. Funding will be used for:

- Training 36 trainer/coaches to train building teams
- Training 3,100 building teams (4-5 members: principal, general/special education teachers, support staff) to lead the process in each building and to pay substitutes for teachers participating in the training
- Training and ongoing coaching to successfully implement the interventions
- Preparing staff to provide immediate targeted academic help to the kinds of students that do not make Adequate Yearly Progress (AYP)

Field Museum

The Field Museum is located in Chicago. These funds will be used to allow schools to access materials from the Harris Loan Program, which allows teachers to request materials from the museum that they can use for teaching purposes at their schools.

Growth Model

As the State Board of Education works to put data collection processes in place to qualify for measurement of student learning outcomes under the increased flexibility put in place by the United States Department of Education with the implementation of Growth Models, it will be necessary to help schools and districts with their data infrastructure. The State Board of Education is proposing to provide assistance to schools in fiscal year 2008 and has allocated \$3.0 million for this purpose. Growth Models allow schools to identify individual student gains from one year to the next, rather than looking at student proficiency levels compared to a set grade level target. The funding included in the fiscal year 2008 budget will be used for data retreats around the state

to help educators figure out how to use available assessment data in their decision-making, to provide benchmark tests that are linked to the Prairie State Achievement Exam (PSAE) so that educators can gauge the progress of their students and make better decisions about their teaching throughout the year, and this will give everyone access to the Illinois Interactive Report Card, which allows schools to manipulate test data to best meet their needs and make better decisions.

Illinois Early Childhood Asset Map

The Illinois Early Childhood Asset Map (IECAM) has been funded through existing line items in the State Board of Education's budget prior to fiscal year 2008. IECAM is a Web-based Geographic Information system (GIS) database that provides accurate, transparent, and easily accessible information about early childhood services integrated with demographic data that describes the characteristics of families with young children. Users will be able to click on a location to learn how a county, school district, administrative region, or legislative district is served by early childhood programs and to access demographic data that illustrate where funds and new programs might be most needed. Users will have the opportunity to query the site to see a variety of program capacity data and demographic data, and to select data that meet their particular needs. Funds are distributed as a grant to the University of Illinois at Urbana-Champaign.

Latino Education Alliance

The mission of the Latino Education Alliance (LEA) is to promote education in the Latino community and improve graduation rates in predominantly Latino high schools in Illinois. Funding will be used to support LEA's Early Intervention Program, which targets students at risk of course failure and, subsequently, of dropping out. Teachers and parents work with the student to find solutions to the academic and other challenges they face. Funding will also be used to support the Parent Involvement Program, which encourages parents to become active and informed advocates of their child's education through

training and frequent communication with teachers and other school staff.

Logan Square Neighborhood Association

The Logan Square Neighborhood Association (LSNA) is located in Chicago. LSNA's mission is to ensure that their community is an excellent place to live, work, play, raise children, run a business and worship. The association builds relationships, trains leaders, and works to create better schools, affordable housing, sustainable land use, immigrants' rights, neighborhood safety, and youth and senior citizen activities. Funding provided to LSNA will be used to fund a parent mentor program in two Chicago schools. The program will consist of 30 parent mentors, who will assist and tutor in classrooms for a minimum of 200 hours during the school year, provide 4,800 hours of individual or small group tutoring, and will receive 1,200 hours of training from LSNA and the participating schools.

Online Databases

Online databases are much like having a library full of books, except that the material can be accessed online. The goal of this is to provide students and teachers at schools with limited library resources access to those resources, as well as to assist schools that already have access to broaden their access. The State Board of Education will purchase licenses for a handful of online databases (which are yet to be determined; examples include Encyclopedia Britannica Online, Maps 101, FirstSearch) and schools will be able to use those licenses for their teachers and students.

Standards Aligned Classroom

The Standards Aligned Classroom (SAC) initiative has been funded through existing line items in the State Board of Education's budget prior to fiscal year 2008. SAC is a professional development opportunity for teachers who are interested in understanding the Illinois Learning Standards and learning how to align lessons and assessments to the standards. Additionally, teachers learn how to conduct appropriate classroom assessments and then

learn how to align those assessments and their student's performance to the Illinois Learning Standards.

School Business Official Mentoring and Training

This funding will provide mentoring and training, or shared services to approximately 100 districts in fiscal year 2008. Funding would be targeted to school districts that do not have a Chief School Business Official in place.

Superintendent Mentoring

All new superintendents in Illinois will be required to participate in a Superintendent Mentoring Program for his or her first two school years as a superintendent. The program will match an experienced superintendent with a new superintendent to provide guidance and help the new superintendent in the development of his or her professional growth. Mentors will be assigned to new superintendents based on similarity of grade level or type of district, learning needs of the new superintendent, and geographical proximity of the mentor to the new

superintendent. The new superintendent, in collaboration with the mentor, shall identify areas for improvement of the new superintendent's professional growth, including analyzing data and applying it to practice, aligning professional development and instructional programs, building a professional learning community, effective board relations, facilitating effective meetings, developing distributive leadership practices and facilitating organizational change.

Support Our Schools

Support Our Schools is a public service program designed to allow individuals and business to provide donations to pay for items needed by Illinois' public schools. Schools will access a website and list their needs and cash donations will be collected to fulfill whatever needs a donor wishes to fulfill. Funding for the Support Our Schools initiative will be used for a public service announcement campaign and the establishment and operation of the website. The program will be administered by PDK International.

ILLINOIS STATE BOARD OF EDUCATION
FY08 Agency Staffing Needs

Division	Brief Description	Positions		Citation	Estimated Cost		
		Number	Type		GRF	Federal	Total
Accountability	Non-Public School Recognition	1	Principal Consultant	105 ILCS 5/2-3.25o	\$56,796		\$56,796
Assessment	Data Coordination	1	Principal Consultant	P.L. 107-110	\$56,796		\$56,796
	Math Assessment	1	Principal Consultant	105 ILCS 5/2-3.64(a) & P.L. 107-110	\$56,796		\$56,796
	Bilingual Assessment	1	Principal Consultant	105 ILCS 5/14C-3 & P.L. 107-110	\$56,796		\$56,796
Budget/Funding and Disb.	Legislative Special Projects	3	Principal Consultant		\$170,388		\$170,388
Career and Tech Education	Agriculture Education	1	Principal Consultant	105 ILCS 5/2-3.80c	\$56,796		\$56,796
	Federal Perkins Law Requirements	4	Principal Consultant	P.L. 109-270	\$170,388	\$71,296	\$241,684
Certification	Administrator Mentoring	1	Principal Consultant	105 ILCS 5/2-3.53a	\$56,796		\$56,796
	Switchboard Duties	1	Support		\$36,102		\$36,102
	Support Functions	1	Support		\$36,102		\$36,102
Curriculum and Instruction	Title I Reading First	4	Principal Consultant	P.L. 107-110		\$285,184	\$285,184
	Illinois Learning Standards	1	Principal Consultant	School Code (Various) & P.L. 107-110	\$56,796		\$56,796
	Pilot Programs	1	Principal Consultant	105 ILCS 5/2-3.134 & 3.135	\$56,796		\$56,796
	Learn and Serve	1	Principal Consultant	Learn & Serve America Guidelines		\$71,296	\$71,296
	Budget Review	1	Principal Consultant		\$56,796		\$56,796
	Support Functions	1	Support		\$36,102		\$36,102
Data Analysis	Data Quality	4	Principal Consultant	P.L. 107-110	\$227,184		\$227,184
Data Systems	Student Information System Support	2	Principal Consultant	P.L. 107-110		\$142,592	\$142,592
	Child Nutrition System Support	1	Principal Consultant			\$71,296	\$71,296
	Various Agency Systems Support	5	Principal Consultant		\$283,980		\$283,980
Early Childhood	Preschool for All	5	Principal Consultant	105 ILCS 5/2-3.71a	\$283,980		\$283,980
	Support Functions	1	Support		\$36,102		\$36,102
English Language Learning	State Bilingual and Title III Monitoring	5	Principal Consultant	105 ILCS 5/14C & P.L. 107-110	\$170,388	\$142,592	\$312,980
	Support Functions	1	Support		\$36,102		\$36,102
External Assurance	Monitoring Functions	2	Consultant	105 ILCS 5/2-3.32 & 34 CFR 80.40	\$87,840		\$87,840
	Monitoring Functions	1	Principal Consultant	105 ILCS 5/2-3.32 & 34 CFR 80.40	\$56,796		\$56,796
	Supervisory Duties	1	Supervisor	105 ILCS 5/2-3.32 & 34 CFR 80.40	\$69,980		\$69,980
Federal Programs	Title I & School Improvement Grants	1	Principal Consultant	P.L. 107-110		\$71,296	\$71,296
	Monitoring Functions	2	Principal Consultant	P.L. 107-110		\$142,592	\$142,592
Internal Audit	Auditing Functions	1	Principal Consultant	105 ILCS 5/1A-10 & 30 ILCS 10	\$56,796		\$56,796
School Business/Support	Health/Life Safety Functions	2	Principal Consultant	105 ILCS 5/2-3.12, 17-2.11 & 23 IAC 180	\$113,592		\$113,592
	Regional Financial Consultant	1	Principal Consultant	105 ILCS 5/1A-8, 1B, 1E, 1F	\$56,796		\$56,796
Special Education	Mental Health Functions	1	Principal Consultant	P.L. 107-110		\$71,296	\$71,296
TOTAL		60			\$2,439,782	\$1,069,440	\$3,509,222

STAFFING NEEDS JUSTIFICATION

Accountability (One Position)

One professional position for Non-Public School Recognition process – The majority of Illinois' non-public schools request recognition under State law (105 ILCS 5/2-3.25(o)). There are 719 nonpublic schools recognized for the 2006-07 school year. Currently, non-public K-12 and high schools are re-evaluated for recognition every four years and K-8 schools are re-evaluated every six years. Currently each staff member must complete 90 school visits and accompanying documentation per year. There are currently two professional staff and one half-time support staff responsible for the Non-Public School Recognition process.

Student Assessment (Three Positions)

One professional position for Data Coordination – The increased demands of data preparation and accuracy brought about by NCLB reporting requirements require coordination of assessment data among contractors, coordination of data assembly analysis between ISBE and contractors and coordination of the data needs for each assessment. This position will lead the data correction process between local districts and ISBE, act as the liaison with other divisions to coordinate assessment data, serve as the technological contact person for the division, and lead the web management of assessment data.

One professional position for Math Assessment - With the full implementation of mathematics in grades three through eight and grade 11 as required by NCLB, an additional staff position is necessary to meet the demands of the mathematics assessments, prepare informational materials, and conduct professional preparation sessions for local school personnel.

One professional position for Bilingual Assessment - Student Assessment currently contracts with a bilingual specialist to work on the statutorily-mandated State bilingual assessment tests. Duties include coordinating between the Student Assessment and English

Language Learning Divisions, conducting professional development on test administration, and assisting with test development and policy decisions with the test developer.

Budget/Funding and Disbursements (Three Positions)

Three professional positions for Legislative Special Projects - The Divisions of Budget and Financial Management and Funding and Disbursements have principal responsibility for Legislative Special Projects. In FY 2007, there are nearly 300 projects totaling over \$41 million. Staff work includes proposal review, amendments as needed, writing grant agreements and project budget approval. Grantees require frequent follow-up on required documentation and reports. There is currently no dedicated Agency staff to oversee these projects. Current ISBE staff work on these projects in addition to their normal duties.

Career and Technical Education (Five positions)

One professional position for Agricultural Education - ISBE is currently not in compliance with 105 ILCS 5/2-3.80 of the Illinois School Code which requires a minimum of two Agricultural Education staff. The statute charges ISBE with implementation of the Building Illinois Through Quality Agricultural Education strategic plan which is a comprehensive Pre-K through adult plan, additional monitoring of approved programs and leadership in Agricultural Education. Staff must administer over 300 grants to local districts which include onsite monitoring of a minimum of ten percent per year. Staff administers and directs the Facilitating Coordination in Agricultural Education project used to provide technical assistance, professional development and curriculum materials to all levels of education. Staff works with elementary agricultural awareness programs, secondary career and technical education programs in agriculture, community college agricultural education programs and

teacher education programs in agricultural education. ISBE staff for Agricultural Education is currently 0.5.

Four professional positions for Perkins Programs - The new Perkins legislation includes new requirements for accountability and data collection at the local level and collaboration with post-secondary partners. Performance data gathering, reporting, and analysis will be crucial to the smooth delivery of funding from the Federal level to the State level. Going against the recent trend of reducing staff numbers by reducing field service, the new Perkins legislation requires local involvement with performance data in new ways. Tasks to be completed include:

- Design, draft and completion of accountability portion of the State Plan;
- Collection and reporting of eight to ten additional accountability measures;
- Development a new reporting system to replace the present obsolete systems;
- Coordination of trend analysis of data between ISBE and ICCB;
- Development of performance targets with local educational units, requiring supervision and technical assistance;
- Responsibility to improve performance of field professionals not directly accountable to the Agency, requiring support and coaching in order to reach performance goals and maintained the supply of funds from the Federal government.
- A new performance system will need to be developed, requiring both expertise in Career and Technical Education (CTE) fields as well as data and programming literacy.
- Data literacy will be necessary for our CTE administrators in the field and will require data interpretation training. Travel throughout the State will be crucial to ensure success.
- A manual of accountability and data interpretation will need to be developed and training undertaken for CTE administrators in the field.

- The Agency will need to provide continuous support in the interpretation of local data. The Division of Career and Technical Education is requesting one new staff person for these duties.

One professional position for Programs of Study (part of four above) - This position will coordinate the updating of all programs of study, work with programmers to develop an online system for program approval, maintain and continuously update the program approval system, administer grants associated with curriculum development and administer grants and contracts associated with technical assessment.

One professional position for Data and Technical Assistance (part of four above) - The new Perkins requirements will create the need for a position to coordinate the delivery of technical assistance to the 58 Education for Employment systems that serve as the regional administrators for Federal Perkins funding, and to provide development, testing and support of the Student Information System (SIS) database.

One professional position for ICCB Perkins Oversight (part of four above) - The Illinois Community College Board (ICCB) is a Perkins subgrantee and receives a considerable portion of the federal Perkins money provided to Illinois. ISBE has been cited recently because of ICCB's inadequate oversight of those funds. The new position will oversee ICCB to ensure compliance with federal Perkins legislation, and plan and coordinate interaction between secondary and post-secondary entities in developing dual-credit programs, agreement articulation between high schools and community colleges and curriculum alignment between high schools.

One professional position for Professional Development and Technical Assistance (part of four above) - This position will assist with performance data requirements, including working with programmers to develop a web based performance data collection system, developing systems of accountability relating to

the input and analysis of performance data, train career and technical education administrators in the new data reporting requirements and conduct technical assistance visits to the 58 Education for Employment systems to develop corrective action plans, as necessary.

Teacher Certification (Three Positions)

One professional position for Administrator Certifications and Professional Development – The Division currently has one staff member assigned to work on Administrator certificate renewals and Administrator Academies. Fiscal year 2007 brought new duties related to the administration of the statutorily required Principal Mentoring Program. The Division anticipates future legislation requiring a Superintendent Mentoring Program.

One support position for Switchboard - The Certification Division receives up to 250 calls per day. Current staffing relies on temporary employees (limited to 90 days), and a floater who has been covering the switchboard in the afternoon. The availability of the floater position is ending. Certification staff must set aside their certification duties to answer phones.

One support position for Mail and Filing – The Division needs additional general secretarial support to handle mail and maintain files.

Curriculum and Instruction (Nine Positions)

Four professional positions for Reading First - The Reading First grant agreement that with the U.S. Department of Education (USDOE) requires the Agency to employ eight staff members to provide professional development and technical assistance to sub-grantees. ISBE currently only has four individuals for this program and is in violation of the agreement with USDOE. This program provides \$37 million to Illinois annually and funding is specifically set aside per the agreement to pay for the required staff.

One professional position for Illinois Learning Standards - The Illinois Learning Standards recognize seven fundamental learning areas to

include English Language Arts, mathematics, science, social studies, physical development and health, fine arts, and foreign languages. There are current two principal consultants on staff that handle English Language Arts and Mathematics. There is no other dedicated staff with content expertise to work on matters related to the Illinois Learning Standards.

One professional position for Pilot Projects - The Illinois State Board of Education received appropriations for several new grant programs, including the Class Size Reduction Pilot Project (\$10 million), the Technology Immersion Pilot Project (\$5 million) and Arts and Foreign Language grants (\$4 million). These projects require a full-time staff person each to administer, however, funding has not been provided to administer these programs. The Division Administrator is currently handling some of the administrative duties for these grants.

One professional position for Learn and Serve America - ISBE is responsible for administering the Learn and Serve America program. In fiscal year 2007, ISBE negotiated an interagency agreement with the Lieutenant Governor's office to manage this grant as the Agency did not have staff available to administer it. The National Corporation for Community and Service Learning is responsible for the Learn and Serve America program and has indicated that the intergovernmental agreement with the Lieutenant Governor's office must be a short-term solution.

One professional position for Grant Application Review - The Curriculum and Instruction Division currently contracts with an individual to review the budgets for the numerous grant applications received by the Division. The Agency's agreement with its profession employee union (IFSOE) dictates that this position be an Agency employee.

One support position for Clerical Support – Support staff is needed to eliminate the backlog of paperwork required to administer

the various programs in the Division and maintain currency in the future.

Data Analysis (Four Positions)

Four professional positions for Data Quality - The Illinois School Code mandates that ISBE maintain a student database to track the data the Agency is required to collect and maintain. These data are used for many things and have implications in assessment data and reports to U.S. Department of Education, the Governor and the General Assembly. These new data quality positions will be responsible for ensuring that the data in the student database is reliable, including working with all of the districts throughout Illinois on data quality measures.

Data Systems (Eight Positions)

Two professional positions for Student Information System – The Agency’s contract (IBM) to develop the Student Information System (SIS) expires June 30, 2007. ISBE currently does not have staff available to continue the support and enhancements in the future.

One professional position for Child Nutrition System - The Agency’s contract (Fidelis) to support and enhance the Child Nutrition System expires June 30, 2007. There are many new enhancements needed to the system in the near future as well as support required for the system. The current contract with Fidelis is for \$139,725. This contract will have to remain at this level or increase if Agency positions are not available to support and enhance the system.

Five professional positions for System Support - ISBE continues to add on a monthly basis to its 200+ supported applications with no systems being retired. Analysts have too many applications to support in an efficient and timely manner. With the increase of web-based applications designed for district, school and other entities use, our customer base has increased tremendously and requires changes and support in a timely manner.

Early Childhood (Six Positions)

Five professional positions and one support position for Early Childhood Block Grant (Preschool for All) - Funding for early childhood programs has grown by \$135 million over the past four years, and includes the initial phase of the Preschool for All program. The number of programs funded has increased from 713 in fiscal year 2003 to 963 in fiscal year 2007. Additionally, the Division must review all of the applications each year for previously funded projects to continue to receive funding. In fiscal year 2008 the Division will have to review the 963 projects from fiscal year 2007 and any new projects for fiscal year 2008. The Division currently has eight staff members, with four staff members dedicated to State early childhood and four staff members with responsibilities for other programs, such as Even Start and IDEA Preschool (special education).

English Language Learning (Six Positions)

Five professional positions – These positions are required to come into compliance with the Title III comprehensive monitoring plan and to be able to address questions posed by the U.S. Civil Rights Division’s investigation into our monitoring activities. In 2005 U.S. Department of Education cited ISBE for not monitoring school districts. ISBE has an approved comprehensive monitoring plan with the Office of English Language Acquisition (OELA) on how Title III LIPLEP and Immigrant Education Program services will be provided and how funding will be used. The plan states that the Division of English Language Learning must monitor 100 districts and complete 100 follow-up visits for the districts monitored the previous year. The Division currently has seven professional staff which, in addition to required monitoring, is also responsible for the Transition to Teaching program, Immigrant Education Program, Migrant Education Program, Visiting Teacher Exchange Program, bilingual assessments, and Title III accountability. ISBE is currently in violation of the approved comprehensive monitoring plan as the Division has only conducted two compliance monitoring visits in this fiscal year. In a document dated December 11, 2006, the

U.S. Department of Justice Civil Rights Division, notified the Division that it is seeking an explanation of the actions the Division has taken to monitor districts in 2006, 2007 and 2008.

One support position – The Division of English Language Learning is requesting two support staff to assist the professionals requested above.

External Assurance (Four Positions)

Two professional positions to monitor Chicago Public Schools (CPS) - ISBE does not currently have staff available to conduct monitoring of CPS programmatic and fiscal issues. Federal regulations require the Agency to monitor all of its sub-recipients. ISBE is out of compliance by not monitoring CPS. The Division needs these positions to conduct monitoring activities for CPS.

One professional position for field work - ISBE's current external audit plan requires 23 staff positions to complete required field work. There are currently 20 staff positions available to complete these audits.

One supervisor position - This position is needed to provide technical support, supervision and evaluation for downstate field staff. Additionally, this position will serve as the lead auditor for high profile audits.

Federal Programs (Three Positions)

One professional position for Non-Public School Improvement Technical Assistance in Central and Southern Illinois - The Illinois State Board of Education does not currently have anyone to assist non-public schools with Title I school improvement issues in the southern half of the state. The result is that the Agency is not providing the support required by NCLB.

Two professional positions for Program Monitoring - ISBE is not currently providing program monitoring required by NCLB, including required visits to districts determined to be out of compliance with NCLB. A 2005 Federal audit cited ISBE for this. As the number of districts and schools in School

Improvement Status and/or Academic Early Warning and Watch Status grows these positions will become critical to complying with NCLB and State law.

Internal Audit (One Position)

One professional position for Auditing - Senate Bill 3000 requires ISBE to have an Internal Audit Division. The Internal Audit Division currently consists of a Chief Internal Auditor and one staff member. An additional professional position is needed to provide adequate audit coverage of ISBE programs and internal control systems. The Fiscal Control and Internal Auditing Act (30 ILCS 10) (FCIAA) also requires ISBE to maintain a full-time program of Internal Auditing. Each major system of accounting and administrative control is required to be audited at least once every two years. Internal Audit is also required to perform reviews of major new electronic data processing systems and major modifications of those systems before installation. Internal Audit has been unable to meet the requirements of FCIAA. The fiscal year 2006 Financial and Compliance audit will include a finding on the lack of compliance with FCIAA and a recommendation that additional staff is needed.

School Business and Support (Three Positions)

One professional staff position for Health/Life Safety Surveys - Currently there is one staff person to review and approve/deny all ten-year Health/Life and Safety Surveys from each school district for each of their buildings. The Division has been cited for the last two years because the review of each survey has not been conducted in a timely fashion.

One professional staff position for Health/Life Safety Amendments - Currently there is one staff person to review all the Health/Life Safety amendments. These amendments may be in accompaniment with the 10 year Safety Survey mentioned above or they may be amendments submitted independent of a ten year survey. The Division has been cited for the last two years for the processing of the amendments

since one staff person cannot adequately review amendments in the timelines denoted by the external auditors. Last year ISBE received 1,007 amendments for 311 school districts of which \$252,958,652 was requested for approval and \$233,643,289 was approved. Therefore ISBE denied \$19,315,363 in items the Regional Superintendents approved.

One professional staff position for Regional Financial Consulting – This position is being requested to assist with overseeing school districts with financial non-compliance issues such as A-133 findings, audit/management letters that cite financial discrepancies such as inappropriate use of activity funds, review complaints ISBE receives regarding financial issues, and assist with monitoring such panels as voluntary oversight panels, financial oversight panels and school finance authorities, and review financial audit notes to determine districts with financial discrepancies. This position will also assist with providing financial forecasting, financial analysis, and completing budgets to area school districts.

Special Education (One Position)

One professional position to integrate Schools and Mental Health Systems - ISBE received a

Federal grant to integrate schools and mental health systems. This new position will be responsible for the management and coordination of all collaborative and liaison activities associated with the Illinois School and Mental Health Initiative. This includes, but is not limited to: a) identifying and recommending policy and procedure changes to promote service coordination and linkage; b) coordinating cross-system and within system training and technical assistance for schools, mental health and other agencies participating in local collaborative efforts; c) collaborating in the design and implementation of the data collection, reporting and evaluation systems established for the initiative; and d) management of the U.S. Department of Education grant with the assistance of a Project Management Team comprised minimally of ISBE, the Department of Human Services, the Department of Juvenile Justice, and the Illinois Children's Mental Health Partnership. This position is required to comply with the activities associated with these grant dollars.



ILLINOIS STATE BOARD OF EDUCATION
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