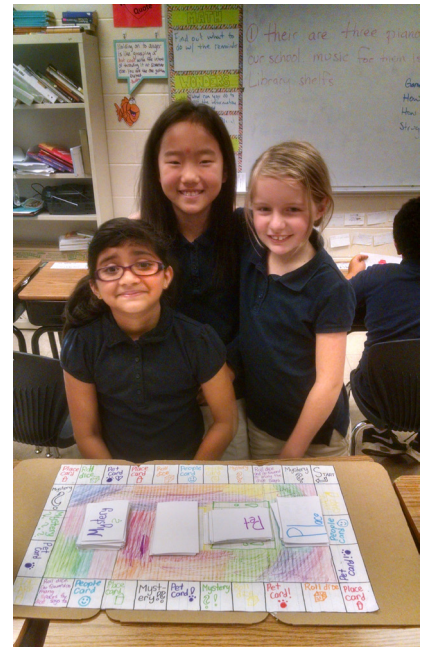


# Illinois State Board of Education

## Fiscal Year 2018 Proposed Budget

Tony Smith, Ph.D., State Superintendent of Education  
James T. Meeks, State Board of Education Chairman







# Illinois State Board of Education

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

James T. Meeks  
*Chairman*

Tony Smith, Ph.D.  
*State Superintendent of Education*

February 2017

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

The Illinois State Board of Education (ISBE) respectfully submits its fiscal year 2018 budget recommendation, made on behalf of the diverse families, students, and communities of Illinois. ISBE remains committed to its vision of Illinois as a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure. We share this dedication with every school district across the state. The educators, administrators, and stakeholders working in and with our public schools every day have advocated for the resources they need to educate and care for every student in their communities. ISBE's FY 2018 education funding requests aim to ensure that school districts and other education service providers have increased opportunities to meet the unique needs of each and every child in Illinois.

Illinois will begin fully implementing the Every Student Succeeds Act (ESSA), the new federal education law, in FY 2018. Illinois' draft ESSA State Plan contains tremendous opportunity to transform the way ISBE supports school districts and the way school districts support each other. However, actualizing the ESSA State Plan to its intended fullest potential requires financial investment from the state. Your investment in education funding will help us to move forward in strengthening our communities. The Board's recommended FY 2018 General Funds Budget for pre-K through 12th grade educational support services for districts and students across Illinois amounts to \$7.727 billion, an increase of \$266.4 million (3.45 percent) over FY 2017 levels.

ISBE held three public budget hearings across the state in fall 2016 to gather feedback on spending needs and priorities. A total of 154 individuals, including educators, students, and community members, provided testimony, either in person or via email. These stakeholders advocated for an adequate and fair funding system, as well as for specific line items and programs, such as agricultural education, early childhood education, Career and Technical Education, Regional Safe Schools, parent mentoring and community engagement programs, and Truants' Alternative and Optional Education, all of which the Board included in the budget.

ISBE based all of its funding recommendations upon the following principles:

- Aligning with the Board's goals;
- Advocating for the needs of children across the state as identified through requests from the field; and
- Recognizing the need for universal and differentiated support to meet the unique needs of each and every child in the state.

The budget also acknowledges that the number of low-income students in Illinois schools continues to grow. As reported on the 2016 State Report Card, low-income students increased from 40 percent of public school enrollment in the 2005-06 school year to 50 percent of enrollment

in the 2015-16 school year. ISBE believes that Illinois students deserve a fair distribution of funding and resources to support their growth to and through college and career.

ISBE recommends fully funding General State Aid (GSA) in FY 2018 at the Foundation Level of \$6,119 per student, while maintaining the current GSA appropriation of \$5.078 billion. This recommended Foundation Level represents the mandated minimum level of funding required to meet the basic education needs of one student in the Illinois pre-K through 12th grade public school system. It still amounts to far less than the Education Funding Advisory Board's recommended Foundation Level of \$9,204 per student.

ISBE's recommended budget asks for an increase of \$266.4 million from FY 2017. More than 95 percent of the total increase is attributable to seven areas:

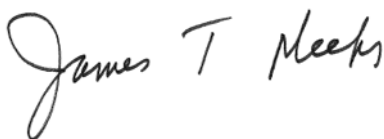
- Mandated Categorical Reimbursements (\$130.5 million or 49 percent of the increase)
- Early Childhood Education (\$50 million or 18.8 percent of the increase)
- Bilingual Education (\$38.4 million or 14.4 percent of the increase)
- Student Health and Safety Initiatives (\$11.1 million or 4.1 percent of the increase)
- School Reform and Accountability (\$11.1 million or 4.1 percent of the increase)
- Other Statewide Categorical Assistance (\$6.6 million or 2.5 percent of the increase)
- Standards, Assessments and Accountability (\$6.4 million or 2.4 percent of the increase)

ISBE also seeks increased funding in support of special education, arts and foreign language programs, broadband expansion and other digital technology enhancements, teacher mentoring and diverse educator recruitment, and Advanced Placement exam fees for low-income students.

ISBE is committed to sharing local stories and successes, to advocating for the needs of families, and to supporting schools and districts as the centers of healthy communities. ISBE's FY 2018 budget request reflects the needs communicated by educators, students, and community members throughout the state.

The responsibility to provide all Illinois children with equitable access to a high-quality education rests with us collectively. We must work together to prepare all students for the challenges of higher education and the workforce and give the State of Illinois the future every citizen deserves.

Sincerely,



James T. Meeks, Chairman  
State Board of Education



Tony Smith, Ph.D.  
State Superintendent of Education

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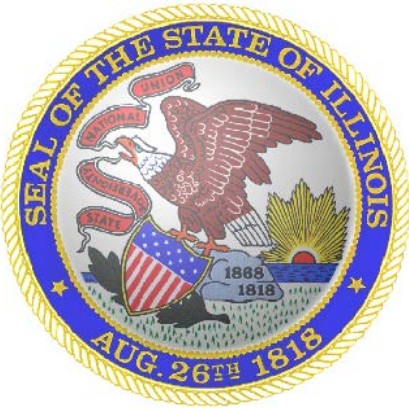
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# Illinois State Board of Education

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# Illinois State Board of Education

## MISSION AND GOALS

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### VISION

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

### MISSION

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

### GOALS

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

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



# Illinois State Board of Education

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**James T. Meeks**  
*Chairman*

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*State Superintendent of Education*

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## Illinois State Board of Education FY 2018 Budget Hearings

<b>DATE</b>	<b>LOCATION</b>	<b>TIME</b>
<b>Thursday, October 20, 2016</b>	<b>Springfield</b> ISBE 100 North First Street Springfield	11:00 a.m.
<b>Friday, November 18, 2016</b>	<b>Chicago</b> Thompson Center 100 West Randolph Street Conference Room 16-503 Chicago	1:00 p.m.
<b>Monday, November 21, 2016</b>	<b>Granite City</b> Granite City High School Atrium 3101 Madison Avenue Granite City	4:00 p.m.

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# ILLINOIS STATE BOARD OF EDUCATION

## Executive Summary

### **Funding Principles, Goals and Outcomes**

The Board's FY 2018 recommendation, made on behalf of Local Education Agencies and Communities across the state, is based upon the following principles:

- An Education Funding Plan that is aligned to the Board's Goals
- An Education Funding Plan advocating for the needs of children across the state as identified from requests from the field
- An Education Funding Plan that recognizes the need for universal and differentiated support to meet the unique needs of each and every child in the State of Illinois in a public system

All recommended programs are aligned with the strategic plan goals adopted by the Board:

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

- All kindergarteners are assessed for readiness.
- Ninety percent or more 3<sup>rd</sup> grade students are reading at or above grade level.
- Ninety percent or more 5<sup>th</sup> grade students meet or exceed expectations in mathematics.
- Ninety percent or more students are on track to graduate with their cohort at the end of 9<sup>th</sup> grade.
- Ninety percent or more students graduate from high school ready for college and career.
- Every student is supported by highly prepared and effective teachers and school leaders.
- Every school will offer a safe and healthy learning environment for all students.

Although the FY 2017 budget provided an additional \$523.6 million in State Pre-K through 12 education funding, the cumulative loss of education funding during the preceding seven year period, FY 2010 through FY 2016, as compared to FY 2009 amounted to approximately \$3.8 billion. Also, the percentage of the General Funds budget allocated for direct Pre-K through 12 Education funding has diminished from 28.8% in FY 2010 to 23.2% in FY 2016 while the percentage allocated to the indirect cost of Education funding (pensions) has increased from 3.8% to 13.8% during the same period. For FY 2018, the Board is seeking \$7.727 billion in General Funds appropriations, an increase on behalf of Illinois students of \$266.4 million.

It is anticipated that FY 2018 will be another difficult budget year for the State of Illinois. The state's backlog of unpaid bills remains substantial. As of January 30, 2017, the backlog totaled \$5.7 billion. More than \$1.1 billion of that amount represented payments due to ISBE for school districts and vendors.

This budget request reflects the stated needs of individual families, school districts, and their broader communities. The strong desire to support local public schools to prepare all children in Illinois to fully participate in civic life and experience economic success is embedded in this

request. The Illinois State Board of Education makes this request on behalf of the communities and families in Illinois.

### **Budget Methodology**

The Board Recommendation for FY 2018 for education funding is to ensure school districts and other education service providers have increased opportunities to meet the unique needs of each and every child throughout all the communities in the State of Illinois. Most of the ISBE budget is devoted to General State Aid (GSA) and Mandated Categorical Programs (MCATs) because they are received by virtually all districts in the state. In FY 2018, these two elements continue to make up 90 percent of the proposed General Funds budget, as they have in recent years. Historically, funding GSA has been the Board's highest priority as it provides the most flexibility for districts to meet student needs.

### **Budget at a Glance**

The current budget proposal reflects a total appropriation of \$11.5 billion. The General Funds portion of this request totals \$7.727 billion. This is a \$266.4 million (3.5%) increase compared to ISBE's FY 2017 General Funds appropriation.

The FY 2018 proposal includes:

\$70.7 million	increase to Special Education MCATs, fully funding all lines, except Private Tuition;
\$45.1 million	increase to Regular/Vocational Transportation;
\$6.6 million	increase to Illinois Free Lunch/Breakfast;
\$8.1 million	increase to Regular Orphanage;
\$50.0 million	increase in Early Childhood Education;
\$15.0 million	for a Healthy Community Initiative Fund;
\$38.4 million	increase in Bilingual Education to fully fund the FY 2018 claim which is based on FY 1999 cost standards;
\$4.0 million	increase in funding to expand work in individual schools identified as the lowest performing on state assessments;
\$3.5 million	increase in Agricultural Education in response to PA99-0826
\$5.0 million	increase for Educator Quality and Support programs to increase the quality of teachers and school leaders in Illinois;
\$5.0 million	increase for Regional Safe Schools;
\$3.0 million	for Homeless Education, which was last funded in FY 2009.

## **General State Aid**

After seven consecutive years of proration or paying only a portion of the GSA claim, claims are fully funded in FY 2017. In FY 2017, the appropriation was increased by \$361 million and PA 099-0524 took a creative approach to distribution of funds ensuring that no district would lose funds compared to FY 2016. Districts instead received the greater of their FY 2016 net payments plus a proportional share of an equity grant or their FY 2017 gross claim as calculated. No district lost funding and many saw an increase in funding. The initial forecast of FY 2018 GSA has not yet been completed. Data required from other agencies to complete the forecast is not yet available. The Board recommends maintaining the current appropriation of \$5.078 billion for GSA in FY 2018. To the extent that the actual GSA claim is less than that amount, the Board recommends that those funds be used to assure no district loses funding compared to the current year in the same manner as directed in PA99-0524.

## **Mandated Categorical Programs**

The proposed budget includes fully funding all MCATs for fiscal year 2018, except Regular/Vocational Transportation, Special Education Private Tuition and Illinois Free Lunch and Breakfast. The Board is also recommending an increase of \$45.1 million for Regular/Vocational Transportation, which is estimated to fund the claim at 80% rather than the current 71% proration. Table 1 describes the shortfall in FY 2017 funding provided by PA99-0524.

## **Academic Improvement**

### **Early Childhood Education\***

An increase of \$50 million is being recommended by the Board for Early Childhood Education. This increase supports an \$80 million federal Preschool Expansion Grant. Fiscal year 2018 is the third year of the five year commitment to increase state funding by \$50 million annually. While much more than the recommended \$443.7 million would be required to provide services to the estimated 265,000 children from birth to age five years living in families that are at or below the 185% of federal poverty level and are not being served by an Early Head Start, Head Start, Prevention Initiative or Preschool for All program, the requested funding will provide grantees the opportunity to serve approximately 6,630 additional children in FY 2018.

### **Bilingual Education\***

The number of English Learners (EL) students increased by 14.2% between FY 2011 and FY 2016. Currently, approximately 11.0% of Illinois students are EL. Appropriations for Bilingual Education have been at approximately \$63.5 million since FY 2011. Table 1 describes the shortfall in FY 2017 funding provided by PA99-0524. When the funding appropriated for Bilingual Education is insufficient to fully pay the claim submitted by districts, section 5/14C-12 of the Illinois School Code directs ISBE to apportion funds on the basis of approved claims. Bilingual Education proration is estimated at approximately 59.2% of the claim for FY 2017. Bilingual education cost reimbursement claims are based on cost standards established as the result of a survey conducted in FY 1999. During the period FY 2002 through FY 2017 the

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\*FY16 was not fully funded. The FY17 appropriation was used to cover both FY17 and prior year obligations as per PA 99-0524.

Employment Cost Index, a measure of the inflation of the cost of staff issued by the U.S. Bureau of Labor Statistics, increased by 50.0%. Research studies demonstrate that EL children who participate in EL programs have a higher probability of meeting content standards and graduating from high school. Educators, parents and community members requested that the FY 2018 claim be fully funded. The Board recommends an appropriation of \$102.1 million, a \$38.4 million increase (60.3%). The increase in funding is projected to provide full funding of the FY 2018 Bilingual Education claim, based on 1999 standard costs, to pay related administrative costs and to fund a cost study estimated at \$100,000 to update bilingual education cost standards in the future.

### Arts and Foreign Language

The Board is recommending an appropriation of \$1 million for FY 2018. The recommendation represents a \$500,000 (100%) increase over the FY 2016 appropriation. The requested funds will fund approximately 12 Arts and Foreign Language program implementation grants to school districts. These grants have a matching fund requirement. An estimated 12,000 students would participate.

### Standards and Assessments\*

Fiscal Year 2016 funds were not appropriated for student assessments due to the budget impasse. The FY 2017 budget included a \$44.6 million appropriation which provided funding for both FY2016 and FY2017. The appropriation is not sufficient to fully fund both the FY 2016 and FY 2017 student assessment schedule. Table 1 describes the shortfall in FY 2017 funding provided by PA99-0524.

The Board requests \$51.0 million for FY 2018. The request reflects the costs associated with administering the state and federally-required assessments under the Every Student Succeeds Act. The FY 2018 recommendation includes funding for the Partnership for Assessment of Readiness for College and Careers (PARCC) at grades 3-8, Dynamic Learning Map – Alternate Assessment at grades 3-8 and 11, the SAT at grade 11, the Illinois Science Assessment at grades 5, 8, and in high school biology, the ACCESS assessment at grades K-12 for students identified as English Learners (EL) and prompt pay costs associated with the State's backlog of unpaid invoices. In order to maintain federal funding, the administration of each of these assessments to the appropriate populations is required.

### College and Career Readiness

#### Agricultural Education

The Board is recommending funding of \$5.3 million for Agricultural Education (Ag Ed), an increase of \$3.5 million (194.4%) over FY 2017. The recommended increase is due primarily to Public Act 99-0826 that requires a new Agriculture Education Teacher Grant program. The grant covers a portion of the cost to local school districts for agriculture teachers working with students and programs beyond the basic contract time. There is a district match requirement for this grant. There has been success in the past in partnering at the local level through matching funds. In FY 2016, nearly \$300,000 in local matching dollars were generated directly

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\*FY16 was not fully funded. The FY17 appropriation was used to cover both FY17 and prior year obligations as per PA 99-0524.



with districts and \$2.3 million in matching funds were generated through industry partners. Ag Ed programs serve over 30,000 students in 324 secondary schools across the state, nearly 650,000 kindergarten through eighth grade students, and nearly 9,000 students in 25 community colleges and four universities.

### Career and Technical Education

The Board recommends funding Career and Technical Education (CTE) at \$38.1 million, the level required to meet Maintenance of Effort (MOE) requirements for FY 2018. CTE programs in Illinois strengthen students' technical skills; articulate transitions to postsecondary training programs or employment, or both; assist in meeting the New Illinois Learning Standards; and close achievement gaps. These programs support local districts to ensure student success and promote continuous improvement.

Funding for this program in addition to funding administered by the Illinois Community College Board leverages approximately \$39.8 million in federal funding annually.

### Advanced Placement

The Board is recommending a \$1.0 million appropriation in support of Advanced Placement classes. The recommendation amounts to a \$500,000 (100%) increase over the FY 2017 appropriation of \$500,000. The recommended funding would fund new, or expand existing Advanced Placement and/or pre-Advanced Placement programs at low income school districts.

### Targeted Special Education

#### Blind and Dyslexic

The Board's recommendation includes \$846,000 in funding for Blind and Dyslexic. The recommended funding will support complete access to Learning Ally's library of over 80,000 human-voice recorded curriculum textbooks, fiction, literature and VOICetext titles for unlimited student usage. The funding would cover the cost of maintaining services to the 750 school sites currently served.

#### Community and Residential Services Authority\*

The Community and Residential Services Authority develops collaborative and coordinated services from multiple agencies for individuals age 21 and younger who have severe behavioral or emotional disorders, ISBE serves as the fiscal agent for the authority which has proposed funding for FY 2018 at the FY 2017 level of \$579,000.

#### Materials Center for the Visually Impaired

The Board recommends flat funding of \$1.4 million for the line which supports a grant to the Chicago Lighthouse for People Who are Blind or Visually Impaired to provide services throughout the state.

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\*FY16 was not fully funded. The FY17 appropriation was used to cover both FY17 and prior year obligations as per PA 99-0524.

### Philip Rock Center and School\*

The Philip Rock Center and School serves students who are both deaf and blind, either as residents of the school or through support services. In FY 2016, slightly less than 400 deaf-blind students were provided services. The residential school provides a comprehensive education program for deaf-blind children who are in the 3-21 year age group. The center also provides an extensive array of support services on a statewide basis, such as family support and training, technical assistance, professional development and training, evaluations, and transition information/coordination. This funding also contributes to the state's maintenance of financial effort as required for federal IDEA funding. Funding was not appropriated for this program in FY 2016. Table 1 describes the shortfall in FY 2017 funding provided by PA99-0524. The Board recommends FY 2018 funding of \$3.6 million.

### **Educator Quality and Support**

One of the cornerstones of the Board's reform agenda is to improve the quality of teachers and leaders in Illinois schools. To that end, the Board is recommending funding increases for several initiatives for FY 2018.

#### National Board Certification

The FY 2017 appropriation for National Board Certification is \$1.0 million. The funds provide for support of teachers and school counselors seeking National Board Certification with priority given to educators in schools on Early Academic Warning or Watch status or who serve in schools with 50 percent or more low-income students. The Board is recommending flat funding in FY 2018.

#### Teach for America

The Board is recommending an appropriation of \$1.9 million for FY 2018. The recommended appropriation amount will leverage an additional \$1.9 million in private matching funds. The funding will support recruiting an additional 110 corps members of which 44% or more have historically been teachers of color.

### **School Reform and Accountability**

#### School Support Services (Formerly Lowest Performing Schools)\*

The Board is recommending a \$5.0 million appropriation for the state's lowest performing schools. The additional requested amount of \$4 million would fund assistance to all the lowest performing schools not receiving School Improvement Grants (SIG) and related administrative costs. It is estimated that the funds would provide assistance to 87 targeted school districts, with 270 schools in addition to the 21 priority school districts with 35 schools as described in the tables below. The funds will support these schools as they implement strategies and interventions that support strong leadership, effective teachers, use of time, effective instruction, use of data, school environment, and family and community engagement.

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\*FY16 was not fully funded. The FY17 appropriation was used to cover both FY17 and prior year obligations as per PA 99-0524.

## State and District Technology Support\*

The Board's recommendation of \$4.5 million includes support for the Learning Technology Centers (LTCs) and the Illinois Virtual School (IVS). The requested funding is an increase of \$2.1 million (84.1%) that will fund enhancements to the IVS and expand LTC services to more closely align with ISBE goals and the Every Student Succeeds Act (ESSA). Funding was not appropriated for this program in FY 2016. Table 1 describes the shortfall in FY 2017 funding provided by PA99-0524.

The LTCs work with Regional Education Offices, Intermediate Service Centers, special education, and vocational education partners to implement digital age learning. Additionally the LTCs provide technology readiness support for schools, especially for PARCC and online assessments, E-rate support for districts, help to schools with issues concerning student data privacy, and professional development focused on integration of technology in the classrooms. The language in ESSA requires the state to perform professional development to schools concerning student data privacy as well as help districts with their technology readiness needs.

IVS provides online, teacher-facilitated courses to public, private and home-schooled students in grades five through 12 as well as online professional development to Illinois educators. Nearly 300 schools have used IVS to enhance student learning opportunities. The recommended additional funding of \$1.5 million in FY 2018 would provide support to the approximately 390 school districts that currently do not provide adequate opportunities for students to participate in AP or International Baccalaureate courses through the IVS.

## **Other Statewide District Categorical Assistance**

### District Consolidation Costs

The Board is recommending an appropriation of \$3.1 million, which is a decrease of \$1.9 million (-38.5%) for FY 2018 to provide full funding to the 10 qualified districts and \$50,000 for feasibility studies. The District Consolidation Incentives program increases administrative efficiencies in districts, thereby allowing them to direct more funds into the classroom to expand curriculum through additional courses. The program also supports safer learning environments due to the likelihood that better facilities will be utilized by the consolidated district.

## **Student Health and Safety Initiatives**

### Alternative Learning/Regional Safe Schools

The Regional Safe Schools program provides alternative education for youth in grades six through 12 who are on suspension, or expulsion eligible or who have been expelled or suspended for more than 20 days due to gross misconduct and who are administratively transferred to a Regional Safe School at the discretion of the local school district. The Board's budget recommendation includes \$11.3 million in funding for the Regional Safe School program, a \$5.0 million (79.4%) increase over FY 2017. Between FY 2009 and FY 2017 funding for this program was reduced by 66%. The requested funding would serve an estimated 7,100 students in FY 2018, an increase of 3,470 students over FY 2017.

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\*FY16 was not fully funded. The FY17 appropriation was used to cover both FY17 and prior year obligations as per PA 99-0524.

### Truant Alternative and Optional Education

The Truant Alternative and Optional Education program serves students with attendance problems and/or dropouts up to and including those who are 21 years of age and provides truancy prevention and intervention services to students and their parents and/or provides part-time or full-time options to regular school attendance. The FY 2017 budget enacted included an appropriation for this program that was 42.7% less than the FY 2009 appropriation. The FY 2017 appropriation of \$11.5 million funded services to approximately 28,100 students. The Board recommends \$14.5 million for this program for FY 2018, an increase of \$3.0 million (26.1%) over FY 2017. The requested amount would fund services to an estimated 32,000 students, an increase of 3,900 students over FY 2017.

### Educator Quality Investigations & Hearings\*

The Board recommends \$250,000 in funding for FY 2018, which is a \$70,100 (39.0%) increase over the FY 2017 appropriation. Since FY 2014, ISBE has been legally required to investigate a larger number of cases year over year in part because (a) the statute requires investigations into certain allegations that should be addressed by school district management, such as incompetency and unprofessional conduct; and (b) the number of allegations reported to ISBE has increased, which is a factor beyond ISBE's control.

### **Focus on the Community**

#### Healthy Community Initiative Fund

The Board is recommending \$15.0 million for the Healthy Community Initiative Fund for FY 2018. The funds will support grants to community partnerships, with school districts as the lead applicants, among local government entities, education organizations, faith-based organizations, civic organizations and philanthropists. The grant funds will provide for the coordinating, aligning and leveraging of efforts to solve complex social problems within the community resulting in improved community well-being by ensuring students are ready to take advantage of high-quality instruction in the classroom.

#### After School Matters

The FY 2017 appropriation for the program is \$2.4 million. The After School Matters program provides programming to high school students using the apprenticeship model to engage the students in learning skills in arts, communications, science, sports and technology. During FY 2016, there were 22,757 program opportunities for 15,592 unduplicated teens in 305 community sites and 79 Chicago Public Schools across the City of Chicago. The Board, following the lead of the General Assembly, recommends a \$2.4 million appropriation for FY 2018.

#### Southwest Organizing Project

The Board, following the lead of the General Assembly, recommends \$2.0 million in funding for the Southwest Organizing Project in fiscal year 2018, an increase of \$533,700 over FY 2017. The funding will support the Parent Mentoring Program under which community-based

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\*FY16 was not fully funded. The FY17 appropriation was used to cover both FY17 and prior year obligations as per PA 99-0524.

organizations partner with local schools to recruit and train parents to assist teachers. In FY 2016, 456 primarily low-income parent mentors were supported in 57 schools in 11 communities across the state.

## **Miscellaneous**

### **Tax Equivalent Grants**

In accordance with the School Code (105 ILCS 5/18-4.4) ISBE is required to provide Tax Equivalent Grants to make up for lost property tax revenues due to state property ownership in Chaney-Monge School District 88. Without changes in Illinois statute, funding in the amount of \$222,600 will remain in the FY 2018 ISBE budget recommendation.

### **New Budget Lines**

#### **Homeless Education**

The Board is recommending \$3.0 million for the Homeless Education Program. The number of homeless students as reported by districts was 41,220 in FY 2017. This funding will provide support services, outreach and advocacy needed for the growing number of homeless students to remain in school and have equal access to the same free, appropriate public education as provided to other children and youth. This program was last funded in FY 1999.

#### **Teacher of the Year**

The Teacher of the Year program honors outstanding school personnel in seven categories through the Those Who Excel program and identifies an Illinois Teacher of the Year to serve as an “Ambassador” for the teaching profession. The Board recommends an appropriation of \$130,000 to fund the travel expenses, salary, benefits, or substitute costs for time out of the classroom performing duties in the official capacity of Teacher of the Year. This appropriation also funds trips to Space Camp, Washington DC, for a meeting with CCSSO and the Next Step Conference for the active Teacher of the Year.

#### **Diverse Educator Recruitment**

Although there has been a slight increase in numbers of people of color entering the teaching force, nationally and in Illinois, the teaching force remains overwhelmingly white and female. In 2015, 83% of teachers were white and 77% were female (Profile of Teachers in the U.S., 2015). The Board is recommending a \$700,000 appropriation for a minority recruitment and mentoring program that supports students in middle and high school to take appropriate coursework and begin career exploration into the teaching field.

#### **Principal Mentoring Program**

It is estimated that up to 10% of principals will retire during the next five years. Quality leaders are recognized as a key component for school improvement and strong schools. The Board is recommending \$1.0 million to direct mentoring support to first-year principals and their mentors. The requested funds would be sufficient to support mentoring of approximately 360 new principals.

### Teacher Mentoring Program

A \$2.0 million appropriation from the General Revenue Fund is being recommended to provide mentoring opportunities for new teachers. Studies have found that high-quality induction programs can reduce turnover by 50%. With increasing accountability and new evaluations systems, it is critical that the approximately 8,700 new teachers entering the workforce each year receive support and professional development that will improve their teaching skills. An additional \$750,000 appropriation is also being requested from the Teacher Certificate Fee Revolving Fund for this purpose. In combination, the requested funding would support mentoring of 2,300 new teachers.

### Performance Evaluations

\$200,000 is being recommended for FY 2018 in order to continue to support the work of the Performance Evaluation Advisory Council and school districts in the implementation of the Performance Evaluation Reform Act of 2010.

### Low Income Advanced Placement

The Board is recommending a \$630,000 appropriation that would fund the approximate \$12 per Advanced Placement exam fee not covered by other sources of funding for low-income students. The requested amount would assist an estimated 27,000 low-income students.

### Competency-Based Pilot

Public Act 99-674 requires ISBE to establish and administer a competency-based high school graduation requirements pilot program as one of a number of strategies to prepare more students for meaningful college and career opportunities. The pilot program is intended to lead to the full development and implementation of a detailed plan for a competency-based learning system for high school graduation requirements. The Board recommends \$1.0 million in funding to support grants to 12 schools and to provide networking support and other technical assistance. The grant funds will offset costs of educator professional development and initial implementation.

### District Broadband Expansion

The Federal Communications Commission (FCC) provides federal match funding through states for schools to expand broadband availability through its E-Rate program. The FCC currently has supplemental funds available through the program for construction projects. These funds are in addition to the normal 70% E-Rate program. The additional funds are subject to state dollar for dollar matching requirements and will be available in FY 2018 and FY 2019.

Advocates have requested that the ISBE budget include matching funds to support the additional available federal funds for reimbursement of special construction costs for E-Rate eligible entities. It is estimated that 215 schools across 120 districts, serving approximately 300,000, students need fiber upgrades. The federal funds would provide up to 10% reimbursement of the cost of eligible broadband special construction projects. The expansion of broadband to schools statewide is supported by a partnership with the Office of the Governor, Illinois Department of Innovation and Technology, and EducationSuperHighway. The Office of the Governor supports an investment of \$13 million for District Broadband Expansion over the two year period for which federal matching funds are available. The Board recommends a \$5.0

million appropriation to provide matching funds for an additional \$5.0 million of federal funds to support broadband expansion special construction costs in FY 2018.

### District Intervention

Educators, community members and district volunteers have requested supplemental funding for the two ISBE intervention school districts, East St Louis SD 189 and North Chicago CUSD 187. Both academic and fiscal improvements have been made in both school districts; however both districts remain encumbered with debt service payments as a result of decisions made prior to state intervention. These debt service payments require that funding intended for providing opportunities for children in need be utilized for debt service. The Board recommends \$6.6 million in funding for district interventions.

### Agency Operations\*

ISBE agency operations amount to only 0.3% of the ISBE General Funds budget. ISBE was appropriated \$22.7 million for agency administration in FY 2015. The FY 2015 appropriation was 15.5% less than the amount appropriated in FY 2010. No GRF Administration funds were appropriated to ISBE for FY 2016. PA99-524 appropriated \$22.7 million for ISBE administration for FY 2017 and also allowed the use of the appropriated funds to be used for FY 2016 costs. The use of the FY 2017 appropriation to cover FY 2016 costs caused a shortfall in FY 2017 which is described in Table 1. The Board is recommending a \$23.5 million appropriation in FY 2018 to provide high quality service and support to local school districts. The request is consistent with the Board's FY 2017 request with the addition of a \$150,000 prompt payment interest estimate due to the State's backlog of unpaid invoices.

### Supplemental Needs for FY 2017

**Table 1**

<b>Line Item</b>	<b>FY17 Appropriated (000s)</b>	<b>FY17 Funding Need (000s)</b>	<b>Difference</b>	<b>Fund Name</b>
Assessments	44,600,000.0	49,800,000.0	5,200,000.0	General Revenue
Bilingual	63,681,200.0	65,549,700.0	1,868,500.0	General Revenue
Tech for Success	2,443,800.0	4,783,800.0	2,340,000.0	General Revenue
Philip Rock Center	3,577,800.0	7,155,600.0	3,577,800.0	General Revenue
ISBE Administration	22,659,400.0	26,495,500.0	3,836,100.0	General Revenue
Special Education Orphanage Tuition	95,000,000.0	104,100,000.0	9,100,000.0	General Revenue
Orphanage Tuition	11,500,000.0	21,500,000.0	10,000,000.0	General Revenue

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\*FY16 was not fully funded. The FY17 appropriation was used to cover both FY17 and prior year obligations as per PA 99-0524.

# Budget Highlights – Fiscal Year 2018 Request

## Proposed Fiscal Year 2018 Budget

	FY17	FY18		
<b>\$000s</b>	<b>At 01/24/2016</b>	<b>Request</b>	<b>\$ Change</b>	<b>% Change</b>
General Funds	\$7,460,971.9	\$7,727,350.5	\$266,378.6	3.6%
Other State Funds	\$72,518.9	\$74,348.9	\$1,830.0	2.5%
Federal Funds	\$3,602,586.9	\$3,654,586.9	\$52,000.0	1.4%
<b>TOTAL</b>	<b>\$11,136,077.7</b>	<b>\$11,456,286.3</b>	<b>\$320,208.6</b>	<b>2.9%</b>

## General State Aid (GSA)

	FY17	FY18		
<b>\$000s</b>	<b>At 01/24/2016</b>	<b>Request*</b>	<b>\$ Change</b>	<b>% Change</b>
GSA – Formula	\$2,934,566.6	TBD	\$0.0	0.0%
GSA – Low-Income Grant	\$1,740,954.4	TBD	\$0.0	0.0%
PTCELL Adjustment	\$55,810.2	TBD	\$0.0	0.0%
Net Adjustments	\$33,897.8	TBD	\$0.0	0.0%
Hold Harmless/Equity Grant	\$313,356.9	TBD	\$0.0	0.0%
<b>TOTAL</b>	<b>\$5,078,585.9</b>	<b>\$5,078,585.9</b>	<b>\$0.0</b>	<b>0.0%</b>

<b>Foundation Level</b> (actual \$)	<b>\$6,119</b>	<b>\$6,119</b>		
	prorated at 100%	prorated at 100%		

\* FY18 GSA Forecast not finalized.

## Mandated Categoricals

	FY17	FY18		
<b>\$000s</b>	<b>At 01/24/2016</b>	<b>Request</b>	<b>\$ Change</b>	<b>% Change</b>
Illinois Free Lunch/Breakfast	\$9,000.0	\$15,575.0	\$6,575.0	73.1%
Orphanage Tuition	\$11,500.0	\$19,600.0	\$8,100.0	70.4%
Sp Ed – Children Requiring Sp Ed Services	\$303,829.7	\$307,140.5	\$3,310.8	1.1%
Sp Ed – Orphanage Tuition	\$95,000.0	\$99,100.0	\$4,100.0	4.3%
Sp Ed – Personnel Reimbursement	\$442,400.0	\$444,200.0	\$1,800.0	0.4%
Sp Ed – Private Tuition	\$233,000.0	\$234,800.0	\$1,800.0	0.8%
Sp Ed – Summer School	\$11,700.0	\$13,400.0	\$1,700.0	14.5%
Sp Ed – Transportation	\$450,500.0	\$508,500.0	\$58,000.0	12.9%
Transportation – Regular/Vocational	\$205,808.9	\$250,900.0	\$45,091.1	21.9%



<b>Proration Levels</b>	<b>FY16 Actual</b>	<b>FY17 Actual</b>	<b>FY18 Proposed</b>
Illinois Free Lunch/Breakfast	20%	19% (est.)	35%
Orphanage Tuition	100%	54% (est.)	100%
Sp Ed – Children Requiring Sp Ed Services	100%	99%	100%
Sp Ed – Orphanage Tuition	100%	95% (est.)	100%
Sp Ed – Personnel Reimbursement	100%	100%	100%
Sp Ed – Private Tuition	94%	96%	95%
Sp Ed – Summer School	84%	89%	100%
Sp Ed – Transportation	96%	91%	100%
Transportation – Regular/Vocational	70%	71%	80%

### Early Childhood Education

<b>\$000s</b>	<b>FY17 At 01/24/2016</b>	<b>FY18 Request</b>	<b>\$ Change</b>	<b>% Change</b>
Early Childhood Education	\$393,738.1	\$443,738.1	\$50,000.0	12.7%

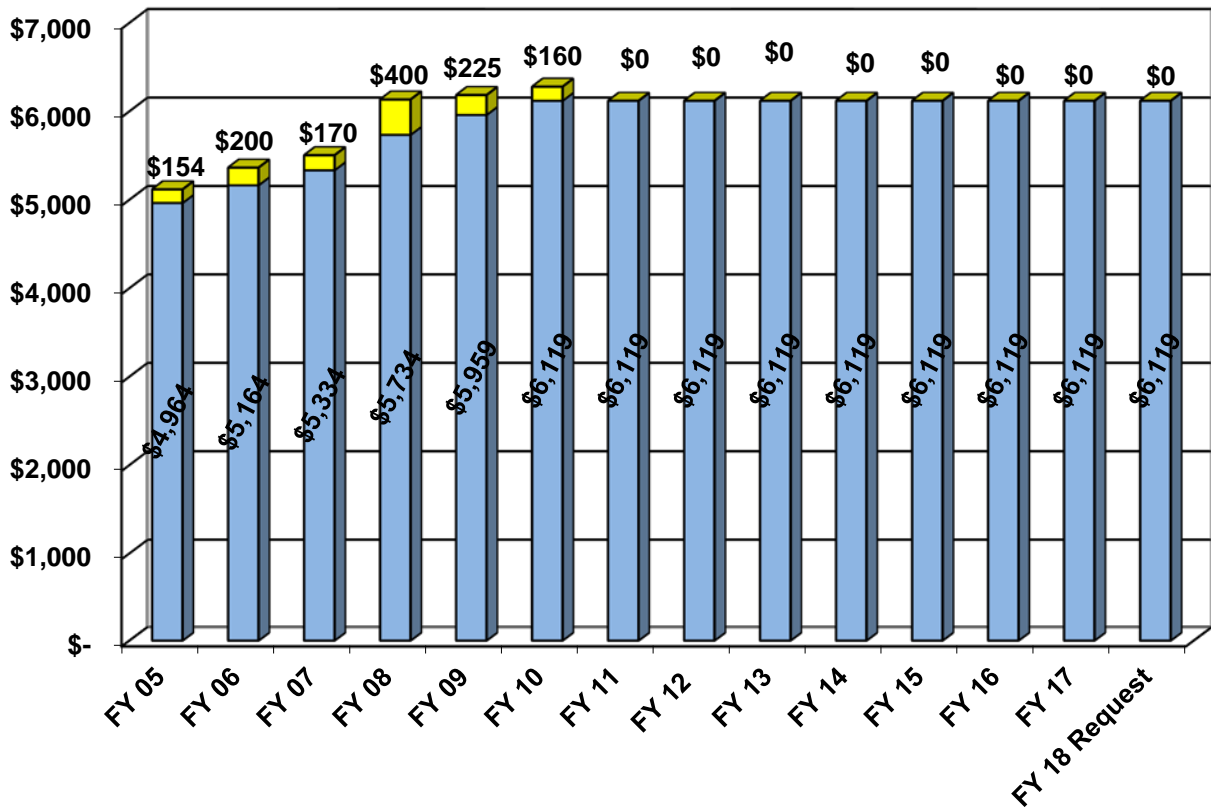
	<b>FY16 Actual</b>	<b>FY17 Estimated</b>	<b># Change</b>	<b>% Change</b>
Children Served	86,596	89,919	3,323	3.8%

### Other Programs

<b>\$000s</b>	<b>FY17 At 01/24/2016</b>	<b>FY18 Request</b>	<b>\$ Change</b>	<b>% Change</b>
Academic Improvement*	\$498,281.4	\$592,787.7	\$94,506.3	19.0%
Educator Quality and Support	\$1,977.5	\$6,930.0	\$4,952.5	250.4%
Other Statewide District Categorical Assistance	\$5,046.0	\$11,660.2	\$6,614.2	131.1%
School Reform and Accountability	\$3,446.6	\$14,500.0	\$11,053.4	320.7%
Targeted Special Education	\$6,523.9	\$6,423.9	-\$100.0	-1.5%
Standards and Assessments	\$44,600.0	\$51,000.0	\$6,400.0	14.3%
Student Health and Safety Initiatives	\$17,979.9	\$29,050.0	\$11,070.1	61.6%
Focus on the Community	\$18,910.1	\$19,443.8	\$533.7	2.8%
Miscellaneous	\$222.6	\$222.6	\$0.0	0.0%

\*Total in Academic Improvement includes Early Childhood Education figures which are shown separately above.

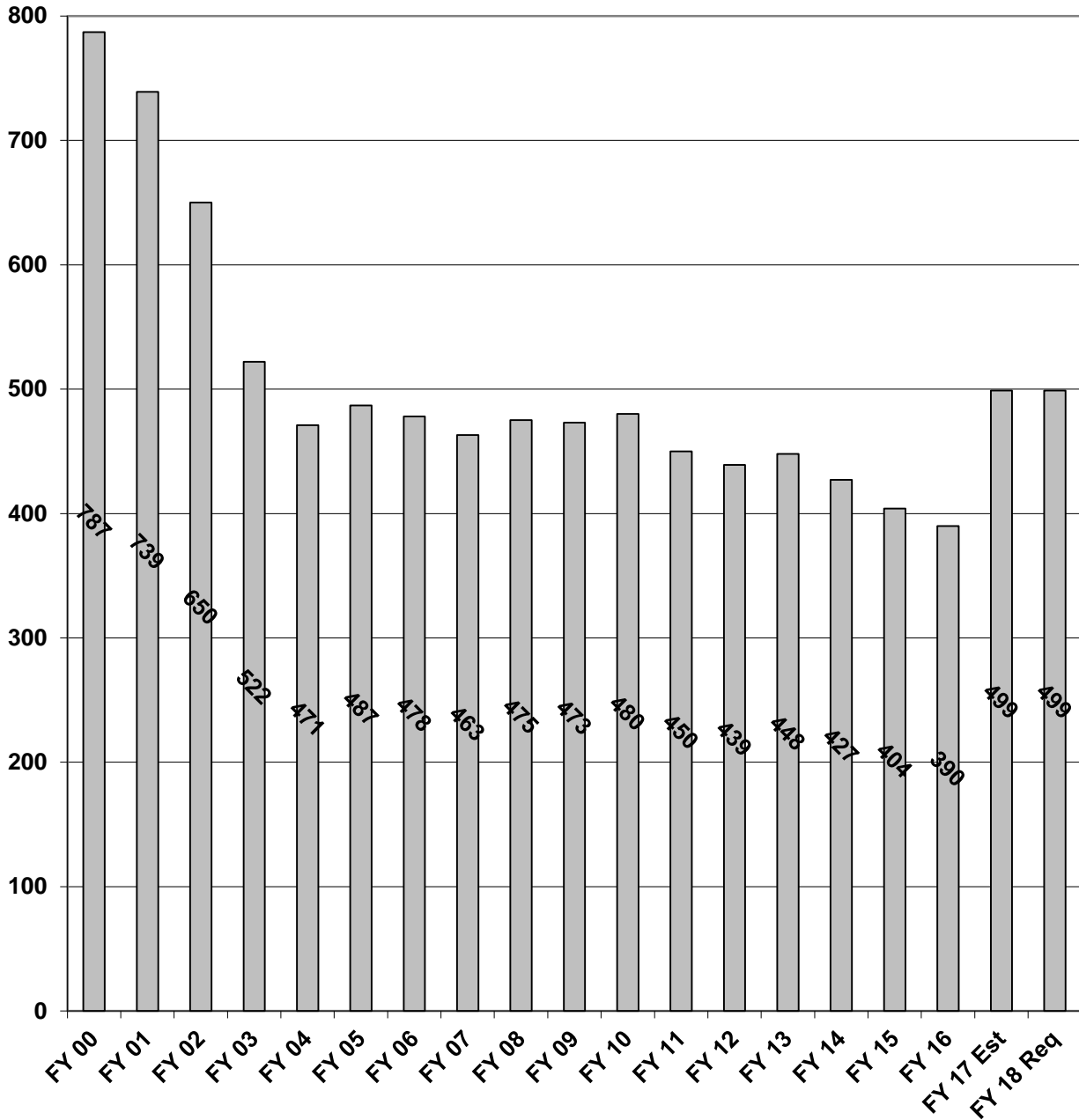
**General State Aid Foundation Level and Annual Dollar Change  
In Foundation Levels  
FY 05 – FY 18 Requested**



■ Foundation Level    ■ \$ Change in F Level

FY 12 GSA prorated at 95%  
 FY 13 GSA prorated at 89%  
 FY 14 GSA prorated at 89%  
 FY 15 GSA prorated at 89%  
 FY 16 GSA prorated at 92%

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



# ILLINOIS STATE BOARD OF EDUCATION

## Budgeting for Results (BFR)

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

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

The governor's office refined the outcomes and identified seven results to be achieved for the state in the fiscal year 2015 budget. "**Quality Education and Opportunities for Growth and Learning for all Illinois Students**" is one of those seven results that Illinois State Board of Education (ISBE) is obligated to achieve and demonstrate continuous improvements.

A BFR sub-goal was established for the result focused on education. The sub-goal is: Improve School Readiness and Student Success for All. Results for the underlying measures established for the fiscal year 2017 budget are listed below.

The fiscal year 2017 ISBE Budget Book provides service level detail for the programs which the Board administers. The Board also publishes a number of other reports throughout the year in accordance with statutes that are intended to help Illinois residents and policymakers evaluate the effectiveness of education programs. ISBE looks forward to working with Illinois policymakers to continue to refine the BFR measures used to determine the most effective use of public funding to reach desired results.

### **BFR Methodology**

In this budget, ISBE has outlined the funding necessary to achieve its BFR goals. The agency reviewed the outcomes of its programs through a process facilitated by the agency's Center for Performance. Each agency program owner developed a logic model and performance metrics to measure the efficiency and effectiveness of their program.

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

These logic models guided staff in development of performance measures. These included measures of efficiency and effectiveness. Efficiency measures document the level of output per amount of resources, inputs, or funds put into the program. For example, the number of units of

service per dollar spent. Effectiveness measures the level of outcomes or results given the amount of resources/input/cost. For example, the cost per unit of outcome.

ISBE continues to refine its outcome measures. The following programs are successful examples of BFR implementation. They successfully built logic models and established relevant performance metrics to measure the program outputs and long term outcomes.

### **Career and Technical Education (CTE)**

The purpose of the CTE program is to develop academic and career and technical skills for the secondary education students who elect to enroll in career and technical education programs. CTE programs help to meet the Illinois Learning Standards through preparation of high skills, high wage, or high demand occupations in current or emerging professions. Primary funding sources for the program is the Perkins grant (secondary portion of Perkins) and the CTE improvement grant. This program has established the long term objective of strengthening academic reading/language arts skills of students in CTE programs to meet the Common Core State Standards and IL Learning Standards.

<b>Performance Measures</b>	<b>School Year 2013</b>	<b>School Year 2014</b>	<b>School Year 2015</b>	<b>School Year 2016</b>
Percentage of CTE concentrators who completed secondary education	95.6%	95.3%	95.2%	95.8%
Percentage of CTE concentrators who passed the technical skills assessments which are aligned with industry recognized standards	75.4%	74.8%	75.8%	21.7%**
CTE student enrollment	262,950	284,864	255,713	280,755
Percentage of CTE concentrators who were placed in post-secondary education or training	65.9%	49.4%*	63.1%*	63%*
Percentage of CTE concentrators who attained proficient or advanced levels in Reading/language Arts on the state-wide high school assessments	49.6%	52.4%	52.9%	25.5%***

\* Prior year percentages included both workforce and post-secondary placements. Fiscal year 2014 includes only post-secondary placement.

\*\* This assessment became voluntary when the assessment changed from ACT to PARCC.

\*\*\* Assessment changed from ACT to PARCC.

### **21<sup>st</sup> Century Community Learning Centers (CCLC)**

CCLC is a federally-funded, state-facilitated grant that affords low-performing, high-poverty school districts with supplemental educational opportunities to enhance student academic performance while also providing social, cultural, and enriching activities during non-school hours. The program established the long-term objective that 21<sup>st</sup> CCLC students demonstrate a stronger knowledge base in the common core state standards and Illinois Learning Standards for post-secondary education or career readiness; participants in the program demonstrate increased participation in school activities; increased graduation rates from high school.

<b>Performance Measures</b>	<b>School Year 2012</b>	<b>School Year 2013</b>	<b>School Year 2014</b>	<b>School Year 2015</b>	<b>School Year 2016</b>
21st CCLC student enrollment	63,318	67,343	70,168	47,492	TBD
Percentage of program participants that are students eligible for free or reduced price lunch	81.40%	81.84%	84.60%	87.91%	TBD**
Percentage of regular program participants whose mathematics grades improved from fall to spring	31.95%	30.75%	32.55%	26.47%	TBD**
Percentage of regular program participants whose English grades improved from fall to spring	32.42%	31.61%	32.95%	30.31%	TBD**
Percentage of regular program participants with teacher-reported improvements in student behavior	64.77%	63.27%	64.98%	59.25%	TBD**
Percentage of regular program participants with teacher-reported improvement in homework completion and class participation	66.22%	68.22%	64.86%	*	TBD**
Percentage of regular program participants with teacher-reported improvements in student participation in class	~	~	~	69.21%	TBD**
Percentage of regular program participants with teacher-reported improvements in homework completion	~	~	~	66.43%	TBD**

\* This metric was broken out into two separate questions starting in SY2015.

~ New metric as of SY2015

\*\* With federal reporting changes made in SY 2015 the SY2016 data is not yet available

## **Agricultural Education**

The Agricultural Education (Ag Ed) Program\* was established to:

- Ensure the provision of Ag Ed in the curriculum of the public schools, kindergarten through adult,
- Assist local school districts in developing comprehensive programs in Agricultural Literacy/Awareness serving to inform the general public about Agriculture,
- Promote more informed consumers of Agricultural products, and in developing Agricultural career preparation programs,
- Assist in providing trained individuals for the Agriculture industry, and
- Program and curriculum development, growth, and implementation as well as data collection and professional development are components.

<b>Performance Measures</b>	<b>School Year 2013</b>	<b>School Year 2014</b>	<b>School Year 2015</b>	<b>School Year 2016</b>
Unduplicated enrollment in Ag Ed Program	29,202	29,463	29,615	30,562
Percentage of districts with Agriculture programs using the Ag Ed Program curriculum aligned with New Illinois Learning Standards	92.0%	89.0%	92.0%	94.0%
Percentage of districts with Agriculture programs using the grant to update teaching/technology in class room	97.5%	96.8%	97.5%	99.6%
Number of counties supporting Agricultural Literacy Program	72	77	79	76
Percentage of teachers involved in developing a plan for customized student instruction	94.0%	98.0%	98.0%	98.0%

\* Section 2-3.80 of the School Code [105 ILCS 5/2-3.80] establishes the Agricultural Education Program

## National Board for Professional Teaching Standards

This program provides teachers and school counselors an opportunity to achieve National Board Certification and to support mentoring of future National Board Certified Teachers (NBCTs). Illinois State University arranges services to recruit and support NBCT candidates in targeted schools and counties. They also arrange training for NBCTs to do mentor training. There is currently a high level of collaboration among stakeholders whose roles are specific related to the outcomes of this work. This program has initiated professional development/learning programs that align and are current with state initiatives. As long as the collaboration continues in a positive direction and for the good of the PK-12 students, this work will continue to be effective and with beneficial outcomes.

Performance Measures	School Year 2013	School Year 2014	School Year 2015	School Year 2016	School Year 2017
Number of NBCTs in Illinois	5,842	6,025	6,150	6,051	6,090 est.
Number of new applications	488	701	489	563	590 est.
Number of candidates attending online candidate support	44	88	93	97	112
Percentage of candidate applicants come from targeted school: Academic Early Warning List, Academic Watch List, or Schools with 50 percent or more students on free or reduced lunch program	92.0%	76.0%	81%	71%	85%

## Title I, PART D, Neglected and Delinquent

This program approves Title I Part D applications to a) improve educational services for children and youth in local and state institutions for neglected or delinquent children so that such children have the opportunity to meet the same state academic achievement standards; b) provide such children with services needed to make a successful transition from institutionalization to further schooling or employment; and c) prevent such children from dropping out of school. This program reached approximately 3,117 students to provide the services. This program facilitated students success and helped them to earn high school credits, diploma, GED, showed improvements in pre and post-tests in both reading and math. The program intends to establish more performance metrics to measure the success.

Performance Measures	School Year 2013	School Year 2014	School Year 2015	School Year 2016
Percentage of students who earned high school credit (ages 13 -21)	83.0%	91.0%	73.4%	*
Percentage of students who earned a GED or obtained high school diploma (ages 16-21)	8.0%	7.0%	2.7%	*

\* Due to changes in data collection and reporting, these metrics are not currently available.

## Title I – Improving the Academic Achievement of the Disadvantaged

Approves No Child Left Behind Consolidated Applications to ensure funds are used to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach at a minimum proficiency on challenging state academic achievement standards. This program has successfully achieved the long term outcomes by improving the student

performance on state assessments, increasing graduation rates, and increasing proficiency in both reading and math.

<b>Performance Measures</b>	<b>School Year 2013</b>	<b>School Year 2014</b>	<b>School Year 2015*</b>	<b>School Year 2016*</b>
Percent of Title I students proficient in math on the state assessment	45.7%	47.4%	17.9%	20.6%
Percent of Title I students proficient in reading on the state assessment	45.4%	43.6%	25.9%	25.3%
Number of Students graduating within four years	83.2%	86.0%	85.6%	85.5%
Number of Students graduating within five years	87.0%	87.5%	87.7%	87.6%

\*In SY 2015 the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment replaced the Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Exam (PSAE). Therefore, scores cannot be compared.

### **Early Childhood Block Grant**

The Early Childhood Block grant (ECBG) provides funding to serve children birth to age five through the Prevention Initiative and Preschool for All (PFA) programs, as well as for various projects that support program quality. This program has successfully implemented services for children birth to age five which provide essential resources to make children fully ready to enter kindergarten. Furthermore, it provided professional development opportunities for PFA teachers and administrators to enhance their skills in working with the young children.

<b>Performance Measures</b>	<b>School Year 2013</b>	<b>School Year 2014</b>	<b>School Year 2015</b>	<b>School Year 2016</b>
Number of children birth to age five served	90,393	89,495	90,006	86,448
Number of teachers and staff that received state-sponsored professional development (duplicated count)	2,931	2,722	2,724	2,191
Number of programs funded	617	617	606	603
Percentage of Early Childhood teachers who received ratings of 4.75 or higher on ECERS-R interaction (child interaction rating scale)	87.6%	88.1%	87.5%	71.1%

### **General State Aid**

General State Aid ensures school districts have adequate funding to provide a quality education by supplementing local tax revenues. This program successfully demonstrated that the state funding plays an integral role in helping Illinois school districts to ensure academic growth of k-12 students. Adequate per student funding is vital to meet the high performance demands from the school districts, schools, and the students.

<b>Performance Measures</b>	<b>School Year 2013</b>	<b>School Year 2014</b>	<b>School Year 2015</b>	<b>School Year 2016</b>
Graduation rates	83.2%	86.0%	85.6%	85.5%
Dropout rates	2.4%	2.2%	2.3%	2%
Percentage of districts in deficit spending	66.7%	61.8%	64.2%	TBD*

\*Finalized data not yet available



## Educator Quality Investigations and Hearings

This program investigates conduct by educators that may require the suspension or revocation of an educator license following an investigation and hearing procedure. To ensure students are provided a high quality education in a safe and healthy environment, this program authorizes ISBE to take licensure action against educators for the abuse or neglect of a child, incompetence, immoral behavior or other just cause.

<b>Performance Measures</b>	<b>School Year 2013</b>	<b>School Year 2014</b>	<b>School Year 2015</b>	<b>School Year 2016</b>
Eliminating from the classroom and field all teachers who commit serious acts of misconduct through suspension or revocation of license	39	107**	63	42
Investigate all allegations of misconduct in a timely manner***	100%	100%	100%	100%
Investigate all allegations of misconduct in an effective manner***	100%	100%	100%	100%

\* Formerly known as Educator Misconduct

\*\* This total includes Voluntary Surrender of License (which results in a revocation) pursuant to Section 21B-45; Suspension and Revocation Orders issued by the State Superintendent pursuant to Sections 21B-75 and 21B-80; and Orders issued by the SEPLB pursuant to Section 21B-75 which were not counted in 2012 or 2013.

\*\*\*As used in this paragraph, "investigate" means (a) the initial assessment of allegations received by the agency to determine the level of priority the case should receive based on the severity of the alleged conduct, for further investigative steps; (b) the issuance of subpoenas or interview of witnesses when appropriate; and (c) a determination as to whether the case should proceed based on the results of the investigation.

## English Learners (EL)

This program provides leadership, advocacy and support to districts, policymakers and citizens by promoting equitable access to language support services for students from culturally and linguistically diverse backgrounds that have been identified as English Learners (EL). This program successfully achieved in increasing the knowledge of professionals working with EL programs which helped to improve student outcomes. Also, it demonstrated this program ensured equal success of ELs in educational opportunities across the state and enabled ELs to overcome their language barriers and achieve at levels to those of their non-EL peers.

<b>Performance Measures</b>	<b>School Year 2013</b>	<b>School Year 2014</b>	<b>School Year 2015</b>	<b>School Year 2016</b>
<b>Select Output Measures</b>				
Percentage of ELs receiving at least five class periods of services in state-funded programs	86.0%	90.0%	78.1%*	77.1%*
Number of teachers and administrators receiving EL professional development services through state-sponsored opportunities	11,983**	2,440	2,955	1,730
Number of school districts monitored	43	56	50	42
<b>Select Outcome Measures</b>				
Percentage of ELs making at least 0.5 level progress in English Language Development	65.7%	65.7%	66.2%	63.0%
Percentage of students who attained English Language Proficiency	21.0%	21.0%	16.3%	15.8%
Closing the achievement gap: Percentage of school districts with transitioned ELs meeting and exceeding at no less than five percent below non-ELs in Reading	21.6%	21.6%	8.8%***	20.7%
Closing the achievement gap: Percentage of school districts with transitioned ELs meeting and exceeding at no less than five percent below non-ELs in Math	40.5%	40.5%	19.0 %***	33.0%

\* Data has been updated to match the correct methodology for calculating this metric. The data previously reported for this measure did not accurately reflect the four levels of services provided to EL students and those actually receiving at least five class periods of services in the program.

\*\* 2013 included duplicative counts

\*\*\* Starting in SY 2015 the state assessment changed to PARCC

## **ILLINOIS STATE BOARD OF EDUCATION** **Federal Maintenance of Effort Requirements**

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

### **Individuals with Disabilities Education Act**

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

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

State financial support is provided through ISBE's six special education mandated categorical programs, targeted special education grant programs and special education-related programs administered by the state departments of Human Services and Juvenile Justice.

ISBE was awarded \$518.5 million in IDEA funds for fiscal year 2017.

### **Child Nutrition Programs**

There are two MOEs related to Child Nutrition Programs.

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

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

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

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

ISBE received \$769.2 million in federal Child Nutrition funding in fiscal year 2016.

### **Carl D. Perkins Career and Technical Education Act of 2006**

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

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

ISBE was awarded \$40.4 million in Perkins funds in fiscal year 2017.

**ILLINOIS STATE BOARD OF EDUCATION**  
**FY18 Board Budget Recommendation**

Page Ref.	\$000s	FY17 At Jan-17	FY18 Request	FY18 Increase (Decrease)	
				\$	%
<b>GENERAL FUNDS</b>					
<hr/>					
<b>GRANTS</b>					
<hr/>					
73	<b><u>General State Aid</u></b>				
	GSA Formula Grant	2,934,566.6	0.0		
	PTELL Adjustment	55,810.2	0.0		
	GSA Supplemental Low-Income Grant	1,740,954.4	0.0		
	Net Adjustments	33,897.8	0.0		
	<b>Subtotal, General State Aid</b>	<b>4,765,229.0</b>	<b>5,078,585.9</b>		
<hr/>					
	<b><u>Other General State Aid</u></b>				
	Stop Loss (Hold Harmless to FY16 & Equity Grant)	313,356.9	0.0		
	<b>Subtotal, Other General State Aid</b>	<b>313,356.9</b>	<b>0.0</b>		
<hr/>					
	<b>Subtotal General State Aid &amp; Other General State Aid</b>	<b>5,078,585.9</b>	<b>5,078,585.9</b>	<b>0.0</b>	<b>0.0%</b>
<hr/>					
	<b><u>Mandated Categoricals</u></b>				
102	Special Ed Personnel Reimbursement	442,400.0	444,200.0	1,800.0	0.4%
99	Special Ed Services Funding for Children	303,829.7	307,140.5	3,310.8	1.1%
101	Special Ed Orphanage Tuition	95,000.0	99,100.0	4,100.0	4.3%
104	Special Ed Private Tuition	233,000.0	234,800.0	1,800.0	0.8%
106	Special Ed Summer School	11,700.0	13,400.0	1,700.0	14.5%
115	Special Ed Transportation	450,500.0	508,500.0	58,000.0	12.9%
	<b>Subtotal, Mandated Categoricals (Special Ed)</b>	<b>1,536,429.7</b>	<b>1,607,140.5</b>	<b>70,710.8</b>	<b>4.6%</b>
86	Illinois Free Lunch and Breakfast	9,000.0	15,575.0	6,575.0	73.1%
90	Orphanage Tuition	11,500.0	19,600.0	8,100.0	70.4%
113	Transportation – Regular and Vocational	205,808.9	250,900.0	45,091.1	21.9%
	<b>Total, Mandated Categoricals</b>	<b>1,762,738.6</b>	<b>1,893,215.5</b>	<b>130,476.9</b>	<b>7.4%</b>

Page Ref.	\$000s		FY17	FY18	FY18	
			At Jan-17	Request	Increase (Decrease) \$	%
<b><u>Standards, Assessments and Accountability</u></b>						
55	Assessments	A	44,600.0	51,000.0	6,400.0	14.3%
<b>Subtotal, Standards, Assessments and Accountability</b>			<b>44,600.0</b>	<b>51,000.0</b>	<b>6,400.0</b>	<b>14.3%</b>
<b><u>Academic Improvement</u></b>						
71	Early Childhood Education	A	393,738.1	443,738.1	50,000.0	12.7%
54	Arts and Foreign Language		500.0	1,000.0	500.0	100.0%
57	Bilingual Education	A	63,681.2	102,057.5	38,376.3	60.3%
<b>College and Career Readiness</b>					0.0	na
47	Advance Placement		500.0	1,000.0	500.0	100.0%
49	Advanced Placement Low-Income		0.0	630.0	630.0	na
51	Agricultural Education		1,800.0	5,300.0	3,500.0	194.4%
64	Competency Based Pilot		0.0	1,000.0	1,000.0	na
61	Career and Technical Education Programs		38,062.1	38,062.1	0.0	0.0%
<b>Subtotal College and Career Readiness</b>			<b>40,362.1</b>	<b>45,992.1</b>	<b>5,630.0</b>	<b>13.9%</b>
<b>Subtotal, Academic Improvement</b>			<b>498,281.4</b>	<b>592,787.7</b>	<b>94,506.3</b>	<b>19.0%</b>
<b><u>School Reform and Accountability</u></b>						
65	District Broadband Expansion		0.0	5,000.0	5,000.0	na
95	School Support Services(Lowest Performing Schools)	A	1,002.8	5,000.0	3,997.2	398.6%
107	State and District Technology Support	A	2,443.8	4,500.0	2,056.2	84.1%
<b>Subtotal, School Reform and Accountability</b>			<b>3,446.6</b>	<b>14,500.0</b>	<b>11,053.4</b>	<b>320.7%</b>
<b><u>Targeted Special Education</u></b>						
n/a	Autism		100.0	0.0	-100.0	-100.0%
59	Blind and Dyslexic		846.0	846.0	0.0	0.0%
63	Community & Residential Services Authority	A	579.0	579.0	0.0	0.0%
87	Materials Center for the Visually Impaired		1,421.1	1,421.1	0.0	0.0%
92	Philip Rock Center and School	A	3,577.8	3,577.8	0.0	0.0%
<b>Subtotal, Special Education</b>			<b>6,523.9</b>	<b>6,423.9</b>	<b>-100.0</b>	<b>-1.5%</b>

Page Ref.	\$000s		FY17	FY18	FY18	
			At Jan-17	Request	Increase (Decrease) \$	%
<b><u>Educator Quality and Support</u></b>						
88		National Board Certification	1,000.0	1,000.0	0.0	0.0%
110		Teach for America	977.5	1,900.0	922.5	94.4%
112		Teacher of the Year	0.0	130.0	130.0	na
70		Diverse Educator Recruitment	0.0	700.0	700.0	na
91		Performance Evaluations	0.0	200.0	200.0	na
94		Principal Mentoring Program	0.0	1,000.0	1,000.0	na
111		Teacher Mentoring Programs	0.0	2,000.0	2,000.0	na
		<b>Subtotal, Educator Quality and Support</b>	<b>1,977.5</b>	<b>6,930.0</b>	<b>4,952.5</b>	<b>250.4%</b>
<b><u>Other Statewide District Categorical Assistance</u></b>						
66		District Consolidation Costs	5,046.0	3,100.0	-1,946.0	-38.6%
68		District Intervention	0.0	6,560.2	6,560.2	na
n/a		Charter Schools Revolving Loan Fund Deposit	0.0	2,000.0	2,000.0	na
		<b>Subtotal, Other Statewide District Categorical Assistance</b>	<b>5,046.0</b>	<b>11,660.2</b>	<b>6,614.2</b>	<b>131.1%</b>
<b><u>Student Health and Safety Initiatives</u></b>						
53		Alternative Education/Regional Safe Schools	6,300.0	11,300.0	5,000.0	79.4%
85		Homeless Education	0.0	3,000.0	3,000.0	na
117		Truant Alternative and Optional Education	11,500.0	14,500.0	3,000.0	26.1%
		<b>Subtotal, Student Health &amp; Safety Initiatives before lump sums</b>	<b>17,800.0</b>	<b>28,800.0</b>	<b>11,000.0</b>	<b>61.8%</b>
72		Educator Quality Investigations/Hearings	A 179.9	250.0	70.1	39.0%
		<b>Subtotal, Student Health and Safety Initiatives</b>	<b>17,979.9</b>	<b>29,050.0</b>	<b>11,070.1</b>	<b>61.6%</b>
<b><u>Focus on the Community</u></b>						
50		After School Matters	2,443.8	2,443.8	0.0	0.0%
n/a		After School Programs	15,000.0	0.0	-15,000.0	-100.0%
84		Healthy Community Initiative Fund	0.0	15,000.0	15,000.0	na
97		Southwest Organizing Project	1,466.3	2,000.0	533.7	36.4%
		<b>Subtotal, Other Statewide District Categorical Assistance</b>	<b>18,910.1</b>	<b>19,443.8</b>	<b>533.7</b>	<b>2.8%</b>

Page Ref.	\$000s		FY17 At Jan-17	FY18 Request	FY18 Increase (Decrease)	
					\$	%
<b>Miscellaneous</b>						
109	Tax Equivalent Grants		222.6	222.6	0.0	0.0%
<b>Subtotal, Miscellaneous</b>			<b>222.6</b>	<b>222.6</b>	<b>0.0</b>	<b>0.0%</b>
<b>TOTAL - GRANTS</b>			<b>7,438,312.5</b>	<b>7,703,819.6</b>	<b>265,507.1</b>	<b>3.6%</b>
<b>ADMINISTRATION --GENERAL FUNDS</b>						
n/a	ISBE Administration Lump Sum	A	22,659.4	23,530.9	871.5	3.8%
<b>TOTAL - ADMINISTRATION AND LUMP SUMS</b>			<b>22,659.4</b>	<b>23,530.9</b>	<b>871.5</b>	<b>3.8%</b>
<b>TOTAL - GENERAL FUNDS</b>			<b>7,460,971.9</b>	<b>7,727,350.5</b>	<b>266,378.6</b>	<b>3.5%</b>
<b>OTHER STATE FUNDS</b>						
<b>ADMINISTRATION--OTHER STATE FUNDS</b>						
n/a	Ordinary & Contingent Expenses - Indirect Cost Recovery		7,015.2	7,015.2	0.0	0.0%
120	Ordinary & Contingent Expenses - Teacher Certificate Institute Fund		2,208.9	2,208.9	0.0	0.0%
128	Ordinary & Contingent Expenses - Teacher Certificate Fees Revolving Fund		5,000.0	6,000.0	1,000.0	20.0%
n/a	Ordinary & Contingent Expenses - School Infrastructure Fund		600.0	600.0	0.0	0.0%
	Stabilization Fund		1,000.0	0.0	-1,000.0	-100.0%
<b>Subtotal, Lump Sums</b>			<b>15,824.1</b>	<b>15,824.1</b>	<b>0.0</b>	<b>0.0%</b>
<b>TOTAL - ADMINISTRATION</b>			<b>15,824.1</b>	<b>15,824.1</b>	<b>0.0</b>	<b>0.0%</b>
<b>GRANTS--OTHER STATE FUNDS</b>						
n/a	After School Rescue Fund		200.0	200.0	0.0	0.0%
118	Charter Schools Revolving Loan Fund		20.0	2,000.0	1,980.0	9900.0%
119	Drivers Education Fund		18,750.0	18,750.0	0.0	0.0%
123	Personal Property Replacement Tax Fund - ROE Salaries		10,700.0	10,800.0	100.0	0.9%
121	Personal Property Replacement Tax Fund - ROE Services		6,970.0	6,970.0	0.0	0.0%
120	Personal Property Replacement Tax Fund - Bus Driver Training		70.0	70.0	0.0	0.0%
111	Teacher Certificate Fee Revolving Fund - Teacher Mentoring		1,000.0	750.0	-250.0	-25.0%



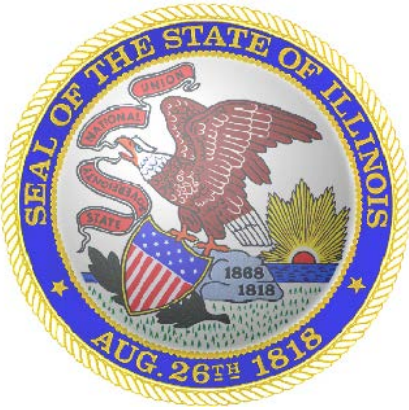
Page Ref.	\$000s	FY17	FY18	FY18	
		At Jan-17	Request	Increase (Decrease) \$	%
124	School District Emergency Financial Assistance Fund	1,000.0	1,000.0	0.0	0.0%
126	School Technology Revolving Loan Fund	7,500.0	7,500.0	0.0	0.0%
n/a	State Board of Education Special Purpose Trust Fund	8,484.8	8,484.8	0.0	0.0%
130	Temporary Relocation Expenses Revolving Fund	1,000.0	1,000.0	0.0	0.0%
127	State Charter School Commission Fund	1,000.0	1,000.0	0.0	0.0%
	<b>Subtotal, Grants</b>	<b>56,694.8</b>	<b>58,524.8</b>	<b>1,830.0</b>	<b>3.2%</b>
<b>TOTAL – GRANTS</b>		<b>56,694.8</b>	<b>58,524.8</b>	<b>1,830.0</b>	<b>3.2%</b>
<b>TOTAL--OTHER STATE FUNDS - ISBE</b>		<b>72,518.9</b>	<b>74,348.9</b>	<b>1,830.0</b>	<b>2.5%</b>
<b>FEDERAL FUNDS</b>					
<b>ADMINISTRATION</b>					
n/a	Personal Services	17,990.2	17,990.2	0.0	0.0%
n/a	Retirement Pick-Up	119.9	119.9	0.0	0.0%
n/a	Retirement	7,732.7	7,732.7	0.0	0.0%
n/a	Social Security/Medicare	1,259.3	1,259.3	0.0	0.0%
n/a	Group Insurance	5,252.8	5,252.8	0.0	0.0%
	<b>Subtotal- Personal Services and Benefits</b>	<b>32,354.9</b>	<b>32,354.9</b>	<b>0.0</b>	<b>0.0%</b>
n/a	Contractual	34,415.0	34,415.0	0.0	0.0%
n/a	Travel	2,030.0	2,030.0	0.0	0.0%
n/a	Commodities	430.0	430.0	0.0	0.0%
n/a	Printing	498.0	498.0	0.0	0.0%
n/a	Equipment	1,000.0	1,000.0	0.0	0.0%
n/a	Telecommunications	459.0	459.0	0.0	0.0%
	<b>Subtotal, Operations</b>	<b>71,186.9</b>	<b>71,186.9</b>	<b>0.0</b>	<b>0.0%</b>
<b>TOTAL-- ADMINISTRATION</b>		<b>71,186.9</b>	<b>71,186.9</b>	<b>0.0</b>	<b>0.0%</b>

Page Ref.	\$000s	FY17	FY18	FY18	
		At Jan-17	Request	Increase (Decrease) \$	%
<b>GRANTS</b>					
<b><i>Career and Technical Education</i></b>					
136	Career and Technical Education - Basic	55,000.0	55,000.0	0.0	0.0%
<b><i>Subtotal, Career and Technical Education</i></b>		<b>55,000.0</b>	<b>55,000.0</b>	<b>0.0</b>	<b>0.0%</b>
<b><i>Child Nutrition</i></b>					
138	Child Nutrition Programs	1,062,500.0	1,062,500.0	0.0	0.0%
<b><i>Subtotal, Child Nutrition</i></b>		<b>1,062,500.0</b>	<b>1,062,500.0</b>	<b>0.0</b>	<b>0.0%</b>
<b><i>Individuals with Disabilities Act</i></b>					
143	Individuals with Disabilities Education Act, Part B	754,000.0	754,000.0	0.0	0.0%
141	Individuals with Disabilities Education Act - Deaf and Blind	500.0	500.0	0.0	0.0%
145	Individuals with Disabilities Education Act – Preschool, Part B	29,200.0	29,200.0	0.0	0.0%
147	Individuals with Disabilities Education Act - State Program improvement, Part D	5,000.0	5,000.0	0.0	0.0%
<b><i>Subtotal, Individuals with Disabilities Act</i></b>		<b>788,700.0</b>	<b>788,700.0</b>	<b>0.0</b>	<b>0.0%</b>
<b><i>Title Programs (excluding Assessments)</i></b>					
157	Title I - Advanced Placement	3,300.0	3,300.0	0.0	0.0%
158, 160, 162, 164 166	Title I	1,090,000.0	1,090,000.0	0.0	0.0%
168	Title II – Mathematics and Science Partnerships	18,800.0	18,800.0	0.0	0.0%
170	Title II - Teacher/Principal Training	160,000.0	160,000.0	0.0	0.0%
172	Title III – English Language Acquisition	50,400.0	50,400.0	0.0	0.0%
175	Title IV - 21st Century Communities Learning Centers	105,200.0	200,000.0	94,800.0	90.1%
177	Title V - Charter Schools	21,100.0	21,100.0	0.0	0.0%
179	Title VI - Rural and Low Income School Program	2,000.0	2,000.0	0.0	0.0%
181	Title X – Education for Homeless Children	5,000.0	5,000.0	0.0	0.0%
<b><i>Subtotal, Title Programs (excluding Assessments)</i></b>		<b>1,455,800.0</b>	<b>1,550,600.0</b>	<b>94,800.0</b>	<b>6.5%</b>

Page Ref.	\$000s	FY17	FY18	FY18	
		At Jan-17	Request	Increase (Decrease) \$	%
<b><u>Assessments</u></b>					
55	Assessments	35,000.0	35,000.0	0.0	0.0%
<b>Subtotal, Assessments</b>		<b>35,000.0</b>	<b>35,000.0</b>	<b>0.0</b>	<b>0.0%</b>
<b><u>Other Grants</u></b>					
134	Adolescent Health	500.0	500.0	0.0	0.0%
132	Abstinence Education	5,600.0	5,600.0	0.0	0.0%
n/a	Congressional Special Projects	5,000.0	5,000.0	0.0	0.0%
149	Longitudinal Data System	5,200.0	5,200.0	0.0	0.0%
155	Substance Abuse and Mental Health Services	5,300.0	5,300.0	0.0	0.0%
153	Race to the Top - Early Learning Challenge	35,000.0	35,000.0	0.0	0.0%
151	Preschool Expansion grant	35,000.0	35,000.0	0.0	0.0%
n/a	Race to the Top	42,800.0	0.0	-42,800.0	-100.0%
<b>Subtotal, Other Grants</b>		<b>134,400.0</b>	<b>91,600.0</b>	<b>-42,800.0</b>	<b>-31.8%</b>
<b>TOTAL - GRANTS</b>		<b>3,531,400.0</b>	<b>3,583,400.0</b>	<b>52,000.0</b>	<b>1.5%</b>
<b>TOTAL - FEDERAL FUNDS</b>		<b>3,602,586.9</b>	<b>3,654,586.9</b>	<b>52,000.0</b>	<b>1.4%</b>
<b>GRAND TOTAL</b>		<b>11,136,077.7</b>	<b>11,456,286.3</b>	<b>320,208.6</b>	<b>2.9%</b>

A: FY16 was not fully funded, FY17 appropriation was used to cover both FY17 and prior year obligations.





## Agricultural Education

# Pontiac Agriculture Program grows to meet student needs



*Parker Bane/Pontiac Township High School*

Pontiac Township High School's FFA chapter, which works to develop agricultural leadership, build character, and promote citizenship and volunteerism, has received national recognition.

*Details on this line item are on page 51.*

Pontiac Township High School seeks to meet diverse students' interests and needs by offering curriculum that is relevant to those who want to continue their education and those who plan to enter the workforce. With the motto "Enter to learn — Depart to serve," the school is committed to nurturing responsible and engaged citizens. Pontiac's robust Agriculture Program is a prime example of the school's efforts to prepare its students for the future. The program's agriscience-based curriculum introduces students to topics including plant science, soil science, animal science, agricultural mechanics, landscaping and turf management, natural resources management and conservation, and agricultural business management.

"We're trying to figure out how to become a model for career education and providing students with the most opportunity possible," agriculture instructor Parker Bane said. "Recently, we started offering dual credit courses through Parkland College. We have 12 hours of transferable college

credit ... We've cranked out students that have been Occupational Safety and Health Administration 10-hour certified ... We want to put our students and our community in the best position that we can to be successful."

Students in the program are also involved in the National FFA Organization, which works to develop agricultural leadership, build character, and promote citizenship and volunteerism. Pontiac's FFA chapter has been acknowledged as one of the top chapters in the state and has even received national recognition. Bane is one of the FFA chapter advisers.

"The FFA chapter is an integral part of the ag ed program here," Bane said. "Our FFA program is student-driven. The students plan the activities. I think that if you look at the FFA mission of premier leadership, personal growth, and career success, what we try to do is we try to empower our students to lead, plan, and execute every activity that happens in the chapter."

Students participate in competitions, community-building activities, and community service. This school year, for example, Pontiac FFA students worked with the Student Council to plan and execute a leadership conference for junior high school students in the district.

Senior Gabby D. has been a member of the FFA chapter for four years and an officer for two years. She has competed in Career Development Events, such as Parliamentary Procedure and in the Agriscience Fair under the Social Systems category.

The chapter received a Model of Innovation in Chapter Development award at the 2016 National FFA Convention in Indianapolis. Bane was also awarded a 2016 Honorary American Degree at the convention.

“In our ag program, we have the opportunity to go to basically all the events that I know some of my friends in the surrounding areas don’t get to go to, such as leadership conferences, even competitions,” Gabby D. said. “We have the technology that nearby schools don’t have that I get to use for the science fair especially.”

Bane explained that the Agriculture Program at Pontiac would not exist if it were not for the Agricultural Education Line Item and the Facilitating Coordination in Agricultural Education (FCAE) state project. FCAE program advisers were instrumental in helping him launch Pontiac’s ag program in 2003. Within 10 years, the program became one of the largest in the state. Bane said that the FCAE’s advice has been particularly important to young teachers and new teachers.

“One of their tasks is to identify communities that don’t currently have ag programs or aren’t currently being served by an ag program and then they help make those happen,” Bane said. “That’s exactly what happened in Pontiac.”

The funding has enabled the school to enrich its Agriculture Program offerings in other ways as well. Before the school became a 1:1 school, the Agriculture Program was able to purchase a cart of laptop computers, making it the only department in the school that had unfettered access to computers. More recently, the district bought an unmanned aerial vehicle.

“What I saw in the early and mid-2000s was an opportunity for being able to put data to student observations,” Bane said. “We had a lot of labs in our curriculum that we could get qualitative observations from, but the Curriculum for Agricultural Science Education and the Vernier equipment that we were able to purchase using the ag ed line item helped us put numbers to those observations.”

The program has changed and expanded over the years in order to provide students with a range of opportunities that interest them. Bane highlighted the value the program places on student choice.

“It’s a lot harder to get students interested in plant science or animal science but when you have a student that’s really interested in technology, you can hook them with the technology and then bring them along to some of the other agricultural concepts that we cover as well,” Bane said. “I think that’s one of the benefits that the line item has had for us in particular.”

Gabby D.’s favorite part about the Agriculture Program has been traveling and building relationships with peers in her FFA chapter and other chapters.

“I had no idea what I wanted to do with my life after school,” Gabby D. said. “Being exposed to all these different fields, I have narrowed down my interests greatly to what I want to do after high school.”

Through her landscaping class this year and her agriscience project her sophomore year, Gabby D. observed that she has grown to like the science behind plants. She now knows she wants to go into a scientific field and is planning to pursue horticulture.

Meanwhile, Bane noted that he is excited to continue moving the program forward.

“I think that we’re the perfect example of the philosophy of ‘if you build it, they will come,’” Bane said. “That’s one of the nice things about the ag ed line item, is that it provides opportunities for our students, not just here in Pontiac but all over the state. It basically provides for that framework for schools to have programs, and it provides for the staffing to support those programs, and it gives those students a place to come. That’s what a lot of these students need most of all ... a place to be. That’s one of the most important things that we do.”



## Arts and Foreign Language

# Champaign students learn core curriculum through the arts



Emily Denis/Stratton Elementary School

Stratton Elementary School students showcase what they learned in an arts-integrated social studies unit about the civil rights movement in a culminating performance of “Lift Every Voice.”

*Details on this line item are on page 54.*

Students at Stratton Elementary School in Champaign Unit 4 School District explore the arts as part of a MicroSociety, which offers students hands-on learning through the creation and experience of dynamic miniature societies. Students study music, dance, drama, and visual arts while serving different roles in the school community.

The district’s fine arts philosophy is founded on the belief “that all students deserve access to the arts through creation, performance and study. Success in the 21st century requires that our students sharpen their observational and critical thinking skills. They must also cultivate visual literacy skills and develop a range of means for self-expression.” In learning diverse art forms, students connect with their cultural heritage and learn more about the heritage of others in their community and beyond. Fifth-graders participate in design learning projects focused on real-life humanitarian or social causes, such as refugees and coral reefs. The district’s philosophy is informed by the National Standards for

Arts Education, the Illinois Learning Standards for fine arts, and standards developed locally by fine arts teachers. Partnerships with the University of Illinois and businesses in the community enhance the activities offered to students. The Arts and Foreign Language Grant from the Illinois State Board of Education has made it possible for the school to enrich its curriculum.

Fifth-grader Aiden S. described the studio he participated in as an artist when he was in fourth grade.

“In the studio we learned about four artists: Vincent van Gogh, Faith Ringgold, Henri Matisse, and Claude Monet,” he said. “We got granted for the artwork. It was fun. I was one of the really good students that did awesome artwork. We used cutouts, oil pastels, regular paint, watercolor paint, and cloth paint.”

Avi R., another fifth-grader, also spoke excitedly about his studio experiences. During his time at



Stratton, he has been a sports writer, court reporter, and the manager of the spoken word, rap, and poetry studio.

“Sometimes it was hard to be the manager because when you’re performing, some kids would not want to speak up; they would just want to whisper the whole time,” he said. “You have to tell them it’s OK, you can speak up, there’s nothing to worry about ... I learned how to help people out if they need stuff and teach them how to speak up if they need to.”

Throughout the year, the studios have a chance to share what they are making or doing. Students are able to leave their studios to see a performance or purchase artwork from other studios, using the money that they earned in their studios. Some studios offer workshops, giving students the opportunity to teach their art form to their peers.

“Market Day was one of the most fun things,” Avi R. said. “You got to actually get money that your venture paid you and you got to see what it’s like to go out and buy stuff. You know you can’t just buy whatever you want, like ‘hey dad, can I go get that?’ You actually have a budget.”

Grade levels also have monthly showcases, which are very well-attended by families. Each grade picks one of their science and social studies topics and, with the help of the fine arts teachers, students present their learning through performances and artwork. Art, music, and physical education specialists rotate through the district, but the grant has helped Stratton employ a drama teacher, something that none of the other elementary schools in the district offer.

Principal Stephanie Eckels emphasized the importance of the arts curriculum and its impact on students at Stratton, particularly those who may not shine in the academic areas of the classroom. The studios provide leadership opportunities that are especially meaningful for more quiet or shy students.

“When I was the mayor, it was my first time being at this school,” fifth-grader Ruth D. said. “I was afraid that I wouldn’t even get it, so when I was chosen, I was afraid that I wouldn’t do a good job. But we started making some plans for how the studio would be working and how we would be doing our job.”

Her favorite part of being mayor was talking to students in other studios and learning about their work.

The school has a part-time art integration specialist who helps teachers embed art into their science and social studies curriculum. Emily Young, the magnet coordinator, worked on curriculum development with the arts specialist and the grade-level teachers over the summer, and they have continued to collaborate during the school year.

“The kids are really learning a subject in their core curriculum through the arts, as opposed to, in the early stages of developing these arts-integrated showcases, a very topical approach to adding the arts into the curriculum,” Young said. “Our skill-building workshops that we’ve been able to pay teachers to attend through the grant... empower them to use the arts in their classrooms in a more intentional way.”

Eckels noted that when expecting more from teachers in the classroom, it is important to support them and provide them with the resources they need and time to collaborate. These deeper partnerships have strengthened the school community and benefited students and teachers in unexpected ways.

“We’ve got some very talented teachers that we didn’t realize had such artistic abilities,” Eckels said. “We have a lot of musicians, great painters. It’s given them an opportunity to shine as well.”

Moving forward, Stratton would like to continue to train teachers and pay them for additional training time, build the arts curriculum, and invest in the structures that are used regularly. Eckels noted that art supplies can be expensive. The grant has helped the school to replenish consumable materials so staff do not have to scavenge for supplies. Further, it has enabled the school to upgrade its sound system so that during presentations the audience can hear student performers.

“I know that over three years we will have a curriculum developed that is not anywhere else,” Young said. “It approaches the learning through the arts and with the arts in such a different way that it really will benefit our students.”

# CTE opportunities put students on a career track



*Jamonica Marion/Chicago High School for Agricultural Sciences*

Students at the Chicago High School for Agricultural Sciences work in the school's fields on "Land Labor Days." Crops are sold at a student-managed farmstand that is open year-round.

*Details on this line item are on page 61.*

Chicago High School for Agricultural Sciences (CHSAS) prepares diverse students from across the city of Chicago for college and career through agricultural education. CHSAS's innovative curriculum and experiential learning model equip students with marketable skills and college-level competencies.

Assistant Principal Sheila Fowler said the school prides itself on having a "family feel." Every student has a strong relationship with at least one teacher or administrator. Almost all of the school's agriculture teachers graduated from the program, majored in agriculture-related areas in college and worked in the industry, and have returned to the school to teach.

"What makes the school popular around Chicago and beyond is that people have this notion that agriculture doesn't exist in Chicago," said agriculture education teacher JaMonica Marion, an alumna of the school. "It's because they don't understand everything agriculture entails. Even though we have

our land lab here, there are other opportunities that set us apart from everyone else because we have that agriculture emphasis."

Students in the program choose an agricultural career pathway at the end of their sophomore year. The six pathways are Agricultural Education, Agricultural Finance and Economics, Agricultural Mechanics and Technology, Animal Science, Food Science and Technology, and Horticulture. In these career pathways, students learn about topics including personal safety, animal nutrition, molecular genetics, food preservation, landscape design, and hydroponics systems.

"In Agricultural Finance and Economics right now, we're really working on professionalism," junior Danny V. said. "So making sure that when you're applying for jobs, you are going to be ready for your career, not only in agriculture, but your career in life. We've worked on resume skills, as well as public speaking."

The school has a student-managed farmstand that is open year-round. On “Land Labor Days,” students go into the school’s fields to harvest, process, and clean crops so they are ready to be sold. Agricultural Finance and Economics students work on marketing and advertising for the stand at school and in the community. Other products sold include baked and canned goods made from the Food Science Pathway and crafts made by Agricultural Mechanics and Technology students.

“The acreage behind the school is open to the community. The barn is open to the community, so they’re able to come here and utilize the resources and enjoy walking around the farm,” Fowler said. “We’re kind of a community center in addition to being a high school.”

Students in the agriculture program are also introduced to FFA their freshman year. Danny V. was excited to get involved and has since completed service projects, traveled for competitions, and represented his class as secretary, reporter, and junior president. CHSAS’s FFA chapter was awarded Model of Innovation in Chapter Development at the 2016 National FFA Convention in Indianapolis, Indiana.

“FFA has really impacted me as a leader and as a person,” Danny V. said.

Partnerships with industry, higher education, and government provide students with further opportunities to strengthen their skill sets and prepare for careers. Internships and summer employment make it possible for students to sit in on classes at land-grant universities and explore jobs in agribusiness and agriscience.

“This past summer, I worked for the United States Department of Agriculture (USDA) Animal and Plant Health Inspection Services for six weeks in the veterinary services, wildlife services, and plant protection quarantine sectors,” Danny V. said. “I got to work alongside different professors and doctors and see the research that they were doing. We would draw blood from hawks, catch turtles for research. We sent pigs to Vietnam. We did data analysis for the veterinary services ... Overall, it was a good experience and I couldn’t have experienced it if it weren’t for Chicago Ag.”

Fowler highlighted the importance of the Career and Technical Education (CTE) and Agricultural Education line items to the opportunities provided to students. The funding supports the purchasing of materials such as lumber for Agricultural Mechanics and Technology projects, as well as quality food grade materials, including packaging and bulk items like sugar and flour for the Food Science Pathway. CHSAS’s focus on college and career preparation translates into more rigorous class and career training offerings.

“We’re always trying to keep our curriculum, especially at the junior and senior level, current with the corresponding 100 level courses at the universities,” Fowler said. “For example, our Animal Science course should match the syllabi offered with Animal Science 100 offered at a land-grant institution. We keep abreast of any syllabi changes that are going on at the postsecondary level. We also make sure that our students are graduating here with some type of career certification, whether that’s Occupational Safety and Health Administration or food sanitation certification that they get through the Health Department. Another thing is with the current trend toward science, technology, engineering, and mathematics (STEM), we keep slightly tweaking our agriculture courses, especially those that are founded in science, to make sure that we’re getting kids that deep experience in STEM-related concepts.”

If students take advantage of all of the opportunities the school offers, they are set up to be ahead of their peers at the collegiate level. Alumni of CHSAS have gone on to work for USDA, Kraft Foods, Dow AgroSciences, Quaker, Ingredion, and DuPont. Danny V. said he would like to major in agricultural science and economics and work on the marketing and management side of businesses.

“At the core of it, I think everyone in the educational world is starting to realize that for a long time there was an intense focus on simply preparing kids in the core academic areas and CTE was kind of swept to the side in the past and deemed not a collegiate track,” Fowler said. “But the type of funding offered by the line item helps us to blend college prep and career prep and we really don’t make a distinction here between the two. Every student is enrolled in both tracks... You can tell what a difference it makes for them in preparing them for what they’re doing next.”



## Healthy Community Incentive Fund

# Programming transforms schools into ‘community hubs’



Rafael Navarro

Students in Rafael Navarro’s “Beats & Bars” class write, produce, and record their own songs. The class is one of many offered through Enlace Chicago’s Community Schools Program.

*Details on this line item are on page 84.*

Enlace Chicago works to foster safe school communities in the Little Village neighborhood of Chicago by empowering students and families with resources through its Community Schools Program. The organization’s eight community schools currently host more than 50 offerings for students and families in the areas of academic intervention, academic enrichment, and health and well-being.

“There’s a tag line that used to get used years ago for community schools and it was the thought that the most important building in a neighborhood shouldn’t shut down at 3:30,” said Elias “Tat” Corral, resource coordinator for the Little Village Lawndale High School campus.

Ana Vazquez-Rivera, Enlace (En LAH say) Chicago’s director of education, said that the programs provide hope and at times a possible lifeline for some of the residents of Little Village. The community was very involved in the inception of Enlace and continues to play a role in program development. It is important

to Enlace that community members feel a sense of ownership over their schools.

“Not every school offers identical programming and that’s in part based off of the needs of that particular school,” Vazquez-Rivera said. “The programs are developed in partnership with school personnel as well as participants and family members.”

Enlace has hosted a range of classes in its community schools for families, from English, GED, civics and computer courses to Zumba, weight lifting, swimming, and arts and crafts lessons. Enlace’s women’s support group at Little Village Lawndale High School gives participants an opportunity to de-stress in a comfortable space and take something tangible home. Speakers from partner organizations facilitate discussions around any issues the women are having, followed by a jewelry workshop.

Enlace’s presence has made schools more welcoming for families. Students and families can

visit Enlace's office to ask questions and receive support in navigating school processes.

"It's been very positive relationship and I think the schools are very appreciative of the staff and the programming that we're able to offer," Vazquez-Rivera said. "They're very grateful because it allows them to offer programs and services that they may not otherwise be able to offer, and they've seen the positive impact in the lives of the students as well as a lot more parental involvement."

Enlace's academic intervention offerings, such as math or reading support, are designed in partnership with school administrators and teachers to meet a particular student body's needs. Academic enrichment offerings are informed by student input and provide students with leadership opportunities. Resource coordinators work with program instructors to inject social-emotional learning into lesson plans.

"We have some great examples of students that have participated in the programs whether in elementary or in high school or both and are now very successful artists or professionals," Vazquez-Rivera said. "I think that a large reason to that has been the emphasis placed on social-emotional learning that we offer through our programming ... That allows the students to navigate relationships and spaces and institutions in order to be more successful."

Programs focused on sports, health, and well-being keep students active. Coaches work with instructors to plan workouts so that students who play sports will be ready for their seasons. The "Louder than a Bomb" poetry team and the rock band program, "Little Village Rocks," give students an environment in which they can explore the arts. The theater program instructor has collaborated with Second City, Chicago Shakespeare Theater, and the House Theatre of Chicago to expose students to different genres. Enlace works to bring more resources into the schools by partnering with other organizations.

"Any time there are cuts, music is one of the first things that goes," Corral said.

Rafael Navarro was a full-time hip hop artist before becoming a substitute special education classroom assistant at MAS. One of his students found his music on iTunes and asked him if he would facilitate a music program. Students in Navarro's "Beats & Bars" program now write, produce, and record their

own songs.

"It's definitely a lot of critical thinking, a lot of collaborative work, exchanging ideas, and then just being open in the creative space," Navarro said. "Even though (the students) spend hours together in class ... it takes a little bit to want to speak up on what's going on at home or what's going on in their personal lives, but with music you want to delve into it a little bit more. So just kind of creating that space for them to feel comfortable."

Senior Kenneth C. has been involved with Beats & Bars since the program started. His favorite thing is the freedom students are given. In the past year, Beats & Bars students have released two music videos and two full albums of original music. "Who They Wish I Was" and "The Lawndale Project" are available on YouTube and SoundCloud.

"With most programs, they let us do what we want but they don't let us have the creative control," he said. "To me that's the most important thing that you can have with any program ... In class, you have this topic and you have to go this direction, but here we come up with our own topics and we're able to go any direction."

Through Navarro's connections with other artists, students were able to work with and learn from professional photographers and audio engineers, take a field trip to a DJ academy, and further explore music as a career path. Still, Navarro would like to be able to pay for field trips and speakers without having to rely on his friends. He said that there are more students who want to participate in the program and learn new skills but are not able to because of limited space and technology.

Vazquez-Rivera said that increased funding would enable Enlace to expand weekend and summer offerings; design new, innovative programming; and take students and families off of waitlists. She is also interested in collaborating more with colleges.

"The funding that we receive really allows us to transform the school sites into community hubs," Vazquez-Rivera said. "It allows students and parents the ability to grow academically, socially, and emotionally; it allows for the schools to serve as champions for the students and the parents; and it's a real partnership between the school, the community, the parents and us."

# Southwest Organizing Project Parent Mentoring Program

## Parent mentors strengthen Moline school community



Moline-Coal Valley School District

Parents in the Moline-Coal Valley School district celebrate their graduation from the district's parent mentoring program.

*Details on this line item are on page 97.*

The Moline-Coal Valley School District illustrates its commitment to family involvement through the parent mentoring program at its Thomas Jefferson Early Childhood Center. The program, a partnership with the Community Resource and Learning Center at Moline Bethel Wesley United Methodist Church, aims to engage parents who do not typically volunteer in the school.

The program is one of many parent mentoring programs in the state, based on a model that began at Funston Elementary School in Chicago in 1995 in partnership with the Logan Square Neighborhood Association (LSNA). The principal of Funston would see parents dropping their children off at the school every day but not feeling comfortable enough to venture inside. She approached LSNA – a longstanding community-based organization – to help connect with these families.

“So many of the barriers to parent engagement are invisible,” said Bridget Murphy, LSNA parent mentor organizer and Parent Engagement Institute

trainer. “They are barriers of language, of educational background, of race, of class, culture. And so to break down all of those barriers takes a very intentional effort.”

Though teachers were skeptical at first, the resulting program proved to have a holistic range of benefits. The presence of another adult in the classroom increased the capacity of teachers, creating more time for individualized instruction. It helped teachers better understand students’ communities and fostered trust between families and school staff. Parent participants built social capital and were empowered to meet their personal goals and to advocate for their children’s education.

The program quickly spread to all of the other neighborhood schools in Logan Square. In 2005, it expanded to the south side of Chicago in partnership with the Southwest Organizing Project (SWOP). A few years later, other regions across the state began to replicate it. In 2011, LSNA and SWOP, together with the Illinois Coalition for Immigrant and Refugee



Rights, started having conversations about scaling it up further. That was the first year they worked to get a line item in ISBE's budget.

The director of the community organization Casa Guanajuato Quad Cities approached Stephanie Jordan, director for Grants and Curricular Support for the Moline-Coal Valley School District, and told her about LNSA's program. The district was excited about the partnership opportunity. Casa Guanajuato did not make it through last year's budget crisis, but the district felt that the program was so important that it found another organization to work with – the Community Resource and Learning Center at Bethel Wesley Church. The program is not faith-based, but the church supports it with a site.

"It's been so exciting to see because it's a model that has worked in Chicago, in suburban Chicago, and we have fewer downstate examples, but we would like to have more like Moline," Murphy said. "It's worked in Latino immigrant communities, it's worked in African American communities, it's worked in diverse communities, and so it's something that we would like to see all schools have the opportunity to someday implement."

Jordan highlighted the parent mentoring program as a great example of districts across the state collaborating and sharing best practices. The training arm of LSNA and SWOP, the Parent Engagement Institute, prepares parent mentor coordinators across the state. Parent mentor coordinators, who are usually graduates of the program themselves, then implement the trainings locally. They also work with their districts to supplement the trainings with additional district-relevant information.

The cohort of parents meets on Fridays for ongoing training and professional development. The initial training encourages parents to think about their personal goals, as well as their goals for the school and the community. The remaining trainings focus on evidence-based instructional practice. In Moline, the Community Resource and Learning Center provides English as a second language and adult literacy support, helps parents looking to enter GED programs, and offers nutrition education programs with the University of Illinois Extension. Moline's program has also offered presentations on cyberbullying, homework without tears, and families' legal rights.

"This really takes parent ed to a whole new level," Jordan said.

Parents spend two hours in the classroom Monday through Thursday. They provide teachers with support ranging from reading with students one on one to facilitating small group activities.

"We're pretty clear with teachers that the role of the parent mentor is not to work on bulletin boards for two hours or sit in the back of the classroom grading papers," Murphy said. "Their role is to be interacting with students."

The program has had a positive impact at the individual level, the classroom level, the school level, and the community level. Parents gain a nuanced understanding of the needs of their children's school, which helps them push the school forward.

"Parents call me and be much more involved and not afraid to be involved with their child's education because they know that the school does listen to them and does value them," Jordan said. "Do you know how great it is for kids to see their mom as a respected member of the school community collaborating with teachers? That's awesome."

Though the value of the program goes far beyond the relatively small dollar amount needed, Murphy and Jordan note that the only factor limiting the program is the budget. Moving forward, Murphy would like to offer more training on instructional practices, and Jordan would like to complete more tracking of parent mentors, their children, and the schools they volunteer in. Jordan is excited that the program has started at the early childhood level and hopes to expand it to the rest of the schools in the district.

"There are so many different divides in the education world, so many different debates, but everybody agrees that parent engagement is this essential element and you can't do without it," Murphy said. "But there aren't a lot of concrete examples of programs and policies to actually put that into practice. Illinois is the only state in the country that has this level of investment in this specific model. Other communities and other states are now coming to us and trying to figure out how they can do it ... So even though there is a huge education budget crisis, it's been really significant that Illinois has continued to invest in the parent mentor program."

## State and District Technology Support

# Service-driven LTCs offer help to districts statewide



Photo provided by Butch Wilson

Butch Wilson, left, a network specialist for Learning Technology Center 6, gives a presentation at Maine South High School.

*Details on this line item are on page 107.*

The Learning Technology Centers (LTCs) work to increase school districts' access to technology and enhance districts' use of technology to improve educational opportunities for the students of Illinois. The LTCs support the wireless infrastructure inside school buildings as well as the development and implementation of district technology programs. They provide professional development, technical assistance, and E-rate and grant consultation.

There are six LTCs in Illinois. The LTCs work hard to make sure the same caliber of services is offered statewide even though each region of the state has its own specific needs.

"We are all very proactive and service-driven," said Mindy Fiscus, director of the Area 6 LTC, which serves the southernmost districts in the state. "We try to get out in front and prepare them for the next thing that's coming their way. Today's Chromebook was yesterday's iPad."

The districts in Area 6 range in size, and the support the LTC provides varies by district. The LTC aims to help teachers find tools that fit their classrooms and assist them in integrating those tools. The LTC also works to connect schools so that they can leverage their expertise and serve as resources for each other.

"The Learning Technology Center staff, which is bare bones and very limited, comes into our small rural school districts that don't necessarily have full-time technology support and helps them establish meaningful educational programming," said Josh Stafford, superintendent and principal of Vienna High School, located in Area 6.

Stafford said that by deploying Google Apps for Education, the Area 6 LTC has enabled teachers in the smaller, more rural school districts in southern Illinois to communicate more easily. The support the districts receive in applying for E-rate funding and completing E-rate paperwork has helped the districts



to maximize their E-rate dollars and enabled them to introduce more technology at the school level.

“It’s a good investment for the state,” said Butch Wilson, network specialist for the Area 6 LTC. “The minimal amount of funding that it takes to fund the LTCs comes back to the schools and the state in funding from E-rate support, and money saved through professional assistance and consultancy on infrastructure.”

The Area 6 LTC’s training opportunities and technical assistance have helped support a variety of statewide initiatives, including assessments. The LTC created a series of videos that moved from teaching educators about the Partnership for Assessment of Readiness for College and Careers

(PARCC) to setting up the infrastructure for the actual PARCC testing. The professional learning sessions help teachers connect technology implementation in their classrooms with students’ development of 21st-century skills.

Vienna High School teacher Joan Clayton noted that the workshops are not just valuable to computer and technology teachers. The LTC offers workshops on internet safety, social media, classroom management, and formative evaluation tools.

“They do such a good job of providing workshops

that are comprehensive and seem to target exactly what teachers need in a very timely way,” Clayton said. “That’s what I find unique about them: their delivery of the content, the relevance of the content, and the scope.”

Clayton most appreciates the support identifying current, relevant, and trusted curriculum.

“Textbooks are so expensive and at the rate technology moves, it’s very difficult to get a textbook that you can use for 10 years in a computer class or even five years and it stay relevant,” Clayton said.

“One of the things that the Learning Technology Center does is help us with those online resources. To me, if that was the only service they offered, that is

such a valuable service.”

Vienna High School student Sam H. said it has been helpful for him to use Google Docs in class so he can stay in touch with his teachers while he’s writing essays. He thinks the technologies implemented at his school with the assistance of the LTC will benefit him after high school.

“Considering how the world is moving to more technology every day, I think it’s very important that students, especially now, get used to using laptops and all these different programs,” he said.



Wilson talks about Google Apps during a presentation to administrators in Geneva.

Photo provided by Butch Wilson



# Advanced Placement

Legislative Reference - 105 ILCS 302

Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$500,000	\$488,800	\$500,000	\$500,000	<b>\$1,000,000</b>
Change from Prior Year	(\$27,000)	(\$11,200)	\$11,200	\$0	<b>\$500,000</b>
	(5.12%)	(2.24%)	2.29%	0.00%	<b>100.00%</b>

### Board Goals

This program aligns with the following Board goals:

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

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

### Program Mission

To increase the number of low-income students benefiting from pre-Advanced and/or Advanced Placement courses 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. This program will assist in keeping students on track to graduate with their cohort at the end of ninth grade, graduate college and career ready, and prepare effective teachers and school leaders in Advance Placement.

### Purpose

The purpose of the program is to encourage school districts with a high percentage of low-income students to establish or expand programs designed to offer the rigorous

coursework necessary for students to succeed in postsecondary education or in the workplace. Funding is also available to provide training for teachers and administrators to obtain the necessary content knowledge and instructional skills necessary to prepare students for success in pre-Advanced Placement and Advanced Placement courses and examinations.

### Reimbursement/Distribution Method

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

- Start new or expand existing efforts to train teachers, promote Advanced Placement courses to students and parents, and 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, training or curriculum planning, classroom materials, online materials, and test preparation activities, as well as materials to promote programs to parents, students, and counselors. At least 20 percent of the grant is to be used for professional development and staff support services from the College Board.

## **Population and Service Levels**

Number of Illinois school districts serviced through grant.

	<b>FY15</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18 (est)</b>
Districts	11	14	14	20

# Advanced Placement - Low Income

Legislative Reference - 105 ILCS 302

Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$630,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$630,000 N/A

### Board Goals

This program aligns with the following Board Goal:

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

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

### Program Mission

To increase the number of low-income students taking Advanced Placement (AP) exams in order to help them become college and career ready.

### Purpose

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

### Reimbursement/Distribution Method

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

### Population and Service Levels

In fiscal year 2016, Illinois low-income students who took the AP exams did not receive a state AP test fee reduction. This program has the potential to assist more than 27,000 low-income students in 2018.

Participation is open to all Illinois high schools.

	FY17	FY18 (est)
Number of students assisted	0	27,000

# After School Matters

Legislative Reference –Not Applicable  
Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$2,000,000	\$2,443,800	\$2,443,800	\$2,443,800	<b>\$2,443,800</b>
Change from Prior Year	(\$500,000)	\$443,800	\$0	\$0	<b>\$0</b>
	(-20.00%)	22.19%	0.00%	0.00%	<b>0.00%</b>

## Board Goals

This program aligns with the following Board Goals:

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

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

## Program Mission

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

## Purpose

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

of Children and Youth Services, the Chicago Department of Cultural Affairs, and the Chicago Public Library with the resources of private and nonprofit organizations to offer compelling, after-school programs to Chicago teens. These partnerships give After School Matters access to community assets, such as availability of public parks and community centers, expanded development and recruitment of program instructors, security to ensure participant safety during programs, and increased collaborations in the network of out-of-school opportunities. This allows After School Matters to offer more than 11,355 hours of after-school opportunities to teens through 142 programs. The programs operate at public elementary schools, high schools, and community-based organizations throughout Chicago.

## Reimbursement/Distribution Method

Funds are distributed as a grant to After School Matters.

## Population and Service Levels

The following table displays service-level information:

	FY16	FY17 (est)
Number of students impacted	2,699	2,700
Activities	133	140

# Agricultural Education

*Legislative Reference - 105 ILCS 5/2-3.80*

*Funding Source - State*

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$1,800,000	\$1,759,500	\$1,800,000	\$1,800,000	<b>\$5,300,000</b>
General Funds	\$1,250,000	\$1,759,500	\$1,800,000	\$1,800,000	<b>\$5,300,000</b>
Downstate Transit Improv. Fund	\$550,000	\$0	\$0	\$0	<b>\$0</b>
Change from Prior Year	\$0	(\$40,500)	\$40,500	\$0	<b>\$3,500,000</b>
	0.00%	(2.25%)	2.30%	0.00%	<b>194.44%</b>

### Board Goals

This program aligns with the following Board goals:

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

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

### Program Mission

To increase utilization of research-based, standards-led instructional practices and curricula that improves student achievement across fundamental and experiential learning in agricultural-related career and technical areas. This program will assist in making sure students are reading at or above grade level, meeting or exceeding expectation in

mathematics, keeping students on track to graduate with their cohort at the end of ninth grade, and graduating college and career ready. It also will prepare effective teachers and school leaders in agricultural education.

### Purpose

To assist local school districts in developing comprehensive programs in agricultural literacy for prekindergarten through adult students and improve agricultural career preparation. Program and curriculum development, growth, and implementation as well as data collection and professional development are delivered. Agricultural awareness or literacy programs serve to inform the general public about agriculture, which promotes more informed consumers of agricultural products. At the elementary and secondary level, this effort also reinforces the Illinois Learning Standards, particularly in language arts, math, and science as well as incorporating science, technology, engineering and mathematics (STEM)-based activities and labs. Agricultural education at the secondary level prepares students for college and careers in the agricultural industry. Technology- and assessment-based, nationally recognized curriculum is linked to the new Illinois Learning Standards incorporating Next Generation Science Standards and National Agricultural Standards. This has been a model for similar educational programs in Illinois.



Postsecondary linkages and current industry workforce issues are also addressed. Longitudinal and detailed data are collected.

**Reimbursement/Distribution Method**

Funds distributed via grants to districts/Local Education Agencies:

- With the passage of SB 2975 in 2016, a new matching grant was created to partner with school districts to address extended time for instructors beyond normal contract time. This is the reason for the substantial increase. If additional funds are appropriated at this level, it is approximately 61-plus percent of funds.
- Approximately 17 percent of funds are distributed by formula grants to districts as incentive funds to grow and improve agricultural programs.
- Approximately 20 percent of funds are distributed for priority statewide initiatives identified in cooperation with the Illinois
- Committee for Agricultural Education, a Governor-appointed statewide agricultural education advisory committee. Facilitating Coordination in Agricultural Education staff provides field support and implementation of these initiatives.

- Approximately 2 percent of the funds are distributed through the Growing Agricultural Science Teachers grant application focused on training, retaining, and recruiting agricultural science teachers focusing on student internships.

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

*Note: Chicago District 299 receives 1.1 percent of the appropriation through the Chicago Block Grant.*

**Population and Service Levels**

	FY16	FY17 (est)
Ag Literacy Coalitions	71	71
Students reached thru Agric. Literacy Coalitions	646,201	650,000
Secondary Students - unduplicated (7-12)	30,562	31,000
High Schools	321	324
Postsecondary Students	8,781	8,900
Community Colleges	25	28
Universities	4	4

**See Local Impact Story on page 35.**



# Alternative Education – Regional Safe Schools

Legislative Reference - 105 ILCS 5/13A-8

Funding Source – State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18
Appropriation	\$6,300,000	\$6,158,300	\$6,300,000	\$6,300,000	<b>\$11,300,000</b>
Change from Prior Year	(\$239,330)	(\$141,700)	\$141,700	\$0	<b>\$5,000,000</b>
	(3.66%)	(2.25%)	2.30%	0.00%	<b>79.37%</b>

## Board Goals

This program aligns with the following Board goals:

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

- Ninety percent or more of students graduate from high school ready for college and career.
- Every school offers a safe and healthy learning environment for all students.

## Program Mission

1) To increase safety and promote the learning environment in schools, and 2) to meet the particular educational needs of disruptive students more appropriately and individually in alternative educational environments.

## Purpose

To provide alternative education for youth in grades 6 through 12 who are suspension- or

expulsion-eligible or who have been expelled or suspended for more than 20 days due to gross misconduct and who are administratively transferred to a Regional Safe School Program at the discretion of the local school district. This program includes academics.

## Reimbursement/Distribution Method

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

## Population and Service Levels

The following table displays service-level information:

	FY16	FY17 (Est)
Expulsion-eligible and Expelled	1,613	1,615
Suspension-eligible & Suspended	2,018	2,020
<b>Total</b>	<b>3,631</b>	<b>3,635</b>

# Arts and Foreign Language

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

*Funding Source - State*

## Appropriation History

	FY14	FY15	FY16	FY17	FY 18 Proposed
Appropriation	\$0	\$488,800	\$500,000	\$500,000	<b>\$1,000,000</b>
Change from Prior Year	(\$500,000)	\$488,800	\$11,200	\$0	<b>\$500,000</b>
	(100.00%)	N/A	2.29%	0.00%	<b>100.00%</b>

### Board Goals

This program aligns with the following Board goals:

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

- Ninety percent or more of students graduate from high school ready for college and career.
- Every student is supported by highly prepared and effective teachers and school leaders.

### Program Mission

To fund two types of grant programs to assist Illinois public schools in either planning or implementing quality programming in arts and/or foreign language study. This program will help students graduate college and career ready and prepare effective teachers and school leaders in arts and foreign language.

### Purpose

To fund arts education and foreign language education programs in the public schools.

### Reimbursement/Distribution Method

Based on criteria established by the Illinois State Board of Education, in conjunction with the Illinois Arts Council, grants are awarded on

a competitive basis through a Request for Proposals process. Planning grants are available for a one-year grant period to provide resources to Illinois public school districts in developing comprehensive action plans aimed at enhancing or expanding the quality of arts and/or foreign language programs in their schools. Implementation grants are available for a three-year period. These grants provide outside supports for districts in their efforts to expand course offerings and experiences for students in the arts and/or foreign language areas. Grants in these programs have a matching fund requirement.

### Population and Service Levels

Eligible applicants are 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. Each fiscal year, new grant funds are awarded to eligible school districts through a competitive process.

	FY16	FY 17 (est)
Number of Districts	3	6
Number of Planning Grants	0	0
Number of Implementation grants (one-three years)	3	6

**See the Local Impact Story on page 37.**

# Assessments: State and Federal (Title VI)

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

## Appropriation History

	FY14	FY15	FY16*	FY17*	FY18 Proposed
Appropriation	\$51,180,300	\$67,376,800	\$23,780,300	\$79,600,000	<b>\$86,000,000</b>
State	\$27,400,000	\$43,596,500	\$0	\$44,600,000	<b>\$51,000,000</b>
Federal	\$23,780,300	\$23,780,300	\$23,780,300	\$35,000,000	<b>\$35,000,000</b>
Change from Prior Year	\$0	\$16,196,500	\$43,596,500	\$55,819,700	<b>\$6,400,000</b>
	0.00%	31.65%	(64.7%)	234.73%	<b>8.04%</b>

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

## Federal Grant Award\*

	FY14	FY15	FY16	FY17	FY18**
Grant Award	\$11,292,072	\$11,570,911	\$11,475,102	\$11,385,995	TBD
Change from Prior Year	(\$890,656)	\$278,829	(\$95,809)	(\$89,107)	TBD
	(7.31%)	2.47%	(0.83%)	(0.78%)	TBD

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

*\*\*State fiscal year 2018 amounts are to be determined (TBD).*

## Board Goals

This program aligns with the following Board goals:

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

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

## Program Mission

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

## Purpose

To develop and implement grade-level assessments in compliance with the requirements of state law and the federal No Child Left Behind Act and, subsequently, the Every Student Succeeds Act.

ISBE administers the following assessments:

- *Partnership for Assessment of Readiness for College and Careers (PARCC).* This

assessment measures student achievement relative to the Common Core State Standards. The results give parents, teachers, and schools one measure of student learning and school performance. This test is given in grades 3 through 8 and optionally at the conclusion of high school math and English language arts courses.

- *Dynamic Learning Maps- Alternate Assessment (DLM-AA)*. Measures the learning of students with the most significant cognitive disabilities and individual student achievement relative to the Common Core Essential Elements. Students with the most significant cognitive disabilities take the DLM if participation in the PARCC/SAT/or Illinois Science Assessment (ISA) assessment -- with or without accommodations -- is not appropriate. The DLM is a performance-based assessment administered individually to students who would otherwise take the PARCC/SAT/or ISA assessment in the content areas of math, English language arts, or science.
- *SAT with essay*. The SAT with essay is the required assessment for high school English language arts and mathematics. It is administered to all grade 11 students and also generates a college-reportable score for students.
- *Illinois Science Assessment (ISA)*. This assessment measures student achievement relative to the Illinois Learning Standards incorporating the Next Generation Science Standards. The results give parents, teachers, and schools one measure of student learning and school performance related to the standards. The test is given once during the elementary years, once during the middle grades, and once in high school.
- *ACCESS 2.0*. ACCESS 2.0 for English language learners™ (ELLs) is a standards-based, criterion-referenced English language proficiency test designed to measure ELLs' social and academic proficiency in English. This test is given in grades kindergarten through 12 for Title III accountability purposes.

- *National Assessment of Educational Progress (NAEP)*. The only nationally representative and continuing assessment of what America's students know and can do in various subject areas. 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 4, 8, and 12.

### **Reimbursement/Distribution Method**

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

- *World Class Instructional Design and Assessment*. A consortium of states that administers the ACCESS test.
- *NCS Pearson and PARCC Inc.* Test development, administration, scoring, analysis, and reporting for the PARCC assessment.
- *University of Kansas DLM-AA Consortium*. Test development, administration, scoring, analysis, and reporting for the DLM-AA assessment.
- *College Board*. Test development, administration, scoring, and reporting for the SAT assessment.

### **Population and Service Levels**

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

# Bilingual Education

Legislative Reference – 105 ILCS 5/14C

Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$63,381,200	\$62,248,400	\$63,681,200	\$63,681,200	\$102,057,500
Change from Prior Year	\$0 0.00%	(\$1,132,800) (1.79%)	\$1,432,800 2.30%	\$0 0.00%	\$38,376,300 60.26%

### Board Goals

This program aligns with the following Board goals:

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

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

### Program Mission

To implement high-quality Transitional Bilingual Education (TBE) Programs and/or Transitional Programs of Instruction (TPI) that meet the linguistic and academic needs of English Learners (ELs), help ELs achieve academically and meet the Illinois Learning Standards, prepare ELs for college and career readiness, and provide high-quality

professional development to bilingual/English as a Second Language (ESL) staff that will develop their knowledge of program requirements that include, but need not be limited to, program standards, district identification and assessment procedures, program design, and basic instructional techniques for teachers of ELs.

### Purpose

To ensure that ELs develop English proficiency while learning demanding academic content and meeting high academic standards.

### Reimbursement/Distribution Method

State law provides for funding on an “excess cost reimbursement basis” for school districts operating state-funded TBE and TPI programs. In the 1997-98 school year, the State Board of Education, in an attempt to equitably allocate funds, established the per-pupil allocation for TBE/TPI funding to districts based in large part on the 1997-98 state average teacher salary.

Funding is calculated based on the number of ELs receiving five or more class periods of TBE/TPI instruction per week.

The amount of each district's grant is determined by the size of the student population and the amount and intensity of bilingual/ESL services received by students and the grade levels of eligible students.

**Per-Pupil Allocation by Level of Service\***

<b>Level of Service (Elementary (PreK - 8</b>	<b>TBE</b>	<b>TPI</b>
Five or more but fewer than 10 class periods per week (1- 8 grades)	\$304	\$304
Ten or more class periods per week (1-8 grades)	\$607	\$607
PreK – K with 5 or more class periods per week	\$607	\$607
<b>Level of Service (9-12)</b>	<b>TBE</b>	<b>TPI</b>
Five or more but fewer than 10 class periods per week	\$380	\$354
Ten or more class periods per week	\$758	\$707

\*The per-pupil allocation is based on the 1997-98 excess cost analysis.

Reimbursements are pro-rated when the total of approved budgets exceeds the appropriation. For fiscal year 2017, it is anticipated that the proration will be approximately 63 percent for Illinois school districts serving EL students.

**Population and Service Levels**

School districts with 20 or more EL students in the same school who speak the same languages are required to provide a TBE 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 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 175 other languages.

The following table displays the number of projected ELs for FY 2017 and FY 2018.

	<b>FY17**(est.)</b>	<b>FY18***(est.)</b>
<b>Number of ELs</b>	<b>222,656</b>	<b>220,645</b>

\*\* Total projection of ELs for FY 2017 is 11.1% of the total projected student population of 2,005,865 of the year-end count.

\*\*\*Total projection of ELs for FY 2018 is 11.1% of the total projected student population of 1,987,501 of the year-end count.

These projections are based on the proportion of EL students to the total student population. Previous projections were based on the percentage of growth seen in EL student enrollment. The total EL population has fluctuated significantly since FY 2011. For example, EL enrollment in Illinois exhibited zero overall growth in FY 2014; it increased 7.14 percent the following year (FY 2015). Consequently, the projections for FY 2017 and FY 2018 implement the ratio-based formula, which has shown to be more accurate reflection of the total EL population in the state.

School Report Card: 15-Year Statewide Trend Data demonstrates:

- The percentage of ELs in the state has grown incrementally since FY 2010.
- ELs accounted for 7.6 percent of the student population in FY 2010.
- The percentage of ELs to total student enrollment will reach 11.1 percent of the total student enrollment in FY 2017.

Actual and projected enrollment of students in Illinois has steadily declined in recent years. Projected total enrollment for FY 2018 is 1,987,501. Meanwhile, the EL population has seen a steady increase. The formula for projection of EL students in the future is seen as the most accurate manner to predict actual growth.

# Blind and Dyslexic

Legislative Reference – Not Applicable  
Funding Source – State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$816,600	\$816,600	\$846,000	\$846,000	<b>\$846,000</b>
Change from Prior Year	\$0	\$0	\$29,400	\$0	<b>\$0</b>
	0.00%	0.00%	3.60%	0.00%	<b>0.00%</b>

### Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- All students are supported by highly prepared and effective teachers and school leaders.

### Program Mission

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

### Purpose

Learning Ally Inc. helps schools meet their obligations under federal Individuals with Disabilities Education Act, Rehabilitation Act, and Americans with Disabilities Act requirements to ensure effective communications for students with disabilities by supporting 750 schools and more than 25,000 K-12 students who have print disabilities such as blindness, visual impairments, and dyslexia. Learning Ally's program delivers accessible, human-narrated

audio versions of textbooks and other instructional materials. Grant membership gives schools access to Learning Ally's library of more than 85,000 titles of literature and textbooks. Enrolled schools have unlimited access to this library, and to playback software and apps for use on computers, iPads, tablets, or Chromebooks, for unlimited numbers of qualifying students. This includes both in-school and at-home access.

### Reimbursement/Distribution Method

Funds are distributed through a grant to Learning Ally Inc.

### Population and Service Levels

In fiscal year 2016, the program served 750 school campuses.

Demand for the program continues to be strong. All available school licenses were assigned quickly and a waiting list remains.

The need for the program continues to be demonstrated by the remarkable performance in the first quarter of FY 2017. The program had already supported more students by the end of the first quarter in FY 2017 than during all of FY 2015. This demand is expected to continue to increase as dyslexia legislation is implemented and teachers seek out tools to support students.

The proposed FY 2018 budget will expand the program to 220 new school sites, prioritizing urban school districts. This expansion will allow those underserved districts access to the program.

The following table displays service-level information:

	FY15	FY16	FY17, Q1
Students Served	19,762	27,145	26,362
Books Circulated	99,897	113,113	25,360



# Career and Technical Education

Legislative Reference – 105 ILCS 435  
Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$38,062,100	\$38,062,100	\$38,062,100	\$38,062,100	<b>\$38,062,100</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Board Goals

This program aligns with the following Board goals:

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

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

## Program Mission

To improve student achievement in academics and career and technical skills and to promote the transition to postsecondary education. This program will assist in keeping students on track to graduate with their cohort at the end of ninth grade and graduate from high school college and career ready. It will also help prepare effective teachers and school leaders in career and technical education.

## Purpose

The Education for Employment Regional Delivery Systems (ERDS) will ensure a

comprehensive career development system providing career awareness, career exploration, and career preparation for K-12 students to enable all students to succeed in postsecondary education and career opportunities. In addition, the state funds satisfy the federal matching requirements of the Carl D. Perkins Career and Technical Education Act of 2006.

## Reimbursement/Distribution Method

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

## Population and Service Levels

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

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

	FY16	FY17 (est)
Elementary K-8 Students	1,334,894	1,324,000

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

Secondary Students Served	FY16	FY17 (est)
Secondary career preparation program	280,406	280,000

**See the Local Impact Story on page 39.**

# Community and Residential Services Authority

Legislative Reference – 105 ILCS 5/14-15.01

Funding Source – State

## Appropriation History

	FY14	FY15	FY16*	FY17*	FY18 Proposed
Appropriation	\$592,300	\$579,000	\$0	\$579,000	<b>\$579,000</b>
Change from Prior Year	\$0	(\$13,300)	(\$579,000)	\$579,000	<b>\$0</b>
	0.00%	(2.25%)	(100.0%)	N/A	<b>0.00%</b>

\*Proposed FY16 funding was vetoed. Public Act 99-524 provides that the FY17 appropriation can also be used for FY16 costs.

### Program Mission

To advocate, plan, and promote the development and coordination of a full array of prevention and intervention services to meet the unique needs of children and adolescents who 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 provide interagency coordination in the field for children and families with multiple-agency planning and service needs, to encourage statewide interagency policies and practices, and to maintain an interagency dispute resolution process. The Community and Residential Services Authority (CRSA) currently has six paid staff and operates under the authority of a 19-member board that includes six unpaid appointees of the Governor, unpaid designees of the four legislative leaders, and nine designees of state agency directors.

### Reimbursement/Distribution Method

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

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

### Population and Service Levels

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

	FY16	FY17 (est)
Referrals	277	300

# Competency-Based Pilot Program

Legislative Reference –Public Act 099-0674

Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$0	\$0	\$0	\$0	<b>\$1,000,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$1,000,000</b>
	0.00%	0.00%	0.00%	0.00%	<b>N/A</b>

## Board Goals

This program aligns with the following Board goal:

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

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

## Program Mission

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

## Purpose

To establish a grant program to provide up to \$75,000 per each of the initial 12 pilot sites for professional development for a

Competency-Based High School Graduation Requirements Pilot Program. Up to \$100,000 will be used by the Illinois State Board Education to provide networking opportunities, technical assistance, and communication materials for selected districts and to develop the second year of the pilot program.

## Reimbursement/Distribution Method

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

## Population and Service Levels

The following table displays service-level information:

	FY18 (est)
Number of Schools	12

# District Broadband Expansion

Legislative Reference – 105 ILCS 5/2-3.118

Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$5,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$5,000,000
	0.00%	0.00%	0.00%	0.00%	N/A

## Board Goals

This program aligns with the following Board goals:

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

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

## Program Mission

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

## Purpose

Establish a \$13 million state matching fund for fiscal year 2017-18 and FY 2018-19 to ensure equitable access to high-speed broadband for all students across the state.

For nearly every school, fiber is the only technology that can affordably deliver fast network speeds today and scale cost-effectively for growing bandwidth needs in

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

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

## Reimbursement/Distribution Method

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

## Population and Service Levels

The following table displays service-level information:

Broadband Expansion	FY17	FY18 (est)
Number of Schools	0	215
Number of Students Served	0	300,000

# District Consolidation Costs

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

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$2,900,000	\$3,309,300	\$3,309,300	\$5,046,000	<b>\$3,100,000</b>
Change from Prior Year	\$95,000 3.39%	\$409,300 14.11%	\$0 0.00%	\$1,736,700 52.48%	<b>(\$1,946,000) (38.57%)</b>

### Board Goals

This program aligns with the following Board goals:

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

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

### Program Mission

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

highly prepared and effective teachers and school leaders, and schools are safe with a healthy learning environment.

### Purpose

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 or annexing districts to pay the difference in salaries;
- Funds to pay the difference between selected negative fund balances among the previously existing districts; and
- Additional funds of \$4,000 for each full-time, certified (licensed) staff person.

### Reimbursement/Distribution Method

Financial incentive distributions are made to eligible districts during the fall of the year. Funds to conduct reorganization studies are disbursed throughout the fiscal year. In addition, funds were applied to unpaid FY 2016 amounts, raising the FY 2016 proration from 76.0 percent of total costs to 94.8 percent.

FY18 Estimated Incentive Payments by District		
School District	County	FY18 Estimated Payment
Arthur CUSD 305	Douglas	\$195,000
Bluford Unit SD 318	Jefferson	\$179,000
Dimmick CCSD 175	LaSalle	\$30,000
Milford Area Public Schools District 124	Iroquois	\$99,000
Nashville CCSD 49	Washington	\$341,000
Richland County CUSD 1	Richland	\$1,017,000
Salt Fork CUD 512	Vermilion	\$592,000
Spring Garden CCSD 178	Jefferson	\$134,000
Woodlawn Unit SD 209	Jefferson	\$342,000
New District: Cherry / Dimmick consolidation	LaSalle	\$121,000
<b>Sub-Total</b>		<b>\$3,050,000</b>
Feasibility Studies		\$50,000
<b>Total</b>		<b>\$3,100,000</b>

### Population and Service Levels

In FY 2017, 14 consolidating or annexing districts received reorganization incentive payments applicable to unpaid FY 2016 amounts, and 11 districts received reorganization incentive payments applicable to FY 2017 calculations. The following table shows expenditure data for each of the categories of payment and the number of reorganization studies.

Incentive Payment	FY16 (prorated)	FY17
Certified employees	\$1,623,400	\$2,908,542
Deficit Fund Balance	\$38,110	\$9,403
State aid differentials	\$521,511	\$596,875
Salary differentials	\$1,126,279	\$1,501,180
<b>Total</b>	<b>\$3,309,300</b>	<b>\$5,016,000</b>
Number of feasibility studies	0	5 (est.)
Money for feasibility studies	\$0	\$30,000 (est.)

### History

Since July 1, 1999, there have been 23 consolidations, 19 annexations, 1 conversion, 3 hybrid formations, 4 deactivations (as of the effective date of the law allowing deactivation incentives), and 1 cooperative high school. This has reduced the number of school districts in the state by 45.

# District Intervention

Legislative Reference -  
Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY 17	FY 18 Proposed
Appropriation	\$3,000,000	\$13,090,000	\$11,200,000	\$0.00	<b>\$6,560,200</b>
Change from Prior Year	(\$6,000,000) (66.67%)	\$10,090,000 336.33%	(\$1,890,000) (14.44%)	(\$11,200,000) (100.00%)	<b>\$6,560,200</b> <b>N/A</b>

### Board Goals

This program aligns with the following Board goals:

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

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

### Program Mission

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

and assumption of control of the governance in both school districts.

Due to limited financial resources, these districts continue to struggle financially and, as a result of the heavy reliance on state and federal funding, the future financial viability of these two districts is bleak. Past and projected budget reductions are such that they seriously impair the ability of the districts to continue to increase student achievement. Academic and fiscal improvements have been made in both school districts; however, they remain encumbered with debt service payments as a result of decisions made prior to state intervention. These debt service payments require that funding intended for providing opportunities for children in need be utilized for debt service.

This program will provide the additional financial resources each of these districts require to help them in meeting all of the State Board goals. The districts cannot attain the goals without adequate financial resources.

### Purpose

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

### Reimbursement/Distribution Method

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



## Population and Service Levels

	FY13	FY14	FY15	FY16
East St. Louis	6,431	6,147	5,992	5,962
North Chicago	3,785	3,659	3,452	3,561

# Diverse Educator Recruitment

Legislative Reference – Not Applicable

Funding Source – State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$700,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$700,000
	0.00%	0.00%	0.00%	0.00%	N/A

### Board Goals

This program aligns with the following Board goal:

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

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

### Program Mission

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

### Purpose

To increase the number of teacher candidates from diverse populations

(ethnicity, Supplemental Education Services, etc.) by providing structured programming that introduces students in middle and high schools to the work of teachers and the larger issues in education and schooling.

### Reimbursement/Distribution Method

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

### Population and Service Levels

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

# Early Childhood Education

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

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$300,192,400	\$293,438,100	\$314,238,100	\$393,738,100	<b>\$443,738,100</b>
Change from Prior Year	\$0	(\$6,754,300)	\$20,800,000	\$79,500,000	<b>\$50,000,000</b>
	0.00%	(2.25%)	7.09%	25.29%	<b>12.70%</b>

### Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school will offer a safe and healthy learning environment for all students.

### Program Mission

To allow Illinois students to enter school with a foundation of knowledge and skills that allows them to be successful throughout their school experience.

### Purpose

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

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

child and family service providers that promotes the development of at-risk infants and toddlers to age 3) is also funded.

### Reimbursement/Distribution Method

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

The requested increase in fiscal year 2018 appropriation fulfills the matching requirement needed to obtain and keep the federal Preschool Development Expansion Grant.

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

### Population and Service Levels

The following table displays service-level information:

	FY16	FY17 (est)
<b>Downstate Illinois Projects</b>		
Birth to 3 Prevention Initiative	148	148
3-5 Preschool for All (PFA)	455	451
<b>0-3 Children Served</b>		
Downstate	7,849	8,811
Chicago Public Schools	5,481	6,538
<b>Total 0-3 Children Served</b>	<b>13,330</b>	<b>15,349</b>
<b>3-5 Children Served</b>		
Downstate Preschool for All	54,690	53,231
Chicago Public Schools	18,428	21,191
<b>Total 3-5 Children Served</b>	<b>73,118</b>	<b>74,422</b>

# Educator Quality Investigations and Hearings

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

Funding Source – State

## Appropriation History

	FY14	FY15	FY16*	FY17*	FY18 Proposed
Appropriation	\$184,000	\$179,900	\$0	\$179,900	<b>\$250,000</b>
Change from Prior Year	\$0	(\$4,100)	(\$179,900)	\$179,900	<b>\$70,100</b>
	0.00%	(2.23%)	(-100%)	100.00%	<b>38.97%</b>

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

### Board Goals

This program aligns with the following Board goals:

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

- Every student is supported by highly prepared and effective teachers and school leaders.
- Every school will offer a safe and healthy learning environment for all students.

### Program Mission

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

### Purpose

Section 21B-75 (formerly cited as Section 21-23) of the School Code authorizes the State Superintendent to investigate an educator if evidence exists of abuse or neglect of a child, incompetence, unprofessionalism, immorality, or other just cause. When appropriate, the State Superintendent can require the educator to complete professional development coursework, suspend the educator's license for up to five years, or revoke the educator's license. This line item supports the goals of the State Board of Education by ensuring that students are educated by teachers who are

competent and of good character. Moreover, this line item supports a safe and healthy learning environment for students by removing teachers from the classroom who do not foster this type of environment for students.

### Reimbursement/Distribution Method

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

### Population and Service Levels

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

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

# General State Aid

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

## Appropriation History

	FY14	FY15	FY16	FY17	FY 18 Proposed
Total Approp	\$4,442,198,260	\$4,425,273,600	\$4,717,188,200	\$5,078,585,900	<b>\$5,078,585,900</b>
GSA Appropriation	\$4,442,198,260	\$4,425,273,600	\$4,632,188,200	\$4,765,229,009	<b>TBD</b>
Related Grant Approp	\$0	\$0	\$85,000,000	\$313,356,891	<b>TBD</b>
Change from Prior Year	\$155,445,760	(\$16,924,660)	\$291,914,600	\$361,397,700	<b>\$0.0</b>
	3.63%	(0.38%)	6.60%	7.66%	<b>0.00%</b>

### Board Goals

This program aligns with the following Board goals:

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

### Program Mission

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

### Purpose

To provide general flexible state aid to schools in an equitable manner. GSA represents approximately 73 percent of state funds for elementary and secondary education.

### Reimbursement/Distribution Method

Funds are distributed through two grants to school districts. One is an equalization grant that assures the combination of state and local funding meets the minimum Foundation Level. For most districts, this means that state funding is provided in the amount that will bring total state and local resources per pupil to the amount of the Foundation Level. *No school district receives the full Foundation Level per pupil.* Instead, districts receive an amount that, when combined with local resources per pupil, achieves the Foundation Level.

The second grant is the supplemental GSA grant for low-income students. This grant, which is not equalized, is based on the proportion of low-income students in a district. The amount paid through this grant increases as the proportion of low-income students in a district increases.

The following is a description of the many factors that affect GSA payments.

### *Foundation Level*

The Foundation Level is established in statute and has been set at \$6,119 since fiscal year 2010. Meeting the Foundation Level is based on the General Assembly and the Governor appropriating the necessary funding. For the past several years, that has not been the case. When appropriations fall short of the amount necessary to fully fund the GSA claim, which consists of both the equalization formula grant and the supplemental low-income grant, payments to districts are prorated and paid at the maximum percentage possible, given appropriation amounts. The table below lists the percentage of the claim paid in recent years.

	FY14	FY15	FY16	FY17
% of GSA Claim Paid	88.7%	87.1%	92.1%	100%

In fiscal year 2012, the total appropriations for GSA were approximately \$231 million short of the amount needed to fully pay the claim. As a result, GSA claims were paid at 95 percent of the amount owed to districts. In fiscal year 2013, the total appropriations for GSA were \$518 million short of the claim amount, resulting in payments that fell to just 89 percent of claims. In fiscal year 2014, appropriations increased by \$155 million, but the cost of the claim grew by a greater amount than that appropriation increase, resulting in a \$562 million shortfall and payments made at 88.7 percent of the amount owed to districts. In fiscal year 2015, appropriations for GSA were initially increased by \$80 million. However, appropriations were ultimately reduced with the enactment of Public Act 099-001, which resulted in a funding level that was \$17 million less than in the prior fiscal year. This created an overall shortfall of \$648 million, resulting in payments being made at 87 percent of the amount due to districts.

In fiscal year 2016, the appropriation was increased by \$292 million while the cost of the claim once again exceeded the appropriation, resulting in a shortfall of \$397 million and payments being made at 92 percent of the

amount owed to school districts and regional education programs. That year also was the first year of supplements to GSA appropriations. Eighty-five million dollars was distributed to limit the per student losses districts experienced due to proration. In fiscal year 2017, the appropriation was increased by \$361 million and PA 099-0524 took a creative approach to distribution of funds, ensuring that no district would lose funds compared to fiscal year 2016. Districts instead received the greater of their fiscal year 2016 net payments plus a proportional share of an equity grant or their fiscal year 2017 gross claim as calculated.

### *General State Aid Equalization Formula*

The current formula was created in December 1997 by PA 90-548 and first implemented in fiscal year 1999. The GSA formula grant is basically a foundation approach with three separate calculations, depending on the amount of property wealth of the local school district.

For the majority of districts, the equalization portion of GSA is distributed by the "Foundation" formula. Districts qualifying for this formula have available local resources per pupil that are less than 93 percent of the Foundation Level. Foundation grants are calculated as follows:

(Foundation Level – Local Resources per Pupil) X Number of Students

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 established in statute is \$6,119 for the 2016-17 school year. Most districts receive GSA under the Foundation formula. These districts receive the Foundation Level, less their local resources per pupil. For example, consider a district with local wealth per pupil of \$4,000. That results in a claim amount of \$2,119 – the amount required to allow that district to spend, at a minimum, the Foundation Level of \$6,119 per student.

The second formula is the “Alternate Method” 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. Alternate districts receive 5-7 percent of the Foundation Level, or approximately \$306 - \$428 per pupil. Similar to the Foundation formula, Alternate Method districts with less wealth receive an amount at the higher end of that range.

The third formula is the “Flat Grant” formula. Districts qualifying for this formula have local resources per pupil of 175 percent or more of the Foundation Level. Flat Grant districts receive \$218 per pupil.

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 the equalization portion of GSA. This is an adjustment that benefits districts with a declining number of students. Per statute, the assumed tax rates applied to each district’s Equalized Assessed Valuations (EAVs) are 3.00 percent for unit districts, 2.30 percent for elementary districts, and 1.05 percent for high school districts, per \$100 of EAV. These rates are used to determine local property wealth in the GSA formula grant. There is no required tax rate for access to the formula.

The GSA formula has a second grant to provide additional funding to address the impact of at-risk pupils in the district. A separate supplemental GSA grant is calculated based on the district’s proportion of low-income students. This grant does not account for local wealth as the equalization formula grant does – meaning if two districts are educating the same percentage of low-income students, each is entitled to the same claim amount, regardless of local wealth. Since fiscal year 2004, the indicator for low-income students has been a non-duplicated count of children receiving services through the programs of Medicaid, the Supplemental Nutrition Assistance Program, the Children’s Health Insurance Program, or Temporary Assistance

for Needy Families. This data is provided by the Department of Human Services (DHS). The district concentration ratio (DCR) of low-income students is determined by dividing the three-year average of the district’s low-income population by the current B3MADA. If the DCR is less than 15 percent, the district receives a flat grant of \$355 per low-income student. Otherwise, the following formula is used to calculate the low-income grant, with payments that range from \$355 to \$2,994.25 per low-income student, as the percentage of those students increases:

$$[294.25 + (2,700 (\text{DCR})^2)] \times \text{low-income pupils}$$

**Terms Used in the Calculation of General State Aid**

CPPRT = Corporate Personal Property Replacement Taxes

EAV = Equalized Assessed Valuation

ELR = Extension Limitation Ratio

GSA = General State Aid

OTR = Operating Tax Rate

ADA = Greater of the Prior Year Best Three Months Average Daily Attendance (ADA) or Prior Three-Year Average

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

Foundation Level (FLEVEL) = \$6,119 for fiscal year 2017

Available Local Resources per Pupil = (GSA EAV x RATE + CPPRT) / ADA

Local Percentage = Available Local Resources per Pupil / FLEVEL

Where:

RATE = 2.30 percent if Elementary  
 1.05 percent if High School  
 3.00 percent if Unit



And Where:

Extension Limitation EAV = Prior Year EAV  
x Extension Limitation Ratio (ELR)

ELR = (Current Actual Extension) /  
(Prior Year Max Possible Extension)

Foundation Formula

GSA is calculated using the Foundation formula if the district percentage of local wealth per pupil is less than 93 percent of the Foundation Level. The grant is calculated as:  
GSA Foundation = (FLEVEL - Available Local Resources per Pupil) x ADA

Alternate Formula

GSA is calculated using the Alternate formula if the district percentage of local wealth per pupil is at least 93 percent, but less than 175 percent of the Foundation Level.

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

GSA Alternate = FLEVEL x ADA x (.07 -  
[(Local Percentage - .93) / .82] x .02)

Flat Grant Formula

GSA is calculated using the Flat Grant formula if the district percentage of local wealth per pupil is at least 175 percent of the Foundation Level. The grant is calculated as:

GSA Flat Grant = ADA x \$218

Visit the ISBE website at <http://www.isbe.net/funding/html/gsa.htm> to view a school district's GSA claim and payment amounts as well as materials on GSA mechanics and history. Data is available for fiscal years 2000–17.

*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 different manner. The GSA provided to a laboratory, alternative, or safe school is determined by multiplying the school's best three months'

ADA for the prior school year (or the three-year average, whichever is greater) by the FLEVEL (\$6,119 for fiscal year 2017). Regional programs and lab schools are not eligible for the supplemental low-income grant portion of GSA.

Collectively, Illinois State University's laboratory school, the University of Illinois' laboratory school, and 68 alternative/safe schools submitted GSA claims for fiscal year 2017 in the amount of \$39 million plus an additional \$1 million as part of the stop loss funding.

*Fiscal Year 2017 GSA by Formula Type*

The 614 programs funded under the Foundation computation constitute 66.6 percent of entities in GSA and claim approximately 93 percent of the equalization formula grant and 91.9 percent of the supplemental low-income grant. Foundation-funded districts account for approximately 75 percent of the 2015-16 ADA student total. The 180 Alternate Method districts account for 20 percent of entities and claim 5 percent of the equalization formula grant and 7.6 percent of the supplemental low-income grant and represent 22 percent of the 2015-16 ADA. The 58 Flat Grant districts account for 6.3 percent of entities and claim 0.5 percent of the equalization formula grant and 0.6 percent of the supplemental low-income grant. Flat Grant districts represent 4 percent of the 2015-16 ADA. ROE programs and lab schools account for 7.6 percent of all entities and claim 1.3 percent of the equalization formula grant. They are ineligible for the supplemental low-income grant and reflect 0.3 percent of the 2015-16 ADA student total. Below is a table listing recent totals of best three months' of ADA figures summarized by GSA formula type.

General State Aid Average Daily Attendance		
School Year	2014-2015	2015-2016
Foundation	1,392,941.68	1,380,044.91
Alternate	401,245.30	399,470.60
Flat Grant	65,843.66	65,670.70
ROE / Lab	6,053.10	6,247.30
<b>Total</b>	<b>1,866,083.74</b>	<b>1,851,433.51</b>



The table below depicts the distribution of GSA across districts in the three equalization formula types.

Formula Type	Number of Entities	FY 17 Formula Grant	FY 17 Supplemental GSA	FY 17 Gross Total Claim	FY 17 Shortfall Grant	FY 17 Total Gross Payment
Foundation	614	\$2,780,756,489	\$1,599,265,007	\$4,380,021,496	\$297,160,552	\$4,677,182,049
Alternate Method	180	\$155,631,639	\$131,857,743	\$287,489,383	\$14,124,649	\$301,614,031
Flat Grant	58	\$14,517,542	\$9,831,636	\$24,349,178	\$966,142	\$25,315,320
Lab & Alternative	70	\$39,471,160	\$0	\$39,471,160	\$1,105,547	\$40,576,708
<b>Total</b>	<b>922</b>	<b>\$2,990,376,830</b>	<b>\$1,740,954,386</b>	<b>\$4,731,331,217</b>	<b>\$313,356,890</b>	<b>\$5,044,688,108</b>

Of the 922 entities receiving GSA in fiscal year 2017, 852 are public school districts. Of these 852 districts, 369 (40.0 percent) are elementary districts, 97 (10.5 percent) are high school districts, and 386 (41.9 percent) are unit districts. The other 70 (7.6 percent) entities are

ROE programs or lab schools. Elementary districts claimed 24.1 percent of fiscal year 2017 GSA funds, secondary districts claimed 8.1 percent of the funds, unit districts claimed 67 percent of the funds, and ROEs and lab schools claimed 0.8 percent of the GSA funds.

*Fiscal Year 2017 GSA by Organization Type*

Organization Type	Number of Entities	FY 17 Formula Grant	FY 17 Supplemental GSA	FY 17 Gross Total Claim	FY 17 Shortfall Grant	FY 17 Total Gross Payment
Elementary	369	\$759,688,965	\$382,350,363	\$1,142,039,329	\$46,167,541	\$1,188,206,870
High School	97	\$272,759,244	\$111,385,280	\$384,144,524	\$11,682,061	\$395,826,585
Unit	386	\$1,918,457,461	\$1,247,218,742	\$3,165,676,204	\$254,401,741	\$3,420,077,945
Regional & Lab Schools	70	\$39,471,160	\$0	\$39,471,160	\$1,105,547	\$40,576,708
<b>Total</b>	<b>922</b>	<b>\$2,990,376,830</b>	<b>\$1,740,954,385</b>	<b>\$4,731,331,217</b>	<b>\$313,356,890</b>	<b>\$5,044,688,108</b>

In applying the GSA formula to the available appropriations in a given year, 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 ISBE staff. 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 EAV amounts due to adverse court decisions or Property Tax Appeal Board decisions. (Please see Sections 2-3.33 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 prior year EAV adjustments.

*GSA Payment Schedule*

Section 18-11 of the School Code provides for semimonthly GSA payments to be made during the months of August through June. These semimonthly payments are in an amount equal to 1/22 of the total amount to be distributed and are to be made as soon as possible after the 10<sup>th</sup> and 20<sup>th</sup> days of each month.

The State Comptroller's Office releases GSA warrants (payments) on the evening of the

payment day. Typically, payments are available on the 11<sup>th</sup> and 21<sup>st</sup> days of the month or on the following working day if the payment date falls on a weekend or a holiday.

**Range of Payments in the Equalization Formula**

A common misconception is that the Foundation Level represents the amount each district receives. That is not the case. The

Foundation Level is the amount each district should have per pupil, at a minimum, through a mix of state and local resources. For example, if a district has \$2,000 in local wealth per pupil, the state will pay the difference between that amount and the Foundation Level of \$6,119. In this example, that's \$4,119 per pupil. The table below provides the distribution of funding amounts per pupil provided through the equalization formula grant portion of GSA.

Equalization Formula Grant Per Pupil	Number of Entities	FY 17 GSA Formula Claim Amount	ADA Used in FY 17 Calculations	3-Year DHS Population Used in FY 17 Calculations
\$6,000 - \$6,119	0	0	0	0
\$5,000 - \$5,500	1	2,152,392	401	236
\$4,500 - \$5,000	29	273,808,253	58,794	54,964
\$4,000 - \$4,500	38	254,392,113	59,744	47,703
\$3,500 - \$4,000	76	292,255,031	78,394	54,963
\$3,000 - \$3,500	83	338,971,996	104,375	54,021
\$2,500 - \$3,000	99	636,564,914	232,695	130,196
\$2,000 - \$2,500	81	302,335,012	133,983	57,290
\$1,500 - \$2,000	95	275,006,347	159,627	71,445
\$1,000 - \$1,500	58	140,169,177	116,083	50,734
\$428.34 - \$1,000	54	265,101,253	452,524	333,343
Alternate Method	180	155,631,639	403,815	138,941
Flat Grant	58	14,517,542	66,594	13,124
ROE Programs & Labs	70	39,471,160	6,451	0
<b>Totals</b>	<b>922</b>	<b>2,990,376,829</b>	<b>1,873,480</b>	<b>1,006,960</b>

**Treatment of Property Tax Extension Limitation Law (PTELL) Districts**

The Property Tax Extension Limitation Law or PTELL was approved in statute for collar counties (DuPage, Kane, Lake, McHenry, and Will) in 1991 and for Cook County in 1994. Since that time, other counties have been allowed to vote on the issue of whether to make their districts subject to PTELL. This law limits the growth of property tax extensions or dollars collected locally to the lesser of 5 percent or the Consumer Price Index (CPI).

The current system of distributing GSA was largely implemented beginning in fiscal year 1999. In determining local wealth for the equalization formula, a district's EAV is multiplied by a rate set in statute that varies by district type: 3.00 percent for a unit, 2.30 percent for an elementary, and 1.05 percent for a high school. Some districts that are subject to PTELL may not be able to tax at those rates. In the early part of the last decade, many areas of the state experienced rapid growth in their EAV. When extensions may only grow by CPI and the total amount of EAV was growing

several times that rate, maximum operating tax rates in these areas were forced down. This prompted some districts to complain that the rates multiplied by EAV amounts to determine local wealth for GSA purposes were higher than the rates they could actually impose. Thus, GSA in some cases assumed greater local wealth than a district could actually collect due to the restrictions of PTELL.

In response to this situation, the School Code was altered to create an adjustment in the way local wealth may be calculated for a PTELL district. For districts subject to PTELL, GSA calculations assume the lesser of either their real EAV or their Extension Limitation EAV. The latter is calculated as the EAV amount used in the prior year's GSA calculations, multiplied by the percent by which the local tax extension was allowed to increase, per the restrictions of PTELL. For some PTELL districts, the Extension Limitation EAV is less than their actual EAV, resulting in a reduced measure of local wealth and a larger GSA equalization formula payment. The table below provides the size of the benefit of this PTELL adjustment at full claim and the number of districts that have benefited from the adjustment since its inception.

FY	GSA Impact in Millions Full Claim	Districts Benefiting	Districts Subject to PTELL	Total Districts in Illinois
00	\$46.0	97	369	896
01	\$52.2	255	387	894
02	\$101.5	353	436	893
03	\$199.1	292	455	893
04	\$205.2	299	460	888
05	\$357.3	353	458	881
06	\$580.6	326	459	874
07	\$624.1	307	461	873
08	\$805.5	348	461	870
09	\$789.0	296	461	869
10	\$792.7	365	460	869
11	\$696.2	348	460	867
12	\$628.7	364	460	865
13	\$501.9	291	460	862
14	\$300.0	189	460	860
15	\$201.8	110	460	857
16	\$141.4	83	456	852
17	\$55.8	82	456	852

The cost of the PTELL adjustment grew to more than \$800 million in fiscal year 2008 and remained at approximately that amount for the next two years. Since that time, the cost of the

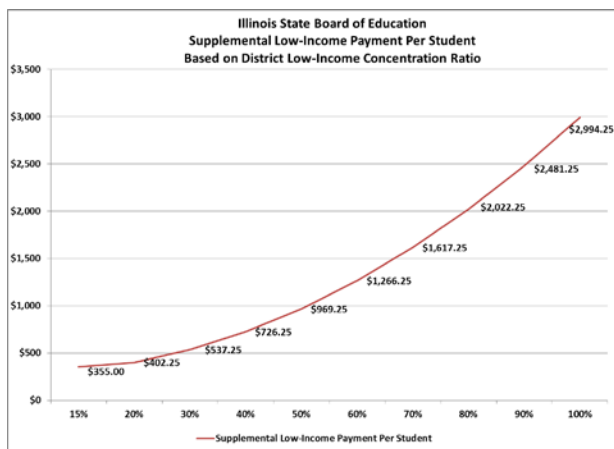
adjustment has declined to the current fiscal year amount of \$56 million. The cost has decreased as actual EAV amounts have declined, to the point that for a majority of PTELL districts, real EAV amounts are now less than the Extension Limitation EAV amounts. In these situations, the EAV used to determine local wealth for these districts is now the same as districts not subject to the PTELL adjustment.

**SUPPLEMENTAL GSA GRANT FOR LOW-INCOME STUDENTS**

GSA consists of the formula grant, which is equalized against local resources, and the supplemental low-income grant, which is paid based on the ratio of low-income students in a district, regardless of the local wealth of a district. The current low-income formula pays pupils based on the following calculation:

$$[\$294.25 + \$2,700 \times (\text{DCR})^2] \times \text{Low-Income Pupils}$$

DCR represents the district concentration ratio of low-income students. This formula results in greater payments per low-income pupil as the percentage of low-income pupils in a district increases. This curvilinear formula is depicted in the graph below.



Beginning with fiscal year 2004, the state has used the number of students receiving services through DHS in a district to determine a district's low-income count and district

concentration ratio. Below is a table that illustrates the change in the low-income portion of the GSA claim with dollars listed in millions.

Fiscal Year	GSA Supplemental Low-Income Grant in Millions	Percent Change Over Prior Year
03	\$388.2	N/A
04	\$418.4	7.8 %
05	\$459.5	9.8 %
06	\$532.6	15.9 %
07	\$675.4	26.8 %
08	\$785.4	16.3 %
09	\$941.4	19.9 %
10	\$1,119.3	18.9 %
11	\$1,349.1	20.5 %
12	\$1,567.3	16.2 %
13	\$1,773.7	13.2 %
14	\$1,930.1	8.8 %
15	\$1,978.3	2.5 %
16	\$1,888.0	(4.6) %
17	\$1,740.9	(7.8) %

**ATTENDANCE, CALENDAR, AND REQUIREMENTS FOR GSA**

*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 with 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 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 that follow.

The supplemental GSA law requires all school districts, except Chicago, with more than 1,000 and fewer than 50,000 pupils in 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 education needs of 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 a minimum term of 185 days, which includes five proposed emergency days, and up to four days that may be scheduled as teacher institutes. This ensures at least 176 days of pupil attendance. Requirements for the school calendar are the same for those school districts that operate on a full-year basis.

Teacher institutes/workshops, as described in Section 5/3-11, are any educational gathering, demonstration of methods of instructions, visitation of schools or other institutions or facilities, or sexual abuse or sexual assault awareness seminars. These days must be approved by the regional superintendent as an institute day.

Section 24-2 of the School Code specifies legal school holidays. Teachers are not required to work on legal school holidays. If a school district decides to work on a legal school holiday, it is required first to complete the process described in this section of the School Code. 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.

Section 18-12 of the School Code establishes penalties for failure to operate a minimum number of school days. School districts that 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 (one 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 that 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 toward 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. ISBE's 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 less than full-day teacher in-service and parent-teacher conferences, 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. 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.

Per Section 18-8.05(F)(2)(g), for children with disabilities below the age of 6 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 younger than 6 years of age may be claimed for GSA for a full day, provided that the child's educational needs require and the student receives four or more clock hours of instruction.

Per Section 18-8.05(F)(2)(e), 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 medical physician must certify that the student requires the homebound instruction for medical reasons and for a minimum of two consecutive weeks (Section 14-13.01).

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 GSA Frequently Asked Questions document for further details. It may be found at [http://www.isbe.net/funding/pdf/gsa\\_faq.pdf](http://www.isbe.net/funding/pdf/gsa_faq.pdf).

#### *Public Health Requirements*

Section 27-8.1(6) of the School Code requires every school district to report to ISBE by November 15 of each year the number of children who have received the necessary immunizations and health examinations and the number of children exempt from these requirements. Per Section 27-8.1(7), 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 may be withheld from payment. 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 law.

#### *Before- and After-School Programs*

Section 10-22.18b addresses 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 that 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.

# Healthy Community Initiative Fund

Legislative Reference –Not Applicable  
Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY17	FY 18 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$15,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$15,000,000
	0.00%	0.00%	0.00%	0.00%	N/A

## Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein . . .
- All kindergartners are assessed for readiness.
- Every school offers a safe and healthy learning environment for all students.

## Program Mission

The proposed Healthy Community Incentive Fund would support a competitive grant process to help coordinate, align, and leverage efforts to solve complex social problems within communities aimed toward serving the needs of the whole child. This seed money would establish efforts that bridge services to address the well-being of children, enabling them to learn.

## Purpose

The incentive grant would enable school districts to take a lead role in cross-sector partnerships as centers of collective impact. Communities, with school districts as lead applicants, could apply for competitive grants to develop partnerships with local governmental entities, education organizations, faith-based organizations, civic organizations,

and philanthropic groups to activate initiatives. Initial seed funding is provided for collaborative approaches and to bridge support services that are sustainable for children and families to help ensure students are present, focused, and ready to learn in the classroom.

## Reimbursement/Distribution Method

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

## Population and Service Levels

Funding supports schools that demonstrate need and collaboration in order to activate services that would improve outcomes for students. The distribution of the competitive program is estimated as awards will be based on the grant proposals that are received. As a guideline in the proposed \$15 million program, average \$100,000 incentive awards could be provided to an estimated 150 school districts as seed money to leverage external investments.

The following table displays estimated service-level information:

	FY18 (est)
Schools	150

**See the Local Impact Story on page 41.**



# Homeless Education

Legislative Reference – 105 ILCS 45  
Funding Source – State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$0	\$0	\$0	\$0	<b>\$3,000,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$3,000,000</b>
	0.00%	0.00%	0.00%	0.00%	<b>N/A</b>

## Board Goals

This program aligns with the following Board goals:

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

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

## Program Mission

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

## Purpose

To provide a state funding source for support services, outreach, and advocacy for homeless students to remain enrolled in school and have equal access to the same free and appropriate public education provided to non-homeless students.

## Reimbursement/Distribution Method

Grants will be awarded through a competitive procurement process.

## Population and Service Levels

Notwithstanding the challenges of estimating the number of homeless students statewide, the Student Information System data suggests that the number of identified homeless students increased from fiscal year 2011 through FY 2014 but has decreased slightly thereafter:

	FY14	FY15	FY16
PK-12 Students	59,014	54,528	53,733

Since 2009, the Illinois State Board of Education has requested but not yet received a state appropriation to support this program.

# Illinois Free Lunch and Breakfast

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

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$14,300,000	\$9,000,000	\$9,000,000	<b>\$9,000,000</b>	<b>\$15,575,000</b>
Change from Prior Year	\$0	(\$5,300,000)	\$0	<b>\$0</b>	<b>\$6,575,000</b>
	0.00%	(37.06%)	0.00%	<b>0.00%</b>	<b>73.06%</b>

## Board Goals

This program aligns with the following Board goals:

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

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

## Program Mission

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

## Purpose

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

## Reimbursement/Distribution Method

Reimbursement is paid monthly based on the number of meals claimed. The statutory

reimbursement rate is \$0.15 for each meal served. If the funds appropriated do not meet the statutory reimbursement rate, the rate per meal served is prorated.

	FY16	FY17 (est)
Reimbursement for each free breakfast/lunch served/claimed	\$0.0323	\$0.0250

*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.

The following table displays service-level information:

	FY16*	FY17 (est)
<b>IL Free Lunch</b>		
Number of Sponsors	1,094	1,170
Number of Sites	3,594	3,850
<b>IL Free Breakfast</b>		
Number of Sponsors	825	840
Number of Sites	2,871	3,060
Total Number of IL Free Meals Served	137,168,426	141,651,178

*Data excludes Chicago District 299.*

# Materials Center for the Visually Impaired

Legislative Reference – 105 ILCS 5/14-11.01

Funding Source – State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$1,421,100	\$1,389,100	\$1,421,100	\$1,421,100	1,421,100
Change from Prior Year	\$0	(\$32,000)	\$32,000	\$0	\$0
	0.00%	(2.25%)	2.30%	0.00%	0.00%

## Board Goals

This program aligns with the following Board goals:

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

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

## Program Mission

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

with visual impairments in order for them to participate and progress in the general education curriculum.

## Purpose

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

## Reimbursement/Distribution Method

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

## Population and Service Levels

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

	FY16	FY17 (est)
Elementary/secondary students served	4,364	4,334
Postsecondary students served	397	394

# National Board Certification

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

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$1,000,000	\$977,500	\$1,000,000	\$1,000,000	\$1,000,000
Change from Prior Year	\$0	(\$22,500)	\$22,500	\$0	\$0
	0.00%	(2.25%)	2.30%	0.00%	0.00%

### Board Goals

This program aligns with the following Board goal:

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

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

### Program Mission

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

### Purpose

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

### Reimbursement/Distribution Method

Payment of National Board Candidate subsidies for new candidates, candidate retakes, and NBCT renewals will be paid directly to Illinois State University, which will then remit to the NBPTS on behalf of Illinois candidates and NBCTs.

*The Illinois School Code, 105 ILCS 5/21B-70, has eliminated the Illinois Teaching Excellence Program annual stipend for Illinois Master Certificate holders, in addition*

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

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

### Population and Service Levels

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

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

\*FY17 -There are still 733 candidates from fiscal years 2014-15 and 2015-16 who remain in the National Board Certification process.

\*\*FY18 - Under the new revised National Board Certification, teachers have up to three years to complete the process. In Illinois, candidates are encouraged to complete the process in two years using the ongoing cycle of submitting components one and three, then followed by components two and four.

# Orphanage Tuition

Legislative Reference – 105 ILCS 5/18-3

Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$12,000,000	\$11,730,000	\$11,500,000	\$11,500,000	\$19,600,000
Change from Prior Year	(\$1,000,000)	(\$270,000)	(\$230,000)	\$0	\$8,100,000
	(7.69%)	(2.25%)	(1.96%)	0.00%	70.43%

### Board Goals

This program aligns with the following Board goal:

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

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

### Program Mission

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

### Purpose

To reimburse school districts for providing educational services to children residing in orphanages, foster homes, children's homes, state welfare or penal institutions, and state-owned housing in lieu of the local property tax revenue associated with such children.

### Reimbursement/Distribution Method

As required by law, payments are vouchered in the current school year via quarterly installments (September 30, December 31, March 31, and August 15) based on an estimated cost calculated from the prior year's claim. Per P.A. 95-0793 effective August 8, 2008, claims for eligible students served in the regular term must be received at ISBE on or before July 15. Final payments are vouchered on or before August 15 based on the average

daily attendance for each eligible child multiplied by a weighted factor of 1.2 times the per capita tuition of the school district. Claims for eligible students served in the summer term must be received at ISBE on or before November 1.

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

### Formula Example – Regular Term:

Average daily attendance (ADA) of eligible pupils is 12.00 days of attendance

District's per capita tuition charge = \$6,000

District's reimbursement calculation:

District's per capita tuition charge of

$\$6,000 \times 1.2 = \$7,200$

ADA 12.00 X \$7,200 = \$86,400 district

reimbursement amount

### Population and Service Levels

The following table displays service-level information:

	FY16	FY17 (est)
Total claim amount	\$14,551,858	\$15,977,688
Summer (actual)	\$342,998	\$401,278
Excess cost amount	\$0	\$0
1.2 per capita amount	\$14,208,860	\$15,576,410
Prior Year Liability*	\$2,442,039	\$5,524,533

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

# Performance Evaluations

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$200,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$200,000
	0.00%	0.00%	0.00%	0.00%	N/A

### Board Goals

This program aligns with the following Board goal:

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

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

### Program Mission

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

### Purpose

To provide a funding source to support the work of the Performance Evaluation

Advisory Council (PEAC). Per 105 ILCS 24B, teacher and principal performance evaluations must incorporate both performance and student growth factors.

The Illinois State Board of Education, with the assistance of the PEAC, will continue to develop resources and systems to assist school districts in a transformational effort to incorporate student growth as a significant factor in teacher and principal evaluations.

### Reimbursement/Distribution Method

Participants will be reimbursed for travel and substitute teacher costs.

### Population and Service Levels

Service-level data are not available.

# Philip Rock Center and School

Legislative Reference – 105 ILCS 5/14-11.02

Funding Source – State

## Appropriation History

	FY14	FY15	FY16*	FY17*	FY18 Proposed
Appropriation	\$3,577,800	\$3,497,300	\$0	\$3,577,800	<b>\$3,577,800</b>
Change from	\$0	(\$80,500)	(\$3,497,300)	\$3,577,800	<b>\$0</b>
Prior Year	0.00%	(2.25%)	(100.00%)	N/A	<b>0.00%</b>

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

### Board Goals

This program aligns with the following Board goals:

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

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

### Program Mission

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

### Purpose

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

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

### Reimbursement/Distribution Method

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



### **Population and Service Levels**

In fiscal year 2016, full residential and educational services were provided to 11 students at the Philip Rock Center and School. Statewide, 396 children/youth who are deaf-blind are eligible for support services through the service center.

# Principal Mentoring Program

Legislative Reference – 105 ILCS 5/2-3.53a

Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$1,000,000
Change from prior year	\$0	\$0	\$0	\$0	\$1,000,000
	0.00%	0.00%	0.00%	0.00%	N/A

### Board Goals

This program aligns with the following Board goal:

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

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

### Program Mission

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

### Purpose

To provide first-year and second-year principals, when applicable, with the individualized mentoring support they need to successfully transition into effective and successful educational leaders, resulting in a higher retention rate in Illinois schools. The mentor and first-year principal will connect leadership development efforts to the improvement needs of the school, resulting in a positive impact on the quality of teaching and learning. Effective May 21, 2010, the program mission applies to principals who may participate in a second year of mentoring if it is

determined by the State Superintendent that sufficient funding exists.

### Reimbursement/Distribution Method

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

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

### Population and Service Levels

The following table displays service-level information:

	FY15	FY16
Principals	0	0
Mentors	0	0
Providers	0	0

# School Support Services (Formerly Lowest-Performing Schools)

*Legislative Reference – Not Applicable  
Funding Source - State*

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$1,002,800	\$980,200	\$0	\$1,002,800	<b>\$5,000,000</b>
Change from Prior Year	\$0	(\$22,600)	\$980,200	\$0	<b>\$3,997,200</b>
	0.00%	(2.25%)	(100.0%)	0.00%	<b>398.60%</b>

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

### Board Goals

This program aligns with the following Board goals:

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

### Program Mission

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

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

### Purpose

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

### Reimbursement/Distribution Method

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

### Population and Service Levels

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

	FY15	FY 16	FY 17	FY 18 (est)
Districts	20	0	19	107
Schools	33	0	31	301
Students in these priority schools	21,105	0	27,137	156,440

# Southwest Organizing Project (SWOP) Parent Mentoring Program

*Legislative Reference –Not Applicable  
Funding Source - State*

## Appropriation History

	FY14	FY15	FY16	FY17	FY 18 Proposed
Appropriation	\$1,000,000	\$1,466,300	\$1,466,300	\$1,466,300	<b>\$2,000,000</b>
Change from Prior Year	\$0	\$446,300	\$0	\$0	<b>\$533,700</b>
	0.00%	44.60%	0.00%	0.00%	<b>36.40%</b>

### Board Goals

This program aligns with the following Board goals:

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

### Program Mission

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

achievement of students and enhance the environment in the schools.

### Purpose

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

### Reimbursement/Distribution Method

In fiscal year 2013-FY 2017, the General Assembly allocated funds for this program to specific grantees. In FY 2013 and FY 2014, program funds were allocated to the Illinois Coalition for Immigrant and Refugee Rights and in FY 2015, FY 2016, and FY 2017 to SWOP. The full amount allocated was awarded to each organization, which then distributed subgrants to community-based

organizations based on a competitive Request for Proposal. SWOP has subsequently awarded continuation grants to subgrantees. Subgrantees were given an opportunity, as program funds increased, to extend the program length to cover the full school year.

**Population and Service Levels**

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

The following table displays service-level information:

	FY15	FY16 (est)
Community-Based Organizations Funded	16	15
Schools Served	70	60
Parent Mentors (PM)	582	591
Children in Classrooms Served by a PM	16,122	12,474

**See the Local Impact Story on page 43.**

# Special Education – Funding for Children Requiring Special Education Services

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

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$303,091,700	\$296,113,000	\$303,829,700	\$303,829,700	<b>\$307,140,500</b>
Change from Prior Year	(\$11,104,400) (3.53%)	(\$6,978,700) (2.30%)	\$7,716,700 2.61%	\$0 0.00%	<b>\$3,310,800</b> <b>1.09%</b>

### Board Goals

This program aligns with the following Board goal:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
  - All students are supported by highly prepared and effective teachers and school leaders.

### Program Mission

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

### Purpose

To supplement local and federal funding for school district expenditures for students with disabilities.

### Reimbursement/Distribution Method

Per Public Act 93-1022, signed into law on August 24, 2004, the annual state appropriation is calculated by multiplying the state special education child count taken on December 1 (less those counted as orphans or in private facilities due to separate state funding for those populations) by 17.5 percent of the General State Aid Foundation Level.

Once the final appropriation is provided by the General Assembly, 29.2 percent is subtracted for Chicago District 299 per the Block Grant authority provided in Article ID of the School Code. Remaining districts receive funds based on 85 percent of their best three months average daily attendance and 15 percent on their poverty rate as reported on the most recent General State Aid claim.

P.A. 95-0705 amended the statute further. Beginning with fiscal year 2008 and each fiscal year thereafter, individual school districts must not receive payments less than they received for fiscal year 2007 (commonly referred to as a “hold harmless” provision). Thus, the agency determines the 85-15 calculation for each district and, if the amount calculated for any district is less than what was received in fiscal year 2007, the district is eligible for hold harmless. A separate supplemental appropriation is required to bring such districts back to their fiscal year 2007 level. Hold harmless for eligible districts has not been funded since fiscal year 2010.

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

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.

*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:

	<b>FY16</b>	<b>FY17</b>
Chicago District 299	\$88,718,300	\$88,718,300
Downstate	\$215,111,400	\$215,111,400
<b>Total Distributed</b>	<b>\$303,829,700</b>	<b>\$303,829,700</b>
Hold Harmless Amt	\$25,043,637	\$25,194,060
Hold Harmless Paid	0%	0%



# Special Education – Orphanage Tuition

Legislative Reference – 105 ILCS 5/14-7.03

Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$105,000,000	\$92,862,500	\$95,000,000	\$95,000,000	<b>\$99,100,000</b>
Change from Prior Year	(\$6,000,000) (5.41%)	(\$12,137,500) (11.56%)	\$2,137,500 2.30%	\$0 0.00%	<b>\$4,100,000</b> <b>4.32%</b>

### Board Goals

This program aligns with the following Board goal:

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

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

### Program Mission

To support 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 tables display service-level information:

	FY16	FY17 (est)
Total claim amount*	\$96,075,640	\$95,995,023
Chicago District 299	\$34,010,000	\$34,010,000
Summer individual	\$3,970,849	\$3,662,047
Regular individual	\$58,094,791	\$58,322,976
Prior Year Liability**	\$3,285,282	\$4,444,294

\*Downstate claim data do not include state audit adjustments.

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

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

	FY16	FY17 (est)
Court-appointed Guardian (B)	0	0
Dept of Children and Family (C)	2,918	2,900
Office of State Guardian (D)	9	10
Court or Probation Dept (E)	29	30
Emancipated Minors (F)	6	10
<b>Total</b>	<b>2,962</b>	<b>2,950</b>

Data includes Chicago District 299.

# Special Education - Personnel Reimbursement

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

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$440,200,000	\$430,588,800	\$442,400,000	\$442,400,000	<b>\$444,200,000</b>
Change from Prior Year	\$0	(\$9,611,200)	\$11,811,200	\$0	<b>\$1,800,000</b>
	0.00%	(2.18%)	2.74%	0.00%	<b>0.41%</b>

### Board Goals

This program aligns with the following Board goal:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- All students are supported by highly prepared and effective teachers and school leaders.

### Program Mission

To provide support to districts and joint agreements for teachers and school leaders to deliver required services to students with disabilities.

### Purpose

To employ staff to serve children with disabilities, ages 3-21 years old. Specialized staff includes 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.

Reimbursement is calculated at \$9,000 for each full-time qualified worker as defined in

Section 14-1.10, \$3,500 for each full-time non-certified worker and \$400 for each reader working with blind or partially seeing children. 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 180 times \$9,000

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 FTE days of the worker divided by 180 times \$3,500.

Formula example (downstate claims):  
Assumes one full-time certified professional

District cost = \$50,000  
State reimbursement = \$9,000

Assumes one full-time certified qualified and one full-time non-certified worker

District cost = \$70,000 (certified \$50,000 + non-certified \$20,000)  
State reimbursement = \$12,500 (\$9,000 + \$3,500)

*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 through 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 do not include state audit adjustments.)

Service Areas	2013-14	2015-16
Cognitive disability	17,629	17,012
Orthopedic impairment	1,409	1,312
Specific learning disability	103,710	103,606
Visual impairment	1,123	1,107
Hearing impairment	3,097	3,091
Deafness	606	575
Deaf-blind	32	27
Speech and/or language impairment	54,981	53,486
Emotional disability	19,668	19,270
Other health impairment	33,114	34,759
Multiple disabilities	2,689	2,735
Developmental delay	34,287	35,859
Autism	21,893	23,252
Traumatic brain injury	715	699
<b>Totals</b>	<b>294,953</b>	<b>296,790</b>

Claim Data	FY16	FY17
Chicago District 299	\$84,498,400	\$84,498,400
Downstate	\$358,013,812	\$358,863,331
<b>Total Claim Amount</b>	<b>\$442,512,212</b>	<b>\$443,361,731</b>
Actual Percent Paid	100%	100%

Staff Data	FY16	FY17
Professional Employees (Claimed) *	32,679	32,905
Professional Employees (Full-Time Equivalent) *	28,755	28,880
Non-Certified Employees (Claimed) *	31,220	31,098
Non-Certified Employees (Full-Time Equivalent) *	25,364	25,312

\*Data exclude Chicago District 299.

# Special Education – Private Tuition

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

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$218,947,700	\$225,013,100	\$233,000,000	\$233,000,000	<b>\$234,800,000</b>
Change from Prior Year	\$12,104,400	\$6,065,400	\$7,986,900	\$0	<b>\$1,800,000</b>
	5.85%	2.77%	3.55%	0.00%	<b>0.77%</b>

### Board Goals

This program aligns with the following Board goal:

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

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

### Program Mission

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

### Purpose

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

### Reimbursement/Distribution Method

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

Claims are submitted on a per pupil basis on or before August 15 each year. Reimbursement is provided for the prior school year and is based on the difference between \$4,500 and a district's per capita tuition charge and the actual tuition costs per pupil in excess of \$4,500 plus a second per capita tuition charge.

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

Formula example (downstate claims):

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

District per capita = \$7,000

Private Tuition cost = \$20,000

Calculation:

District pays 1<sup>st</sup> per capita = \$7,000

District pays 2<sup>nd</sup> 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 1<sup>st</sup> per capita = \$3,500

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

District pays 2<sup>nd</sup> per capita = \$3,500

State reimbursement on 2<sup>nd</sup> 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:

	<b>FY16</b>	<b>FY17</b>
Chicago District 299	\$112,772,000	\$112,772,000
Downstate	\$127,921,781	\$125,632,086
<b>Total claim amount</b>	<b>\$240,693,781</b>	<b>\$238,404,086</b>
Actual percent paid	94%	96%
Students Claimed*	9,314	10,011
Per student claim*	\$13,734	\$12,549

\*Student data exclude Chicago District 299.

# Special Education – Summer School

Legislative Reference – 105 ILCS 5/18-4.3  
Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$10,100,000	\$10,100,000	\$11,700,000	\$11,700,000	<b>\$13,400,000</b>
Change from	\$0	\$0	\$1,600,000	\$0	<b>\$1,700,000</b>
Prior Year	0.00%	0.00%	15.84%	0.00%	<b>14.53%</b>

### Board Goals

This program aligns with the following Board goal:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- All students are supported by highly prepared and effective teachers and school leaders.

### Program Mission

To provide school districts special education funding for teachers and school leaders to support the delivery of services to students with disabilities who require extended year 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 – Funding for Children Requiring Special Education Services).

### Reimbursement/Distribution Method

As required by law, claims are submitted by November 1 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.)

	FY16	FY17
Chicago District 299	\$6,364,800	\$6,364,800
Downstate	\$6,391,357	\$5,983,442
<b>Total claim amount</b>	<b>\$12,756,157</b>	<b>\$12,348,242</b>
Actual percent paid	84%	89%

# State and District Technology Support (Formerly Technology for Success)

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

## Appropriation History

	FY14	FY15	FY16*	FY17*	FY18 Proposed
Appropriation	\$2,500,000	\$2,443,800	\$0	\$2,443,800	<b>\$4,500,000</b>
Change from Prior Year	(\$500,000) (16.66%)	(\$56,200) (2.25%)	\$2,443,800 100.00%	\$2,443,800 100.00%	<b>\$2,056,200</b> <b>84.14%</b>

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

### Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- Every student will be supported by highly prepared and effective teachers and school leaders.

### Program Mission

To provide districts with technology-based online curriculum and resources that improve educational opportunities and student achievement. To establish a statewide support system for information, professional development, technical assistance, network design consultation, leadership, technology planning consultation, and information exchange; to expand school district connectivity; and to increase the quantity and quality of student and educator access to online resources, experts, and communications avenues.

### Purpose

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

#### Illinois Virtual School (IVS)

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

#### Learning Technology Centers (LTC)

LTCs are located regionally throughout the state to create a single statewide system of support for instructional technology. The work of the LTCs is aligned with the work of the Illinois Center for School Improvement and the Regional Offices of Education (ROE). Current goals for the LTCs include increasing the percentage of teachers, administrators, and technology coordinators who



participate in instructional technology opportunities that support teaching and learning; ensuring that schools/districts are technically ready to successfully implement online Partnership for Assessment of Readiness for College and Careers assessments; assisting districts with connectivity, cost efficiencies, and e-rate funding applications; and increasing the percentage of schools/districts with staff trained to ensure security of student data.

**Reimbursement/Distribution Method**

The IVS receives grants and contracts consisting of \$1.16 million in state funds for operating costs. In addition, Peoria ROE will collect an estimated \$500,000 in course enrollment fees for the IVS to be used to supplement operating costs.

The LTCs are allocated funds based on their budget applications and available funds. The ROEs serve as fiscal agents for the LTCs.

**Population and Service Levels**

The following tables display service-level information:

<b>Illinois Virtual School</b>	<b>FY16</b>	<b>FY17 (est)</b>
Number of Schools	516	550
Number of Students Served	3,484	4,000
Number of Courses Offered	164	166

<b>Learning Technology Centers</b>	<b>FY16</b>	<b>FY17 (est)</b>
Number of Districts Served	858	858
Number of Students Served	2,000,000	2,000,000

**See the Local Impact Story on page 45.**



# Tax Equivalent Grants

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

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$222,600	\$222,600	\$222,600	\$222,600	\$222,600
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

### Board Goals

This program aligns with the following Board goal:

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

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

### Program Mission

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

### Purpose

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

### Reimbursement/Distribution Method

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

	FY17	FY18
Lost tax calculation	\$256,648.17	\$272,980.48

# Teach for America

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$977,500	\$977,500	\$1,900,000
Change from Prior Year	(\$225,000)	\$0	(\$22,500)	\$0	\$922,500
	18.37%	0.00%	(2.25%)	0.00%	94.37%

### Board Goals

This program aligns with the following Board goal:

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

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

### Program Mission

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

### Purpose

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

Beginning in fiscal year 2012, Teach for America has committed to expanding its efforts to recruit teachers and leaders who share the racial and socioeconomic backgrounds of the

students served. The state investment of \$1 million in fiscal year 2014 leveraged \$1 million in matching private funds, which allowed Teach for America – Chicago to place more than 70 new corps members of color in high-need classrooms in Chicago. The requested funding and matching funds would allow Teach for America to recruit, train, and support approximately 110 new corps members of color in high-need classrooms.

### Reimbursement/Distribution Method

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

### Population and Service Levels

The following table displays service-level information:

	FY16	FY17 (est)
Chicago incoming teachers of color	85	125
Total Chicago incoming teachers	190	250
Chicago students impacted by incoming teachers	4,750	6,250

# Teacher Mentoring Program

Legislative Reference – 105 ILCS 5/21A

Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$0	\$0	\$2,000,000	\$1,000,000	<b>\$2,750,000</b>
General Revenue Funds	\$0	\$0	\$0	\$0	<b>\$2,000,000</b>
Teacher Certificate Fee Revolving Fund	\$0	\$0	\$2,000,000	\$1,000,000	<b>\$750,000</b>
Change from Prior Year	(\$1) (100.00%)	\$0 0.00%	\$2,000,000 N/A	(\$1,000,000) (50.00%)	<b>\$1,750,000</b> <b>175.00%</b>

### Board Goals

This program aligns with the following Board goal:

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

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

### Program Mission

To provide mentoring for new teachers.

### Purpose

To assign a mentor to each new teacher for a period of two years to develop skills and strategies necessary for instructional and leadership excellence. This program combines the previous Teacher and Administrator Mentoring, Teacher Mentoring, and Teacher Mentoring Pilot projects.

### Reimbursement/Distribution Method

Schools receive \$1,200 for each teacher mentored. In the event that appropriations are not sufficient to conduct a statewide program, ISBE is authorized to award fewer grants on a competitive basis.

The ISBE legislative agenda for 2018 includes legislation to broaden the allowable use of monies collected for teacher certification. The requested \$2 million appropriation from the Teacher Certificate Fee Revolving Fund is based on the proposed legislation.

### Population and Service Levels

The following table displays service-level information:

	FY16	FY17	Projected FY 18
Teachers mentored	720	690	2,300

# Teacher of the Year

Legislative Reference - Not Applicable  
Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$130,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$130,000
	0.00%	0.00%	0.00%	0.00%	N/A

## Board Goals

This program aligns with the following Board goals:

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

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

## Program Mission

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

## Purpose

To honor outstanding school personnel. The Illinois Teacher of the Year (TOY) will serve as an ambassador for the teaching profession, making appearances across the state and represent Illinois at some national conferences.

## Reimbursement/Distribution Method

The district from which the TOY comes receives these grant funds. The grants are based on the TOY's salary and benefits, substitute costs, and travel and expenses related to his/her project.

## Population and Service Levels

The Those Who Excel/Teacher of the Year program is available to all public and nonpublic schools in Illinois. Candidates from seven categories are nominated and selected, ranging from noncertificated staff through administrators. This grant allows the TOY to be 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. Since the program has not been funded since fiscal year 2009, there are no presentations/visits to list here. However, in fiscal year 2008 and fiscal year 2009 the TOY averaged 90-100 presentations/visits per year.

	FY14	FY15
TOY nominations	63	67
TOY presentations/visits	0	0

# Transportation – Regular and Vocational

Legislative Reference – 105 ILCS 5/29-5

Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$205,808,900	\$201,178,200	\$205,808,900	\$205,808,900	<b>\$250,900,000</b>
Change from Prior Year	\$0	(\$4,630,700)	\$4,630,700	\$0	<b>\$45,091,100</b>
	0.00%	(2.25%)	2.30%	0.00%	<b>21.91%</b>

### Board Goals

This program aligns with the following Board goal:

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

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

### Program Mission

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

### Purpose

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

### Reimbursement/Distribution Method

Claims are required to be transmitted to the Illinois State Board of Education on or before August 15. Reimbursement is based on prior year costs and is calculated as the difference between a district's allowable costs and the computed minimum local taxes, determined by a district's General State Aid assessed valuation and a qualifier assigned to each district type. The minimum claim is \$16 times

the number of eligible pupils transported. The maximum reimbursement for transporting vocational pupils is 80 percent of allowable costs. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30, and June 20.

Below is the actual claim data transmitted by Local Education Agencies, excluding Chicago District 299:

	FY16	FY17
Salaries/benefits	\$159,061,192	\$159,562,432
Purchased services	\$25,410,679	\$23,212,964
Contractual trans. services	\$255,162,432	\$257,843,378
Payments to other districts	\$11,992,958	\$11,279,689
Payments to Transit Carriers	\$1,308,838	\$947,453
Supplies	\$45,781,736	\$34,952,334
Other Expenses	\$1,514,352	\$1,867,652
Building & Maint (Ed Fund)	\$635,369	\$593,550
Building & Maint (O&M Fund)	\$5,069,136	\$3,259,662
Depreciation	\$40,684,428	\$42,581,400
Indirect costs (reimbursable)	\$13,092,790	\$12,520,167
Offsetting revenue	(\$18,912,287)	(\$18,205,052)
<b>Totals</b>	<b>\$540,801,623</b>	<b>\$530,415,629</b>

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:

	<b>FY16</b>	<b>FY17</b>
Total claim amount	\$351,110,881	\$341,936,797
Chicago District 299	\$8,026,500	\$8,026,500
Downstate	\$343,084,381	\$333,910,297
Actual percent paid	70%	71%
Average number of regular students transported over 1.5 miles*	832,331	804,876
Average number of regular students transported—hazardous conditions*	183,110	177,893
Total eligible pupils transported*	1,015,441	982,769
Vocational Education students transported *	15,168	14,702

Downstate claim data do 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

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$440,500,000	\$440,363,800	\$450,500,000	\$450,500,000	<b>\$508,500,000</b>
Change from Prior Year	\$0	(\$136,200)	\$10,136,200	\$0	<b>\$58,000,000</b>
	0.00%	(0.03%)	2.30%	0.00%	<b>12.87%</b>

### Board Goals

This program aligns with the following Board goal:

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

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

### Program Mission

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

### Purpose

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

### Reimbursement/Distribution Method

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

Below are the actual claim data transmitted by Local Education agencies, excluding Chicago District 299:

	FY16	FY17
Salaries/benefits	\$81,990,339	\$88,480,120
Purchased services	\$19,173,283	\$18,654,903
Contractual trans. services	\$250,290,776	\$265,740,983
Payments to other districts	\$11,110,234	\$10,705,242
Payments to Transit Carriers	\$275,033	\$496,951
Supplies	\$21,696,593	\$17,295,054
Other Expenses	\$573,153	\$1,045,161
Building & Maint (Ed Fund)	\$231,604	\$245,221
Building & Maint (O&M Fund)	\$2,430,427	\$1,971,421
Depreciation	\$19,402,312	\$22,762,431
Indirect costs (reimbursable)	\$6,991,846	\$7,219,264
Offsetting revenue	(\$6,469,746)	(\$6,740,939)
<b>Totals</b>	<b>\$407,695,854</b>	<b>\$427,875,812</b>

*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:

	FY16	FY17
Total claim amount	\$464,444,589	\$480,595,294
Chicago District 299	\$138,303,500	\$138,303,500
Downstate	\$326,141,089	\$342,291,794
Actual percent paid	96%	91%
Students *	77,588	76,818

Downstate claim data do not include state audit adjustments.

\*Student data exclude Chicago District 299.



# Truants' Alternative and Optional Education

Legislative Reference – 105 ILCS 5/2-3.66

Funding Source – State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$11,500,000	\$11,241,300	\$11,500,000	\$11,500,000	<b>\$14,500,000</b>
Change from Prior Year	(\$500,000)	(\$258,700)	\$258,700	\$0	<b>\$3,000,000</b>
	(4.17%)	(2.25%)	2.30%	0.00%	<b>26.09%</b>

## Board Goals

This program aligns with the following Board goals:

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

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

## Program Mission

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

## Purpose

To provide:

- Truancy prevention and intervention services to students and their parents.

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

## Reimbursement/Distribution Method

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

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

## Population and Service Levels

The following table displays service-level information:

Type of Students served	FY16	FY17 (est)
Chronic truants	10,790	10,790
Truants	9,497	9,500
High school dropouts	3,763	3,765
Potential dropouts	4,031	4,030
<b>Total served</b>	<b>28,081</b>	<b>28,085</b>



# Charter Schools Revolving Loan Fund

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

*Funding Source – State*

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$20,000	\$20,000	\$20,000	\$20,000	<b>\$2,000,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$1,980,000</b>
	0.00%	0.00%	0.00%	0.00%	<b>9,900.00%</b>

### Board Goals

This program aligns with the following Board goals:

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

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

### Program Mission

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

### Purpose

To provide loans to charter schools for start-up costs, including acquiring and remodeling facilities, and to acquire educational materials and supplies, textbooks, electronic textbooks, furniture, and other technological equipment.

### Reimbursement/Distribution Method

These interest-free loans enable a certified charter school to increase cash flow during its

initial start-up term and allow for charter schools to initiate operations. Charter school operators may apply for up to \$750 per student. Approved applicants execute a promissory note and agree to a repayment schedule; thereafter, they will typically receive funds within two weeks. Loan repayments are deposited back into this fund (SAMS #567) for future use by other charter school operators. Full repayment is required by the end of the initial charter term, which is usually five years.

### Population and Service Levels

The program is limited to one loan per charter school. The following table displays service-level information:

	FY17	FY18 (est.)
Eligible schools	31	35
Number of loans	1	3
Number of students	26	2666

The figure for the number of eligible charter schools in FY 2017 includes all charter schools in their first terms of operation that have not previously received a revolving loan, including new campuses of existing charter school networks.

# Driver Education

Legislative Reference – 105 ILCS 5/27-24.3

Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$15,000,000	\$17,900,000	\$18,500,000	\$18,750,000	<b>\$18,750,000</b>
Change from Prior Year	(\$2,500,000) (14.29%)	\$2,900,000 19.33%	\$600,000 3.35%	\$250,000 1.35%	<b>\$0</b> <b>0.00%</b>

### Board Goals

This program aligns with the following Board goal:

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

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

### Program Mission

To provide school districts funding for teachers and school leaders to support local high school driver education programs.

### Purpose

To reimburse local public school districts with a portion of the costs of providing driver education. Funds deposited in the Driver Education Fund (SAMS #031) are generated from a portion of instruction permit and driver's license fees, as well as a portion of fines levied for certain motor vehicle violations.

### Reimbursement/Distribution Method

Districts are reimbursed quarterly for students in driver education from the prior school year. An amount per student is calculated for one pass or two attempts of classroom instruction

and one pass or two attempts of behind-the-wheel instruction. The behind-the-wheel reimbursement rate is higher than the classroom instruction rate. The base reimbursement amount is a weighted calculation, dividing the total state appropriation each year by:

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

### 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:

	FY16	FY17
<b>Number of students</b>		
Classroom instruction	105,875	109,198
Behind-the-wheel Instruction	96,705	99,761
<b>Reimbursement per student</b>		
Classroom instruction	\$34.95	\$34.34
Behind-the-wheel instruction	\$153.04	\$150.36

# Illinois State Board of Education Teacher License Institute Fund

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

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$2,208,900	\$2,208,900	\$2,208,900	\$2,208,900	<b>\$2,208,900</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goals

This program aligns with the following Board goal:

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

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

### Program Mission

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

### Purpose

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

### Reimbursement/Distribution Method

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

105 ILCS 5/21B-40, the fee structure changed effective January 1, 2015.

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

### Population and Service Levels

Registration fees collected by ISBE are deposited into the SAMS #159 fund. Fees collected include:

- Professional Educator License - \$10/year for a five-year period.
- Substitute Certificate - \$10/year for a five-year period.
- Educator License with Stipulations (if applicable) - \$10/year for length of license cycle.

# Regional Offices of Education

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

## Appropriation History

### General Funds

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$2,295,050	\$5,020,000	\$5,020,000	\$7,040,000	<b>\$7,040,000</b>
Personal Property Replacement Tax Fund	\$2,295,000	\$5,020,000	\$5,020,000	\$7,040,000	<b>\$7,040,000</b>
Change from Prior Year	(\$50) (0.00%)	\$2,655,000 115.69%	\$0 0.00%	\$2,020,000 40.24%	<b>\$0</b> <b>0.00%</b>

### Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
  - Every student is supported by highly prepared and effective teachers and school leaders.

### Program Mission

To perform statutory responsibilities and contractual responsibilities of the Regional Offices of Education (ROEs) and the Intermediate Service Centers (ISCs) with quality and effectiveness.

### Purpose

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

State law provides for the establishment and operation of regional educational entities that serve the districts in their respective areas and perform identified state functions and services. Beginning in fiscal year 2016, this includes 35 ROEs, three ISCs in suburban Cook County

outside the City of Chicago, and one Chicago ISC. (Chicago District 299 acts as the Chicago ISC.)

The regional superintendents of education are required by law to carry out specified regulatory functions and provide Administrators' Academy, Computer Technology Education, Directory of Cooperating Consultants, and Staff Development Services in fundamental learning areas and to provide other services to local districts and/or the Illinois State Board of Education, including providing initial and refresher training to approximately 25,000 school bus drivers annually.

### Reimbursement/Distribution Method

#### *ROE School Services*

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

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

### *Bus Driver Training*

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

	<b>FY16</b>	<b>FY17 (est)</b>
ROE School Services	\$4,950,000	\$6,970,000
Bus Driver Training	\$70,000	\$70,000
<b>Total</b>	<b>\$5,020,000</b>	<b>\$7,040,000</b>

### **Population and Service Levels**

All 35 ROEs and three ISCs are eligible for funding.

# Regional Superintendents' and Assistants' Salaries

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

## Appropriation History

### General Funds

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$12,400,000	\$12,650,000	\$10,700,000	\$10,700,000	<b>\$10,800,000</b>
Change from Prior Year	\$375,000	\$250,000	(\$1,950,000)	\$0	<b>\$100,000</b>
	3.12%	2.02%	(15.42%)	0.00%	<b>0.93%</b>

### Board Goals

This program aligns with the following Board goals:

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

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

### Program Mission

To ensure that all regional and assistant regional superintendent salaries are paid according to statutory requirements.

### Purpose

To pay salaries of regional superintendents and assistant superintendents in the Regional Offices of Education.

### Reimbursement/Distribution Method

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

### Population and Service Levels

Effective July 1, 2015, there are 35 regional superintendents and assistants.



# School District Emergency Financial Assistance Fund

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

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$16,140,000	\$1,500,000	\$0	\$1,000,000	<b>\$1,000,000</b>
Change from Prior Year	\$15,140,000	(\$14,640,000)	(\$1,500,000)	\$1,000,000	<b>\$0</b>
	1514.00%	(90.71%)	(100.00%)	N/A	<b>0.00%</b>

### Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of students graduate from high school ready for college and career.
- Every student is supported by highly prepared and effective teachers and school leaders.
- Every school will offer a safe and healthy learning environment for all students.

### Program Mission

To assist school districts (or school finance authorities) in achieving and maintaining financial health.

### Purpose

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

### Reimbursement/Distribution Method

Public Act 97-0429 (effective August 16, 2011) created a new Financial Oversight Panel Law under the provisions of Article 1H of the School Code. All future financial oversight panels will be established under this legislation. Financial oversight pursuant to the Articles 1B, 1E, or 1F

will stay in existence as provided in each applicable Act.

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

Appropriations may be allocated and expended by ISBE as grants to provide technical and consulting services to school districts to assess their financial condition and by the Illinois Finance Authority as loans that 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:

- |                  |  |
|------------------|--|
| Fiscal year 2004 | Venice Community Unit School District Three (Madison County) |
| Fiscal year 2010 | Proviso Township High School District 209 (Cook County)      |

Fiscal year 2011 Proviso Township High  
School District 209  
(Cook County)

Fiscal year 2015 East St. Louis School  
District 189 (St. Clair  
County)

North Chicago  
Community High School  
District 187 (Lake  
County)

Hazel Crest School  
District 152-5  
(Cook County)

# School Technology Revolving Loan Program

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

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$2,000,000	\$7,500,000	<b>\$7,500,000</b>
Change from Prior Year	\$0	\$0	(\$3,000,000)	\$5,500,000	<b>\$0</b>
	0.00%	0.00%	(60.00%)	275.00%	<b>0.00%</b>

## Board Goals

This program aligns with the following Board goals:

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

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

## Program Mission

To build the capacity of Illinois school districts to ensure that all students are technologically literate and ready for college and career through increased technology integration, improved teacher competencies, and equitable access to technology.

## Purpose

To provide funding for technology hardware and software for integrating technology into teaching and learning through low-cost, three-year loans to eligible applicants to help meet their technology goals.

## Reimbursement/Distribution Method

Loan applications are approved on a first-come, first-served basis until all loan funds are disbursed. Loans are funded up to four times a year. If approved loan requests exceed

funds available, eligible applicants who do not receive funding receive first consideration in the next fiscal year in which the grade levels specified on the application shall be eligible for funding. Applicants request funding for:

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

Funds are repaid over a maximum of three years (SAMS #569).

## Population and Service Levels

All school districts are eligible to participate on a two-year rotating basis: grades kindergarten through 8 in fiscal year 2016, grades 9 through 12 in fiscal year 2017, and alternating in each second year thereafter. The population served for fiscal year 2015 included all eligible applicants that enrolled students in grades 9 through 12, except those in which the equalized assessed valuation per pupil in average daily attendance is at the 99<sup>th</sup> percentile or above. The following table displays service-level information:

	FY15	FY16 (est.)
Eligible applicants	760	480
Eligible students	1,349,549	619,236
Grade levels served	K-8	9-12
Dollars loaned	\$2,000,000	\$2,000,000
Number of loans	16	15
Percent eligible districts participating	2%	3%

# State Charter School Commission

Legislative Reference – 105 ILCS 5/27A-7.5

Funding Source – State

## Appropriation History

	FY14	FY15	FY16	FY17	FY 18 Proposed
Appropriation	\$600,000	\$600,000	\$600,000	\$1,000,000	<b>\$1,000,000</b>
Change from	\$0	\$0	\$0	\$400,000	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	66.67%	<b>0.00%</b>

*The appropriation represents only spending authority.*

*\*Includes appropriation vetoed in House Bill 4151.*

### Program Mission

To promote high-quality education and opportunities for growth and learning for all Illinois students.

### Purpose

To give parents and students high-quality school choices throughout the State of Illinois.

The *Charter School Quality Act* (Public Act 97-0152) established the State Charter School Commission (the Commission) as an independent commission with statewide jurisdiction and authority. Funds are used to support the following objectives: review and decide on appeals by charter operators when a local school board has denied the charter operator’s proposal; if an appeal has merit, authorize the creation of the charter school initially denied, not renewed, or revoked by the local school board, particularly when the charter school will expand opportunities for at-risk student populations; oversee Commission-authorized charter schools or charter schools transferred to the Commission by local school boards; and promulgate and report on best practices in charter school authorization, oversight, and renewal. The Commission consists of nine volunteer members appointed by ISBE from a

slate of candidates proposed by the Governor’s Office. The Commission has paid staff to support its work.

### Reimbursement/Distribution Method

The Commission’s funding covers its administrative and operating costs. ISBE also provides administrative support to the Commission and serves as its fiscal agent.

### Population and Service Levels

The Commission decides appeals when a local school board denies, revokes, or does not renew a charter operator’s proposal and receives applications from charter schools and local school boards that decide to transfer oversight to the Commission. The following table displays this service-level information:

	FY16	FY17(est.)
Appeals/Applications	5	6

The Commission authorizes and oversees a number of charter schools. The following table displays this service-level information:

	FY16	FY17
Commission-Authorized Schools	5	9

# Teacher Licensure Fee Revolving Fund

Legislative Reference – 105 ILCS 5/21B-40

Funding Source - State

## Appropriation History

	FY14	FY15	FY16	FY17	FY 18 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	<b>\$6,000,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$1,000,000</b>
	0.00%	0.00%	0.00%	0.00%	<b>20.00%</b>

### Board Goals

This program aligns with the following Board goal:

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

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

### Program Mission

To ensure that all candidates for teaching, administrative, and school service personnel endorsements meet established state requirements through the use of a highly effective technical and informational support system to ensure educators are highly prepared to lead and teach effectively.

### Purpose

To provide the mechanism for the state to receive the application fee charged for licenses, endorsements, or evaluation of credentials. Per 105 ILCS 5/21B-40, as of January 1, 2015, all application fees for a professional educator license, educator license with stipulations, or substitute teaching license shall be \$100. The application fee is \$150 for out-of-state license applications and \$50 for each subsequent endorsement. The funds received are deposited into the Teacher Licensure Fee Revolving Fund (SAMS #016) and are used to provide technology and other

resources necessary for the timely and efficient processing of licensure requests. Funds available from the Teacher Licensure Fee Revolving Fund may also be used by ISBE to support the recruitment and retention of educators, to support educator preparation programs as they seek national accreditation, and to provide professional development aligned with the requirements set forth in Section 21B-45 of the School Code. A majority of the funds in the Teacher Certification Fee Revolving Fund must be dedicated to the timely and efficient processing of applications and for the renewal of licenses.

### Reimbursement/Distribution Method

Funds provide for continual enhancement and maintenance to the Educator License Information System, agency educator licensure personnel costs, equipment to link Regional Offices of Education to the ISBE computerized educator licensure database, enhancements to software systems, and upgrades to technology used to process license and endorsement applications.

### Population and Service Levels

Approximately 100,000 applications for teaching, administrative, and school service personnel licenses, endorsements, and approvals are processed annually. The following table displays service-level information:

	FY15	FY16	FY17 (est.)
New Professional Educator Licenses (PELs) issued by evaluation	1,120	1,849	2,000
New PELs issued by entitlement	6,313	5,818	6,000
New Educator License with Stipulations (ELS) Provisional Educator	942	1,754	2,000
New ELS Paraprofessional	5,865	6,626	6,600
New ELS (Other)	1,064	967	1,000
New Substitute Licenses issued	10,140	10,075	10,000
Endorsements issued on a PEL or ELS	10,075	9,480	10,000
Letters of deficiency issued	26,319	21,786	22,000

# Temporary Relocation Assistance Revolving Fund

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

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$1,400,000	\$1,400,000	\$1,400,000	\$1,000,000	\$1,000,000
Change from Prior Year	\$0	\$0	\$0	(\$400,000)	\$0
	0.00%	0.00%	0.00%	(-28.57%)	0.00%

### Board Goals

This program aligns with the following Board goals:

Every child in each public school system in the State of Illinois attends a system wherein...

- All kindergartners are assessed for readiness
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school will offer a safe and healthy learning environment for all students.

### Program Mission

To assist school districts in providing a safe, temporary environment for learning.

### Purpose

To pay school district emergency relocation expenses incurred as a result of fire, earthquake, tornado, mine subsidence, other natural or man-made disaster, or school building condemnation made by a Regional

Office of Education and approved by the State Superintendent of Education. The Temporary Relocation Program provides loan and/or grant funds to school districts for eligible costs of implementing the temporary relocation. ISBE bases the amount of each loan on allowable expenses identified in the district's application, the estimated insurance proceeds to be realized, and the yield from the local property tax levied per article 17-2.2c of the School Code. For grants, ISBE bases the amount on how many allowable expenses identified in the application exceed the total of the estimated insurance proceeds and the yield of the tax over a seven-year period.

### Reimbursement/Distribution Method

Funding is based on costs for the lease or renovation of facilities and for transportation and other costs associated with the emergency relocation of school operations that will ensure a safe and healthy learning environment for students. Loan payments received from the program must be repaid.

### Population and Service Levels

The following chart shows those school districts that were able to move students from dangerous environments to safe classrooms.

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



# Abstinence Education

Legislative Reference – Section 510 of the Social Security Act  
Funding Source – Federal (CFDA 93.235)

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$0	\$0	\$0	\$5,600,000	\$5,600,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$5,600,000 N/A	\$0 0.00%

## Federal Grant Award\*

	FY14	FY15	FY16	FY17	FY18
Grant Award	\$0	\$0	\$0	\$2,769,115	\$2,769,115
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$2,769,115 N/A	\$0 0.00%

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

## Board Goals

This program aligns with the following Board goals:

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

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

## Program Mission

To financially support services to students in order to promote abstinence from sexual activity to prevent teen pregnancy in youth aged 10-19, especially those from minority groups, in foster care, or who are homeless. The services foster positive youth development via counseling, mentoring, and adult supervision. The services are provided by trained and prepared teachers and result in a safe and healthy environment.

## Purpose

The U.S. Department of Health and Human Services, through the Administration for Children and Families Title V State Abstinence Education Grant Program provides financial support and resources to help human service providers help to young people by:

- Strengthening their beliefs supporting abstinence until maturity,
- Increasing their skills to negotiate abstinence and resist peer pressure, and
- Informing youths about sexually transmitted infections, such as HIV/AIDS.

## Reimbursement/Distribution Method

Through an as-yet-to-be completed method, funds will be distributed to an entity that will provide coordination for the project and in turn distribute funds to other entities that provide the direct services to youth.

### **Population and Service Levels**

This program serves youth from age 10-19 in any county, city, village or jurisdiction of the state, including youth in foster care homes and homeless shelters.

# Adolescent Health

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

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$0	\$0	\$0	\$500,000	<b>\$500,000</b>
Change from Prior Year	\$0	\$0	\$0	\$500,000	<b>\$0</b>
	0.00%	0.00%	0.00%	N/A	<b>0.00%</b>

## Federal Grant Award\*

	FY14	FY15	FY16	FY17	FY18
Grant Award	\$290,000	\$413,456	\$184,765	\$399,567	TBD
Change from Prior Year	\$202,584	\$123,456	(\$228,691)	\$214,802	TBD
	231.75%	42.57%	(55.31%)	116.26%	TBD

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

### Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
  - All students are supported by highly prepared and effective teachers and school leaders.
  - Every school offers a safe and healthy learning environment for all students.

### Program Mission

To support efforts of school districts in implementing school-based programs and practices designed to reduce the incidence of Human Immunodeficiency Virus (HIV) and other Sexually Transmitted Diseases (STDs) among students as well as to reduce teen pregnancy. This includes ensuring that staff members are prepared to implement these programs and ensuring that the environment is safe for all students.

### Purpose

The Centers for Disease Control and Prevention provides financial support and resources through the Division of Adolescent and School Health cooperative agreement to improve adolescent health -- specifically, sexual health -- through education in Illinois schools.

### Reimbursement/Distribution Method

Funds are provided for staffing and are used for such purposes as coordination of contractors, costs related to travel in providing training and technical assistance, and supplies/materials associated with the development and provision of training and technical assistance. Additionally, funds are distributed via contracts and two intergovernmental agreements to entities that provide assistance and services to priority school districts in implementing the requirements of the federal grant monies.

### **Population and Service Levels**

This program serves middle school and high school students in ten priority school districts that were selected due to having a high incidence rate of HIV, STD, or teen pregnancy, or any combination of the three. The priority school districts were also required to have a readiness-to-change district policy and a comprehensive sexual health education program and to participate in all aspects of the process.

# Career and Technical Education – Basic

Legislative Reference – PL 109-270  
Funding Source – Federal (CFDA 84.048A)

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$55,000,000	\$55,000,000	\$55,000,000	\$55,000,000	\$55,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

## Federal Grant Award\*

	FY14	FY15	FY16	FY17	FY18**
Grant Award	\$38,934,174	\$40,519,069	\$40,365,798	\$39,793,241	TBD
Change from Prior Year	(\$1,990,444)	\$1,584,895	(\$153,271)	(\$572,557)	TBD
	(4.86%)	4.07%	(0.38%)	(1.42%)	TBD

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

\*\*State fiscal year 2018 amounts are to be determined (TBD).

## Board Goals

This program aligns with the following Board goals:

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

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

## Program Mission

To improve student achievement in academics, to improve students' career and technical skills, and to promote transitioning to postsecondary education. This program will assist in keeping students on track to graduate with their cohort at the end of ninth grade and graduate from high school college and career ready. It will also prepare effective teachers and school leaders in Career and Technical Education.

## Purpose

To provide educational opportunities to more fully develop academic and technical skills for career opportunities, specific job training, and occupational retraining that would enable students to succeed in secondary and postsecondary education.

The Education for Employment Regional Delivery Systems help maintain and expand the technical skills of the state's labor force and promote economic growth and development.

## Reimbursement/Distribution Method

Grant award allocations at the state level are based on the Carl D. Perkins Career and Technical Education Act of 2006.

### *Grant Award\*\*\**

- 85% Grants
- 9% Leadership Activities
- 5% Administration
- 1% State Institutions

\*\*\*Federal legislation requires 1) a state to maintain fiscal effort per student or aggregate expenditure of vocational and

technical education programs, 2) a dollar-for-dollar state administrative funds match, and 3) no more than 5 percent of the grant award to be used for administration.

Federal funds are distributed to eligible recipients through allocation formulas or on a competitive basis according to the provisions of the Carl D. Perkins Career and Technical Education Act of 2006. The secondary school allocations are calculated from census data, with 30 percent of the total based on the 5- to 17-year-old population and 70 percent based on the 5- to 17-year-old population below the poverty level.

The Illinois Community College Board (ICCB) receives 40 percent of the grant award. The community college allocations

are calculated from Pell Grant count data. The ICCB has the responsibility for postsecondary and adult Career and Technical Education programs.

Effective in fiscal year 2003 and in accordance with a Memorandum of Understanding between ISBE and ICCB, ISBE distributes 60 percent of the funds and ICCB distributes 40 percent of the funds.

### **Population and Service Levels**

The following table displays service-level information:

<b>Students Served</b>	<b>FY16 (est)</b>	<b>FY17 (est)</b>
Secondary	280,406	280,000
Community College	151,978	150,000
<b>Total</b>	<b>432,384</b>	<b>430,000</b>

# Child Nutrition Programs

Legislative Reference – PL 111-296 and 7 CFR 210, 215,220,225,226, 245  
Funding Source - Federal

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$725,000,000	\$725,000,000	\$850,000,000	\$1,062,500,000	<b>\$1,062,500,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$125,000,000 17.24%	\$212,500,000 25.00%	<b>\$0</b> <b>0.00%</b>

## Federal Grant Award\*

	FY13*	FY14*	FY15*	FY16*	FY17
Grant Award	\$700,905,777	\$716,119,181	\$762,008,530	768,276,082	TBD
Change from Prior Year	\$50,128,371 7.70%	\$15,213,404 2.17%	\$48,889,349 6.4%	6,267,552 .82%	TBD

\*Child nutrition funds are distributed to states on a reimbursement basis. Numbers shown represent actual expenditures for the federal fiscal year.

## Board Goals

This program aligns with the following Board goal:

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

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

## Program Mission

To provide leadership and support for sponsoring entities to provide nutritious meals to children, enabling them to properly learn and grow.

## Purpose

To reimburse participating sponsors for a portion of the cost of providing nutritious meals (breakfast, lunch, supper, and snack) and milk to eligible children. Participation in federal meal programs is voluntary.

## Reimbursement/Distribution Method

Applicants for free or reduced-price meals under the National School Lunch Program (NSLP) and School Breakfast Program (SBP)

must meet the federal income guidelines or be determined as categorically eligible for free meals based on receipt of benefits under the Supplemental Nutrition Assistance Program or Temporary Assistance to Needy Families; be directly certified as receiving Medicaid; be homeless, a runaway, a migrant, or living in foster care; or participate in the federally funded Head Start Program.

The federal government provides a basic level of reimbursement for all lunches served to students eligible for reduced-price and free meals as well as to students not eligible (paid category).

Fiscal year 2017 federal reimbursement rates for the NSLP:

Per Meal Reimbursement	Less than 60 percent Free or Reduced-Priced Meals	60 percent or more Free or Reduced-Priced Meals*
Paid**	\$0.29 - \$0.35	\$0.31 - \$0.37
Reduced-price**	\$2.67 - \$2.73	\$2.69 - \$2.75
Free**	\$3.07 - \$3.13	\$3.09 - \$3.15

\* Sponsors receive the 60 percent or more reimbursement if 60 percent or more of the lunches served during the second preceding school year were served free or at a reduced price.

\*\* Sponsors receive the higher rate of reimbursement in each category if they have been certified for meeting the U.S. Department of Agriculture's new meal pattern requirement.

FY 2017 federal reimbursement rates for the SBP:

	Rates	Rates for Severe Need Schools*
Paid breakfast reimbursement	\$0.29	\$0.29
Reduced-price breakfast reimbursement	\$1.36	\$1.69
Free breakfast reimbursement	\$1.66	\$1.99

\* Sponsors receive the 60 percent or more reimbursement if 60 percent or more of the lunches served during the second preceding school year were served free or at a reduced price.

FY 2017 federal reimbursement rates for the After-School Care Snack Program:

	Rates
Paid snack reimbursement	\$0.07
Reduced-price snack reimbursement	\$0.42
Free snack reimbursement	\$0.84

FY 2017 federal reimbursement rates for the Special Milk Program (SMP):

	Rates
Paid special milk	\$0.20
Free special milk	Avg. cost per ½ pint

FY 2017 (June 2016-August 2016) federal reimbursement rates for the Summer Food Service Program (SFSP):

	Administrative Rates		
	Operating Rates	Rural/Self-Prep	Urban/Vended
Breakfasts	\$1.89	\$0.1875	\$0.1475
Lunches/suppers	\$3.30	\$0.3450	\$0.2875
Supplements	\$0.77	\$0.0950	\$0.0750
Administrative Rates			

FY 2017 federal reimbursement rates for the Child and Adult Care Food Program (CACFP):

Child Care Center Rates	Breakfasts	Lunch & Suppers	After-School Snacks
Paid	\$0.29	\$0.29	\$0.07
Reduced	\$1.36	\$2.67	\$0.42
Free	\$1.66	\$3.07	\$0.84

Day Care Home Rates	Breakfasts	Lunch & Suppers	Supplements
Tier I	\$1.32	\$2.48	\$0.74
Tier II	\$0.48	\$1.50	\$0.20

In addition to the reimbursement, sponsors in the CACFP also receive cash in lieu of commodities based on the number of lunches and suppers served. For FY 2017, the cash in lieu of commodity rate is \$0.2375 per meal.

The Fresh Fruit and Vegetable Program (FFVP) provides selected schools federal funds to purchase and serve fresh fruits and vegetables free of charge to students at school at times other than during the meal periods. Allocation of funds is based on \$50 per student enrolled at time of annual application for FFVP funds. If available, funds may be increased up to \$75/student mid-year.

### Population and Service Levels

NSLP and SBP are two separate voluntary programs available to all public schools, nonprofit private schools, and residential child care institutions that agree to operate a nonprofit program that meets federal requirements and offers lunches to all children in attendance. The number of sponsors and sites participating as well as the number of meals served under the NSLP, SBP, and After-School Snack Program are shown below.

	FY16	FY17 (est)
<b>LUNCH</b>		
Number of Sponsors	1,145	1,179
Number of Sites	4,262	4,475
Number of Meals	153,515,462	190,423,171
<b>BREAKFAST</b>		
Number of Sponsors	825	842
Number of Sites	3,478	3,651
Number of Meals	63,434,964	75,381,017
<b>SNACKS</b>		
Number of Sponsors	154	159
Number of Sites	757	794
Number of Meals	3,645,014	4,034,3610

The SMP is open to public schools, nonprofit private schools, residential child care institutions, day care centers, and camps that



agree to operate a nonprofit milk program and do not have a federally funded food service program. The program is ideal for locations with children who do not have access to milk through another federally funded meal program (such as half-day kindergarten students not present during lunch). The number of milks served is shown below.

	FY16	FY17 (est)
Number of Sponsors	338	344
Number of Sites	548	575
Number of Milks	8,288,393	9,404,414

The FFVP is a competitive grant program available to public schools, nonprofit private schools, and residential child care institutions. Selected schools must be elementary schools, participate in the NSLP, and have 50 percent or more of their students qualify for free and reduced-price meals.

	FY16	FY17
Number of Sites	218	212
Number of Students	103,268	104,231
Allocation per Student	\$50.20- \$75.00	\$50.20- \$75.00

The SFSP is a voluntary program available to public schools; private schools; residential camps; state, local, municipal, and county government entities; and private not-for-profit organizations not participating in other child nutrition programs during the summer months. The intent of the program is to serve nutritious meals during the summer months to children who during the school year receive free or reduced-price meals through the National

School Lunch and Breakfast Programs. The following table displays service-level information:

	FY16	FY17 (est)
Number of Sponsors	168	176
Number of Sites	1,769	1,857

The CACFP is a voluntary program available to nonprofit and for-profit nonresidential child care centers, family day care homes, Head Start centers, and outside-of-school-hours child care programs. In addition, legislation allows reimbursement for snacks and/or suppers served to school-age children participating in after-school programs located in an area served by a school in which at least 50 percent of the enrolled children are approved eligible for free or reduced-price meals. Reimbursement is also allowed for meals served to children and disabled adults living in emergency shelters. The adult care portion of the program is administered by the Department on Aging. Meals/snacks must meet federal requirements. The following table displays service-level information:

	FY16	FY17 (est)
Number of Sponsors – Child Care Centers	844	878
Number of Sites – Child Care Centers	2,546	2,648
Number of Sponsors – Child Care Homes	12	12
Number of Sites - Child Care Homes	8,388	8,000

# Individuals with Disabilities Education Act – Deaf and Blind

*Legislative Reference – PL 108-446  
Funding Source – Federal (CFDA 84.326C)*

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$500,000	\$500,000	\$500,000	\$500,000	<b>\$500,000</b>
Change from	\$50,000	\$0	\$0	\$0	<b>\$0</b>
Prior Year	11.11%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY14	FY15	FY16	FY17	FY18
Grant Award	\$335,444	\$335,444	\$335,444	\$335,444	\$335,444
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

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

## Board Goals

This program aligns with the following Board goals:

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

## Program Mission

To provide supplemental funds for services to deaf-blind children from birth through age 21, including technical assistance, information, and trainings for staff and students to enhance their educational experience in a safe and healthy environment.

## Purpose

To provide technical assistance, information, and training to address the early intervention, special education, and transitional and related service needs of children with deaf-blindness and also enhance state capacity to improve services and outcomes for children and their families. Services are coordinated with other state agencies that have responsibilities for providing services to children and youth who are deaf-blind.

## Reimbursement/Distribution Method

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

## **Population and Service Levels**

The following table displays service-level information:

	<b>FY15</b>	<b>FY16</b>	<b>FY17 (est)</b>
Students served (December 1, 2015, child count data)	416	396	403
Number of referrals received	39	39	40
Number of service provider contacts	1518	1474	1500
Number of family contacts	278	272	275
Number of school districts served	145	131	135
Number of trainings provided	16	22	20
Number of persons trained	217	342	200
Website visits	4,232	4,136	4200

Note\* A new award was received October 1, 2013, and these new measures reflect the new priorities of this new 2013–18 project.

# Individuals with Disabilities Education Act - Part B

Legislative Reference – PL 108-446  
Funding Source – Federal (CFDA 84.027A)

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$700,000,000	\$700,000,000	\$700,000,000	\$754,000,000	<b>\$754,000,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$54,000,000 7.71%	<b>\$0</b> <b>0.00%</b>

## Federal Grant Award\*

	FY14	FY15	FY16	FY17	FY18**
Grant Award	\$479,681,039	\$499,269,921	\$500,249,065	\$516,499,326	TBD
Change from Prior Year	(\$25,970,220) (5.14%)	\$19,588,882 4.08%	\$979,144 0.20%	\$16,250,261 3.25%	TBD

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

\*\*State fiscal year 2018 amounts are to be determined (TBD).

## Board Goals

This program aligns with the following Board goals:

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

## Program Mission

To assist local school districts and service provider agencies to help meet the individual academic and behavioral needs of students with disabilities ages 3 – 21 so they may progress in the general curriculum.

## Purpose

To provide supplemental funds to ensure all children with disabilities ages 3 - 21 receive a free appropriate public education in the least restrictive environment. Funds are used for teacher/aides salaries; other personnel (e.g., social workers, psychologists, physical therapists); training; specialized consultants; and instructional supplies, materials, and equipment.

## Reimbursement/Distribution Method

The information below shows the Individuals with Disabilities Education Act (IDEA) – Part B grant award allocation at the state level:

**Grant Award**

- 89% Formula Grants
- 11% State Set-Aside
  - 50% Room and Board Reimbursement
  - 33% Discretionary Funds
  - 17% Administration

Formula grant funds are distributed to special education cooperatives and independent school districts based on the amount received in fiscal year 2000. Funds in excess of the total base amount required are distributed based on the relative population of children ages 3 - 21 (85 percent) and on the relative population of those children who are living in poverty (15 percent). Funds are also used to provide room-and-board costs for children with disabilities placed in private facilities, to fund special discretionary projects, and to pay administrative costs.

Unexpended funds from IDEA -- Part B that are initially reserved for room-and-board reimbursements are used to pay school districts for the costs of those students with disabilities whose program costs exceed four times the district's per capita tuition rate. (See Special Education – Funding for Children Requiring Special Education Services.)

**Population and Service Levels**

The following table displays service-level information:

	FY16	FY17 (est)
Students served	296,790	298,638
School districts/cooperatives	156	165
Dollars allocated to districts	\$439,795,423	\$455,749,922

# Individuals with Disabilities Education Act – Preschool, Part B

*Legislative Reference – PL 108-446  
Funding Source – Federal (CFDA 84.173A)*

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$25,000,000	\$25,000,000	\$25,000,000	\$29,200,000	<b>\$29,200,000</b>
Change from	\$0	\$0	\$0	\$4,200,000	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	16.80%	<b>0.00%</b>

## Federal Grant Award\*

	FY14	FY15	FY16	FY17	FY18**
Grant Award	\$16,488,199	\$16,488,219	\$16,488,219	\$17,188,363	TBD
Change from	(\$819,848)	\$20	\$0	\$700,144	TBD
Prior Year	(4.74%)	0.00%	0.00%	4.25%	TBD

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

*\*\*State fiscal year 2018 amounts are to be determined (TBD).*

## Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school will offer a safe and healthy learning environment for all students.

## Program Mission

To support schools in developing a comprehensive early learning system that enables all children with disabilities ages 3 through 5 to be educated appropriately.

## Purpose

To help local school districts and special education cooperatives offer more comprehensive programs for children with disabilities - ages 3 through 5 - by employing teachers and aides; purchasing materials and

supplies; and providing related services, training, and consultation.

## Reimbursement/Distribution Method

The information below shows the Individuals with Disabilities Education Act – Part B Preschool grant award allocation at the state level.

### *Grant Award*

- 75% Formula Grants
- 20% Discretionary Grants
- 5% Administration

Formula grants are distributed to Local Education Agencies and special education cooperatives according to the amount received in fiscal year 1998. Funds in excess of the total base amount required are distributed based on relative populations of children ages 3 through 5 (85 percent) and on the relative populations of children in this age range living in poverty (15 percent). Discretionary funds are used to provide statewide program development activities, including a child-find campaign, establishment of a regional technical assistance system, in-service training, and special projects. The remaining federal funds are used to pay administrative costs.

**Population and Service Levels**

School districts and special education cooperatives are eligible to participate. The following table displays service-level information:

	<b>FY 16</b>	<b>FY 17 (est)</b>
Children served	37,879	38,013
School districts/ Special Ed Cooperatives	144	146
Dollars to Districts	\$13,104,860	\$13,827,360

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

*Legislative Reference – PL 108-446  
Funding Source – Federal (CFDA 84.323A)*

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$4,350,000	\$4,500,000	\$4,500,000	\$5,000,000	<b>\$5,000,000</b>
Change from	\$350,000	\$150,000	\$0	\$500,000	<b>\$0</b>
Prior Year	8.75%	3.45%	0.00%	11.11%	<b>0.00%</b>

## Federal Grant Award

	FY14	FY15	FY16	FY17	FY18*
Grant Award	\$1,975,000	\$1,975,000	\$1,746,348	\$1,700,000	TBD
Change from	\$0	\$0	(\$228,642)	(\$46,348)	TBD
Prior Year	0.00%	0.00%	(11.58%)	(2.65%)	TBD

\*State fiscal year 2018 amounts are to be determined (TBD).

### Board Goals

This program aligns with the following Board goals:

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

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

### Program Mission

To increase the capacity of school districts to implement high-quality, research-based, and

standards-aligned curriculum, instruction, interventions, and assessment to improve performance of students, particularly those who are at risk of academic failure.

### Purpose

To establish and implement the Multi-Tiered System of Support (MTSS) Network, which will be responsible for scaling up implementation of a coordinated, statewide system of personnel development that will increase the capacity of school systems to establish and use a multi-tiered model of scientific, research-based instruction, intervention, and assessment to improve the progress and performance of all students, including those with disabilities. This responsibility includes the recruitment, training, and support of a group of regionally based (aligned to the Statewide System of Support) coaches who, in turn, provide training, coaching, and technical assistance support in developing a MTSS framework and academic practices within that framework with identified districts and schools. Parents will also be trained. Another purpose of the program is to establish and implement the Illinois Institutes of Higher Education (IHE) Partnership, through which the MTSS framework and academic



practices within that framework will be incorporated into IHE educator preparation programs.

### **Reimbursement/Distribution Method**

The U.S. Department of Education awards State Program Improvement funds to states on a multi-year basis, with grant awards running on the federal fiscal year (October 1 – September 30). Grant funds will be distributed via annually renewable grants, which were originally awarded in fiscal year 2011 through a competitive Request for Proposals (RFP) process, to one Regional Office of Education and one IHE. A no-cost extension was also requested and awarded, which will provide continued funding through fiscal year 2017. In July 2015, the Illinois State Board of Education was awarded a new five-year grant that will extend through September 30, 2020. Grant funds will be distributed via a continuation grant in fiscal year 2017 and after that via annually renewable grant(s), which will be awarded in fiscal year 2017 through a competitive RFP process.

In accordance with the federal grant requirements, annually renewable grants will also be provided to each of the two federally funded Illinois Parent Training and Information Centers.

### **Population and Service Levels**

Universal services will be delivered regionally, while more intensive support will be provided at the district and school level. Districts, including those identified as focus and priority via the Elementary and Secondary Education Waiver, will receive support.

Project staff consisting of faculty members at Illinois IHEs with the largest educator preparation programs will implement the IHE Partnership. Faculty members of these IHEs in elementary education, administrator preparation, school psychology, and school work programs will participate in professional development to increase the extent to which undergraduate and graduate students exiting their programs are prepared to implement MTSS in schools throughout the state.

# Longitudinal Data System

Legislative Reference – PL 107-279 & PL 111-05  
Funding Source – Federal (CFDA 84.372A & CFDA 84.384A)

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Total Appropriation	\$15,200,000	\$15,200,000	\$5,200,000	\$5,200,000	<b>\$5,200,000</b>
<i>Federal</i> <sup>1</sup>	\$5,200,000	\$5,200,000	\$5,200,000	\$5,200,000	<b>\$5,200,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>
<i>Federal</i> <sup>2</sup>	\$10,000,000	\$10,000,000	\$0	\$0	<b>\$0</b>
Change from Prior Year	\$0	\$0	(\$10,000,000)	\$0	<b>\$0</b>
	0.00%	0.00%	(100.00%)	0.00%	<b>0.00%</b>

## Federal Grant Award

	FY14	FY15	FY16	FY17	FY18
Grant Award <sup>1</sup>	\$0	\$0	\$1,007,084	\$2,996,696	TBD
Change from Prior Year	(\$2,599,293)	\$0	\$1,007,084	\$1,007,084	TBD
	(100.00%)	0.00%	N/A	198%	TBD
Grant Award <sup>2</sup>	\$0	\$0	\$0	\$0	\$0
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

<sup>1</sup> Federal Grant CFDA 84.372A is a four-year grant starting in 2009 totaling \$8,999,956 and again in 2016 totaling \$7,000,000.

<sup>2</sup> - Federal Grant CFDA 84.384A was a multi-year grant awarded in 2011 totaling \$11,869,819, with a grant end date of June 30, 2015.

## Board Goals

The program aligns with the following board goals:

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

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

## Program Mission

To continue designing, developing, implementing, and using the Illinois Longitudinal Data System (ILDS) to improve student learning. The ILDS project includes a series of interrelated efforts that will enable state policymakers, educators, learners, and members of the public to access information from the ILDS more quickly and easily to support and improve state and local resource allocations, instruction, and learner outcomes.

## Purpose

Building from existing investments, these projects will accelerate Illinois' movement from a compliance model of data management to a service model focused on utilization of data for state and local education system improvements. The ILDS outcomes will provide visually comprehensive dashboards that connect resource allocation information to

student outcomes and educator information. Clear charts, graphs, and statistical tools will enable educators to identify performance trends. Administrator tools will be used to base policy on school and Local Education Agency level trends. The enhancement of the underlying data collection and management will support research and evaluation, leading to program and system-level improvements. These projects have provided ISBE with the ability to collect, analyze, and manage data from preschool through grade 12 and to integrate and analyze postsecondary education data housed in the multiagency ILDS. These systems will have the capacity to link individual student data across time and databases, including matching teachers to students, promoting interoperability for easy

matching and linking of data across institutions, and protecting student privacy consistent with applicable privacy protection laws.

#### **Reimbursement/Distribution Method**

Funding will be disbursed to appropriate vendors determined through a Request for Proposals process.

#### **Population and Service Levels**

The ILDS will serve educators from preschool through postsecondary education and help state policymakers improve education programs and practice.

# Preschool Expansion Grant

Legislative Reference – PL 111-5  
Funding Source – Federal (CFDA 84.419B)

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$0	\$0	\$35,000,000	\$35,000,000	<b>\$35,000,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$35,000,000 100%	\$0 0.00%	<b>\$0 0.00%</b>

## Federal Grant Award\*

	FY14	FY15**	FY16	FY17	FY18
Grant Award	\$0	\$20,000,000	\$20,000,000	\$20,000,000	\$20,000,000
Change from Prior Year	\$0 0.00%	\$20,000,000 N/A	\$0 0.00%	\$0 0.00%	\$0 0.00%

\*Federal grant awards may be spent over a 36-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*First year of award in a four-year cycle. Annual award contingent upon state appropriations indicated in the Preschool Expansion Grant Application.

## Board Goals

This program aligns with the following Board goals:

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

- All kindergartners are assessed for readiness.
- Every student is supported by highly prepared and effective teachers and school leaders.
- Every school will offer a safe and healthy learning environment for all students.

## Program Mission

To provide approximately 3,260 4-year-olds who are determined to be at risk of academic failure with high-quality, full-day preschool and comprehensive services.

## Purpose

The Preschool Expansion Grant (PEG) supports the state's efforts in expanding high-quality preschool to the state's 4-year-olds who are most at risk and not yet eligible for

kindergarten to a full-day comprehensive preschool program.

In addition to full-day instruction, the programs funded by this initiative will offer comprehensive services that include 1) connections to health, mental health, dental, and social services; 2) intensive parent engagement services; 3) universal and targeted supports for positive behavioral and social emotional development; 4) at least 60 minutes per day of physical activity; 5) and instructional leaders with specific early childhood expertise and expertise in serving culturally, linguistically, and ability-diverse children who will focus on providing high-quality, embedded professional development to teachers.

## Reimbursement/Distribution Method

Activities under this grant will be carried out jointly by the Illinois State Board of Education and the Governor's Office of Early Childhood Development through a combination of 1) increasing the number of current preschool slots while also 2) expanding and enhancing current preschool slots in a core group of 18 communities identified to have a high number of at-risk underserved preschool-age children.

This federal award is contingent upon state appropriations as indicated in the PEG Application and Award Notification letter.

<b>Cumulative Change Since School Year 2014-15</b>	<b>School Year 2015-16</b>	<b>School Year 2016-17* (est)</b>
Entirely new slots	1,974	3,380
New slots combined with Head Start	585	1300
Enhanced/Extended Preschool for All slots	551	1,420
<b>Total slots</b>	<b>3,110</b>	<b>6,100</b>

# Race to the Top – Early Learning Challenge

Legislative Reference – PL 111-5 and 112-10

Funding Source – Federal (CDFR 84.412A)

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$35,000,000	\$35,000,000	\$35,000,000	\$35,000,000	<b>\$35,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY14	FY15	FY16	FY17	FY18
Grant Award	\$0	\$0	\$0	\$0	\$0
Change from	(\$52,498,043)	\$0	\$0	\$0	\$0
Prior Year	(100.00%)	0.00%	0.00%	0.00%	0.00%

*\*One-time federal grant award of \$52,498,043 may be spent over a 54-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

## Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein:
  - All kindergartners are assessed for readiness.
  - All students are supported by highly prepared and effective teachers and school leaders.
  - Every school will offer a safe and healthy learning environment for all students.

## Program Mission

To implement early childhood systems reforms that will lead to an increase in the number of children -- particularly children with high needs -- who enter kindergarten ready to engage in a challenging curriculum.

## Purpose

The Early Learning Challenge (ELC) grant program will support reform initiatives around three strategic priorities: 1) deepening the integration of state supports to create a unified

framework for all early learning and development systems, 2) connecting the most at-risk children with the services and supports they need, and 3) increasing the quality of both learning environments and instruction in early learning and development programs.

## Reimbursement/Distribution Method

Activities under this grant will be carried out by the Illinois State Board of Education, the Department of Human Services (DHS), and the Governor's Office of Early Childhood Development directly through new procurements and through increases in existing grants and contracts. For this purpose, some funds will be transferred to the DHS through an Intergovernmental Agreement.

## Population and Service Levels

These funds will impact most early learning and development programs in Illinois, including programs receiving state Early Childhood Block Grant (ECBG) funding and programs receiving federal funding from the Child Care and Development Fund, Head Start, and Early Head Start.

While the impact may extend beyond these programs, the ELC grant will minimally impact children enrolled in these programs.

Funding Source	Enrollments	
	FY16	FY17 (est)
ECBG Preschool for All 3-5	73,118	74,422
ECBG Prevention Initiative 0-3	13,330	15,349
Individuals with Disabilities Education Act Part C	20,689	20,792
Individuals with Disabilities Education Act Part B	37,879	38,013
Head Start	34,237	33,380
Early Head Start	5,591	5,677
Early Head Start/Child Care Partnership	1,342	1,342

# Substance Abuse and Mental Health Services

Legislative Reference - 405 ILCS 105  
Federal (CFDA 93.243)

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$0	\$0	\$3,800,000	\$5,300,000	<b>\$5,300,000</b>
Change from	\$0	\$0	\$3,800,000	\$1,500,000	<b>\$0</b>
Prior Year	0.00%	0.00%	N/A	39.47%	<b>0.00%</b>

## Federal Grant Award\*

	FY14	FY15	FY16	FY17	FY18
Grant Award	\$0	\$1,900,000	\$1,900,000	\$1,116,550	\$1,900,000
Change from	\$0	\$1,900,000	\$1,900,000	(\$783,450)	\$783,450
Prior Year	0.00%	0.00%	0.00%	(41.23%)	70.17%

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

## Board Goals

This program aligns with the following Board goals:

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

## Program Mission

The intent of Substance Abuse and Mental Health Services (Project AWARE) is to develop a comprehensive, coordinated, and integrated program for advancing wellness and resilience in educational settings for school-aged youth to progress in the educational environments. Training is provided to school personnel and students are supported in a safe and healthy environment.

## Purpose

The purpose of Project AWARE is to build and expand the capacity of State Educational Agencies to increase awareness of mental health issues among school-aged youth; provide training for school personnel and other adults who interact with school-aged youth to detect and respond to mental health issues in children and young adults; and connect children, youth, and families who may have behavioral health issues with appropriate services.



### **Reimbursement/Distribution Method**

Funds are distributed via Intergovernmental Agreements to three school districts and the School Association for Special Education in DuPage County as identified in the approved program plan.

### **Population and Service Levels**

Project AWARE will serve children and adolescents who attend public school within the State of Illinois with a special focus on three high-need Local Education Agencies named in the approved grant application: 1) East Aurora SD #131; 2) Decatur Public Schools #61; and 3) Harrisburg CUSD #3.

Project AWARE seeks to ensure that every school will offer a safe and healthy learning environment to all students. Project AWARE will accomplish this by meeting project goals related to 1) formalizing plans in the three communities identified that allow for cross-systems coordination to address the mental health needs of youth and promote their familial and communal assets, 2) implementing these plans to assure sustainability, and 3) improving mental health literacy and capacity through Youth Mental Health First Aid/Mental Health First Aid training statewide.

# Title I – Advanced Placement

Legislative Reference – P.L. 107-110  
Funding Source – Federal (CFDA 84.330B)

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$3,000,000	\$3,000,000	\$3,000,000	\$3,300,000	<b>\$3,300,000</b>
Change from Prior Year	\$0	\$0	\$0	\$300,000	<b>\$0</b>
	0.00%	0.00%	0.00%	10.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY14	FY15	FY16	FY17**	FY18**
Grant Award	\$2,224,219	\$2,576,890	\$1,791,199	TBD	TBD
Change from Prior Year	\$32,474	\$352,671	(\$785,691)	TBD	TBD
	1.48%	15.86%	(30.49%)	TBD	TBD

*\*Federal grant awards may be spent over a 12-month period spanning two state fiscal years. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*To be determined (TBD) as the fiscal year 2017 and 2018 grant award will be based upon funding available through ESSA.*

### Board Goals

This program aligns with the following Board goals:

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

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

### Program Mission

To increase the number of low-income students taking Advanced Placement (AP) exams through provision of exam fee reimbursement in order to prepare them to be college and career ready.

### Purpose

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

### Reimbursement/Distribution Method

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

### Population and Service Levels

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

Participation is open to all Illinois high schools. The number of low-income AP exams reimbursed surpassed 49,400 when it was administered in May 2016.

# Title I – Basic, Part A

*Legislative Reference – PL 114-95  
Funding Source – Federal (CFDA 84.010A)*

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$874,000,000	\$884,000,000	\$884,000,000	\$1,034,000,000	<b>\$1,034,000,000</b>
Change from Prior Year	\$106,000,000	\$10,000,000	\$0	\$150,000,000	<b>\$0</b>
	13.81%	1.14%	0.00%	16.97%	<b>0.00%</b>

## Federal Grant Award\*

	FY14	FY15	FY16	FY17	FY18**
Grant Award	\$627,984,988	\$647,220,569	\$663,790,614	\$664,824,452	TBD
Change from Prior Year	(\$21,234,224)	\$19,235,581	\$16,570,045	\$1,033,838	TBD
	(3.27%)	3.06%	2.56%	0.16%	TBD

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

*\*\*State fiscal year 2018 amounts are to be determined (TBD).*

### Board Goals

This program aligns with the following Board goals:

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

### Program Mission

The purpose of this Title under the Every Student Succeeds Act is to provide all children significant opportunity to receive a fair, equitable education. This will allow them to meet the Board goals.

### Purpose

To provide supplemental services for children from preschool through grade 12 who are at risk of not meeting the Illinois Learning Standards. Funds support instruction in an expanded list of core subjects, including academics, physical education, technology, and music. Title I may also support parent involvement and professional development activities. Funds are used for a variety of expenditures, including instructional salaries, supplies, and materials; consultant fees; equipment; and other services in support of supplemental programs to support high-quality education and other activities to close the achievement gap.

### Reimbursement/Distribution Method

Funds for Title I Basic are distributed through formula grants based on the low-income census count. All Illinois Local Education

Agencies that have a low-income census count of at least 10 (or 2 percent of their school-age population) are eligible to receive direct assistance.

In addition, under Title I, the state may set aside 7 percent of the state's Title I, Part A allocation for school improvement activities. The state must allocate not less than 95 percent to districts on a competitive or formula basis to serve schools implementing comprehensive or targeted support and improvement activities or it may, with approval of the district, directly provide for these activities.

**Population and Service Levels**

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

*Grant Award*

- 95% Grants
- 7% School Improvement
- 95% Grants
- 5% State Education Agency Activities

1% Administration	FY16	FY17 (est)
Number of Title I districts	833	825
Number of Title I schools	2,521	2,500
Students receiving targeted and schoolwide reading instruction	775,900	700,000
Students receiving targeted and schoolwide mathematics instruction	638,709	600,000
Number of full-time Title I teachers hired	7,824	7,500

# Title I – Education of Migratory Children, Part C

Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.011A)

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$0
	0.00%	0.00%	0.00%	0.00%	0.00%

## Federal Grant Award\*

	FY14	FY15	FY16	FY17	FY18**
Grant Award	\$1,891,329	\$1,886,908	\$1,886,908	\$1,886,908	TBD
Change from Prior Year	(\$85,085)	(\$4,421)	\$0	\$0	TBD
	(4.31%)	(0.23%)	0.00%	0.00%	TBD

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

\*\*State fiscal year 2018 amounts are to be determined (TBD).

## Board Goals

This program aligns with the following Board goals:

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

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

## Program Mission

To improve the performance of migrant students as measured by standardized tests and academic progress assessments and

increase the number who graduate from high school ready for college and career by creating healthy and appropriate learning environments that reduce the effects of educational disruption related to repeated moves for migrant children and youth.

## Purpose

To develop and provide supplemental educational services to migrant children, through the age of 21, who have not graduated from high school or received their General Education Development Certificate. This program provides interventions that are appropriate for at-risk migrant students in order to increase the percentage of these students meeting learning standards, with an emphasis on reading and mathematics. Funds are generally used for summer school and supplemental regular-term services for students and families, support of professional development for teachers and other program staff, coordination of services in resource projects, interstate coordination, student identification, and student recruitment.

## Reimbursement/Distribution Method

Migrant funds are discretionary and are distributed to serve communities with documented migrant student populations in

amounts determined by negotiations between the Illinois State Board of Education and the local service providers. Coordination of services in the areas of professional development, curriculum, and identification and recruitment of migrant students are offered through a statewide resource contract.

**Population and Service Levels**

The Migrant Education Program (MEP) serves educationally disadvantaged children of seasonal and migratory farm workers. In fiscal year 2016, certified migrant recruiters identified more than 1,200 migrant children and youth who qualified for services. A majority of these were Hispanic, a significant number were French speakers, and many were English Learners. Though most were in grades K-12 (64 percent), children ages 0-5 (21 percent) and out-of-school youth (15 percent) also qualified for services. They came to Illinois from Texas, Florida, Mexico, French-speaking African countries, and other areas. Migrant families are highly mobile and often do not remain in one school district for the entire school year. Some are present in the state for only a few weeks.

Nine summer-term programs and six fall or regular-term programs operated by school districts, a community college, a nonprofit organization, and a state university provided recruiting and supplemental academic services to students, including in-school and out-of-school youth, in communities with identified 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, two statewide resource projects provided support to funded programs in the areas of identification and recruitment of students, curriculum and professional development, and health and dental services. Migrant children are eligible for program services for 36 months after their last qualifying move, even after their parents decide to settle and they no longer migrate between states to seek employment. The following table displays service-level information:

	FY15	FY16 (est.)
Students Served*	767	684
Number of funded entities	11	11

\*These numbers reflect only migrant children served with MEP funds. Because the migrant funding is supplemental to existing programs, some migrant children were served by school districts with other state, local, or federal funding.

In the 2015-16 school year, the following entities received funding under this program:

- Beardstown Community Unit School District 15
- Community Health Partnership of Illinois
- Illinois Migrant Council
- Galesburg Community Unit School District 205
- Kankakee School District 111
- Ludlow Community Consolidated School District 142
- Mendota Community Consolidated School District 289
- Northern Illinois University
- Parkland College District 505
- Princeville Community Unit School District 326
- Rantoul City School District 137

# Title I – Migratory Incentive, Part C

*Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.144F)*

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$300,000	\$300,000	\$300,000	\$300,000	<b>\$300,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY14	FY15	FY16	FY17	FY18**
Grant Award	\$60,000	\$60,000	\$66,000	\$66,000	TBD
Change from Prior Year	0	\$0	\$6,000	\$0	TBD
	0.00%	0.00%	10.00%	0.00%	TBD

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

*\*\*State fiscal year 2018 amount is to be determined (TBD).*

### Board Goals

This program aligns with the following Board goals:

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

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

### Program Mission

To provide incentive grants to State Education Agencies that participate in consortium arrangements with other states to improve the delivery of services to migrant children whose education is interrupted. Consortiums develop innovative and effective practices to identify

migrant children and youth and reach out to out-of-school youth to connect them to school and other learning opportunities that address disruption in education and promote academic growth.

### Purpose

To provide financial assistance to states to support high-quality and comprehensive educational programs so that migrant children are provided with appropriate educational and supportive services that 1) address their special needs in a coordinated and efficient manner, and 2) give migrant children the opportunity to meet challenging state content and student performance standards.

### Reimbursement/Distribution Method

Funds are expended to improve the delivery of services to migrant children through participation in the activities of two multi-state consortiums: Identification and Recruitment Rapid Response Center (IRRC) and Graduation Outcomes for Success for Out-of-School Youth (GOSOSY).

These competitive grants were awarded to state consortiums in state fiscal year 2016.

### **Population and Service Levels**

IRRC focuses on building interstate resources and coordination to improve the proper and timely identification of eligible migrant children whose education has been interrupted.

GOSOSY supports the provision of services based on scientifically based research to

improve the educational attainment of underserved migrant out-of-school youth. The project utilizes innovative technology and gives partner states access to a clearinghouse of educational materials and resources to build capacity to identify and serve out-of-school migrant youth.



# Title I – Neglected and Delinquent, Part D

*Legislative Reference – PL 114-95  
Funding Source – Federal (CFDA 84.013A)*

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$1,700,000	\$1,700,000	\$1,700,000	\$1,700,000	<b>\$1,700,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY14	FY15	FY16	FY17	FY18**
Grant Award	\$1,597,785	\$1,212,606	\$640,403	\$883,428	TBD
Change from Prior Year	\$427,936	(\$385,179)	(\$572,203)	\$243,022	TBD
	36.58%	(24.11%)	(47.19%)	37.95%	TBD

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

*\*\*State fiscal year 2018 amounts are to be determined (TBD).*

### Board Goals

This program aligns with the following Board goals:

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

### Program Mission

The purpose of this Title under the Every Student Succeeds Act is to provide interventions appropriate for at-risk, neglected, and delinquent students to increase the percentage of these students meeting the Illinois Learning Standards, particularly in reading and math; to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and to prevent at-risk youth from dropping out of school and provide a support system to ensure their continued education and the involvement of their families and communities. This will allow them to meet the Board goals.

### Purpose

- 1) To provide supplemental educational services to youth in state institutions for delinquent youth and adults so that they meet the same state standards as other students and transition from institutionalization to further education and employment. (Title I, Part D, Subpart 1)

- 2) To provide local agency programs that meet the educational needs of neglected, delinquent, and at-risk children and youth; that assist in the transition of these students from correctional facilities to locally operated programs; and that ensure that these students have the same opportunities to achieve as if they were in local schools in the state. (Title I, Part D, Subpart 2)

#### **Reimbursement/Distribution Method**

Under Subpart 1, each state's allocation is generated by child counts in state juvenile institutions that provide at least 20 hours of instruction from nonfederal funds and adult correctional institutions that provide 15 hours of instruction a week. The State Educational Agency (SEA) then makes subgrants to state

agencies based on their proportional share of the state's adjusted enrollment count of neglected or delinquent children and youth.

Under Subpart 2, the SEA awards subgrants to districts with high numbers or percentages of children and youth in locally operated juvenile correctional facilities, including facilities involved in community day programs.

#### **Population and Service Levels**

Under Subpart 1, the Department of Juvenile Justice receives funds to provide supplemental educational services to 476 youths who reside in the six Illinois youth centers and one correctional center.

Twenty-three districts get grants under Subpart 2.

# Title I – School Improvement

*Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.377A)*

## Appropriation History

	FY14	FY15	FY16	FY17	FY 18 Proposed
Appropriation	\$50,000,000	\$50,000,000	\$50,000,000	\$50,000,000	<b>\$50,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY14	FY15	FY16	FY17**	FY 18 Proposed
Grant Award	\$22,112,140	\$22,488,158	\$22,245,965	TBD	TBD
Change from	(\$1,104,994)	\$376,018	(\$242,193)	TBD	TBD
Prior Year	(4.76%)	1.70%	1.08%	TBD	TBD

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

*\*\*State fiscal year 2017 and 2018 amounts are to be determined (TBD).*

### Board Goals

This program aligns with the following Board goals:

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

### Program Mission

To provide School Improvement Grants to Local Education Agencies (LEA) with Title I schools and Title I-eligible secondary schools identified as the lowest-performing schools. These funds will support the districts and schools in improving student achievement, building educator capacity, and improving the environment at the schools.

### Purpose

To assist the state’s lowest-performing schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. The LEA must utilize one of four approved school intervention models - Turnaround, Transformation, Restart, or Closure.

**Reimbursement/Distribution Method**

Funds are distributed through a competitive grant process to districts for eligible schools that demonstrate the greatest need and the strongest commitment to implement one of four school improvement models – Turnaround, Transformation, Restart, or Closure -- that will make radical changes to improve student achievement and move the school out of improvement priority status. No additional funds will be received after this year from the federal government. Grants will be continuation grants through FY 2019.

**Population and Service Levels**

The information below shows the Title I - School Improvement 1003 (g) grant award at the state level based on the No Child Left Behind Act.

*Grant Award*

95% Grants

5% Administration

<b>Three-year Award</b>	<b>FY 13-16</b>	<b>FY 14-17</b>	<b>FY 15-18 (est.)</b>	<b>FY 16-19 (est.)</b>
Schools	7	4	16	18
Funding (millions)	\$37.1	\$22.0	\$62.7	\$66.5

# Title II – Mathematics and Science Partnership Program

*Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.366B)*

## Appropriation History

	FY14	FY15	FY16	FY17	FY 18 Proposed
Appropriation	\$14,000,000	\$14,000,000	\$18,000,000	\$18,800,000	<b>\$18,800,000</b>
Change from Prior Year	\$0	\$0	\$4,000,000	\$800,000	<b>\$0</b>
	0.00%	0.00%	28.57%	4.44%	<b>0.00%</b>

## Federal Grant Award\*

	FY14	FY15	FY16	FY17	FY 18**
Grant Award	\$5,195,808	\$5,226,170	\$5,406,066	\$5,245,433	TBD
Change from Prior Year	(\$86,616)	\$30,362	\$179,896	(\$160,633)	TBD
	(1.64%)	0.58%	3.44%	(2.97%)	TBD

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

*\*\*State fiscal year 2018 amounts are to be determined (TBD).*

## Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- Ninety percent or more of third-grade students are reading at or above grade level.
  - Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
  - Ninety percent or more of ninth-grade students are on track to graduate with their cohort .
  - Ninety percent or more of students graduate from high school ready for college and career.
  - Every student is supported by highly prepared and effective teachers and school leaders.

## Program Mission

To provide funding to develop partnerships to improve mathematics and science teaching in

elementary and secondary schools. This program will assist in making sure students are reading at or above grade level, meeting or exceeding expectation in mathematics, on track to graduate with their cohort at the end of ninth grade, and graduating college and career ready. It will also help prepare effective teachers and school leaders in science and mathematics.

## 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 partners must meet federally set criteria based on poverty rate, student achievement, and teacher quality.

**Population and Service Levels**

Eligible applicants are partnerships that include an engineering, mathematics, or science department of an institution of higher education and a high-need school district. Other partners may include State Education Agencies, public charter schools, other public schools, businesses, and not-for-profit or for-profit organizations concerned with mathematics and science education.

The following table displays service-level information:

	<b>FY16</b>	<b>FY17(est)</b>
Lead Partnership	1	1
Area Partnerships	19	19
Teacher Participants	400	400

# Title II – Teacher/Principal Training

*Legislative Reference – PL 114-195  
Funding Source – Federal (CFDA 84.367A)*

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$157,000,000	\$157,000,000	\$160,000,000	\$160,000,000	<b>\$160,000,000</b>
Change from	\$0	\$0	\$3,000,000	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	1.91%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY14	FY15	FY16	FY17	FY18**
Grant Award	\$91,705,907	\$91,488,056	\$91,455,419	\$89,401,440	TBD
Change from	(\$4,468,268)	(\$217,851)	(\$32,637)	(\$2,053,979)	TBD
Prior Year	(4.65%)	(0.24%)	(0.04%)	(2.25%)	TBD

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

*\*\*State fiscal year 2018 amounts are to be determined (TBD).*

## Board Goals

This program aligns with the following Board goals:

- Every child in each public school in the State of Illinois deserves to attend a system wherein...
- Ninety percent or more of third-grade students are reading at or above grade level.
  - Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
  - Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
  - Ninety percent or more of students graduate from high school ready for college or career.
  - All students are supported by highly prepared and effective teachers and school leaders.

student achievement; improve the quality and effectiveness of teachers, principals, and other leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement; and provide low-income and minority students greater access to effective teachers, principals and other school leaders. This will allow them to meet the board goals.

## Purpose

To provide funds to increase student academic achievement by reducing class size and elevating teacher and principal quality through recruitment, hiring, and retention strategies. Funds can also be used for developing or improving evaluation systems, providing high quality evidence based professional development or providing programs and activities to improve the ability of teachers to teach children with disabilities or English Learners. Funds can be used to improve instruction and capacity for early education or the use of assessments. Ultimately, the use of Title II needs to serve the needs of ALL students.

## Program Mission

The purpose of this Title under the Every Student Succeeds Act (ESSA) is to increase

### **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*

95% Grants

95% Local Education Agency Grants

SEA may reserve 3% for principal academies

5% State Educational Agency Activities

As provided by law, a portion of these funds is set aside for state-level activities to support induction and mentoring, principal leadership and mentoring, and increasing the number of

highly qualified educators. Local Education Agency funds are allocated based on formula - 20 percent of funds are allocated on the relative enrollments in public and private, not-for-profit schools, and 80 percent of funds are allocated for children in poverty in the district.

### **Population and Service Levels**

All Illinois school districts are eligible to participate. Teachers in private, not-for-profit elementary and secondary schools are also eligible to participate. Funds may be used to support professional development, induction and mentoring, recruiting, hiring and retaining highly qualified teachers, and to reduce class size. In fiscal year 2017, an estimated 900 projects will be reviewed, approved, and processed.



# Title III - English Language Acquisition

*Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.365A)*

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$45,250,000	\$45,500,000	\$45,500,000	\$50,400,000	<b>\$50,400,000</b>
Change from Prior Year	\$250,000 0.56%	\$250,000 0.55%	\$0 0.00%	\$4,900,000 10.77%	<b>\$0</b> <b>0.00%</b>

## Federal Grant Award\*

	FY14	FY15	FY16	FY17	FY18**
Grant Award	\$26,785,656	\$27,321,504	\$26,868,801	\$27,433,799	TBD
Change from Prior Year	(\$1,587,772) (5.60%)	\$535,848 1.96%	(\$452,703) (1.66%)	\$564,998 2.10%	TBD

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

*\*\*State fiscal year 2018 amounts are to be determined (TBD).*

### Board Goals

This program aligns with the following Board goals:

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

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

### Program Mission

To implement high-quality programs for English Learners (ELs) and immigrant students that will help them attain English proficiency, achieve at high levels in core academic subjects, meet the Illinois Learning Standards, and graduate from high school prepared to enter college or career.

To provide effective professional development to teachers and administrators designed to improve the instruction and assessment of ELs.

### Purpose

To assist school districts in teaching English and providing high-quality instruction to ELs and immigrant children and youth so they can meet the same challenging academic standards expected of all children and youth.

## **Reimbursement/Distribution Method**

The information below shows the Title III - English Language Acquisition grant award allocation at the state level based on the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA):

### *Grant Award*

95% Local Education Agency Grants  
5% State Education Agency Activities  
(no more than 60 percent  
for administration)

ESSA requires that 95 percent of the federal allocation to the state be used for a Language Instruction Program for Limited English Proficient Students (LIPLEPS) and an Immigration Education Program for eligible school districts. Not more than 15 percent of these funds may be reserved for districts to implement programs for immigrant students. Both programs -- LIPLEPS and Immigrant Education -- are formula-based grants that provide supplemental funds to school districts that are implementing programs for EL students with state and local funds. Funding levels for both programs are based on a per pupil allocation.

### *LIPLEPS Grants*

School districts are eligible to apply for these grants either individually or in consortia with other districts if they meet the following conditions: 1) the district (or each district in a consortium) has a state-approved Transitional Bilingual Education (TBE) program or Transitional Program of Instruction (TPI); 2) the district (or each district in a consortium) is in full compliance with state statutes; and 3) the district (or the consortium) has an enrollment of EL students that, in the aggregate, generates a minimum grant of \$10,000. School districts are required to consult with nonpublic schools within their attendance area in preparing their grant application. Nonpublic schools enrolling EL students identified through an English language proficiency assessment are eligible to participate in the program and their students may be included in the grant application at the

discretion of their nonpublic schools. In fiscal year 2017, the final per pupil allocation is \$114.50.

### *Immigrant Education Program Grants*

Eligible applicants are school districts that have met all of the following conditions: 1) report immigrant student enrollments to the Illinois State Board of Education 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 TBE program or a TPI that is in compliance with statutory requirements.

An eligible immigrant student for the purposes of this grant, according to federal regulations, is defined as a student (A) aged 3 through 21; (B) not born in any of the 50 states, the District of Columbia, or the Commonwealth of Puerto Rico; and (C) who has not been attending one or more schools in any one or more states for more than three full academic years.

The total number of eligible immigrant students reported as of March 2016 was 25,637. Of this number, 19,163 enrolled in eligible school districts that had a minimum of 10 students and showed a significant increase. The per capita allocation is \$114.50.

## **Population and Service Levels**

The Student Information System (SIS) as of October 17, 2016, reported that Chicago Public Schools enroll approximately 30 percent of the EL students in the state. The remaining 70 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 speaks one or more of 175 other languages.

Of the 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 the number of EL students served with LIPLEPS funds:

	FY16*	FY17**(est.)
Chicago students	62,072	68,899
Downstate students	142,285	157,936
<b>Total</b>	<b>204,357</b>	<b>226,835</b>

\*Total ELs count in SIS as of October 17, 2016.

\*\* Based on an estimated 11 percent increase by the end of the school year.

The second program is the Immigrant Education Program. As established in the previous definition, it is not a requirement that these students be EL students in order to be eligible. The following table displays the

number of eligible immigrant program students and the eligible immigrant students who are being served through Title III funds:

	FY16	FY17** (est.)
Eligible Immigrant Education Program Students Identified	25,637*	26,406
Immigrant Education Program Students Served	19,163	19,163

\*Immigrant students reported on the Student Information System as of October 2016.

\*\*Estimated increase of 3%.

# Title IV – 21<sup>st</sup> Century Communities Learning Centers

Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.287C)

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$74,000,000	\$74,000,000	\$75,000,00	\$105,200,000	<b>\$200,000,000</b>
Change from Prior Year	\$9,000,000 13.85%	\$0 0.00%	\$1,000,000 1.35%	\$30,200,000 40.27%	<b>\$94,800</b> <b>90.11%</b>

## Federal Grant Award\*

	FY14	FY15	FY16	FY17	FY18**
Grant Award	\$47,284,316	\$52,083,676	\$50,808,494	\$52,512,685	TBD
Change from Prior Year	(\$3,013,233) (5.99%)	\$4,799,360 10.15%	(\$1,275,182) (2.45%)	\$1,704,191 9.68%	TBD

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

\*\*State fiscal year 2018 amounts are to be determined (TBD).

## Board Goals

This program aligns with the following Board goals:

- Every child in each public school system in the State of Illinois deserves to attend a system wherein...
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- Every student is supported by highly prepared and effective teachers and school leaders.
- Every school will offer a safe and healthy learning environment for all students.

## Program Mission

To provide grants for the development of after-school programs. This program will assist in

making sure students are reading at or above grade level, meeting or exceeding expectations in mathematics, keeping students on track to graduate with their cohort at the end of ninth grade, and graduating college and career ready. It also will prepare effective teachers and school leaders for before- and after-school programs, and offer a safe and healthy learning environment for all students.

## Purpose

To provide academically focused after-school programs -- particularly to students who attend high-poverty, low-performing schools -- to help those students meet state and local performance standards in core academic subjects and to offer families of participating students opportunities for literacy and related educational development.

## Reimbursement/Distribution Method

The information below shows the Title IV - 21<sup>st</sup> Century Communities Learning Centers grant award allocation at the state level based on the Every Student Succeeds Act:

*Grant Award*

95% Grants

3% State Education Agency Activities

2% Administration

Funding is available through a competitive grant process evaluated on need, the quality of project services, 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:

	<b>FY 16</b>	<b>FY17 (est)</b>
Grantees	123	123
Sites	390	390

# Title V – Charter Schools

*Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.282A)*

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$9,000,000	\$9,000,000	\$9,000,000	\$21,100,000	<b>\$21,100,000</b>
Change from	\$0	\$0	\$0	\$12,100,000	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	134.44%	<b>0.00%</b>

## Federal Grant Award

	FY14*	FY15*	FY16	FY17	FY18
Grant Award	\$0	\$0	\$8,395,684	\$8,465,560	\$8,468,449
Change from	\$0	\$0	\$8,395,684	\$69,876	\$2,889
Prior Year	0.00%	0.00%	N/A	0.83%	0.03%

*\*Illinois did not receive an award.*

## Board Goals

This program aligns with the following Board goals:

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

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

## Program Mission

This program is aligned with the Board goals by providing grants via the federal Public Charter Schools Program to eligible applicants to increase the number of high-quality charter

schools in Illinois and to support efforts by existing high-performing charter schools to disseminate best practices and create replicable models.

## Purpose

To offer students, parents, teachers, and other parties increased educational opportunities in the form of innovative and accountable public schools that are exempt from all but the most essential state laws and regulations.

Two types of funding opportunities:

- Program design and implementation funds will serve to assist new charter schools during the critical detailed planning and initial start-up stages. These stages are critical because the ultimate success of a charter school depends on high-quality instruction during its early years, which will allow it to achieve its accountability plan.
- Dissemination funds will then support high-performing charter schools to identify and share best practices with all public school districts.

## Reimbursement/Distribution Method

Grant funds are distributed through two competitive processes. Program design and implementation funds will be awarded to any new charter schools that have been opened less than three years. Dissemination grants

are awarded to high-performing charter schools that have been operating for at least three consecutive school years.

**Population and Service Levels**

The following table displays service-level information:

	FY17 (est)	FY18 (est)
Number of charter schools eligible for dissemination subgrants	110	110
Number of charter schools eligible for program design and initial implementation subgrants	13	n/a
Number of charter school students (K-12)	63,571	n/a
Number of program design grants	10-12	10-12
Number of implementation grants	7-10	10-12
Number of dissemination grants	7	7

\*Number includes all charter schools operating for at least three consecutive years by the start of the fiscal year, without regard to performance.

\*\*Number includes new charter campuses of multi-campus charter schools, which are considered “schools” for purposes of the CSP grant.

# Title VI – Rural and Low-Income School Programs

*Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.358B)*

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	<b>\$2,000,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	<b>\$0 0.00%</b>

## Federal Grant Award\*

	FY14	FY15	FY16	FY17	FY18**
Grant Award	\$1,228,080	\$1,177,186	\$1,450,773	1,109,539	TBD
Change from Prior Year	(\$25,709) (2.05%)	(\$50,894) (4.14%)	273,587 23.24%	(\$341,234) (23.52%)	TBD

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

*\*\*State fiscal year 2018 amounts are to be determined (TBD).*

### Board Goals

This program aligns with the following Board goals:

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

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

### Program Mission

Provide financial assistance to rural districts to assist them in improving student academic achievement by increasing teacher recruitment and retention, training of teachers, and providing a safe and healthy environment.

### Purpose

To help rural districts that may lack the personnel and resources to compete effectively for federal competitive grants and that often receive grant allocations in amounts that are too small to be effective in meeting their intended purposes. Funds received under the Rural and Low-Income School Program may be used for:

- 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).
- School improvement activities.

**Reimbursement/Distribution Method**

The U.S. Department of Education awards formula grants to State Education Agencies (LEAs), which in turn award subgrants to all eligible entities either competitively or on a formula basis. In Illinois, subgrants are awarded to all eligible 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:

	<b>FY16</b>	<b>FY17 (est)</b>
Eligible districts	59	44
Participating districts	59	44
Instructional expenditures	71%	70%
Educational Media Service	12%	15%
Other expenditures	17%	15%

# Title X - Education for Homeless Children

*Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.196A)*

## Appropriation History

	FY14	FY15	FY16	FY17	FY18 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	<b>\$5,000,000</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	<b>\$0 0.00%</b>

## Federal Grant Award\*

	FY 14	FY15	FY16	FY17	FY18**
Grant Award	\$2,857,927	\$2,924,369	\$2,983,614	\$3,105,256	TBD
Change from Prior Year	(\$27,901) (0.97%)	\$66,442 2.32%	\$59,245 2.03%	\$121,642 4.08%	TBD

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

*\*\*State FY 2018 amounts are to be determined (TBD).*

### Board Goals

This program aligns with the following Board goals:

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

### Program Mission

To provide support and technical services, outreach, and advocacy for homeless students to ensure they remain enrolled in school and meet or exceed rigorous academic standards.

### Purpose

To address the problems that homeless students encounter when enrolling, attending, and learning in school and to ensure that homeless students have equal access to the same free and appropriate public education provided to other students.

### Reimbursement/Distribution Method

Grants are awarded through a competitive procurement process. Current grantees will continue to provide services to homeless students, provided they satisfy pre-determined goals.

**Population and Service Levels**

Applicants eligible to receive funding include school districts, Regional Offices of Education, and public laboratory schools approved by the Illinois State Board of Education. Currently, seven regional projects provide training and assistance to local school district homeless education liaisons and award subgrants for services to

homeless students and their families and attendance centers.

The following table displays end-of-the-year homeless counts:

	<b>FY14</b>	<b>FY15</b>	<b>FY16</b>
PK-12 Students	59,014	54,528	53,733







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