



# Illinois State Board of Education

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**Jesse H. Ruiz**  
*Chairman*

**Rod Blagojevich**  
*Governor*

**Dr. Randy J. Dunn**  
*State Superintendent of Education*

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

From: Jesse H. Ruiz, Chairman  
Dr. Randy J. Dunn, State Superintendent of Education

Re: Proposed Budget – Fiscal Year 2007

Date: February 2006

The State Board of Education respectfully submits its proposed budget for Fiscal Year 2007 for your consideration. The Board is requesting a total appropriation of \$8.7 billion, an increase of \$367.2 million (4.2 percent) over the Fiscal Year 2006 appropriated level. The requested general funds appropriation of \$6.4 billion represents a \$347.2 million (5.4 percent) increase over the fiscal year 2006 budget.

In developing its recommendation for the fiscal year 2007 budget, the Board sought the input of constituents throughout Illinois by holding seven public hearings and taking testimony from more than 130 groups and individuals. The Board also drew from the priorities outlined in its Comprehensive Strategic Plan in its deliberations of the Fiscal Year 2007 budget.

The proposed budget includes additional resources for all schools, including a recommended \$170 increase in the General State Aid (GSA) foundation level and \$56.7 million more for mandated categorical programs. Additionally, the Board is recommending additional funding for wide range of other programs, including \$30.0 million for Early Childhood Education.

The Board thanks the Governor and the General Assembly for its continued support of education in Illinois and we look forward to working with you in the coming months.

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# COMPREHENSIVE STRATEGIC PLAN

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

## **Mission**

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

## **Vision**

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

## **Goals**

### *Enhancing Literacy*

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

### *Improving Educator Quality for All Children*

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

### *Expanding Data-Informed School Management and Support Practices*

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

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

***[http://www.isbe.net/pdf/strategic\\_plan\\_2005.pdf](http://www.isbe.net/pdf/strategic_plan_2005.pdf)***

# Part I

## **Fiscal Year 2007 Budget Proposal**

## EXECUTIVE SUMMARY

The Illinois State Board of Education is recommending a budget totaling \$8.7 billion, including \$6.4 billion in general funds, for fiscal year 2007. This represents a \$367.2 million (4.2%) increase overall, and a \$347.2 million (5.4%) increase in general funds, from fiscal year 2006 funding.

**TABLE 1**  
**Illinois State Board of Education Proposed FY07 Budget**

\$000s	FY06	FY07 Request	\$ Change	% Change
General Funds	\$6,109,997.7	\$6,441,111.2	\$347,224.8	5.39%
Other State Funds	\$41,465.9	\$40,853.3	(\$612.6)	(1.50%)
Federal Funds	\$2,109,530.0	\$2,173,707.2	\$20,582.0	0.95%
<b>TOTAL</b>	<b>\$8,304,588.8</b>	<b>\$8,655,671.7</b>	<b>\$367,194.2</b>	<b>4.24%</b>
<i>Reappropriations</i>	\$7.5	\$29,126.5		
<b>TOTAL w/Reapprop</b>	<b>\$8,288,485.0</b>	<b>\$8,684,798.2</b>		

### ***General State Aid***

The largest portion of the State Board of Education's general funds budget goes to General State Aid (GSA). The GSA budget for fiscal year 2007 totals \$4.2 billion and represents nearly 65% of the agency's general funds budget. The State Board of Education has recommended a \$170 increase to the foundation level for the 2006-2007 school year, which would bring the per pupil state aid amount to \$5,334. Fiscal year 2007 would be the fourth consecutive year of increases to the GSA foundation level, which has risen \$774 over that time period (see Table 2).

**TABLE 2**  
**General State Aid Foundation Level**

	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Foundation Level</b>	<b>\$4,560</b>	<b>\$4,810</b>	<b>\$4,964</b>	<b>\$5,164</b>	<b>\$5,334</b>
Change from PY		\$250	\$154	\$200	\$170
Cumulative Change		\$250	\$304	\$604	\$774

### ***Mandated Categoricals***

The second largest piece of the Board's general funds budget is Mandated Categoricals. These programs – which include special education, transportation and school breakfast/lunch – account for \$1.5 billion, or 23%, of the State Board of Education's general funds budget in fiscal year 2007. The budget request for fiscal year 2007 includes an additional \$56.7 million for Mandated Categoricals, which will maintain their funding levels at fiscal year 2006 proration.

### ***Strategic Plan***

In August 2005, the State Board of Education adopted a five-year Comprehensive Strategic Plan for Elementary and Secondary Education per the requirements of Public Act 93-1036. The Board established three goals – enhancing literacy, improving educator quality for all children, and expanding data-informed school management and support practices – that were considered the most critical to the continuous improvement of elementary and secondary education in

Illinois. The Board has requested \$4.4 million in the fiscal year 2007 budget to assist with implementation of the Comprehensive Strategic Plan.

**Other State Grants**

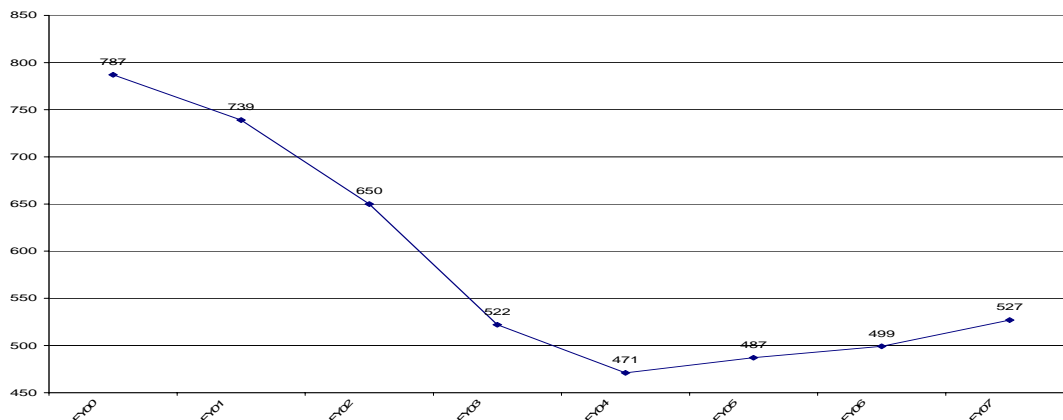
The State Board of Education has requested nearly \$46.0 million for various programs, including a \$30.0 million increase for Early Childhood Education (bringing the four-year total increase to \$120.0 million). In addition to Early Childhood programs, the Board proposed the following increases:

- \$2.7 million for Bilingual Education programs
- \$2.7 million for Assessments
- \$2.0 million for the Technology for Success program, which assists schools with their technology hardware and software needs, as well as with curriculum development
- \$1.5 million for the Grow Your Own Teachers initiative to recruit teachers for hard-to-staff schools
- \$1.5 million for Regional Offices of Education to increase their service capacity to schools
- \$1.0 million for the Materials Center for the Visually Impaired, which provides recordings of textbooks and other technology to assist the visually impaired
- \$1.0 million for Arts and Foreign Language programs
- \$500,000 for the Alternative Learning/Regional Safe Schools program
- \$500,000 for Agricultural Education
- \$500,000 for the Truant Alternative Optional Education program
- \$350,000 for materials for Blind and Dyslexic students
- \$165,000 for the Philip J. Rock Center and School
- \$150,000 for additional Consolidation studies
- \$100,000 for Autism

**Administration**

The State Board of Education has been committed to the most efficient and effective utilization of staff and has shed more than 37% of its workforce over the past six years. While the Board has recognized the need control administrative costs, it is imperative that the agency maintains staffing at a level that provides schools with the most effective support possible and that allows the agency to carry out its core functions. To that end, the State Board of Education has proposed increasing the agency’s headcount in several critical need areas, including Assessments, Early Childhood, NCLB compliance, School Support, External Assurance, Special Education, Certification, English Language Learning, and Curriculum.

**TABLE 3**  
**Illinois State Board of Education Headcount**



# ILLINOIS STATE BOARD OF EDUCATION

## FY2007 Budget Request

\$000s	FY05 Final	FY06 Enacted	FY07 Request	Change from FY06	
				\$	%
GENERAL FUNDS					
ADMINISTRATION					
Personal Services	15,683.0	14,355.9	15,503.0	1,147.1	7.40%
Retirement Pick-Up	48.7	329.7	535.9	206.2	38.48%
Retirement	911.7	467.8	567.5	99.7	17.57%
Social Security/Medicare	564.6	722.0	733.1	11.1	1.51%
Contractual (1)	14,875.8	14,039.2	16,739.2	2,700.0	16.13%
Travel	313.7	313.7	313.7	0.0	0.00%
Commodities	62.0	59.1	59.1	0.0	0.00%
Printing	85.2	85.2	85.2	0.0	0.00%
Equipment	70.9	70.9	70.9	0.0	0.00%
Telecommunications	476.8	476.8	476.8	0.0	0.00%
Operation of Automotive Equipment	12.8	11.8	11.8	0.0	0.00%
<b>Subtotal, Operations</b>	<b>33,105.2</b>	<b>30,932.1</b>	<b>35,096.2</b>	<b>4,164.1</b>	<b>11.86%</b>
Community and Residential Services Authority	472.7	472.7	525.0	52.3	9.96%
<b>Subtotal, Lump Sums</b>	<b>472.7</b>	<b>472.7</b>	<b>525.0</b>	<b>52.3</b>	<b>9.96%</b>
<b>TOTAL - ADMINISTRATION</b>	<b>33,577.9</b>	<b>31,404.8</b>	<b>35,621.2</b>	<b>4,216.4</b>	<b>11.84%</b>
GRANTS					
General State Aid	3,682,201.2	3,903,969.6	4,145,700.0	241,730.4	5.83%
General State Aid - Hold Harmless	30,129.8	23,469.8	21,300.0	(2,169.8)	(10.19%)
<b>Subtotal, General State Aid</b>	<b>3,712,331.0</b>	<b>3,927,439.4</b>	<b>4,167,000.0</b>	<b>239,560.6</b>	<b>5.75%</b>
Illinois Free Lunch/Breakfast	20,500.0	21,000.0	21,000.0	0.0	0.00%
Orphanage Tuition	17,400.0	16,000.0	13,130.0	(2,870.0)	(21.86%)
Sp Ed - Extraordinary Services	243,048.0	256,836.2	268,892.6	12,056.4	4.48%
Sp Ed - Orphanage Tuition	106,100.0	92,000.0	79,400.0	(12,600.0)	(15.87%)
Sp Ed - Personnel Reimbursement	360,000.0	363,000.0	368,500.0	5,500.0	1.49%
Sp Ed - Private Tuition	66,811.5	89,082.0	109,080.0	19,998.0	18.33%
Sp Ed - Summer School	6,762.0	8,114.4	8,694.0	579.6	6.67%
Sp Ed - Transportation	317,100.0	317,100.0	326,607.8	9,507.8	2.91%
Transportation - Regular/Vocational	261,630.0	261,630.0	286,118.0	24,488.0	8.56%
<b>Subtotal, Mandated Categoricals</b>	<b>1,399,351.5</b>	<b>1,424,762.6</b>	<b>1,481,422.4</b>	<b>56,659.8</b>	<b>3.82%</b>
Charter Schools	3,421.5	3,421.5	3,421.5	0.0	0.00%
District Consolidation Costs	3,518.8	7,700.0	7,850.0	150.0	1.91%
Fast Growth Grants	10,000.0	0.0	0.0	0.0	n/a
School Safety and Ed Improvement Block Grant (ADA Block Grant)	54,841.0	64,841.0	64,841.0	0.0	0.00%
School Breakfast Incentive Program	723.5	723.5	723.5	0.0	0.00%
Transition Assistance	7,700.0	11,800.0	11,800.0	0.0	0.00%
Textbook Loan Program	29,126.5	29,126.5	29,126.5	0.0	0.00%
<b>Subtotal, Distributive Grants</b>	<b>109,331.3</b>	<b>117,612.5</b>	<b>117,762.5</b>	<b>150.0</b>	<b>0.13%</b>

**ILLINOIS STATE BOARD OF EDUCATION**  
FY2007 Budget Request

<b>\$000s</b>	<b>FY05</b>	<b>FY06</b>	<b>FY07</b>	<b>Change from FY06</b>	
	<b>Final</b>	<b>Enacted</b>	<b>Request</b>	<b>\$</b>	<b>%</b>
Reading Improvement Block Grant	76,139.8	76,139.8	76,139.8	0.0	0.00%
<b>Subtotal, Reading Improvement</b>	<b>76,139.8</b>	<b>76,139.8</b>	<b>76,139.8</b>	<b>0.0</b>	<b>0.00%</b>
Early Childhood Block Grant	243,254.5	273,254.5	303,254.5	30,000.0	9.89%
<b>Subtotal, Early Childhood</b>	<b>243,254.5</b>	<b>273,254.5</b>	<b>303,254.5</b>	<b>30,000.0</b>	<b>9.89%</b>
Teacher Education and National Board Certification	4,740.0	4,740.0	4,740.0	0.0	0.00%
Teachers Academy for Math and Science	1,000.0	250.0	0.0	(250.0)	n/a
Teach for America	450.0	450.0	450.0	0.0	0.00%
<b>Subtotal, Ensuring Quality Educational Personnel</b>	<b>6,190.0</b>	<b>5,440.0</b>	<b>5,190.0</b>	<b>(250.0)</b>	<b>(4.82%)</b>
Alternative Learning/Regional Safe Schools	17,035.5	18,035.5	18,535.5	500.0	2.70%
Bilingual Education (2)	64,552.0	66,552.0	69,287.0	2,735.0	3.95%
Extended Learning Opportunities (Summer Bridges)	22,238.1	22,238.1	22,238.1	0.0	0.00%
Truant Alternative and Optional Education	15,578.1	17,578.1	18,078.1	500.0	2.77%
<b>Subtotal, Academic Difficulty</b>	<b>119,403.7</b>	<b>124,403.7</b>	<b>128,138.7</b>	<b>3,735.0</b>	<b>2.91%</b>
Technology for Success	4,134.7	4,969.7	6,969.7	2,000.0	28.70%
<b>Subtotal, Learning Technologies</b>	<b>4,134.7</b>	<b>4,969.7</b>	<b>6,969.7</b>	<b>2,000.0</b>	<b>28.70%</b>
Agricultural Education	1,881.2	2,381.2	2,881.2	500.0	17.35%
Career and Technical Education Programs	36,062.1	38,062.1	38,562.1	500.0	1.30%
Illinois Governmental Internship Program	129.9	129.9	129.9	0.0	0.00%
Jobs for Illinois Graduates	3,000.0	4,000.0	4,000.0	0.0	0.00%
<b>Subtotal, Career Preparation</b>	<b>41,073.2</b>	<b>44,573.2</b>	<b>45,573.2</b>	<b>1,000.0</b>	<b>2.19%</b>
System of Support	3,552.7	5,342.7	5,342.7	0.0	0.00%
<b>Subtotal, Standards/Assessments/Accountability</b>	<b>3,552.7</b>	<b>5,342.7</b>	<b>5,342.7</b>	<b>0.0</b>	<b>0.00%</b>
Intermediate Service Center - South Cook	300.0	300.0	300.0	0.0	0.00%
Regional Offices of Education - Salaries	8,788.5	8,150.0	8,150.0	0.0	0.00%
Regional Offices of Education - School Services	5,470.0	5,270.0	6,770.0	1,500.0	22.16%
<b>Subtotal, Regional Offices</b>	<b>14,558.5</b>	<b>13,720.0</b>	<b>15,220.0</b>	<b>1,500.0</b>	<b>9.86%</b>
Strategic Plan	0.0	0.0	4,438.0	4,438.0	100.00%
<b>Subtotal, Strategic Plan</b>	<b>0.0</b>	<b>0.0</b>	<b>4,438.0</b>	<b>4,438.0</b>	<b>100.00%</b>
Advanced Placement Classes	0.0	1,500.0	1,500.0	0.0	0.00%
Aerospace Education Initiative - Chicago	0.0	920.0	920.0	0.0	0.00%
After School Programs	0.0	12,235.0	12,235.0	0.0	0.00%
Arts and Foreign Language	0.0	2,000.0	3,000.0	1,000.0	33.33%
Autism	0.0	0.0	100.0	100.0	100.00%
Blind and Dyslexic	168.8	168.8	518.8	350.0	67.46%
Community Organization Programs	0.0	2,300.0	2,300.0	0.0	0.00%
Grow Your Own Teachers	0.0	1,500.0	3,000.0	1,500.0	50.00%
Healthy Kids/Healthy Minds/Expanded Vision	0.0	3,000.0	3,000.0	0.0	0.00%
Illinois Economic Education	100.0	250.0	250.0	0.0	0.00%

**ILLINOIS STATE BOARD OF EDUCATION**  
FY2007 Budget Request

\$000s	FY05	FY06	FY07	Change from FY06	
	Final	Enacted	Request	\$	%
Materials Center for the Visually Impaired	1,121.0	1,121.0	2,121.0	1,000.0	47.15%
Metro East Consortium for Child Advocacy	217.1	217.1	217.1	0.0	0.00%
Minority Transition Programs	578.8	578.8	578.8	0.0	0.00%
Parental Participation Pilot Project	0.0	0.0	100.0	100.0	100.00%
Philip J. Rock Center and School	2,855.5	3,055.5	3,220.5	165.0	5.12%
School Transportation	0.0	850.0	850.0	0.0	0.00%
Tax Equivalent Grants	222.6	222.6	222.6	0.0	0.00%
Temporary Relocation Expense Program	400.0	450.0	450.0	0.0	0.00%
Transportation Reimbursements to Parents/Guardians	14,454.7	14,454.7	14,454.7	0.0	0.00%
<b>Subtotal, Targeted Grants</b>	<b>20,118.5</b>	<b>44,823.5</b>	<b>49,038.5</b>	<b>4,215.0</b>	<b>8.60%</b>
<b>TOTAL - GRANTS (see note 2)</b>	<b>5,749,439.4</b>	<b>6,062,481.6</b>	<b>6,405,490.0</b>	<b>343,008.4</b>	<b>5.35%</b>
<b>TOTAL - GENERAL FUNDS</b>	<b>5,783,017.3</b>	<b>6,093,886.4</b>	<b>6,441,111.2</b>	<b>347,224.8</b>	<b>5.39%</b>
Textbook Loan Program - Reappropriation	26,320.9	7.5	29,126.5		
<b>TOTAL - GENERAL FUNDS w/ Reappropriation</b>	<b>5,809,338.2</b>	<b>6,093,893.9</b>	<b>6,470,237.7</b>		
<b>OTHER STATE FUNDS</b>					
<b>ADMINISTRATION</b>					
Personal Services	202.2	1,411.4	910.6	(500.8)	(55.00%)
Retirement Pick-Up	7.9	29.3	29.4	0.1	0.34%
Retirement	13.4	58.0	38.7	(19.3)	(49.87%)
Social Security/Medicare	12.1	55.8	57.1	1.3	2.28%
Group Insurance	42.1	317.4	223.5	(93.9)	(42.01%)
<b>Subtotal, Operations</b>	<b>277.7</b>	<b>1,871.9</b>	<b>1,259.3</b>	<b>(612.6)</b>	<b>(48.65%)</b>
Teacher Certificate Fee Revolving Fund	1,399.0	1,399.0	1,399.0	0.0	0.00%
<b>Subtotal, Lump Sums</b>	<b>1,399.0</b>	<b>1,399.0</b>	<b>1,399.0</b>	<b>0.0</b>	<b>0.00%</b>
<b>TOTAL - ADMINISTRATION</b>	<b>1,676.7</b>	<b>3,270.9</b>	<b>2,658.3</b>	<b>(612.6)</b>	<b>(23.04%)</b>
<b>GRANTS</b>					
Charter Schools Revolving Loan Fund	20.0	20.0	20.0	0.0	0.00%
Drivers Education Fund	15,750.0	15,750.0	15,750.0	0.0	0.00%
ISBE GED Testing Fund (3)	800.0	0.0	0.0	0.0	n/a
ISBE School Bus Driver Permit Fund (4)	12.0	0.0	0.0	0.0	n/a
ISBE Teacher Certificate Institute Fund	125.0	125.0	125.0	0.0	0.00%
School District Emergency Financial Assistance Fund	5,333.0	1,000.0	1,000.0	0.0	0.00%
School Technology Revolving Fund (4)	125.0	0.0	0.0	0.0	n/a
School Technology Revolving Loan Fund	7,000.0	5,000.0	5,000.0	0.0	0.00%
State Board of Education Special Purpose Trust Fund	0.0	15,500.0	15,500.0	0.0	0.00%
Temporary Relocation Expenses Revolving Grant Fund	1,000.0	800.0	800.0	0.0	0.00%
<b>Subtotal, Grants</b>	<b>30,165.0</b>	<b>38,195.0</b>	<b>38,195.0</b>	<b>0.0</b>	<b>0.00%</b>
<b>TOTAL - GRANTS</b>	<b>30,165.0</b>	<b>38,195.0</b>	<b>38,195.0</b>	<b>0.0</b>	<b>0.00%</b>

# ILLINOIS STATE BOARD OF EDUCATION

## FY2007 Budget Request

\$000s	FY05 Final	FY06 Enacted	FY07 Request	Change from FY06	
				\$	%
<b>TOTAL - OTHER STATE FUNDS</b>	31,841.7	41,465.9	40,853.3	(612.6)	(1.50%)
<b>FEDERAL FUNDS</b>					
<b>ADMINISTRATION</b>					
Personal Services	16,458.9	16,376.1	16,694.3	318.2	1.91%
Retirement Pick-Up	632.7	365.3	614.1	248.8	40.51%
Retirement	2,036.9	1,037.5	1,408.2	370.7	26.32%
Social Security/Medicare	1,046.3	843.3	790.2	(53.1)	(6.72%)
Group Insurance	3,136.7	3,430.9	3,628.3	197.4	5.44%
Contractual (5)	21,698.8	18,130.1	18,130.1	0.0	0.00%
Travel	1,879.5	1,680.0	1,680.0	0.0	0.00%
Commodities	538.1	389.0	389.0	0.0	0.00%
Printing	772.0	418.0	418.0	0.0	0.00%
Equipment	454.5	466.0	466.0	0.0	0.00%
Telecommunications	705.5	459.0	459.0	0.0	0.00%
<b>Subtotal, Operations</b>	<b>49,359.8</b>	<b>43,595.2</b>	<b>44,677.2</b>	<b>1,082.0</b>	<b>2.42%</b>
<b>TOTAL - ADMINISTRATION</b>	<b>49,359.8</b>	<b>43,595.2</b>	<b>44,677.2</b>	<b>1,082.0</b>	<b>2.42%</b>
<b>GRANTS</b>					
Career and Technical Education - Basic	50,000.0	50,000.0	50,000.0	0.0	0.00%
Career and Technical Education - Tech Prep	5,000.0	5,000.0	5,000.0	0.0	0.00%
<b>Subtotal, Career and Technical Education</b>	<b>55,000.0</b>	<b>55,000.0</b>	<b>55,000.0</b>	<b>0.0</b>	<b>0.00%</b>
Child Nutrition Programs	450,000.0	450,000.0	475,000.0	25,000.0	5.26%
<b>Subtotal, Child Nutrition</b>	<b>450,000.0</b>	<b>450,000.0</b>	<b>475,000.0</b>	<b>25,000.0</b>	<b>5.26%</b>
Individuals with Disabilities Education Act	550,000.0	550,000.0	550,000.0	0.0	0.00%
Individuals with Disabilities Education Act - Deaf and Blind	380.0	380.0	380.0	0.0	0.00%
Individuals with Disabilities Education Act - Model Outreach	400.0	400.0	400.0	0.0	0.00%
Individuals with Disabilities Education Act - Preschool	25,000.0	25,000.0	25,000.0	0.0	0.00%
Individuals with Disabilities Education Act - State Improvement	2,500.0	2,500.0	2,500.0	0.0	0.00%
<b>Subtotal, Individuals with Disabilities Act</b>	<b>578,280.0</b>	<b>578,280.0</b>	<b>578,280.0</b>	<b>0.0</b>	<b>0.00%</b>
NCLB - Title I - Advanced Placement Fee Program	2,000.0	2,000.0	2,000.0	0.0	0.00%
NCLB - Title I - Basic	615,000.0	613,000.0	613,000.0	0.0	0.00%
NCLB - Title I - Comprehensive School Reform	18,000.0	12,000.0	12,000.0	0.0	0.00%
NCLB - Title I - Even Start	10,000.0	10,000.0	10,000.0	0.0	0.00%
NCLB - Title I - Migrant Education	3,200.0	3,000.0	3,000.0	0.0	0.00%
NCLB - Title I - Neglected and Delinquent	4,000.0	4,000.0	4,000.0	0.0	0.00%
NCLB - Title I - Reading First	50,000.0	50,000.0	50,000.0	0.0	0.00%
NCLB - Title II - Enhancing Education Through Technology	35,000.0	30,000.0	30,000.0	0.0	0.00%
NCLB - Title II - Math/Science Partnerships	8,000.0	9,000.0	9,000.0	0.0	0.00%
NCLB - Title II - Teacher/Principal Training	150,000.0	135,000.0	135,000.0	0.0	0.00%
NCLB - Title II - Transition to Teaching	500.0	500.0	1,000.0	500.0	50.00%
NCLB - Title III - Language Acquisition	40,000.0	40,000.0	40,000.0	0.0	0.00%

**ILLINOIS STATE BOARD OF EDUCATION**  
FY2007 Budget Request

<b>\$000s</b>	<b>FY05</b>	<b>FY06</b>	<b>FY07</b>	<b>Change from FY06</b>	
	<b>Final</b>	<b>Enacted</b>	<b>Request</b>	<b>\$</b>	<b>%</b>
NCLB - Title IV - 21st Century/Community Service Programs	45,000.0	45,000.0	45,000.0	0.0	0.00%
NCLB - Title IV - Safe and Drug Free Schools	25,000.0	20,000.0	20,000.0	0.0	0.00%
NCLB - Title V - Charter Schools	2,500.0	2,500.0	2,500.0	0.0	0.00%
NCLB - Title V - Innovative Programs	21,000.0	15,000.0	10,000.0	(5,000.0)	(50.00%)
NCLB - Title V - Renovation/Spec. Ed/Technology	10,000.0	0.0	0.0	0.0	n/a
NCLB - Title VI - Rural and Low Income Schools	1,500.0	1,500.0	1,500.0	0.0	0.00%
NCLB - Title VI - State Assessments	25,000.0	20,000.0	20,000.0	0.0	0.00%
NCLB - Title X - Homeless Education	3,000.0	3,250.0	3,250.0	0.0	0.00%
<b>Subtotal, NCLB</b>	<b>1,068,700.0</b>	<b>1,015,750.0</b>	<b>1,011,250.0</b>	<b>(4,500.0)</b>	<b>(0.44%)</b>
Congressional Special Projects	10,000.0	5,000.0	5,000.0	0.0	0.00%
Learn and Serve America	2,500.0	2,500.0	2,500.0	0.0	0.00%
Refugee Children	2,500.0	2,000.0	2,000.0	0.0	0.00%
School - to - Work	3,000.0	1,000.0	0.0	(1,000.0)	n/a
<b>Subtotal, Other Grants</b>	<b>18,000.0</b>	<b>10,500.0</b>	<b>9,500.0</b>	<b>(1,000.0)</b>	<b>(10.53%)</b>
<b>TOTAL - GRANTS</b>	<b>2,169,980.0</b>	<b>2,109,530.0</b>	<b>2,129,030.0</b>	<b>19,500.0</b>	<b>0.92%</b>
<b>TOTAL - FEDERAL FUNDS</b>	<b>2,219,339.8</b>	<b>2,153,125.2</b>	<b>2,173,707.2</b>	<b>20,582.0</b>	<b>0.95%</b>
<b>GRAND TOTAL</b>	<b>8,034,198.8</b>	<b>8,288,477.5</b>	<b>8,655,671.7</b>	<b>367,194.2</b>	<b>4.24%</b>
<b>GRAND TOTAL w/ Reappropriation</b>	<b>8,060,519.7</b>	<b>8,288,485.0</b>	<b>8,684,798.2</b>		

**Notes:**

- (1) Includes assessment costs
- (2) Includes \$4,000,000 in assessment costs in FY06 and FY07
- (3) All functions related to GED testing were transferred to the Illinois Community College Board (ICCB) in FY06
- (4) Fund eliminated in FY06
- (5) Assessment costs listed under Title VI - State Assessments

# Part II

## Program Descriptions

# **STATE PROGRAMS**

## Advanced Placement (State)

<b>Legislative Reference:</b> P.A. 94-0534  <b>Funding Source:</b> State	<b>Program Goal:</b> To increase the number of low-income students benefiting from pre-advanced and/or Advanced Placement courses and highly trained teachers, and to increase the availability and range of schools serving students in grades 6 through 12 that offer pre-advanced and/or Advanced Placement courses.	<b>FY01</b>	n/a
		<b>FY02</b>	n/a
		<b>FY03</b>	n/a
		<b>FY04</b>	n/a
		<b>FY05</b>	n/a
		<b>FY06</b>	\$1,500,000
		<b>FY07</b>	\$1,500,000

**Purpose:** As a way to ensure that each Illinois student has a sufficient education for success after high school and that all students have equal access to a substantive and rigorous curriculum that is designed to challenge their minds, enhance their knowledge and skills, and prepare them for success in college and work, funding will be provided 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 these students to succeed in postsecondary education or in the work place. Funding also is available to provide training so that teachers have necessary content knowledge and instructional skills to prepare students for success in pre-advanced placement and Advanced Placement courses and examinations and administrators and others have the skills to support strong programs.

**Population and Service Levels:** Funding is targeted to school districts serving a high concentration of low-income students. The State Board anticipates awarding 15 to 25 grants in FY 2006. Professional development activities offered through the College Board are available on a limited basis to all teachers and administrators, with priority given to teachers and administrators in school districts receiving grant awards.

**Reimbursement/Distribution Method:** In FY06, a Request for Proposals will be issued to eligible school districts (i.e., those serving any of the grades 6 through 12 where 40 percent or more of the students are from low-income families) to establish programs designed to:

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

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

## Agricultural Education

<b>Legislative Reference:</b> 105 ILCS 5/2-3.80 of the School Code  <b>Funding Source:</b> State	<b>Program Goal:</b> To increase utilization of research-based, standards-led instructional practices and curricula that improve student achievement across fundamental learning and career and technical areas.	<b>FY01</b>	\$2,000,000
		<b>FY02</b>	\$2,000,000
		<b>FY03</b>	\$1,881,200
		<b>FY04</b>	\$1,881,200
		<b>FY05</b>	\$1,881,200
		<b>FY06</b>	\$2,381,200
		<b>FY07</b>	\$2,881,200

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

**Population and Service Levels:** The following table displays service-level information (FY05 final data will be available in summer 2006):

	<u>FY03</u>	<u>FY04</u>	<u>FY05 (proj.)</u>	<u>FY06 (est.)</u>
Secondary students	25,436	25,747	26,488	27,000
Post-secondary students	3,246	3,300	3,500	3,500
High schools	316	313	317	325
Community colleges	30	30	30	30
Universities	4	4	4	4
Agricultural Literacy Co. Coalitions (# individuals reached)	218,783	240,086	207,821	250,000
Percent of secondary Ag Ed (programs receiving TA visits)	83%	91%	95%	95%

**Reimbursement/Distribution Method:** Funds are distributed via grants to school districts based on the following two categories:

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

No funds are used for administrative purposes.

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

## Alternative Education – Regional Safe Schools

<b>Legislative Reference:</b> 105 ILCS 5/13A-8 of the School Code	<b>Program Goal:</b> To provide alternative education opportunities to break the cycle of disruptive behavior and to attain positive educational and career outcomes.	<b>FY01</b>	\$16,852,000
		<b>FY02</b>	\$18,852,000
<b>Funding Source:</b> State		<b>FY03</b>	\$16,271,900
		<b>FY04</b>	\$17,138,600
		<b>FY05</b>	\$17,035,500
		<b>FY06</b>	\$18,035,500
		<b>FY07</b>	\$18,535,500

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

**Population and Service Levels:** Currently, the program has 103 sites to provide services statewide. The following table displays service-level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Expulsion-eligible	1,685	1,988	1,929	1,950
Suspension-eligible	1,623	1,650	1,904	1,900
Expelled, re-admitted to RSSP	499	564	876	900
Total served	3,807	4,202	4,709	4,750

**Reimbursement/Distribution Method:** Formula grants are distributed to Regional Offices of Education (ROE's) and Chicago Public Schools based on the ratio of the recipients best 3 months' average daily attendance to the statewide total plus \$30,000.

## Arts and Foreign Language

<b>Legislative Reference:</b> Not Applicable	<b>Program Goal:</b> To improve educational achievement of students in fine arts and foreign languages.	<b>FY01</b> <b>FY02</b> <b>FY03</b> <b>FY04</b> <b>FY05</b> <b>FY06</b> <b>FY07</b>	n/a n/a n/a n/a n/a \$2,000,000 \$3,000,000
<b>Funding Source:</b> State			

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

**Population and Service Levels:** Eligible applicants will be school districts that need assistance in providing fine arts and foreign language programming that is currently unavailable or diminishing due to budgetary or programmatic reductions.

**Reimbursement/Distribution Method:** Grants are awarded to school districts on a competitive basis through a Request-for-Proposals process.

## Autism Project

<b>Legislative Reference:</b> Not Applicable	<b>Program Goal:</b> Build local capacity to establish and implement effective educational supports and services in the least restrictive environment for students with autism spectrum disorders.	<b>FY01</b> n/a <b>FY02</b> n/a <b>FY03</b> n/a <b>FY04</b> n/a <b>FY05</b> n/a <b>FY06</b> n/a <b>FY07</b> \$100,000
<b>Funding Source:</b> State		

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

**Population and Service Levels:** Students with any of the Autism Spectrum Disorders and their families, and school staff working with these students.

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

## Bilingual Education

<b>Legislative Reference:</b> Article 14C of the School Code	<b>Program Goal:</b> To implement high-quality programs for Limited-English-Proficient (LEP) students to improve their performance and help them meet the Illinois Learning Standards.	<b>FY01</b>	\$62,552,000
		<b>FY02</b>	\$62,552,000
<b>Funding Source:</b> State		<b>FY03</b>	\$60,344,300
		<b>FY04</b>	\$62,552,000
		<b>FY05</b>	\$64,552,000
		<b>FY06</b>	\$66,552,000
		<b>FY07</b>	\$69,287,000

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

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

	<u>FY04</u>	<u>FY05</u>	<u>FY06</u>	<u>FY07 (est.)</u>
Chicago	67,676	71,512	67,466	69,450
Downstate	<u>85,488</u>	<u>85,644</u>	<u>88,888</u>	<u>91,555</u>
Total	153,164	157,156	156,354	161,005

**Reimbursement/Distribution Method:** Funding is available for students receiving five or more class periods of Bilingual/ESL instruction per week. Reimbursement is made quarterly on a current-year basis to schools with approved bilingual programs. The amount of each district's grant is influenced by the size of the student population, amount and intensity of bilingual/ESL services received by students and the grade levels of eligible students. When the total of approved budgets exceeds the downstate appropriation, reimbursements are prorated (66.8% in FY04; 66.9% in FY05). For FY06 (based on current figures), it is anticipated that the proration will be approximately 62%.

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

The following table represents the funds reserved for Assessment (ACCESS for ELLs) and reimbursement to Chicago School District 299 and downstate:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06</u>
Chicago	\$33,792,800	\$34,896,600	\$35,896,600	\$34,896,600
Downstate	\$26,551,500	\$27,655,400	\$28,655,400	\$27,655,400
Assessment**	0	0	0	<u>\$4,000,000</u>
Totals	\$60,344,300	\$62,552,000	\$64,522,000	<u>\$66,552,000</u>

\*\* Under NCLB and Illinois Administrative Code Part 228, Section 228.15 (f) school districts shall administer an individual language proficiency assessment to each student identified as having a non-English background. ACCESS for ELLs will take effect school year 2005-06 and will be the only state-approved English Language Proficiency Test.

## Blind & Dyslexic – Special Education

<b>Legislative Reference:</b> Not Applicable	<b>Program Goal:</b> To assist local school districts, state agencies and other service provider agencies to meet the needs of at-risk students.	<b>FY01</b> \$175,000 <b>FY02</b> \$175,000 <b>FY03</b> \$168,800 <b>FY04</b> \$168,800 <b>FY05</b> \$168,800 <b>FY06</b> \$168,800 <b>FY07</b> \$518,800
<b>Funding Source:</b> State		

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

**Population and Service Levels:** Elementary and secondary school students with visual and reading impairments are served under this program. The following table displays service-level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Students served	3,255	3,358	3,537	3,700
Books circulated	3,216	4,136	5,329	6,800

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

## Career and Technical Education (State)

<b>Legislative Reference:</b> 105 ILCS 405 of the School Code	<b>Program Goal:</b> To improve student achievement in academics, career and technical skills, and to promote transitioning to post-secondary education.	<b>FY01</b> \$47,874,500 <b>FY02</b> \$47,874,500 <b>FY03</b> \$51,834,500 <b>FY04</b> \$38,328,700 <b>FY05</b> \$36,062,100 <b>FY06</b> \$38,062,100 <b>FY07</b> \$38,562,100
<b>Funding Source:</b> State		

**Purpose:** To enable all students to succeed in post-secondary education and career opportunities, the Education for Employment system will ensure a comprehensive Career Development System providing career awareness, career exploration and career preparation for K-12 students. In addition, the state funds satisfy the federal [Carl D. Perkins Vocational and Applied Technology Education Act](#) requirement to maintain fiscal effort per student or the aggregate expenditures of state vocational and technical education programs.

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

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

	FY02	FY03	FY04	FY05
Elementary K-8 Students	1,405,853	1,417,386	1,419,860	1,419,860

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

Secondary Students Served	FY02	FY03	FY04	FY05
Secondary career preparation program	343,287	348,433	341,340	336,004
Adult program (served by secondary agencies)	<u>14,836</u>	<u>13,976</u>	<u>10,790</u>	<u>9,884</u>
Total	358,123	362,409	352,130	345,888

**Reimbursement/Distribution Method:** Funds are distributed through formula grants based on career and technical education credits weighted by local tax and program efficiency factors, and competitive grants through a request-for-proposals process. In FY04, the [Illinois Community College Board](#) (ICCB) began receiving an appropriation to support post-secondary career and technical education that was previously in the State Board's appropriation.

## Charter Schools (State)

<b>Legislative Reference:</b> 105 ILCS 5/27A-11.5 of the School Code	<b>Program Goal:</b> To encourage and financially support high-quality charter schools throughout Illinois.	<b>FY01</b>	\$11,000,000
		<b>FY02</b>	\$11,000,000
<b>Funding Source:</b> State		<b>FY03</b>	\$7,428,200
		<b>FY04</b>	\$3,820,200
		<b>FY05</b>	\$3,421,500
		<b>FY06</b>	\$3,421,500
		<b>FY07</b>	\$3,421,500

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

This funding will allow planning to be phased in by local school districts that have charter schools in operation for their first three years through Transition Impact Aid (TIA) grants to districts. Illinois charter schools continue to report that a lack of start-up funds and facility financing are significant barriers to the successful opening and operation of charter schools. Pending appropriation, the State Board of Education may also make start-up grants available to charter schools in their initial charter term, allowing school directors to focus more on implementing educational programs and less on conducting fund-raising activities.

**Population and Service Levels:** Students, schools, and districts served are noted below. The number of applications in excess of available seats demonstrates the public support for charter schools. The following table displays service-level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Number of charter schools	22	22	27	29
Number of charter school students	9,500	13,113	15,400	16,560
Number of applications in excess of available seats	4,500	5,095	5,061	6,507
Number of school start-up grants	16	0	0	0
Number of districts receiving TIA	3	3	3	2

**Reimbursement/Distribution Method:** Start-up grants are awarded to schools in their initial charter term for up to \$250 per enrolled student, based on total appropriation. Transition Impact Aid funds are provided to school districts with charter schools in their first three years of operation to reimburse them for a portion of the per capita tuition funds (PCTF) transferred to the schools. Districts receive 90% of the PCTF transferred to schools in Year 1, 65% in Year 2, and 35% in Year 3.

## Charter Schools Revolving Loan Fund

<b>Legislative Reference:</b> 105 ILCS 5/27A-11.5 of the School Code	<b>Program Goal:</b> To provide Charter Schools Revolving Loan Funds to encourage and financially support high-quality charter schools throughout Illinois.	<b>FY01</b> \$2,000,000 <b>FY02</b> \$2,000,000 <b>FY03</b> \$2,000,000 <b>FY04</b> \$2,000,000 <b>FY05</b> \$20,000 <b>FY06</b> \$20,000 <b>FY07</b> \$20,000
<b>Funding Source:</b> State		

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

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

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Eligible charter schools	13	10	13	10
Number of charter school loans	0	2	1	1

**Reimbursement/Distribution Method:** Loan applications will be available to charter schools upon certification by the State Board of Education. Schools may apply for up to \$250 per student. Approved applicants will complete a promissory note and repayment schedule and generally receive funds within two weeks. Loan repayments are deposited back into this fund for future use by other charter schools. Full repayment is required by the end of the initial charter term.

# Community and Residential Services Authority

<b>Legislative Reference:</b> 105 ILCS 5/14-15.01 of the School Code	<b>Program Goal:</b> To actively 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.	<b>FY01</b> \$500,000 <b>FY02</b> \$500,000 <b>FY03</b> \$472,700 <b>FY04</b> \$472,700 <b>FY05</b> \$472,700 <b>FY06</b> \$472,700 <b>FY07</b> \$525,000
<b>Funding Source:</b> State		

**Purpose:** To develop collaborative and coordinated approaches to service planning and service delivery for individuals through the age of 21 who have behavior disorders and/or are severely emotionally disturbed and who typically require coordinated services from multiple agencies. Funds are used to develop and implement a statewide plan for service delivery and maintain an interagency dispute resolution process. The Community and Residential Services Authority (CRSA) currently has eight paid staff and operates under the authority of a 19-member Board that includes six unpaid appointees by the Governor, unpaid designees of four legislators and nine designees of state agency directors.

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

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Referrals	556	564	639	675

**Reimbursement/Distribution Method:** This appropriation covers the salaries, benefits and statewide travel of eight staff; reimbursement of travel for Board members appointed by the Governor and legislative members; and, administrative costs associated with supporting the activities of CRSA.

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

## District Consolidation/Annexation Costs

<b>Legislative Reference:</b> 105 ILCS 18-8.05 (I), 18-8.2, 18-8.3, & 18-8.5 of the School Code	<b>Program Goal:</b> To assure that all schools achieve and maintain financial health.	<b>FY01</b> <b>FY02</b> <b>FY03</b> <b>FY04</b> <b>FY05</b> <b>FY06</b> <b>FY07</b>	\$4,200,000 \$4,200,000 \$1,669,400 \$1,669,400 \$3,518,800 \$7,700,000 \$7,850,000
<b>Funding Source:</b> State			

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

- funding of Reorganization Feasibility Studies, available through Regional Offices of Education;
- supplemental state aid payments for four years to a new or annexing district;
- supplementary state support for four years for new districts to pay the difference in salaries;
- difference between selected negative fund balances among the previously existing districts; and
- additional funds of \$4,000 for each certified staff person.

**Population and Service Levels:** In FY06, 21 consolidated/annexing districts received reorganization incentive payments. The following table shows expenditure data for each of the categories of payment and number of reorganization studies.

<u>Incentive Payment</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06</u>
Certified employees	\$948,000	\$0	\$1,104,000	\$4,756,000
Deficit fund balances	\$0	\$212,171	\$921,199	\$309,351
Reorganization studies	\$145,968	\$115,275	\$0	\$150,000 (est.)
State aid differentials	\$0	\$165,119	\$387,960	\$474,084
Salary differentials	<u>\$574,906</u>	<u>\$502,737</u>	<u>\$1,101,663</u>	<u>\$1,452,001</u>
Total	\$1,668,874	\$995,302	\$3,514,822	\$7,141,436
 Number of feasibility studies	 23	 20	 0	 24 (est.)

<u>Reorganization Effective Date</u>	<u>Reorganization Activity</u>	<u># Districts</u>
7/1/99	1 Consolidation	2
7/1/00	1 Consolidation	2
	1 Annexation	1
7/1/01	1 Consolidation	2
7/1/02	0 Consolidation/Annexation	0
7/1/03	1 Consolidation	2
	4 Annexations	4
7/1/04	3 Consolidation	6
	4 Annexations	4
7/1/05	5 Consolidation	11
	1 Annexation	1

**Reimbursement/Distribution Method:** Financial incentive distributions are made to eligible districts during the fall of the year. Funds to conduct reorganization studies are disbursed throughout the fiscal year. The FY06 costs of district consolidation/annexation based on first, second, third, and fourth-year reorganization payments are shown below:

<u>District (Year of Payment)</u>	<u>Certified Employees</u>	<u>Deficit Fund Balance</u>	<u>State Aid</u>	<u>Salary</u>	<u>Totals</u>
Allen-Otter Creek CCSD 65 (3)	44,000	0	16,260	8,078	68,338
Milford Twp HSD 233 (3)	84,000	0	39,965	3,885	127,850
Milford CCSD 280 (3)	156,000	0	94,282	11,193	261,475
Pana CUSD 8 (3)	448,000	0	12,015	148,245	608,260
Waltham CCSD 185 (3)	72,000	0	2,597	3,793	78,390
West Prairie CUSD 103 (3)	320,000	0	0	32,335	352,335
Downers Grove SD 58 (2)	1,416,000	0	9,480	104,579	1,530,059
El Paso-Gridley CUSD 11 (2)	432,000	0	25,315	128,638	585,953
Fairfield Public SD 112 (2)	228,000	0	51,185	77,269	356,454
New Hope CCSD 6 (2)	0	0	5,687	4,182	9,869
Prairie Central CUSD 8 (2)	720,000	0	1,257	151,276	872,533
Sangamon Valley CUSD 9 (2)	244,000	0	0	173,640	417,640
Staunton CUSD 6 (2)	388,000	0	114,302	134,784	637,086
United CUSD 304 (2)	204,000	0	15,615	57,619	277,234
Benton CCSD 47 (1)	0	0	7,917	46,336	54,253
Crescent-Iroquois CUSD 249 (1)	0	0	0	29,958	29,958
Monmouth-Roseville CUSD 238 (1)	0	0	4,493	67,011	71,504
Schuyler-Industry CUSD 5 (1)	0	0	23,024	88,774	111,798
Thompsonville SD 62 (1)	0	0	596	0	596
West Carroll CUSD 314 (1)	0	309,351	28,485	113,236	451,072
West Central CUSD 235 (1)	<u>0</u>	<u>0</u>	<u>21,609</u>	<u>67,170</u>	<u>88,779</u>
	\$4,756,000	\$309,351	\$474,084	\$1,452,001	\$6,991,436

## Driver Education

<b>Legislative Reference:</b> 105 ILCS 5/27-24.3 of the School Code	<b>Program Goal:</b> To provide eligible entities Driver Education funding in support of local educational services.	<b>FY01</b>	\$16,650,000
		<b>FY02</b>	\$16,650,000
<b>Funding Source:</b> State		<b>FY03</b>	\$16,450,000
		<b>FY04</b>	\$15,900,000
		<b>FY05</b>	\$15,830,700
		<b>FY06</b>	\$15,813,800
		<b>FY07</b>	\$15,820,400

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

**Population and Service Levels:** Every district that maintains grades 9 through 12 must offer classroom and behind-the-wheel training. High school pupils in public and nonpublic schools in the district are eligible to enroll in the course, as are all other residents between the ages of 15 and 21 who either have or will have a valid driver's license, but need additional instruction. The following table displays service-level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06</u>
Number of students:				
Classroom instruction	119,223	115,841	121,290	133,259
Behind-the-wheel Instruction	124,997	120,665	120,726	118,625
Reimbursement per student:				
Classroom instruction	\$26.42	\$26.80	\$25.60	\$23.63
Behind-the-wheel instruction	\$100.80	\$102.95	\$102.88	\$106.21

**Reimbursement/Distribution Method:** The distribution formula changed in FY 06 per PA 94-0440 (SB 1734) which was signed into law on August 4, 2005. Districts are reimbursed quarterly for students in driver education the prior school year. An amount is calculated for up to one failure and one passing of classroom instruction and one failure and one passing of behind-the-wheel instruction with behind-the-wheel instruction being reimbursed at a higher rate than classroom instruction. The base reimbursement amount is a weighted calculation, dividing the total state appropriation each year by:

- a. the number of classroom students times .2, and
- b. the number of students completing behind the wheel training times .8.

## Early Childhood – Early Childhood Block Grant

<b>Legislative Reference:</b> 105 ILCS 5/2-3.71, 2-3.71(a), and 2-3.89 of the School Code	<b>Program Goal:</b> Illinois students enter school with a foundation of knowledge and skills that allows them to be successful throughout their school experience.	<b>FY01</b>	\$180,171,800
		<b>FY02</b>	\$184,171,800
<b>Funding Source:</b> State		<b>FY03</b>	\$184,171,800
		<b>FY04</b>	\$213,572,200
		<b>FY05</b>	\$243,254,500
		<b>FY06</b>	\$273,254,500
		<b>FY07</b>	\$303,254,500

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

Programs funded by this initiative include the Pre-kindergarten Program for children at risk of academic failure (screening and educational programs for at-risk 3-4 year olds), the Early Childhood Parental Training Program (training in parenting skills for prospective parents and parents of very young children), and the Prevention Initiative (a network of child and family service providers that promote the development of at-risk infants and children).

All the new funds in FY05 supported expansion of the Pre-kindergarten program to include additional community-based organizations. These include private child care centers, child care programs operated by community-based organizations, and child care programs operated by institutions of higher education. By expanding the eligible entities, a greater number of at-risk students may be served.

**Population and Service Levels:** Preschool programs serve children ages three to five years who have been identified as at risk of academic failure. Basic criteria for determining at-risk status are parent's education level, employment status, age, and primary language other than English; family income; number of children in household; number of school-aged siblings experiencing academic difficulty; and other locally determined criteria such as low birth-weight, parents incarcerated, or parents with substance abuse problems. Parent education programs serve parents of children aged five years and under who are district residents, and the prevention initiative supports at-risk families of children under the age of three. Service levels for the Pre-kindergarten Program for Children At-Risk are shown below.

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Projects	419	419	459	500
Participating districts	623	623	640	657
Total number of children served	55,960	55,984	59,652	72,652
Chicago Public Schools	21,652	20,231	20,464	30,529
Downstate school districts	34,308	35,753	39,188	42,123

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

Chicago District 299 receives 37% of the final appropriation through the Chicago Block Grant.

## Emergency Financial Assistance Fund

<b>Legislative Reference:</b> 105 ILCS 5/1B-8 of the School Code	<b>Program Goal:</b> To assist Local Education Agencies (LEAs) in achieving and maintaining financial health.	<b>FY01</b>	\$2,160,000
<b>Funding Source:</b> State		<b>FY02</b>	\$0
		<b>FY03</b>	\$8,033,000
		<b>FY04</b>	\$5,333,000
		<b>FY05</b>	\$5,333,000
		<b>FY06</b>	\$1,000,000
		<b>FY07</b>	\$1,000,000

**Purpose:** To provide emergency financial assistance to school districts under the provisions of Articles 1B, 1E or 1F of the School Code. Effective July 1, 2006 (as amended by P.A. 94-0234), appropriations may be allocated and expended by the State Board as grants to provide technical and consulting services to school districts to assess their financial condition and by the Illinois Finance Authority as loans which are the subject of an approved petition for emergency financial assistance.

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

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

**Reimbursement/Distribution Method:** Under the provisions of Articles 1B and 1F, the maximum amount of an emergency financial assistance loan shall not exceed \$4,000 per pupil, with an emergency financial assistance grant not exceeding \$1,000 per pupil. Both a loan and grant may be approved. The amounts for emergency financial assistance, as well as the new provision for an emergency financial assistance grant as amended in Article 1F, are effective July 1, 2006 (P.A. 94-0234). Except as expressly limited by the Act, a school finance authority created under Article 1E has the powers granted by Article 1B.

## Extended Learning Opportunities (Summer Bridges)

<b>Legislative Reference:</b> Not Applicable	<b>Program Goal:</b> To improve the achievement of struggling students who attend low performing schools (over 50% of students' not meeting standards) through intensive, extended learning opportunities with an emphasis on reading, writing and reading in the content area of mathematics.	<b>FY01</b> \$23,000,000 <b>FY02</b> \$26,000,000 <b>FY03</b> \$25,053,400 <b>FY04</b> \$24,836,800 <b>FY05</b> \$22,238,100 <b>FY06</b> \$22,238,100 <b>FY07</b> \$22,238,100
<b>Funding Source:</b> State		

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

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

**Population and Service Levels:** Eligibility for participation is prioritized for: 1) districts with one or more schools having 50% or more students not meeting state reading standards; 2) districts which have schools identified as on [Academic Early Warning status](#), indicating that they have failed to make [Adequate Yearly Progress](#) for at least two consecutive years; 3) students within these schools who do not meet reading standards. The districts must also agree to integrate the “Summer Bridges” literacy framework into the regular school year. The following table displays service-level information (excludes Chicago District 299):

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Districts eligible	128	128	98	168	130
Districts participating	118	115	77	66	101
Teachers	2,500	2,075	1,428	1,404	1,399
Students	28,000	24,000	18,137	18,977	18,936

**Reimbursement/Distribution Method:** Funds are distributed through grants to eligible districts and/or consortia based on program plans that adhere to established requirements and expectations. Grants are approximately \$500 per anticipated student participant and do not exceed the prior year's allocation. Participating districts are also required to provide matching funds of 20% of the total budget request.

Chicago District 299 receives 44.0% of the final grant appropriation as part of the Chicago Block Grant.

## General State Aid

<b>Legislative Reference:</b> 105 ILCS 5/18-8.05 of the School Code	<b>Program Goal:</b> To provide school districts General State Aid funding for the support of educational services.	<b>FY01</b>	\$2,994,715,000
		<b>FY02</b>	\$3,231,727,600
<b>Funding Source:</b> State		<b>FY03</b>	\$3,142,100,000
		<b>FY04</b>	\$3,445,600,000
		<b>FY05</b>	\$3,682,201,200
		<b>FY06</b>	\$3,903,969,600
		<b>FY07</b>	\$4,145,700,000

**Purpose:** To provide general flexible state aid to schools. General State Aid (GSA) represents approximately 51.6% of state funds for elementary and secondary education.

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

**Population and Service Levels:** All school districts, lab schools, alternative schools and Regional Safe Schools are eligible to receive GSA.

### General State Aid Average Daily Attendance (ADA) \*

School Year	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>
Elementary	495,695.12	500,974.17	505,584.75	505,654.97
High School	218,343.47	223,752.45	228,590.60	233,409.71
Unit	<u>1,158,468.12</u>	<u>1,165,699.45</u>	<u>1,173,362.48</u>	<u>1,176,929.70</u>
Total	1,872,506.71	1,890,426.07	1,907,537.83	1,915,994.38

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

Public universities that operate a laboratory school are eligible to file a claim for General State Aid. The State Board of Education calculates their claim by utilizing the maximum of the current best three months average daily attendance or the prior three-year average times the foundation level. Illinois State University will receive General State Aid funds in the amount of \$4,997,771 for operating two laboratory schools in FY06. The University of Illinois will receive \$1,509,695 for operating one laboratory school in FY06.

Regional Superintendents who operate State Board of Education-approved alternative schools and [Regional Safe Schools Programs](#) are eligible to receive state funding. For any alternative school operated by a regional superintendent to be eligible for state aid under this provision, every school district that sends students to such a school must approve the application of the regional superintendent for General State Aid for such students. During the 2004-2005 school year, 22 regional superintendents operated State Board of Education-approved alternative and/or ALOP schools and 43 regional superintendents operated Regional Safe Schools. In addition, three Intermediate Service Centers offered Safe Schools Programs. Those regional superintendents operating the 22 alternative/Alternative Learning Opportunities Program (ALOP) schools will receive General State Aid funds in FY06 totaling \$7,622,994; the 43 Safe Schools will receive \$9,269,535 and the three Intermediate Service Centers will receive \$1,868,438.

**Reimbursement/Distribution Method:** Funds are distributed through formula grants to school districts.

**Foundation Level:** The following table displays the foundation levels from 2000-01 through 2005-06 school years. Foundation levels are predicated on the legislature appropriating the necessary funding.

Per Pupil Support Level (Foundation Level)

<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06</u>
2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
\$4,425	\$4,560	\$4,560	\$4,810	\$4,964	\$5,164

## **General State Aid - An FY06 Overview**

FY06 is the eighth year of the new General State Aid formula, which was enacted as Public Act 90-548 in December 1997.

### **General State Aid Foundation Formula**

The General State Aid Formula is basically a foundation approach with three separate calculations, depending on the amount of property wealth of the local school district. The first formula is referred to as the "Foundation" formula. A significant provision of the General State Aid formula is the setting of foundation levels in statute and the guaranteed funding of those levels of support. The foundation level is \$5,164 in 2005-06. Most districts receive General State Aid under this formula. Districts qualifying for this formula have available local resources per pupil less than 93% of the foundation level. The second formula is the "Alternate" formula. Districts qualifying for this formula have available local resources per pupil of at least 93% but less than 175% of the foundation level. The third formula is the "Flat Grant" formula. Districts qualifying for this formula have available local resources per pupil of at least 175% of the foundation level.

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

### **Supplemental General State Aid Formula (Poverty Grant)**

The State Aid Formula has a mechanism to provide additional funding for the impact of poverty in the district. A separate supplemental grant is calculated based on the district's poverty count. It is incorporated within the GSA entitlement and allows additional funding for districts with any low-income students. The district concentration level (DCR) is determined by dividing the district's Department of Human Services (DHS) three-year average low-income count by the 2004-2005 B3MADA. If the DCR is less than 15% then the district receives a flat grant of \$355 per low-income student. Otherwise, the following formula is used to calculate the poverty grant:

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

The new poverty formula initially had a four-year phase-in period until full implementation in FY2007. The 100% hold harmless provision was extended again for FY06. In FY06, no district will receive less in their poverty grant than they received in FY2003 and districts will receive up to 75% of their increase over their FY2003 poverty grant.

## Calculation of General State Aid

### Calculation of Available Local Resources and Local Percentage

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

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

Where:

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

Foundation Level (FLEVEL) = \$5,164 for 2005-2006

CPPRT = Corporate Personal Property Replacement Taxes

EAV = Equalized Assessed Valuation

ELR = Extension Limitation Ratio

GSA = General State Aid

OTR = Operating Tax Rate

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

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

And Where:

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

ELR = (Budget Year EAV x Budget Year Limiting Rate) / (Prior Year  
EAV x Prior Year OTR)

### Foundation Formula

General State Aid is calculated using the Foundation formula if the district Local Percentage is less than 93%.

The formula is: GSA Foundation = (FLEVEL - Available Local Resources) X ADA

### Alternate Formula

General State Aid is calculated using the Alternate formula if the district Local Percentage is at least 93% but less than 175%.

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

$$\text{GSA Alternate} = \text{FLEVEL} \times \text{ADA} \times \left[ .07 - \left( \frac{\text{Local Percentage} - .93}{.82} \right) \times (.02) \right]$$

### Flat Grant Formula

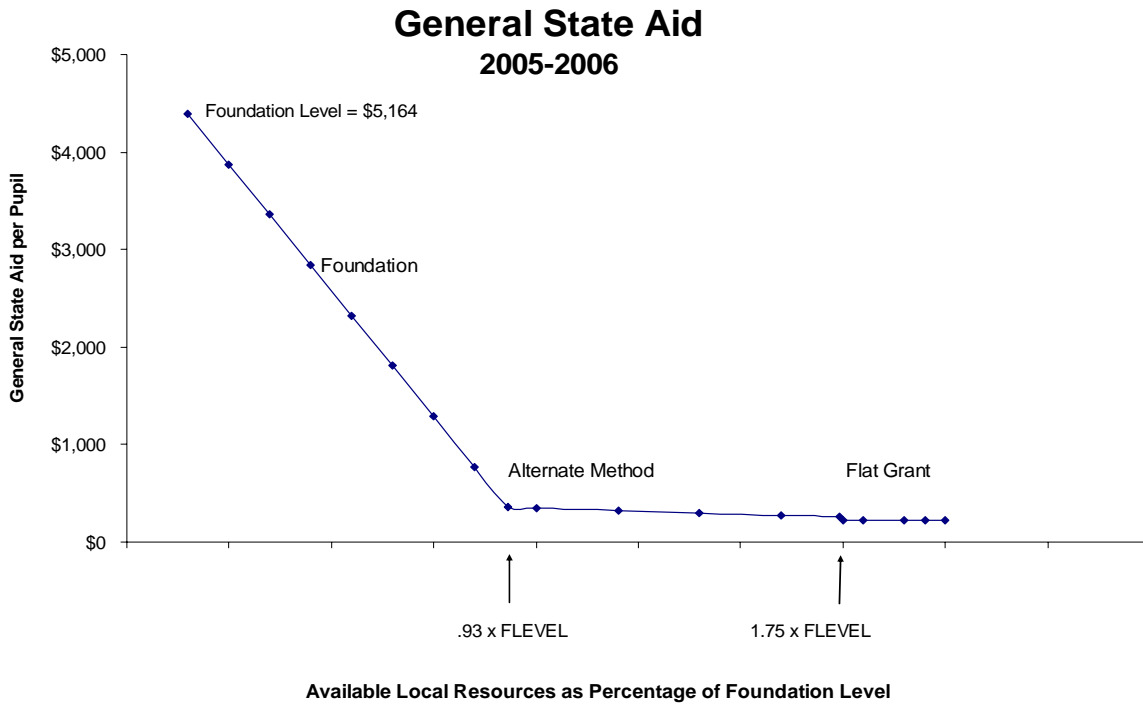
General State Aid is calculated using the Flat Grant if the district Local Percentage is at least 175%.

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

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

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

### Available Local Resources as Percentage of Foundation Level



### Hold Harmless

A hold harmless provision is included in Section 18-8.05(J) of the School Code. If, for any district in 2005-2006, the formula yields less than the sum of the district's 1997-98 General State Aid and 1997-98 [Hold Harmless](#), a separately appropriated grant will be made to hold those districts harmless to the 1997-98 levels. Districts will be eligible (subject to appropriation) to receive [Hold Harmless](#) grants in all subsequent years if the amount of General State Aid the district receives is below the 1997-98 levels described above.

### **Laboratory and Alternative/ Safe Schools**

Laboratory schools operated by public universities and alternative/safe schools operated by Regional Superintendents are also eligible for General State Aid. Since these schools have no property tax base, the GSA entitlements for such districts are calculated in a special manner. The GSA provided to a laboratory, alternative school or safe school is determined by multiplying the school's best three months average daily attendance for the prior school year by the [foundation level](#) (\$5,164 for FY06).

Collectively, Illinois State University's laboratory school, the University of Illinois' laboratory school and 71 alternative/safe/ALOP schools received total GSA funding of \$25.3 million in FY06.

### **State Funding Distributions**

The 769 districts funded under the foundation computation constitute 81.20% of Illinois school districts and receive approximately 96.36% of the total GSA allocation. Foundation funded districts account for approximately 78.94% of the state ADA student total. The 135 Alternate method districts (14.26% of school districts) receive 3.30% of the GSA allocation and represent 18.22% of the state ADA student total. Flat Grant districts (43 in number and 4.54% of total districts) receive 0.34% of the GSA allocation and reflect 2.84% of the state ADA student total.

Of the 874 regular school districts allotted General State Aid, 395 (45.19%) are unit districts, 102 (11.67%) are secondary districts, and 377 (43.14%) are elementary districts. Unit districts received 72.51% of 2005-06 GSA funds, secondary districts received 7.04% of the funds, and elementary districts received 20.45% of the GSA funds.

In applying the General State Aid formula to the available appropriations in a given year, the State Board of Education takes into consideration certain financial adjustments. It is common for a district to have an audit adjustment to a prior year's GSA claim. (Audits to determine the accuracy of each district's GSA claim are conducted by staff of the State Board of Education.) Such audits result in either upward or downward adjustments to a district's current-year payments. In addition, some districts qualify in certain years for GSA adjustments as a result of changes in prior-year equalized assessed valuations due to adverse court decisions or Property Tax Appeal Board decisions (see Sections 2-3.33, 2-3.51 and 2-3.84 of the School Code). Generally, there is a net increase to the yearly aggregate GSA entitlement as a result of these prior-year adjustments.

### **General State Aid Payment Schedule**

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

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

General State Aid payments, while designated for specific districts, are paid to Illinois' regional school superintendents. Regional superintendents in turn are obliged to distribute these payments, with any attributable interest income, to each district within their regions.

The State Comptroller's Office release GSA warrants (payments) at about 2:00 p.m. on payment day. Typically, payments are available on the 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.

## **Attendance, Calendar and Special Requirements for General State Aid**

### **Recognition**

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

### **Plan Requirements**

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

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

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 shall be used at the discretion of the principal and local school council for programs to improve educational opportunities for children from low-income households.

### **School Calendar**

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

Teacher institutes are approved for each district by the respective regional superintendent of schools. Equivalent professional educational experiences such as visitations to educational facilities are allowable as approved training.

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

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

School districts which fail to operate schools for the required number of pupil attendance days may be subject to the loss of General State Aid. The financial loss is calculated on the basis of a daily penalty of .56818% (1 divided by 176) for each day of required operation not met.

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

- **Act-of-God/Hazardous Threat or Adverse Weather Day.** When a school district is unable to conduct school as a result of an Act-of-God/Hazardous Threat or Adverse Weather, a district may be granted a day towards the official school calendar. Section 18-12 of the School Code allows the state superintendent of education to waive the .56818% daily penalty due to a district's failure to conduct school for the minimum school term due to an Act-of-God/Hazardous Threat of Adverse Weather Day. The State Board of Education'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 part-time school enrollment, services to disabled or hospitalized students, tuition-related services, dual-attendance nonpublic school children, and other special circumstances.

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

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

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

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

Section 10-22.5a of the School Code allows foreign-exchange students and/or nonresident pupils of eleemosynary (charitable) institutions attending a public school district on a tuition-free basis to be claimed for General State Aid 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 the Illinois State Board of Education.

Consult the Focus on Student Attendance publication for further details. This publication can be obtained at: [http://www.isbe.net/funding/pdf/focus\\_student\\_attendance.pdf](http://www.isbe.net/funding/pdf/focus_student_attendance.pdf)

### **Public Health Requirements**

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

State law also provides that a child is to be excluded from school for noncompliance with rules and regulations promulgated by the Illinois Department of Public Health for health examinations and immunizations. Under such circumstances, the child's parent or legal guardian is considered in violation of the compulsory attendance law (Section 26-1). These parents or legal guardians are subject to any penalty imposed under Section 26-10.

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

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

The schedule of these programs may follow the work calendar of the local community, rather than the regular school calendar. Parents or guardians of the participating students are responsible for providing transportation for the students to and from the programs. The school board may charge parents of participating students a fee that does not exceed the actual costs

of the before- and after-school programs. Attendance at before- and after-school programs is not included in the calculation of attendance for General State Aid purposes.

## **Property Taxes**

### **Local Assessment and Taxation of Property**

More than 99% of all property is assessed locally. In township counties, the township is the assessment unit. In "commission" counties, where there is no township government, property assessment is performed at the county level. (The 17 commission counties are Alexander, Calhoun, Edwards, Hardin, Johnson, Massac, Menard, Monroe, Morgan, Perry, Pope, Pulaski, Randolph, Scott, Union, Wabash, and Williamson.)

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

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

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

Tax bills on 2005 assessments are sent out in 2006. Property taxes are normally collected in two installments due in June and September, except in Cook County, where the first installment is due in March and the second in June. With county board approval, counties can collect taxes in four installments.

Property taxes are locally raised, locally administered, and locally spent. All property taxes are spent by taxing districts that serve the area from which the taxes are collected.

## **State Role in Property Tax Administration**

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

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

### **Technical Assistance**

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

### **Taxing District Maps**

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

One of the main reasons for maintaining such maps is to ensure correct allocation of the assessed values of the operating property of railroads to the various taxing districts. The detail for the preparation of these maps is obtained from each county clerk. New districts, dissolutions, and changes in existing districts must be reported to the department by the county clerks under the provisions of Section 110.125 of the Illinois Administrative Code (86 Ill. Adm. Code, Part 110). Updating taxing boundaries based on the changes submitted by county clerks will be facilitated with the department's change to a Geographic Information System (GIS).

### **Approval of Exemptions**

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

### **Equalization**

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

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

### **Personal Property Replacement Tax**

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

## **State-Assessed Property**

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

## **Property Tax Developments**

### **Assessment and Equalization**

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

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

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

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

### **Property Tax Appeal Board**

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

### **Farmland**

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

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

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

### **Exemptions/Tax Relief**

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

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

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

- General Authority Tax Abatements
- Enterprise Zones
- Tax Increment Financing
- Tax Increment Allocation Redevelopment Act
- Economic Development Area Tax Increment Allocation Act
- County Economic Development Project Area Property Tax Allocation Act
- County Economic Development Project Area Tax Increment Allocation Act
- Industrial Jobs Recovery Law
- Economic Development Project Area Tax Increment Allocation Act
- Senior Citizens Real Estate Tax Deferral Program
- Circuit Breaker Property Tax Relief Program

Source: Various publications of the Illinois Department of Revenue.

Additional information on the property tax system may be obtained from the Illinois Department of Revenue's website: [www.revenue.state.il.us](http://www.revenue.state.il.us)

## General State Aid – Hold Harmless

<b>Legislative Reference:</b> 105 ILCS 5/18-8.05 (J) of the School Code  <b>Funding Source:</b> State	<b>Program Goal:</b> To provide eligible entities General State Aid and related funding for the support of educational services.	<b>FY01</b>	\$65,845,000
		<b>FY02</b>	\$34,662,100
		<b>FY03</b>	\$64,200,000
		<b>FY04</b>	\$38,600,000
		<b>FY05</b>	\$30,129,800
		<b>FY06</b>	\$23,469,800
		<b>FY07</b>	\$21,300,000

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

**Population and Service Levels:** Any district that would have received less General State Aid than it received in the 1997-1998 school year.

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06</u>
# of Districts	272	169	138	99

**Reimbursement/Distribution Method:** Funds are distributed through formula grants to all eligible school districts.

## Grow Your Own Teachers

<b>Legislative Reference:</b> PA 093-0802	<b>Program Goal:</b> To prepare highly skilled, committed teachers who will teach in hard-to-staff schools and/or hard-to-fill teaching positions and who will remain in these schools for extended periods of time.	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 60%;"><b>FY01</b></td><td style="text-align: right;">n/a</td></tr> <tr><td><b>FY02</b></td><td style="text-align: right;">n/a</td></tr> <tr><td><b>FY03</b></td><td style="text-align: right;">n/a</td></tr> <tr><td><b>FY04</b></td><td style="text-align: right;">n/a</td></tr> <tr><td><b>FY05</b></td><td style="text-align: right;">n/a</td></tr> <tr><td><b>FY06</b></td><td style="text-align: right;">\$1,500,000</td></tr> <tr><td><b>FY07</b></td><td style="text-align: right;">\$3,000,000</td></tr> </table>	<b>FY01</b>	n/a	<b>FY02</b>	n/a	<b>FY03</b>	n/a	<b>FY04</b>	n/a	<b>FY05</b>	n/a	<b>FY06</b>	\$1,500,000	<b>FY07</b>	\$3,000,000
<b>FY01</b>	n/a															
<b>FY02</b>	n/a															
<b>FY03</b>	n/a															
<b>FY04</b>	n/a															
<b>FY05</b>	n/a															
<b>FY06</b>	\$1,500,000															
<b>FY07</b>	\$3,000,000															
<b>Funding Source:</b> State																

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

**Population and Service Levels:** Parent volunteers and paraeducators in areas with high teacher turnover and low-income students. Candidates will be identified by consortia comprised of a community organization, a 4- year institution of higher education, and a school or school district.

**Reimbursement/Distribution Method:** Candidates will be supported by forgivable loans, providing they teach five years in hard-to-staff schools or positions.

# Healthy Kids/Healthy Minds/Expanded Vision

<p><b>Legislative Reference:</b> 105 ILCS 5/34-18.32 of the School Code</p> <p><b>Funding Source:</b> State</p>	<p><b>Program Goal:</b> To identify students in need of vision care.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 60%;"><b>FY01</b></td><td style="text-align: right;">n/a</td></tr> <tr><td><b>FY02</b></td><td style="text-align: right;">n/a</td></tr> <tr><td><b>FY03</b></td><td style="text-align: right;">n/a</td></tr> <tr><td><b>FY04</b></td><td style="text-align: right;">n/a</td></tr> <tr><td><b>FY05</b></td><td style="text-align: right;">n/a</td></tr> <tr><td><b>FY06</b></td><td style="text-align: right;">\$3,000,000</td></tr> <tr><td><b>FY07</b></td><td style="text-align: right;">\$3,000,000</td></tr> </table>	<b>FY01</b>	n/a	<b>FY02</b>	n/a	<b>FY03</b>	n/a	<b>FY04</b>	n/a	<b>FY05</b>	n/a	<b>FY06</b>	\$3,000,000	<b>FY07</b>	\$3,000,000
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<b>FY05</b>	n/a															
<b>FY06</b>	\$3,000,000															
<b>FY07</b>	\$3,000,000															

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

**Population and Service Levels:** Low income students with vision care needs. Services include, but are not limited to, vision examinations and glasses.

**Reimbursement/Distribution Method:** Funds are distributed on a pilot basis to the Chicago Public Schools.

## Illinois Economic Education

<b>Legislative Reference:</b> Not applicable	<b>Program Goal:</b> To support Illinois educators in meeting high performance standards and to assist schools in standards-led professional development.	<b>FY01</b>	\$150,000
<b>Funding Source:</b> State		<b>FY02</b>	\$150,000
		<b>FY03</b>	\$144,700
		<b>FY04</b>	\$0
		<b>FY05</b>	\$100,000
		<b>FY06</b>	\$250,000
		<b>FY07</b>	\$250,000

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

The goal of this initiative is to assure that all youth leave high school with the knowledge and skills needed to be effective participants in the economy and contributing members of society. Recognizing that an economically literate citizenry is essential to the strength and health of the Illinois economy, the Illinois Council on Economic Education (ICEE) works to meet this goal. The Council, through its network of eight university-based centers, offers teachers and school districts curriculum resources and training to teach K-12 educators the fundamental economic concepts and skills needed to understand and succeed in the market economy.

**Population and Service Levels:** Through this initiative, the Council will provide a minimum of 75 programs for K-12 educators. The following table displays service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Number of teachers	2,969	3,400	*	2,793	2,980
Number of programs	101	128	*	120	122
Number of students impacted	n/a	n/a	*	173,151	185,248

\* In FY04, this program was not funded by the General Assembly.

**Reimbursement/Distribution Method:** Funds are distributed as a grant to the Illinois Council on Economic Education.

## Illinois Free Lunch and Breakfast

<b>Legislative Reference:</b> 105 ILCS 125/0.01 of the School Code	<b>Program Goal:</b> Provide leadership and support for sponsoring entities to provide appropriate nutrition and commodities services to as many children as possible, which meet all statutory requirements.	<b>FY01</b> \$20,500,000 <b>FY02</b> \$21,500,000 <b>FY03</b> \$20,741,200 <b>FY04</b> \$19,565,000 <b>FY05</b> \$20,500,000 <b>FY06</b> \$21,000,000 <b>FY07</b> \$21,000,000
<b>Funding Source:</b> State		

**Purpose:** To provide school districts with a portion of the costs to provide quality nutritious meals, breakfast and lunch, 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.

**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.

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
<u>Lunch*</u>				
Number of districts	1,255	1,254	1,256	1,255
Number of schools	4,739	4,744	4,704	4,725
Number of meals (millions)	52.6	56.0	56.5	57.0
<u>Breakfast*</u>				
Number of districts	630	638	700	735
Number of schools	2,569	2,673	2,975	3210
Number of meals (millions)	16.0	17.1	18.8	20.3

\* Includes nonpublic schools

**Reimbursement/Distribution Method:** Reimbursement is paid monthly based on the number of meals claimed. The statutory reimbursement rate is 15.0¢ for each meal served. If the funds appropriated do not meet the statutory reimbursement rate, the rate per meal served is prorated.

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Reimbursement to schools & sponsors for each free breakfast/lunch served/claimed	\$.1605	\$1510	\$.1590	\$.1312	\$.1500

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

# Illinois Governmental Internship Program

<b>Legislative Reference:</b> Not Applicable	<b>Program Goal:</b> To give high school seniors an opportunity to explore careers in a governmental setting.	<b>FY01</b> <b>FY02</b> <b>FY03</b> <b>FY04</b> <b>FY05</b> <b>FY06</b> <b>FY07</b>	\$129,900 \$129,900 \$129,900 \$129,900 \$129,900 \$129,900 \$129,900
<b>Funding Source:</b> State			

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

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

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

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY 06</u>
Students participating	35	38	45	34	34

**Reimbursement/Distribution Method:** Funds are distributed as a grant to Springfield School District #186 for program administration.

## ISBE Teacher Certificate Institute Fund

<p><b>Legislative Reference:</b> 105 ILCS 5/3-12 &amp; 5/21-16 of the School Code</p>	<p><b>Program Goal:</b> To support activities associated with Chicago teacher certification.</p>	<p><b>FY01</b> n/a  <b>FY02</b> n/a  <b>FY03</b> n/a  <b>FY04</b> \$125,000  <b>FY05</b> \$125,000  <b>FY06</b> \$125,000  <b>FY07</b> \$125,000</p>
<p><b>Funding Source:</b> State</p>		

**Purpose:** To enable the State Board of Education (serving by statute as Chicago ROE) to collect fees for teacher certification.

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

- standard certificate - \$5/year for a 5-year period;
- substitute certificate - \$5/year for a 4-year period;
- initial certificate - \$5/year for a 4-year period;
- and other miscellaneous.

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

## Jobs for Illinois Graduates

<b>Legislative Reference:</b> Not Applicable	<b>Program Goal:</b> To provide at-risk students with academic, leadership, career development, job attainment and workplace skills leading to a successful career, and/or further education and training upon completion of high school.	<b>FY01</b>	\$4,000,000
<b>Funding Source:</b> State		<b>FY02</b>	\$6,000,000
		<b>FY03</b>	\$6,000,000
		<b>FY04</b>	\$0
		<b>FY05</b>	\$3,000,000
		<b>FY06</b>	\$4,000,000
		<b>FY07</b>	\$4,000,000

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

Based on the national Jobs for America's Graduates curriculum and standards, the JILG curriculum has been aligned with the Illinois Learning Standards and Workplace Skills. Students receive high school credit for their participation. At a minimum, this is a 21-month intense program, with the first nine months devoted to mastering 37 competencies identified by business and industry. This is accomplished by means of classroom activities and the Illinois Career Association.

The Jobs for Illinois Graduates Board of Directors (JILG, Inc.), in concert with the Illinois State Board of Education, serves as an oversight board for program performance and activities. In FY03, over ninety-five percent (95%) of the JILG students received a high school diploma either at the expected date of graduation or within the follow-up year through GED or other educational services. As stated above, FY05 and 06 activities were combined. It is anticipated that the 2006 JILG 12<sup>th</sup> graders will have a 90% graduation rate, and the 2006 JILG 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders will have a 90% remain-in-school rate.

**Population and Service Level:** In FY03, JILG served approximately 4,134 students (2,500 in-school, and 1,634 students in follow-up who participated in the program during the 2000-2001 school year). Over 83 senior-year programs were operated of which five also operated multi-year programs (sophomore, junior, senior model). The JILG program did not receive funding in FY04. In FY05, JILG received a supplemental appropriation late in the fiscal year; therefore, FY05 activities were combined with FY06 activities. It is estimated that there will be 60 programs with approximately 35-40 students in each being served with the FY05 and FY06 appropriations.

**Reimbursement/Distribution Method:** Funds for the program are distributed to the Jobs for Illinois Graduates, Inc., to support high schools implementing JILG programs.

## Materials Center for the Visually Impaired

<p><b>Legislative Reference:</b> 105 ILCS 5/14-11.01 of the School Code</p> <p><b>Funding Source:</b> State</p>	<p><b>Program Goal:</b> To support the delivery of required services to students with visual disabilities by approving and distributing state funding for special education services.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr><td><b>FY01</b></td><td style="text-align: right;">\$1,162,000</td></tr> <tr><td><b>FY02</b></td><td style="text-align: right;">\$1,162,000</td></tr> <tr><td><b>FY03</b></td><td style="text-align: right;">\$1,121,000</td></tr> <tr><td><b>FY04</b></td><td style="text-align: right;">\$1,121,000</td></tr> <tr><td><b>FY05</b></td><td style="text-align: right;">\$1,121,000</td></tr> <tr><td><b>FY06</b></td><td style="text-align: right;">\$1,121,000</td></tr> <tr><td><b>FY07</b></td><td style="text-align: right;">\$2,121,000</td></tr> </table>	<b>FY01</b>	\$1,162,000	<b>FY02</b>	\$1,162,000	<b>FY03</b>	\$1,121,000	<b>FY04</b>	\$1,121,000	<b>FY05</b>	\$1,121,000	<b>FY06</b>	\$1,121,000	<b>FY07</b>	\$2,121,000
<b>FY01</b>	\$1,162,000															
<b>FY02</b>	\$1,162,000															
<b>FY03</b>	\$1,121,000															
<b>FY04</b>	\$1,121,000															
<b>FY05</b>	\$1,121,000															
<b>FY06</b>	\$1,121,000															
<b>FY07</b>	\$2,121,000															

**Purpose:** To purchase and distribute Braille and large-print books, adapted materials, and equipment for students with visual disabilities.

**Population and Service Levels:** Elementary, secondary, and post-secondary students with visual impairments receive materials through the depository. The following table displays service-level information:

<u>Students Served</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05*</u>	<u>FY06 (est.)</u>
Elementary/secondary	1,939	1,920	1,948	3,339	3,400
Post secondary	425	420	426	426	426

\*The FY05 increase in students served is due to the use of an automated tracking system that now includes visually impaired students served as well as legally blind students.

**Reimbursement/Distribution Method:** Funds are awarded per grant agreement with The Chicago Lighthouse for People Who Are Blind or Visually Impaired to provide the service delivery.

## Metro East Consortium for Child Advocacy

<b>Legislative Reference:</b> Not Applicable	<b>Program Goal:</b> To provide high-quality, sustained staff development that results in increased student achievement for districts in the Metro East Consortium.	<b>FY01</b>	\$250,000
<b>Funding Source:</b> State		<b>FY02</b>	\$250,000
		<b>FY03</b>	\$217,100
		<b>FY04</b>	\$217,100
		<b>FY05</b>	\$217,100
		<b>FY06</b>	\$217,100
		<b>FY07</b>	\$217,100

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

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

**Population and Service Levels:** MECCA provides services to all 51 schools in six districts (Brooklyn #188, Cahokia #187, Dupou #196, East St. Louis #189, Madison #12, and Venice #3).

**Reimbursement/Distribution Method:** Funds are distributed to the St. Clair County Regional Office of Education.

## Minority Transition Program

<b>Legislative Reference:</b> Not Applicable	<b>Program Goal:</b> To provide meaningful academic preparation and cultural exposure to minority students as they transition from middle school to high school and continue through college graduation.	<b>FY01</b>	\$300,000
		<b>FY02</b>	\$600,000
<b>Funding Source:</b> State		<b>FY03</b>	\$578,800
		<b>FY04</b>	\$578,800
		<b>FY05</b>	\$578,800
		<b>FY06</b>	\$578,800
		<b>FY07</b>	\$578,800

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

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

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Number of students served	120	120	110

**Reimbursement/Distribution Method:** Funds are allocated to the University of Chicago (55%) and Chicago State University (45%).

## National Board Certification - Teacher Education Programs

<b>Legislative Reference:</b> 105 ILCS 5/21-27 of the School Code	<b>Program Goal:</b> To increase the number of Illinois teachers certified by the National Board for Professional Teaching Standards and provide mentoring and professional development to classroom teachers.	<b>FY01</b>	\$1,075,000
		<b>FY02</b>	\$1,075,000
<b>Funding Source:</b> State		<b>FY03</b>	\$4,075,000
		<b>FY04</b>	\$4,075,000
		<b>FY05</b>	\$4,600,000
		<b>FY06</b>	\$4,500,000
		<b>FY07</b>	\$4,500,000

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

The funds are used to promote interest and participation in the NBPTS certification program; support candidates as they prepare for the formal National Board assessment by providing National Board Certified mentors, discussion groups, and workshops; provide professional development for other classrooms teachers seeking to improve their instruction, provide mentors and professional development for teachers serving in schools that are on the Academic Early Warning List or serve in schools with 50% or more low-income students; and provide an annual stipend for each teacher and school counselor who achieves NBPTS certification, holds an Illinois Master Certificate, and is employed as a teacher/school counselor in an Illinois school district. Particular attention will be given to maintaining growth in the program by recruiting NBPTS candidates who are from financially or academically at-risk schools and from underrepresented rural areas.

**Population and Service Levels:** A total of 1,204 teachers and school counselors participated in one or more aspects of the NBPTS program in FY05, and up to 1,015 first-time candidates will begin the National Board certification process during FY06.

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Total participants	1,340	1,758	1,204	1,400
New candidates	669	724	896	1,015
NBPTS Certified Educators	255	413	315	450
Cumulative growth	827	1,238*	1,573**	2,023

\* NBPTS teachers and school counselors living in Illinois as of November 30, 2005; subject to change as teachers and school counselors move into or out of Illinois. Certification may have been earned outside Illinois.

\*\* Two teachers earned two NBPTS certificates.

**Reimbursement/Distribution Method:** Reimbursement will be made in accordance with provisions of the state law: \$3,000 annual stipends to teachers and school counselors who earn National Board certification and hold an Illinois Master certificate; and compensation payments to National Board certified teachers for mentoring (\$3,000 in low performing districts, and \$1,000 in non-low performing districts). In past years, candidate fee subsidies (registration and retakes) were paid with remaining available funds, but are not required by statute.

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Stipends	\$1,491,000	\$2,172,000	\$3,240,000	\$4,050,000
Mentoring	\$248,500	\$393,000	\$530,865	\$450,000
Subsidies	\$1,278,100	\$1,733,990	\$834,135	\$0

## Orphanage Tuition – Regular Education

<b>Legislative Reference:</b> 105 ILCS 5/18-3 of the School code	<b>Program Goal:</b> To provide eligible entities Regular Education Orphanage funding to support local educational services.	<b>FY01</b>	\$16,000,000
		<b>FY02</b>	\$14,500,000
<b>Funding Source:</b> State		<b>FY03</b>	\$13,988,200
		<b>FY04</b>	\$14,651,000
		<b>FY05</b>	\$17,400,000
		<b>FY06</b>	\$16,000,000
		<b>FY07</b>	\$13,130,000

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

**Population and Service Levels:** The following table displays service-level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY 06 (est.)</u>
Total claim amount	\$14,946,792	\$14,901,372	\$14,120,430	\$13,439,479
Excess cost amount	\$825,835	\$688,744	\$455,676	\$301,477
1.2 per capita amount	\$14,120,957	\$14,212,628	\$13,664,754	\$13,138,002
Average daily attendance	1,788.17	1,709.20	1,559.09	1,471.93
Students served	8,686	7,976	7,424	7,121
Prior Year Liability	\$197,134	\$1,389,466	\$250,370	\$0

Legislation allows ISBE to borrow from the following year's state appropriation for this program in order to reimburse at 100% for the prior year. The figures listed above are the amounts borrowed or estimated to be borrowed to cover the shortfall.

**Reimbursement/Distribution Method:** As required by law, payments are vouchered in the current school year via quarterly installments (September 30, December 31, March 31, and August 15) based on an estimated cost calculated from the prior year's claim. Final claims for eligible students for the regular and summer school term must be received at ISBE on or before July 31 of each year. Final payments are vouchered on or before August 15 based on the average daily attendance for each eligible child multiplied by a weighted factor of 1.2 times the per capita tuition of the school district. In addition, documented costs in excess of the formula calculation may be claimed.

Formula Example:

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

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

District's reimbursement calculation:

District's per capita tuition charge of \$6,000 X 1.2 = \$7,200

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

The legislative formula was last amended in PA92-94, effective July 2002.

## Orphanage Tuition – Special Education

<b>Legislative Reference:</b> 105 ILCS 5/14-7.03 of the School Code	<b>Program Goal:</b> To support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.	<b>FY01</b>	\$127,000,000
		<b>FY02</b>	\$108,596,400
<b>Funding Source:</b> State		<b>FY03</b>	\$104,763,200
		<b>FY04</b>	\$97,370,000
		<b>FY05</b>	\$106,100,000
		<b>FY06</b>	\$92,000,000
		<b>FY07</b>	\$79,400,000

**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.

**Population and Service Levels:** The following table shows service-level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY 06 (est.)</u>
Total claim amount*	\$102,738,776	\$96,085,667	\$95,713,745	\$87,050,018
Chicago District 299	\$37,505,200	\$34,858,500	\$37,983,800	\$32,936,000
Summer individual	\$2,717,036	\$3,054,007	\$3,323,040	\$2,497,893
Regular individual	\$62,516,540	\$58,173,160	\$54,406,905	\$51,616,125
Prior year liability	n/a **	\$0	\$0	\$0

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

\*\* Legislation did not require prior year payment in FY03.

### Eligibility Types – Approved Count\*

State Owned Institution/Facility	175	179	174	174
Court Guardianship	191	146	165	154
City or County Jail/Detention	257	263	261	263
Dept of Children & Family Serv	3,575	2,910	2,803	2,700
Office of State Guardian	<u>7</u>	<u>7</u>	<u>7</u>	<u>7</u>
Total	4,205	3,505	3,410	3,298

\* Student data exclude Chicago District #299.

Legislation allows ISBE to borrow from the following year's state appropriation for this program in order to reimburse at 100% for the prior year.

**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% of the final appropriation through the Chicago Block Grant.

The legislative formula was last amended in PA79-797, effective July 1973.

## Parental Participation Pilot Program

<b>Legislative Reference:</b> 105 ILCS 5/2-3.137 of the School Code	<b>Program Goal:</b> To provide grants to low performing school districts to encourage parental participation.	<b>FY01</b> <b>FY02</b> <b>FY03</b> <b>FY04</b> <b>FY05</b> <b>FY06</b> <b>FY07</b>	n/a n/a n/a n/a n/a n/a \$100,000
<b>Funding Source:</b> State			

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

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

**Reimbursement/Distribution Method:** Awards will be made through a Request for Proposal process that considers a district's low rates of unsatisfactory performance on assessments, rates of low income students, limited English language proficient students, dropout rates, truancy rates, student mobility, student attendance rates, and the methods the district will use to measure the progress the pilot program has on the district.

## Philip Rock Center and School

<b>Legislative Reference:</b> 105 ILCS 5/14-11.02 of the School Code	<b>Program Goal:</b> To meet the educational needs of deaf-blind students throughout Illinois.	<b>FY01</b>	\$2,960,000
		<b>FY02</b>	\$2,960,000
<b>Funding Source:</b> State		<b>FY03</b>	\$2,855,500
		<b>FY04</b>	\$2,855,500
		<b>FY05</b>	\$2,855,500
		<b>FY06</b>	\$3,055,500
		<b>FY07</b>	\$3,220,500

**Purpose:** To provide for a statewide center and a school for individuals who are both deaf and blind. Deaf-blind students require highly specialized and personalized teaching approaches and special adaptations in instruction in both the auditory and visual modes to promote maximum learning.

The funds enable the Rock Center to continue community-based and center-based classroom programs and meet inflationary administrative costs. More specifically, funds will support salaries and benefits for 55 full-time and 30 part-time employees; transportation, food and lodging associated with residential placement; building rent; and educational services for students. The Rock Center also serves as the state's resource for technical assistance and training to all school personnel and families in Illinois on behalf of all school-aged children who are deaf-blind.

**Population and Service Levels:** In FY06, full residential and educational services were being provided to 18 students at the Philip J. Rock Center and School. Statewide, about 460 children/youth that are deaf-blind are eligible for support services through the service center.

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

# Reading Improvement Block Grant

<b>Legislative Reference:</b> 105 ILCS 5/2-3.51 of the School Code	<b>Program Goal:</b> To ensure that by 2005, 80% of all students in grades 3 and 5 will meet or exceed state reading standards.	<b>FY01</b> <b>FY02</b> <b>FY03</b> <b>FY04</b> <b>FY05</b> <b>FY06</b> <b>FY07</b>	\$83,389,500 \$83,389,500 \$79,594,100 \$79,314,400 \$76,139,800 \$76,139,800 \$76,139,800
<b>Funding Source:</b> State			

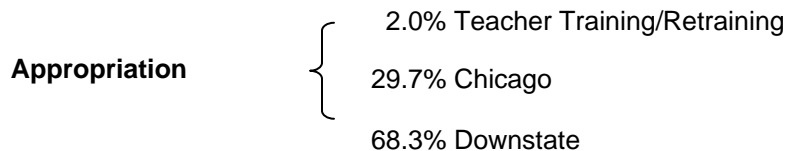
**Purpose:** To provide students in kindergarten through sixth grade access to scientifically-based reading programs delivered by highly qualified staff, and to provide long-term professional development opportunities for reading instructors. Districts must use funds to develop programs focused on scientifically-based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

Use of block grant funds by local districts is limited by law. Districts may use funds from this appropriation to hire personnel to focus on proven best practices of early intervention for K-2 students, establish short-term tutorials for children grades K-2 who are at risk of failing to learn to read, provide continued reading support for students in grades 3-6, and continue direct reading instruction for students in grades 3-6. Funds may also be used to pay for professional development activities for reading teachers. Districts may use up to 25% of their allocation to purchase classroom reading materials.

Two percent of the funds are set aside by law to support statewide leadership, training and professional activities. In past years, funds supported training in early reading intervention programs, professional development provided in conjunction with recent changes in reading research, Best Practices in Reading Administrators Academies, the Principal's Flip Charts, training in the use of reading assessments and the alignment of reading instructional activities with the Illinois Learning Standards (ILS), federal legislation relative to reading improvement, and additional professional development activities for K-6 teachers.

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

The diagram below represents the appropriation allocation at the state level:



**Population and Service Levels:** Funds are available to all Illinois elementary school districts, lab schools and charter schools upon submission of an approved application and in compliance with the accountability provisions of the law. The following table displays service-level information (excludes Chicago District 299):

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
School districts	787	787	749	739
Reading teachers, specialists, aides	2,150	2,200	1,500	1,430
Educators served with 2% funds	n/a	n/a	4,768	5,000

**Reimbursement/Distribution Method:** The block grant funds are allocated to school districts based on the following formula: 70% of the funds are distributed based on districts' best three months average daily attendance in grades K-6 (approximately \$45/student in FY06) and 30% of the funds are distributed based on the number of Title I-eligible students who are estimated to be available for attendance in grades K-6 (approximately \$160/student in FY06). As required by law, grant payments are made in two equal, semiannual installments.

Chicago District #299 receives 29.7% of the final appropriation through the Chicago Block Grant.

## Regional Superintendents' Salaries

<b>Legislative Reference:</b> 105 ILCS 5/3-2.5 & 5/18-5 of the School Code	<b>Program Goal:</b> To ensure that all Regional Office of Education salaries are paid according to statutory requirements.	<b>FY01</b>	\$7,625,000
		<b>FY02</b>	\$7,875,000
<b>Funding Source:</b> State		<b>FY03</b>	\$8,150,000
		<b>FY04</b>	\$8,150,000
		<b>FY05 *</b>	\$8,788,500
		<b>FY06</b>	\$8,150,000
		<b>FY07</b>	\$8,150,000

\* The FY05 appropriation includes \$633,500 from the July Interim budget paid out of General Revenue (001) rather than the statutory required Common School Fund (412).

**Purpose:** To pay salaries of regional superintendents and assistant superintendents in the Regional Offices of Education (ROEs).

**Population and Service Levels:** The regional superintendents and their assistants.

**Reimbursement/Distribution Method:** Salaries are determined by the General Assembly according to the population of the region as established by the last preceding federal census as stated in statute.

In any region where the appointment of more than one assistant superintendent is authorized, one assistant may be compensated at no more than 90 percent of the regional superintendent's salary, and any other assistants shall be paid at a rate not exceeding 75 percent, depending on the qualifications of the assistant(s).

## School Breakfast Incentive

<b>Legislative Reference:</b> 105 ILCS 125/2.5 of the School Code	<b>Program Goal:</b> Provide leadership and support for sponsoring entities to provide appropriate nutrition and commodities services to as many children as possible, which meet all statutory requirements.	<b>FY01</b>	\$1,000,000
		<b>FY02</b>	\$1,000,000
<b>Funding Source:</b> State		<b>FY03</b>	\$473,500
		<b>FY04</b>	\$723,500
		<b>FY05</b>	\$723,500
		<b>FY06</b>	\$723,500
		<b>FY07</b>	\$723,500

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

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

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Sites without breakfast	1,891	1,809	1,479	1,275
New schools starting breakfast	26	107	133	200

**Reimbursement/Distribution Method:** Reimbursement and grant funding provides the following:

- additional reimbursement for the number of breakfasts served that is at least 10% greater than the number of breakfasts served in the same month during the preceding year;
- grant funding to pay a portion of the start-up costs to encourage individual schools that do not currently operate a school breakfast program to start one; and

## School Safety & Educational Improvement Block Grant (ADA Block Grant)

<b>Legislative Reference:</b> 105 ILCS 5/2-3.51.5 of the School Code	<b>Program Goal:</b> To provide eligible entities ADA Block Grant funding for the support of local educational services.	<b>FY01</b>	\$111,594,400
		<b>FY02</b>	\$72,000,000
<b>Funding Source:</b> State		<b>FY03</b>	\$66,854,100
		<b>FY04</b>	\$42,841,000
		<b>FY05</b>	\$54,841,000
		<b>FY06</b>	\$64,841,000
		<b>FY07</b>	\$64,841,000

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

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

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY 06</u>
School districts	893	888	881	876
Laboratory schools		2	2	2
Dollars per ADA	\$35.85	\$22.74	\$28.92	\$34.11

**Reimbursement/Distribution Method:** Formula grants are based on a district's best three months average daily attendance (ADA) as reported on the most recent [General State Aid \(GSA\)](#) claim form.

## School Services - Regional Office of Education Programs & ISC South Cook

<b>Legislative Reference:</b> 105 ILCS 5/2-3.62, 3-14.23 &18-6, of the School Code & 6-106.1 of the Vehicle Code  <b>Funding Source:</b> State	<b>Program Goal:</b> Statutory responsibilities and contracted services are delivered by the Regional Offices of Education and the Intermediate Service Centers with quality and effectiveness.	<b>FY01</b>	\$12,360,000
		<b>FY02</b>	\$12,360,000
		<b>FY03</b>	\$11,918,400
		<b>FY04</b>	\$3,550,000
		<b>FY05</b>	\$5,770,000
		<b>FY06</b>	\$5,270,000
		<b>FY07</b>	\$7,070,000

**Purpose:** To support the administrative costs of the Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs); support continuous improvement of and capacity building in the regional and intermediate offices; and support the delivery of specific services.

State law provides for the establishment and operation of regional educational entities that serve the districts in their respective areas and perform identified state functions and services. This includes 45 Regional Offices of Education, three Intermediate Service Centers in Suburban Cook County outside the City of Chicago, and one Chicago Intermediate Service Center. Chicago School District #299 acts as the Chicago ISC.

The Regional Superintendents of Education are required by law to carry out specified regulatory functions and the ROEs and ISCs are required by statute to provide the following programs and services; Administrators' Academy, Computer Technology Education, Directory of Cooperating Consultants, and Staff Development Services in Fundamental Learning Areas. In addition, the law authorizes the ROEs and ISCs to provide other services that respond to the needs of local districts in their respective areas and/or the needs of the State Board of Education.

**Population and Service Levels:** The 45 ROEs and three ISCs assist all public schools in their respective areas. They also provide initial and refresher training to approximately 25,000 school bus drivers annually.

**Reimbursement/Distribution Methods:** Funds are distributed through grants to the ROEs and ISCs. ISC 4 receives an additional \$300,000 through a special appropriation. The ROEs also receive an additional allocation from a formula based upon student population within their region and funds for supervisory services. Distribution of School Bus Driver Training funds is based on the number of initial classes provided as required by statute. The ROEs and ISCs must submit an application which includes their Regional Improvement Plan.

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06</u>
ROE School Services	\$11,918,400	\$3,098,000	\$5,318,000	\$4,818,000
Bus Driver Training	50,000	50,000	50,000	50,000
Supervisory Expenses	102,000	102,000	102,000	102,000
South Cook ISC 4	n/a	<u>300,000</u>	<u>300,000</u>	<u>300,000</u>
Total	\$12,070,400	\$3,550,000	\$5,770,000	\$5,270,000

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

## School Technology Revolving Loan Program

<b>Legislative Reference:</b> 105 ILCS 5/2-3.117a of the School Code	<b>Program Goal:</b> To build the capacity of Illinois school districts to ensure that all students are technologically literate through increased eLearning opportunities, improved teacher competencies and equitable access to technology by 2014.	<b>FY01</b> <b>FY02</b> <b>FY03</b> <b>FY04</b> <b>FY05</b> <b>FY06</b> <b>FY07</b>	\$50,000,000 \$50,000,000 \$50,000,000 \$50,000,000 \$7,000,000 \$5,000,000 \$5,000,000
<b>Funding Source:</b> State			

**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.

**Population and Service Levels:** All school districts are eligible to participate on a two-year rotating basis: grades K-8 in FY06 and grades 9-12 in FY07 and each second year thereafter. The population served for FY06 includes all eligible applicants that enroll students in grades K-8, 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:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Eligible applicants	780	567	*	781
Eligible students	595,000	586,553	*	1,410,888*
Grade levels served	5 - 8	9 - 12	*	K - 8

\* Applications not solicited in FY05

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Dollars Loaned	\$6,182,760	\$4,315,154	\$0	\$3,700,000
Number of Loans	67	22	0	26
% Eligible Districts Participating	8.6%	3.8%	0	3.3%*

\*FY06 data will be available summer 2006.

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

- establishment of local and wide-area networks;
- scanners, projectors, digital cameras, computers, printers, software, licenses;
- electrical work directly related to technology; and
- staff development directly related to integration of technology hardware.

## Special Education – Extraordinary Services

<b>Legislative Reference:</b> 105 ILCS 5/14-7.02a of the School Code  <b>Funding Source:</b> State	<b>Program Goal:</b> To support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.	<b>FY01</b>	\$228,367,500
		<b>FY02</b>	\$233,969,900
		<b>FY03</b>	\$225,712,000
		<b>FY04</b>	\$229,502,000
		<b>FY05</b>	\$243,048,000
		<b>FY06</b>	\$256,836,200
		<b>FY07</b>	\$268,892,600

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

**Population and Service Levels:** The following table shows service-level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY 06</u>
Total claim amount	\$235,756,464	\$241,014,600	\$243,048,000	\$256,836,200
Chicago District 299	\$65,907,900	\$67,014,600	\$70,970,000	\$74,996,200
Downstate	\$169,848,564	\$178,052,282	\$172,078,000	\$181,840,000
Actual percent paid	93.7%	90.6%	92.9%	92.2%
Students *	107,678	117,175	n/a	n/a
Per student claim *	\$1,577	\$1,519	n/a	n/a

\* Student data exclude Chicago District #299.

Downstate claim data does not include state audit adjustments.

**Reimbursement/Distribution Method:** The distribution formula changed in FY05 per PA 93-1022 which was signed into law on August 24, 2004. Districts receive their funds via a base year amount which is defined as the amount of Extraordinary funds received in FY04. The base year is held harmless for three years. Any remaining appropriation after subtracting the block grant amount for Chicago 299 and the base year amount is distributed 85% on each district's best three months average daily attendance and 15% on poverty as reported on the most recent General State Aid claim. In addition to the state funding for this purpose, beginning in FY05 any unexpended funds from IDEA, Part B that are initially reserved for Room and Board reimbursements shall be used to pay districts for the costs of those students with disabilities whose program costs exceed 4 times the district's per capita tuition rate per PA 93-1022. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30 and June 20.

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

## Special Education - Personnel Reimbursement

<b>Legislative Reference:</b> 105 ILCS 5/14-13.01 of the School Code.	<b>Program Goal:</b> To support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.	<b>FY01</b>	\$300,225,000
		<b>FY02</b>	\$314,611,000
<b>Funding Source:</b> State		<b>FY03</b>	\$303,506,900
		<b>FY04</b>	\$346,000,000
		<b>FY05</b>	\$360,000,000
		<b>FY06</b>	\$363,000,000
		<b>FY07</b>	\$368,500,000

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

**Population and Service Levels:** The majority of pupils ages 3-21 who receive special education and related services are served in the public school sector by personnel reimbursed by this funding formula. The following table displays service-level information (downstate claim data does not include state audit adjustments):

<u>Service Areas</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Mental impairment	28,702	28,363	28,338	27,784
Orthopedic impairment	3,135	2,994	2,877	2,713
Specific learning disability	138,157	139,582	142,042	142,217
Visual impairment	1,176	1,157	1,166	1,165
Hearing impairment	3,838	3,909	3,942	3,976
Deafness (added in 04-05)	n/a	n/a	n/a	95
Deaf-blind	73	60	72	44
Speech and/or language impairment	75,029	74,246	74,204	74,103
Behavior/emotional disorder	31,184	30,631	30,410	30,154
Health impairment	12,132	14,441	17,169	20,060
Developmental delay	6,379	7,459	8,141	9,010
Autism	5,175	6,125	7,193	8,293
Traumatic brain injury	780	808	838	877
Multiple disabilities (new 2002)	<u>237</u>	<u>485</u>	<u>761</u>	<u>1,010</u>
Totals	305,997	310,260	317,153	321,501

<u>Claim Data</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY 06</u>
Total Claim Amount	\$324,339,160	\$343,894,552	\$351,913,725	\$358,980,032
Chicago District 299	\$57,969,800	\$66,086,000	\$68,760,000	\$69,333,000
Downstate	\$266,369,360	\$277,808,552	\$283,153,725	\$289,647,032
Actual Percent Paid	92.2%	100%	100%	100%

Staff Data	<u>FY 03</u>	<u>FY 04</u>	<u>FY 05</u>	<u>FY 06</u>
Professional Employees (Claimed) *	27,894	28,753	29,244	29,761
Professional Employees (F.T.E.) *	25,112	26,038	26,589	27,064
Non-Certified Employees (Claimed) *	29,496	30,699	30,903	31,737
Non-Certified Employees (F.T.E.) *	23,182	24,501	24,832	25,684

\* Data exclude Chicago District #299.

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

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

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

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

- a. the local salary per worker (defined as total salary minus federal funds);
- b. ½ of the total salary (defined as all funds that contribute to total salary); or
- c. the full time equivalent (FTE) days of the worker divided by 185 times \$2,800.

Formula example (downstate claims):

Assumes one full-time certified professional

District cost = \$50,000

State reimbursement = \$8,000

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

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

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

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

The legislative formula was last amended in PA84-126, effective August 1985.

## Special Education – Private Tuition

<b>Legislative Reference:</b> 105 ILCS 5/14-7.02 of the School Code	<b>Program Goal:</b> To support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.	<b>FY01</b>	\$48,000,000
		<b>FY02</b>	\$48,858,900
<b>Funding Source:</b> State		<b>FY03</b>	\$47,134,400
		<b>FY04</b>	\$59,423,000
		<b>FY05</b>	\$66,811,500
		<b>FY06</b>	\$89,082,000
		<b>FY07</b>	\$109,080,000

**Purpose:** To provide special education services in private facilities for children with disabilities when the public school system does not have the necessary resources to fulfill the students' educational needs. The [Illinois Purchased Care Review Board](#) approves tuition per diem costs for students placed in such private facilities.

**Population and Service Levels:** The following table displays service-level information.

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY 06</u>
Total claim amount	\$53,344,710	\$62,480,469	\$78,163,177	\$95,340,480
Chicago District 299	\$22,813,000	\$28,760,700	\$32,336,800	\$43,115,700
Downstate	\$30,531,710	\$33,719,769	\$45,826,877	\$52,224,780
Actual percent paid	79.5%	90.9%	75.1%	88.1%
Students *	5,267	5,833	6,285	6,710
Per student claim *	\$5,797	\$5,781	\$7,291	\$7,783

\* Student data exclude Chicago District #299.

**Reimbursement/Distribution Method:** 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 cap = \$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 cap = \$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% of the final appropriation through the Chicago Block Grant.

The legislative formula was last amended in PA80-1405, effective August 1978.

## Special Education – Summer School

<b>Legislative Reference:</b> 105 ILCS 5/18-4.3 of the School Code	<b>Program Goal:</b> To support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.	<b>FY01</b>	\$6,500,000
		<b>FY02</b>	\$6,043,700
<b>Funding Source:</b> State		<b>FY03</b>	\$5,830,400
		<b>FY04</b>	\$6,370,000
		<b>FY05</b>	\$6,762,000
		<b>FY06</b>	\$8,114,400
		<b>FY07</b>	\$8,694,000

**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 Special Education Tuition](#)) or in public school programs (see [Special Education-Extraordinary Services](#)).

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

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY 06</u>
Total claim amount	\$6,111,420	\$6,429,454	\$7,176,174	\$8,134,088
Chicago District 299	\$3,171,700	\$3,465,300	\$3,678,500	\$4,414,200
Downstate	\$2,939,720	\$2,964,154	\$3,497,674	\$3,719,888
Actual percent paid	94.4%	97.9%	88.1%	99.5%
Students *	13,381	13,957	15,991	16,478
Districts *	688	531	573	574

\* Student data exclude Chicago District #299.

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

Formula example (downstate claims):

District has one eligible special needs summer enrolled pupil  
 Reported average daily attendance (ADA) for the pupil is 0.24  
 Multiply the ADA by the statutory weighted equivalent of 1.25 (0.24 X 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 X 0.30 = \$952.38)

Chicago District 299 receives 54.4% of the final appropriation through the Chicago Block Grant.

The legislative formula was last amended in PA79-1350, effective August 1976.

## Standards, Assessment & Accountability – System of Support

<b>Legislative Reference:</b> Not applicable	<b>Program Goal:</b> Provide technical assistance to low-performing schools in the development of standards-aligned curriculum and assessment through regional service providers to have all students meet Annual Yearly Progress.	<b>FY01</b>	n/a
<b>Funding Source:</b> State		<b>FY02</b>	n/a
		<b>FY03</b>	n/a
		<b>FY04</b>	\$3,000,000
		<b>FY05</b>	\$3,552,700
		<b>FY06</b>	\$5,342,700
		<b>FY07</b>	\$5,342,700

**Purpose:** The System of Support initiative is a major component of the state's plan to provide technical assistance to low-performing schools as identified by the state's assessment program and as required by both state law and the federal [No Child Left Behind Act](#). This support includes: assistance in the development of standards-aligned curriculum and assessments; assistance in forging alliances between schools and their communities in support of student academic progress and success; and assistance in meeting the instructional needs of under-performing student subgroups. Regional service providers assist identified schools in data analysis and school improvement plan development; standards-aligned curriculum and assessment development; teacher and administrator performance enhancement; and student, parent and community support. The [Standards Aligned Classroom](#) (SAC) initiative assists educators in applying principles and practices of a standards-led system to improve teaching and learning. Teams of educators are trained by the ROE/ISC offices and work with the [Illinois Learning Standards](#) (ILS) and applicable resources to align their curriculum and assessments.

**Population and Service Levels:** The following table displays service-level information for the schools on Academic Early Warning Status and Academic Watch Status:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Academic Early Warning Status	718	718	399	435
Academic Watch Status	49	305	540	516

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

## Strategic Plan

<b>Legislative Reference:</b> 105 ILCS 5/2-3.47a of the School Code	<b>Program Goal:</b> To develop and implement a comprehensive and continuing five-year strategic plan.	<b>FY01</b>	n/a
		<b>FY02</b>	n/a
<b>Funding Source:</b> State		<b>FY03</b>	n/a
		<b>FY04</b>	n/a
		<b>FY05</b>	n/a
		<b>FY06</b>	n/a
		<b>FY07</b>	\$4,438,000

**Purpose:** The Education Reform and Accountability Act of 2004 required the State Board of Education to develop a comprehensive and continuing five-year strategic plan for elementary and secondary education. While the plan is not meant to be exclusive, it does focus on three primary goal areas, including enhancing literacy, improving educator quality for all children, and expanding data-driven management and school support practices. The complete plan can be viewed at the State Board of Education's website:

[http://www.isbe.net/pdf/strategic\\_plan\\_2005.pdf](http://www.isbe.net/pdf/strategic_plan_2005.pdf).

**Population and Service Levels:** All of elementary and secondary education.

**Reimbursement/Distribution Method:** Funding for the strategic plan is intended to assist the State Board of Education with the various costs associated with achieving the goals set forth in the plan. Current estimates of implementation costs can be viewed in the Appendix of this book.

## Tax Equivalent Grants

<b>Legislative Reference:</b> 105 ILCS 5/18-4.4 of the School Code	<b>Program Goal:</b> To provide other state funding for the support of local education services.	<b>FY01</b>	\$185,800
		<b>FY02</b>	\$216,000
		<b>FY03</b>	\$222,600
		<b>FY04</b>	\$222,600
<b>Funding Source:</b> State		<b>FY05</b>	\$222,600
		<b>FY06</b>	\$222,600
		<b>FY07</b>	\$222,600

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

**Population and Service Levels:** A grant is awarded to Chaney-Monge School District 88 in Will County as the Stateville Correctional Center covers 47% of the district's 3,283 acres.

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

	<u>FY04</u>	<u>FY05</u>	<u>FY 06</u>
Lost tax calculation	\$236,419	\$242,734	\$264,676

## Teach for America

<b>Legislative Reference:</b> Not Applicable	<b>Program Goal:</b> To recruit, train, place and provide support for Teach for America corps members within high-poverty, low-performing schools in Chicago District 299 and expand to other high-need districts in the State.	<b>FY01</b>	n/a
<b>Funding Source:</b> State		<b>FY02</b>	n/a
		<b>FY03</b>	\$450,000
		<b>FY04</b>	\$450,000
		<b>FY05</b>	\$450,000
		<b>FY06</b>	\$450,000
		<b>FY07</b>	\$450,000

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

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

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Chicago teachers	130	150	150	130
Chicago students reached	11,050	12,750	12,750	11,000

**Reimbursement/Distribution Method:** Funds are distributed through a grant to Teach for America.

## Teacher Certification Fee Revolving Fund

<b>Legislative Reference:</b> 105 ILCS 5/21-1b. of the School Code	<b>Program Goal:</b> To ensure that all candidates for teaching, administrative and school service personnel certificates meet the established requirements through the use of a highly effective technical and informational support system.	<b>FY01</b>	\$1,200,000
		<b>FY02</b>	\$1,200,000
<b>Funding Source:</b> State		<b>FY03</b>	\$1,200,000
		<b>FY04</b>	\$1,500,000
		<b>FY05</b>	\$1,503,000
		<b>FY06</b>	\$3,117,000
		<b>FY07</b>	\$2,482,900

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

**Population and Service Levels:** Approximately 42,000 applications for teaching, administrative and school service personnel certificates, endorsements and approvals are processed annually. FY03 was the last year when old certificates were exchanged for new Standard certificates in any significant volume. The following table displays service-level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Certificates issued by evaluation	28,485	25,609	27,010	28,000
Certificates issued by entitlement	13,137	15,244	15,520	18,000
Letters of deficiency issued	14,458	15,111	22,265	24,000
Certificates exchanged	89,999	6,332	2,352	3,000

**Reimbursement/Distribution Method:** Funds provide for continual enhancement and maintenance to the [Teacher Certification Information System \(TCIS\)](#), the [Certificate Renewal Tracking System \(CeRTS\)](#) and the Illinois Administrator Academy Management System (IAAMS); the employment of temporary personnel to provide assistance to the agency during high-demand periods; equipment to link Regional Offices of Education to the ISBE computerized teacher certification database; enhancements to software systems; and upgrades to technology used to process certificate and endorsement applications.

## Teacher of the Year Award - Teacher Education Programs

<b>Legislative Reference:</b> Not applicable	<b>Program Goal:</b> To recognize and utilize exemplary local educators and education programs that promote improved teaching and learning related to the Illinois Learning Standards.	<b>FY01</b>	\$150,000
<b>Funding Source:</b> State		<b>FY02</b>	\$150,000
		<b>FY03</b>	\$150,000
		<b>FY04</b>	\$150,000
		<b>FY05</b>	\$140,000
		<b>FY06</b>	\$135,000
		<b>FY07</b>	\$135,000

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

**Population and Service Levels:** The Those Who Excel/Teacher of the Year program is available to all public and nonpublic schools in Illinois. Candidates from six categories (including Teacher of the Year) are nominated and selected, ranging from non-certificated staff through administrators. Through this grant, the Teacher of the Year is available to address audiences at no cost to the requester. In addition, finalists for Teacher of the Year are often asked to represent the Teacher of the Year at events he/or she cannot attend. The following table displays service-level information.

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Teacher of the Year nominations	102	98	101	89
Teacher of the Year presentations/visits	100	100	110	240

**Reimbursement/Distribution Method:** One local district receives these grant funds. The grants are based on the Teacher of the Year’s salary and benefits, substitute costs, travel and expenses related to his/her project.

## Technology for Success

<b>Legislative Reference:</b> 105 ILCS 5/2-3.117 of the School Code	<b>Program Goal:</b> To provide school districts with technology-based learning resources to improve educational opportunities and student achievement.	<b>FY01</b>	\$49,250,000
		<b>FY02</b>	\$49,250,000
<b>Funding Source:</b> State		<b>FY03</b>	\$25,025,000
		<b>FY04</b>	\$11,500,000
		<b>FY05</b>	\$4,134,700
		<b>FY06</b>	\$4,969,700
		<b>FY07</b>	\$6,969,700

**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. Technology has the potential to impact student learning as a driver for change, as a bridge to academic excellence and as a platform for informed decision-making and accountability. The State Board collaborates with the Governor’s Office, Central Management Services (Illinois Century Network) and other entities (state universities, regional offices of education, intermediate service centers) to ensure maximum coordination of technology leadership and initiatives.

There are two main programs under Technology for Success:

### Illinois Virtual High School (IVHS)

The Illinois Virtual High School offers supplemental online courses to all Illinois public schools, private schools, and home school students. IVHS is a non-degree, noncredit-granting program, operated by the Illinois Mathematics and Science Academy. Public and private high school students register with IVHS through their respective schools. The IVHS mission statement dedicates the program to providing “increased equity and access to the highest quality educational opportunities.” IVHS has emphasized providing opportunities to low-income areas, providing financial incentives for schools in which 25 percent of the students qualify for the federal free and reduced-price lunch program. IVHS serves a large number of at-risk students. In spring 2005 two programs were initiated through a partnership between IVHS and Chicago Public Schools which target at-risk students. One program targets students who have recently dropped out of high school, but only need a few credits to graduate; the second program provides a school-choice option under the No Child Left Behind (NCLB) Act when the student’s school has been identified as not meeting adequate yearly progress (AYP).

### Learning Technology Centers (LTC)

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

The State Board of Education provides focus for the LTCs to implement “Digital-Age Learning,” the state’s five-year technology plan, and work in cooperation with the Regional Offices of Education, Intermediate Service Centers and higher education, special education and vocational education partners. The LTCs assisted ISBE with the roll out of the new statewide Student Information System (SIS) by providing facilities to train and assist districts. The LTCs are also responsible for providing technical assistance to districts on a wide variety of topics, including, technology planning, e-rate, and infrastructure design.

**Population and Service Levels:** The following tables show service-level information:

Illinois Virtual High School

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Number of High Schools	162	213	225	245
Number of Students Served	937	1,409	2,259	2,700
Number of Courses Offered	90	101	91	100

Learning Technology Centers

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Number of Districts Served	893	887	880	*
Number of Students Served	2,084,187	2,100,961	2,097,045	*

\* Data not yet available.

**Reimbursement/Distribution Method:** The Illinois Virtual High School was funded in FY06 with grants and contracts consisting of \$1.45 million in state funds (management and online teacher and student support; portal and support software for the various courses), and \$750,000 in federal funds (courseware development). In addition, IMSA will collect an estimated \$500,000 in course enrollment fees.

The LTC's are allocated funds based on a per-pupil formula basis or a percentage, depending on the funding level. In FY06, the LTCs received \$2,484,700. Funds are granted after a grant application is submitted and approved indicating the goals, objectives and strategies align with the state's five-year technology plan, "Digital-Age Learning." The Regional Offices of Education serve as fiscal agents for the LTCs.

## Temporary Relocation Assistance Revolving Fund

<b>Legislative Reference:</b> 105 ILCS 5/2-3.77 of the School Code	<b>Program Goal:</b> To assist school districts in providing a safe temporary environment for learning.	<b>FY01</b>	\$1,130,000
		<b>FY02</b>	\$1,130,000
<b>Funding Source:</b> State		<b>FY03</b>	\$1,130,000
		<b>FY04</b>	\$1,130,000
		<b>FY05</b>	\$1,000,000
		<b>FY06</b>	\$800,000
		<b>FY07</b>	\$800,000

**Purpose:** To pay school district emergency relocation expenses incurred as a result of fire, earthquake, tornado or other natural or man-made disaster or school building condemnation made by an ROE and approved by the State Superintendent of Education.

From FY99 through FY02, General Fund appropriations of \$565,000 per year were deposited into the Temporary Relocation Revolving Loan Fund for the purpose of making loans to school districts in need. In FY05, \$400,000 of General Fund appropriation was transferred into the Loan Fund. In FY06, the General Fund appropriation transferred into the Loan Fund was \$450,000.

**Population and Service Levels:** The following chart shows those school districts that were able to move students from dangerous environments to safe classrooms.

	<u>District</u>	<u>Loan Amount</u>	<u>Grant Amount</u>	<u>Total</u>	<u>Students Served</u>
FY99	Pana CUSD #8	\$217,000	\$348,000	\$565,000	1,329
FY00	Massac CUSD #1	\$333,176	\$8,998	\$342,174	2,321
FY01	Dongola CUSD #66	\$31,777	\$179,827	\$211,604	349
FY01	Oakland CUSD #5	\$210,386	\$0	\$210,386	440
FY02	Cypress SD #64	\$14,084	\$485,916	\$500,000	120
FY03	Altamont CUSD #10	\$140,234	\$372,316	\$512,550	182
FY03 *	Cypress SD #64	n/a	\$99,807	\$99,807	n/a
FY05	Gavin SD #37	\$555,286	\$130,912	\$686,198	615
FY05 *	Cypress SD #64	n/a	\$132,176	\$132,176	n/a
FY06 *	Gavin SD #37	n/a	\$507,207	\$507,207	n/a
FY06 *	Cypress SD #64	n/a	\$132,176	\$132,176	n/a

\* Amended original budget.

**Reimbursement/Distribution Method:** Formula grants are distributed 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. Payments received from the emergency loan program are deposited into the fund in future years.

# Textbook Loan Program

<b>Legislative Reference:</b> 105 ILCS 5/18-17 of the School Code	<b>Program Goal:</b> To provide textbooks & textbook substitutes to all eligible recipients as requested for all subject areas.	<b>FY01 *</b>	\$30,192,100
		<b>FY02 *</b>	\$30,192,100
<b>Funding Source:</b> State		<b>FY03 *</b>	\$29,126,500
		<b>FY04 *</b>	\$29,126,500
		<b>FY05 *</b>	\$29,126,500
		<b>FY06 *</b>	\$29,126,500
		<b>FY07 *</b>	\$29,126,500

\* Shows only the original appropriation amount. Since FY99, there also has been a reappropriation to this line.

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

**Population and Service Levels:** All students in public, private and nonprofit elementary and secondary schools are eligible to participate. The agency annually establishes which grades are eligible and calculates a per-pupil amount. The following table displays service-level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Students receiving textbooks	715,631	650,000	881,955	721,709
Number of public students	639,468	570,000	763,344	625,919
Percentage of public students	89%	88%	87%	87%
Number of nonpublic students	76,163	80,000	118,611	95,790
Percentage of nonpublic students	11%	12%	13%	13%
Participants:				
Public schools or school districts	1,316	600	1,241	1,333
Nonpublic schools	752	300	810	1,016
Grade levels served	5-8	9-12	K-4	5-8

**Reimbursement/Distribution Method:** Schools enter their online requests October - December. Purchase orders will be sent to vendors in January with shipments by the end of summer.

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06</u>
Allotment per pupil	\$40.70	\$45.00	\$33.03	\$38.97

## Transitional Assistance (State)

<b>Legislative Reference:</b> PA 94-0069	<b>Program Goal:</b> To provide eligible entities transitional assistance and related funding for the support of educational services.	<b>FY01</b>	n/a
		<b>FY02</b>	n/a
<b>Funding Source:</b> State		<b>FY03</b>	n/a
		<b>FY04</b>	\$5,200,000
		<b>FY05</b>	\$7,700,000
		<b>FY06</b>	\$11,800,000
		<b>FY07</b>	\$11,800,000

**Purpose:** To guarantee that the State Board will make a transitional assistance payment to school districts in an amount to equal the difference between the FY06 appropriation and the FY05 appropriation for the specific programs that were included on the final budget run.

**Population and Service Levels:** Any school district that would receive less funding that it received in the 2004-2005 school year in the specified programs is eligible for these funds. There were 126 school districts that received funds in FY05. The list of districts eligible for FY06 will be finalized in spring 2006.

**Reimbursement/Distribution Method:** Funds will be distributed to all eligible districts through a one-time payment in spring 2006.

## Transportation Reimbursement to Parents

<b>Legislative Reference:</b> 105 ILCS 5/29-5.2 of the School Code	<b>Program Goal:</b> To provide funding for parents who transport children when transportation services are not offered for free from public schools.	<b>FY01</b> <b>FY02</b> <b>FY03</b> <b>FY04</b> <b>FY05</b> <b>FY06</b> <b>FY07</b>	\$16,120,000 \$15,120,000 \$14,586,300 \$14,499,400 \$14,454,700 \$14,454,700 \$14,454,700
<b>Funding Source:</b> State			

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

- the pupil must be under age 21 at the close of the school year;
- the pupil must be a full-time student in grades K-12;
- the pupil must either live 1 1/2 miles or more from the school attended or live within 1 1/2 miles from the school attended with the parent/guardian having received verification from the Illinois Department of Transportation that a serious safety hazard exists (similar to the safety hazard mechanism in regular/vocational transportation reimbursement);
- the parent/guardian resided within Illinois during the time period expenses were incurred;
- the school the pupil attended is located within Illinois and satisfies the Illinois compulsory attendance law (Section 26-1 of the School Code);
- the parent/guardian incurred expenses for transporting the pupil to and from school; and
- the pupil did not have access to transportation to and from school provided entirely at public expense.

**Population and Service Levels:** The following table displays service level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY 06</u>
Students served	117,085	122,597	108,711	116,737
# public	28,170	32,023	27,243	31,395
% public	24%	26%	25%	27%
# nonpublic	88,915	90,574	81,468	85,342
% nonpublic	76%	74%	75%	73%
Claim level	\$124.95	\$121.15	\$133.65	\$124.97

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

## Transportation – Regular and Vocational

<b>Legislative Reference:</b> 105 ILCS 5/29-5 of the School Code	<b>Program Goal:</b> To provide eligible entities funding for Regular and Vocational Transportation to support local educational services.	<b>FY01</b>	\$215,437,500
		<b>FY02</b>	\$227,954,100
<b>Funding Source:</b> State		<b>FY03</b>	\$219,908,500
		<b>FY04</b>	\$242,424,000
		<b>FY05</b>	\$261,630,000
		<b>FY06</b>	\$261,630,000
		<b>FY07</b>	\$286,118,000

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

**Population and Service Levels:** The following table displays service-level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY 06</u>
Total claim amount	\$245,346,524	\$257,640,723	\$265,669,000	\$284,330,942
Chicago District 299	\$8,576,400	\$9,454,500	\$10,203,600	\$10,203,600
Downstate	\$236,770,124	\$248,186,223	\$255,465,400	\$274,127,342
Actual percent paid	93.6%	96.3%	99.0%	95.0%
Regular students transported over 1.5 miles*	780,760	780,006	798,263	818,191
Students transported– hazardous conditions*	138,349	147,547	153,303	157,699
Total eligible pupils transported*	919,109	927,553	951,566	197,890
Vocational Education students transported *	19,190	19,898	21,275	19,458

Downstate claim data does not include state audit adjustments.

\* Student data exclude Chicago District #299.

**Reimbursement/Distribution Method:** As required by law, claims are submitted on or before July 25. 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 \$16.00 times the number of eligible pupils transported. The maximum reimbursement for transporting vocational pupils is 80% of allowable costs. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30 and June 15.

Below is the actual claim data transmitted by local education agencies, excluding Chicago, while the above reflects the eligible reimbursements per statute.

	<u>FY03</u> <u>2001/02</u>	<u>FY04</u> <u>2002/03</u>	<u>FY05</u> <u>2003/04</u>	<u>FY 06</u> <u>2004/05</u>
Salaries/benefits	\$116,599,038	\$126,730,345	\$134,349,170	\$137,788,704
Purchased services	17,592,041	18,827,291	14,934,065	22,704,801
Contractual trans. services	175,461,370	183,009,027	185,573,530	196,731,156
Payments to other districts	3,465,301	4,535,531	5,145,490	4,552,213
Payments to Transit Carriers	n/a	n/a	3,604,803	962,927
Supplies	21,223,951	23,480,577	24,265,228	30,109,346
Depreciation	32,322,820	31,356,746	32,051,362	33,137,498
Indirect costs (reimbursable)	9,384,667	9,830,849	10,090,102	10,978,048
All other expenses	5,358,168	5,563,368	5,114,165	5,727,683
Offsetting revenue	<u>(5,802,626)</u>	<u>(9,798,125)</u>	<u>(9,474,391)</u>	<u>(10,697,785)</u>
Totals	\$375,604,730	\$393,535,609	\$405,653,524	\$431,994,591

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

The legislation formula was last amended in March 1965.

## Transportation – Special Education (State)

<b>Legislative Reference:</b> 105 ILCS 5/14-13.01(b) of the School Code	<b>Program Goal:</b> To support the delivery of required services to students with disabilities by approving and distributing state funding for special education services.	<b>FY01</b>	\$205,875,000
		<b>FY02</b>	\$226,076,300
<b>Funding Source:</b> State		<b>FY03</b>	\$218,097,000
		<b>FY04</b>	\$289,100,000
		<b>FY05</b>	\$317,100,000
		<b>FY06</b>	\$317,100,000
		<b>FY07</b>	\$326,607,800

**Purpose:** To provide transportation to schools for students with disabilities who have special transportation needs.

**Population and Service Levels:** More than 25% 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:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY 06</u>
Total claim amount	\$245,763,954	\$284,769,863	\$301,701,470	\$313,090,079
Chicago District 299	\$66,955,800	\$88,753,700	\$97,349,700	\$97,349,700
Downstate	\$178,808,154	\$196,016,163	\$204,351,770	\$215,740,379
Actual percent paid	86.1%	100%	100%	100%
Students *	68,621	68,599	68,737	71,549

Downstate claim data does not include state audit adjustments.

\* Student data exclude Chicago District #299.

**Reimbursement/Distribution Method:** As required by law, claims are submitted on or before July 25. Reimbursement is based on prior-year costs and is based on 80% of the “allowable costs” of transportation. The district may place a child in either a public or approved private setting to receive the necessary special education and related services. These settings may be for day and/or residential services. As required by law, payments are vouchered in quarterly installments on or before September 30, December 30, March 30 and June 15.

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

The legislation formula was last amended in July 1965.

## Truant/Dropout/Optional Education

<b>Legislative Reference:</b> 105 ILCS 5/2-3.66 of the School Code	<b>Program Goal:</b> To reduce incidences of students dropping out of school and to reduce truancy.	<b>FY01</b> \$18,660,000 <b>FY02</b> \$19,660,000 <b>FY03</b> \$18,956,500 <b>FY04</b> \$15,753,700 <b>FY05</b> \$15,578,100 <b>FY06</b> \$17,578,100 <b>FY07</b> \$18,078,100
<b>Funding Source:</b> State		

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

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

<u>Type of students served</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04 *</u>	<u>FY05</u>
Chronic truants	8,216	7,087	6,800	7,452
Truants	14,724	8,864	39,093	57,908
High school dropouts	3,113	2,849	2,702	2,099
Potential dropouts	<u>444</u>	<u>3,957</u>	<u>2,548</u>	<u>3,416</u>
Total served	26,497	22,757	51,143	70,875

\* FY04 data reflects increase due to Chicago Public School emphasis on serving truant students. In FY04 they served 30,545 compared to 778 in FY03.

**Reimbursement/Distribution Method:** Funds are awarded on a competitive, request-for-proposals basis for a three-year period, with continuation funding contingent upon satisfactory performance. Eligible applicants include local school districts, Regional Offices of Education, community colleges, university laboratory schools, charter schools, and area vocational centers.

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

# FEDERAL PROGRAMS

**ILLINOIS STATE BOARD OF EDUCATION**

**Federal Grant Awards**

<b>\$000s</b>	<b>FFY03 SFY04</b>	<b>FFY04 SFY05</b>	<b>FFY05 SFY06</b>
Advance Placement	948.7	1,007.7	1,066.2
Career & Tech Education - Basic Grant	45,306.6	44,777.8	45,595.3
Career & Tech Education - Tech Prep	4,153.8	4,052.4	4,052.4
Charter Schools	1,077.9	1,856.3	0.0
Child Nutrition**	425,000.0	450,000.0	450,000.0
Child Nutrition -- Breakfast Start-Up	765.2	0.0	0.0
Child Nutrition -- Team Nutrition	200.0	0.0	0.0
<b>IDEA</b>			
Individuals with Disabilities Education Act, Part B	393,133.9	446,657.6	467,485.2
Preschool Grants	17,934.2	17,944.0	17,812.9
State Program Improvement, Part D	1,400.0	1,400.0	1,850.0
Deaf Blind	335.4	335.4	335.4
General Supervision Enhancement	0.0	442.0	0.0
Outreach Projects for Children with Disabilities	175.0	175.0	0.0
Learn & Serve	864.4	861.9	844.7
Refugee Children	1,105.3	765.3	0.0
School Health Prevention	224.9	157.0	250.0
<b>Title I</b>			
Basic Grants - Part A	478,793.2	523,252.5	538,322.7
Comprehensive School Reform	12,737.0	12,416.8	8,370.8
Reading First	35,016.8	39,093.5	37,833.5
Neglected and Delinquent	1,738.5	1,943.5	1,970.8
Even Start	9,026.5	9,315.1	8,399.8
Education of Migratory Children	2,409.8	2,399.6	2,339.2
Migrant Incentive	0.0	120.7	120.8
<b>Title II</b>			
Teacher/Principals Training	114,308.9	114,949.9	114,334.7
Mathematics and Science Partnerships	3,408.9	5,309.9	6,309.7
Enhancing Education Through Technology	25,908.3	27,637.9	19,883.9
Troops to Teachers	156.3	156.3	158.4
Transition to Teaching	0.0	271.8	493.5
<b>Title III</b>			
English Language Acquisition	23,087.7	25,929.2	24,732.1
<b>Title IV</b>			
Safe & Drug Free Schools & Communities	15,024.7	14,073.7	14,021.8
Community Services Grant	2,056.3	0.0	0.0
21st Century Communities Learning Centers	22,987.1	39,450.4	40,627.7
<b>Title V</b>			
Foreign Language Assistance	70.0	0.0	0.0
Innovative Programs	16,256.8	12,419.4	8,326.2
<b>Title VI</b>			
State Assessments	12,675.1	12,977.7	13,436.5
Rural & Low Income School Programs	919.4	788.2	537.2
<b>Title X</b>			
Education for Homeless Children	2,230.7	2,528.2	2,609.8
Special Congressional Grants	1,849.9	2,127.4	644.8
<b>Total</b>	<b>1,673,287.4</b>	<b>1,817,593.8</b>	<b>1,832,766.1</b>

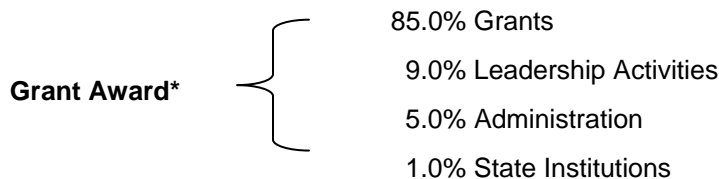
\*\*State Appropriation level -- USDA Reimbursement

## Career and Technical Education – Basic (Federal)

<b>Legislative Reference:</b> 20 USC 2301 et. seq. (CFDA 84.048)	<b>Program Goal:</b> To improve student achievement in academics, career and technical skills, and to promote transitioning to post-secondary education.	<b>FY01</b>	\$43,500,000
		<b>FY02</b>	\$43,500,000
<b>Funding Source:</b> Federal		<b>FY03</b>	\$46,500,000
		<b>FY04</b>	\$50,000,000
		<b>FY05</b>	\$50,000,000
		<b>FY06</b>	\$50,000,000
		<b>FY07</b>	\$50,000,000

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

The diagram below represents the grant award allocation at the state level based on the [Carl D. Perkins Vocational and Applied Technology Education Act](#) (the [Illinois Community College Board](#) receives 40% of the grant award):



\* Federal legislation requires: a state to maintain fiscal effort per student or aggregate expenditure of vocational and technical education programs; a dollar-for-dollar state administrative funds match; and no more than 5% of the grant award to be used for administration.

**Population and Service Levels:** The following table displays service-level information:

<u>Student Served</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY 06 (est.)</u>
Secondary	343,287	348,433	341,340	336,004	335,000
Community College	<u>279,500</u>	<u>257,264</u>	<u>285,824</u>	<u>257,167</u>	<u>296,000</u>
Total	622,787	605,697	627,164	593,171	631,000

**Reimbursement/Distribution Method:** Federal funds are distributed to eligible recipients through allocation formulas or on a competitive basis according to the provisions of the Carl D. Perkins Vocational and Applied Technology Education Act. The secondary allocations are calculated from census data with 30% of the total based on the 5-17 year-old population and 70% based on the 5-17 year-old population below the poverty level. The community college allocations are calculated from Pell count data. The Illinois Community College Board (ICCB) has the responsibility for post-secondary and adult Career and Technical Education (CTE) programs. Effective FY03 and in accordance with the Memorandum of Understanding between ISBE and ICCB, ISBE distributes 60% of the funds and ICCB distributes 40% of the funds.

## Career and Technical Education – Technical Preparation (Federal)

<b>Legislative Reference:</b> 20 USC 2301 et seq. (CFDA 84.243A)	<b>Program Goal:</b> To improve student achievement and increase the number of students transitioning to post-secondary education and completing a degree in a technical field.	<b>FY01</b>	\$6,000,000
		<b>FY02</b>	\$5,000,000
<b>Funding Source:</b> Federal		<b>FY03</b>	\$5,000,000
		<b>FY04</b>	\$5,000,000
		<b>FY05</b>	\$5,000,000
		<b>FY06</b>	\$5,000,000
		<b>FY07</b>	\$5,000,000

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

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

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
11 <sup>th</sup> grade Tech Prep students	25,395	24,392	24,157	23,683
12 <sup>th</sup> grade Tech Prep students	34,869	36,996	32,808	34,557
Tech Prep students participating in a work-based learning experience	32,392	32,340	26,553	23,881

- Approximately 49% of all Tech Prep students served were academically and/or economically disadvantaged; and
- Approximately 12% of all Tech Prep students were students with disabilities.
- Work-based learning experiences range from one-day job shadowing to intense, long-term experiences, and enable students to make better career choices, expose students to current technology and motivate students to stay in school.

**Reimbursement/Distribution Method:** In accordance with the Memorandum of Understanding between ISBE and the [Illinois Community College Board](#) (ICCB), ICCB is responsible for the administration of Federal Technical Preparation funds. ISBE serves as the fiscal agent.

## Child Nutrition Programs

<b>Legislative Reference:</b> PL 101-147 & 89-642 42 USC 1751 et seq. & 1771 et seq.  <b>Funding Source:</b> Federal	<b>Program Goal:</b> Provide leadership and support for sponsoring entities to provide appropriate nutrition and commodities services to as many children as possible, which meet all statutory requirements.	<b>FY01</b>	\$405,000,000
		<b>FY02</b>	\$405,000,000
		<b>FY03</b>	\$425,000,000
		<b>FY04</b>	\$425,000,000
		<b>FY05</b>	\$450,000,000
		<b>FY06</b>	\$450,000,000
		<b>FY07</b>	\$475,000,000

**Purpose:** To reimburse participating sponsors for a portion of the cost of providing nutritious meals (breakfast, lunch, suppers, and snacks) and milk to eligible children.

**Population and Service Levels:** The National School Lunch Program and School Breakfast Program are two separate voluntary programs available to all public schools, nonprofit private schools, and residential child care institutions that agree to operate a nonprofit program which meets federal requirements and offers lunches to all children in attendance. In addition, schools can receive reimbursement under the National School Lunch Program for snacks served in after-school care programs meeting specific criteria. The number of districts and sites participating in these programs is shown below.

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY 05 (proj.)</u>	<u>FY06 (est.)</u>
<u>Lunch</u>					
Number of Districts	1,204	1,205	1,207	1,209	1,210
Number of Sites	4,532	4,446	4,471	4,446	4,450
<u>Breakfast</u>					
Number of Districts	623	624	633	694	730
Number of Sites	2,583	2,555	2,662	2,967	3,200
<u>Snack</u>					
Number of Districts	125	134	150	163	175
Number of Sites	564	579	672	744	820

The Special Milk Program is a voluntary program available to public schools, nonprofit private schools, residential child care institutions, day care centers, and camps that agree to operate a nonprofit milk program and do not have a federally funded food service program. Kindergarten students attending half-day sessions when lunch is not available may receive benefits. The numbers of milks served is shown below in millions.

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY 05</u>	<u>FY06 (est.)</u>
Milks Served	19.5	19.6	19.6	19.6	19.6

The Summer Food Service Program is a voluntary program available to public schools; private schools; residential camps; state, local, municipal and county government entities; and private not-for-profit organizations not participating in other child nutrition programs during the summer months. The intent of the program is to serve nutritious meals during the summer months to children who during the school year receive free or reduced-price meals through the National School Lunch and Breakfast Programs. The following table displays service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY 05 (proj.)</u>	<u>FY06 (est.)</u>
Number of Sponsors	105	98	106	115	125
Number of Sites	1,245	1,342	1,384	1,424	1,550

The Child and Adult Care Food Program is a voluntary program available to nonprofit and for-profit, nonresidential child care centers; family day care homes; Head Start centers; and outside-of-school-hours child care programs. In addition, legislation allows reimbursement for snacks and/or suppers served to school-age children participating in after-school programs located in an area served by a school in which at least 50% of the enrolled children are approved eligible for free or reduced-price meals. The adult care portion of the program is administered by the Department on Aging. Meals/snacks must meet federal requirements. The following table displays service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (proj.)</u>	<u>FY06 (est.)</u>
Number of Sponsors	786	797	791	810	821
Number of Sites	11,074	11,370	11,901	12,186	12,485

**Reimbursement/Distribution Method:** For the National School Lunch Program, the federal government provides a basic level of reimbursement for all lunches plus supplemental reimbursement for free and reduced-price lunches. The federal reimbursement rates for FY06 are:

<u>Per Meal Rates</u>	<u>Less Than 60% Free or Reduced-Priced Meals</u>	<u>60% or More Free or Reduced-Priced Meals</u>
Paid lunch reimbursement	\$0.22	\$0.24
Reduced-price lunch reimbursement	\$1.92	\$1.94
Free lunch reimbursement	\$2.32	\$2.34

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

For the School Breakfast Program, the federal reimbursement rates for FY06 are:

	<u>Rates</u>	<u>Rates for Severe Need School</u>
Paid breakfast reimbursement	\$0.23	\$0.23
Reduced-price breakfast reimbursement	\$0.97	\$1.21
Free breakfast reimbursement	\$1.27	\$1.51

For snacks served in After-School Care Programs, the federal reimbursement rates for FY06 are:

	<u>Rates</u>
Paid snack reimbursement	\$0.05
Reduced-price snack reimbursement	\$0.31
Free snack reimbursement	\$0.63

The Special Milk Program provides federal funds to reimburse schools for all or a portion of the cost of providing milk to students through two different means. The first is reimbursement for milk purchased by students and the second is reimbursement for milk provided free to eligible, needy students. In FY06, the reimbursement rate for purchased milk was set at \$.1550 per half-pint. Reimbursement for free milk is at the actual dairy cost per half-pint.

Federal reimbursement rates for the Summer Food Service Program for FY05 are:

	<u>Operating Rates</u>	<u>Administrative Rates</u>	
		<u>Rural/Self-Prep</u>	<u>Urban/Vended</u>
Breakfasts	\$1.42	\$0.1400	\$0.1125
Lunches/suppers	\$2.48	\$0.2600	\$0.2150
Supplements	\$0.58	\$0.0700	\$0.0550

Federal reimbursement rates for FY06 for the Child and Adult Care Food Program are:

<u>Child Care Center Rates</u>	<u>Breakfasts</u>	<u>Lunch &amp; Suppers</u>	<u>Supplements</u>
Paid	\$0.23	\$0.22	\$0.05
Reduced	\$0.97	\$1.92	\$0.31
Free	\$1.27	\$2.32	\$0.63

The reimbursement rates for snacks and suppers in the At-Risk After-School Program are \$.63 for snack and \$2.32 for supper.

<u>Day Care Home Rates</u>	<u>Breakfasts</u>	<u>Lunch &amp; Suppers</u>	<u>Supplements</u>
Tier I	\$1.06	\$1.96	\$0.58
Tier II	\$0.39	\$1.18	\$0.16

In addition to the reimbursement, sponsors in the Child and Adult Care Food Program also receive cash in lieu of commodities based on the number of lunches and suppers served. For FY06, the cash in lieu of commodity rate is \$.1750 per meal.

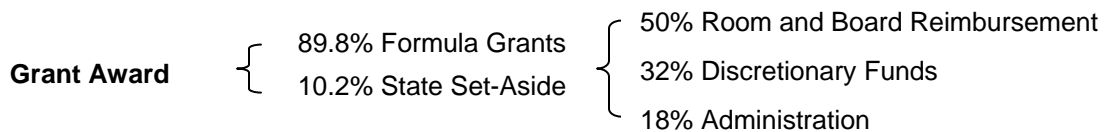
In each of these Child Nutrition Programs, sponsors are reimbursed monthly on the basis of claims submitted.

## Individuals with Disabilities Education Act, Part B

<b>Legislative Reference:</b> PL 105-17 (CFDA 84.027A)	<b>Program Goal:</b> To assist local school districts and service provider agencies to help meet the needs of at-risk students.	<b>FY01</b>	\$280,000,000
		<b>FY02</b>	\$350,000,000
<b>Funding Source:</b> Federal		<b>FY03</b>	\$400,000,000
		<b>FY04</b>	\$450,000,000
		<b>FY05</b>	\$550,000,000
		<b>FY06</b>	\$550,000,000
		<b>FY07</b>	\$550,000,000

**Purpose:** To provide supplemental funds to ensure all children with disabilities ages 3-21 receive a free appropriate public education in the least restrictive environment. Funds are used for teacher/aides salaries; other personnel (i.e., social workers, psychologists, physical therapists); training; specialized consultants; and instructional supplies, materials and equipment.

The diagram below represents the FY06 IDEA, Part B grant award allocation at the state level based on the Individuals with Disabilities Education Act:



**Population and Service Levels:** The following table displays service-level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Students served	306,000	317,153	321,501	324,000
School districts	890	890	890	890
Dollars to districts	\$305,553,572	\$361,314,000	\$413,910,797	\$420,006,155

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Teachers salaries/instructional cost	46%	50%	41%	45%
Support personnel *	21%	20%	18%	15%
Subgrants to school districts	22%	21%	20%	20%
Administration	7%	5%	6%	5%
Other (material, supplies, etc.)	4%	3%	15%	15%

\* Examples of support personnel are social workers, psychologists, health specialists and speech teachers.

**Reimbursement/Distribution Method:** Formula grant funds are distributed to special education cooperatives and independent school districts based on the amount received in FY00; funds in excess of the total base amount required are distributed based on the relative population of children aged 3-21 (85%) and on the relative population of those children who are living in poverty (15%). 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 shall be 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 per PA 93-1022.

## IDEA – Deaf & Blind

<b>Legislative Reference:</b> PL 105-17 (CFDA 84.326C)  <b>Funding Source:</b> Federal	<b>Program Goal:</b> To provide supplemental funds for services for deaf-blind children ages birth through 21.	<b>FY01</b>	\$280,000
		<b>FY02</b>	\$280,000
		<b>FY03</b>	\$305,000
		<b>FY04</b>	\$600,000
		<b>FY05</b>	\$380,000
		<b>FY06</b>	\$380,000
		<b>FY07</b>	\$380,000

**Purpose:** To provide technical assistance, information, and training to address the early intervention, special education, related services, and transitional service needs of children with deaf-blindness, and also enhance state capacity to improve services and outcomes for children and their families. Services are coordinated with other state agencies that have responsibilities for providing services to children who are deaf-blind.

**Population and Service Levels:** The following table displays service-level information:

	<u>FY04</u>	<u>FY05</u>	<u>FY06</u>	<u>FY07 (est.)</u>
Students served	454	459	470	480
	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	
Multi-agency training contacts	326	356	359	
Local program contacts	899	981	978	
Support service contacts	1,200	1,300	1,300	
Service provider, training contacts	1,651	1,676	1,955	
Children identified	510	515	459	
Library materials maintained	1,500	1,500	1,600	
Website visits	n/a	21,648	27,646	

**Reimbursement/Distribution Method:** Funds are distributed via a grant to the Philip J. Rock Center & School.

## IDEA – Model Outreach

<b>Legislative Reference:</b> PL 105-17 (CFDA 84.324R)	<b>Program Goal:</b> To assist local school districts, state agencies and other service provider agencies to appropriately implement IDEA transition requirements.	<b>FY01</b>	n/a
		<b>FY02</b>	n/a
<b>Funding Source:</b> Federal		<b>FY03</b>	\$200,000
		<b>FY04</b>	\$400,000
		<b>FY05</b>	\$400,000
		<b>FY06</b>	\$400,000
		<b>FY07</b>	\$400,000

**Purpose:** To assist local Individual Education Plan (IEP) teams to improve the transition planning and service delivery process through the implementation of research-based transition practices that result in improved student outcomes.

**Population and Service Levels:** All local education agencies (LEAs) and special education joint agreements serving the approximately 96,256 eligible students ages 14–21 with disabilities are eligible to apply for participation in training and technical activities to improve the transition planning and service delivery process. Regional entities that provide training are eligible to apply for participation in trainer-of-trainer activities in order to train a cadre of individuals qualified to provide ongoing training in research-based transition practices beyond the grant period. To date, over 2,300 transition-age students, parents, school personnel, and community service providers have been involved with Model Outreach. Twenty sites have received training and technical assistance in implementing transition best practices. In partnership with state agencies and universities, ISBE has held two annual transition summits. Conferences, inservice trainings, and a statewide youth summit have added to the number of individuals involved with program. The following table displays participating individuals:

Special education teachers, support personnel, counselors, rehabilitative services staff	725
Pre-service special education majors	30
Students with disabilities	30
Parents	70
Career and technical education personnel	60

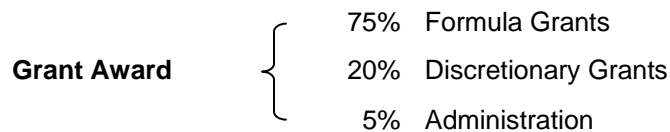
**Reimbursement/Distribution Method:** Funds are distributed through a grant to the Sangamon County Regional Office of Education (ROE 51).

## IDEA – Part B, Preschool

<b>Legislative Reference:</b> PL 105-17 (CFDA 84.173A)	<b>Program Goal:</b> To support schools developing a comprehensive Early Learning System that enables all children with disabilities to meet the Illinois Learning Standards by grade three.	<b>FY01</b>	\$25,000,000
		<b>FY02</b>	\$25,000,000
<b>Funding Source:</b> Federal		<b>FY03</b>	\$25,000,000
		<b>FY04</b>	\$25,000,000
		<b>FY05</b>	\$25,000,000
		<b>FY06</b>	\$25,000,000
		<b>FY07</b>	\$25,000,000

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

The diagram below represents the FY05 IDEA, Part B, Preschool grant award allocation at the state level based on the Individual with Disabilities Education Act.



**Population and Service Levels:** School districts and special education cooperatives are eligible to participate. The following table displays service-level information:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Children	29,646	30,500	33,411	34,967	35,000
School districts/ Special Ed cooperatives	103	102	102	102	102

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Teachers salaries/instructional cost	43%	47%	50%	41%	45%
Support personnel*	28%	28%	28%	22%	25%
Subgrants to school districts	22%	19%	18%	25%	20%
Administration	5%	4%	3%	5%	5%
Other	2%	2%	1%	7%	5%

\* Examples of support personnel are social workers, psychologists, health specialists and speech teachers.

**Reimbursement/Distribution Method:** Formula grants are distributed to local education agencies and special education joint agreements according to the amount received in FY98; funds in excess of the total base amount required are distributed based on relative populations of children ages 3 through 5 (85%) and on the relative populations of children in this age range living in poverty (15%). 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.

## IDEA – State Program Improvement, Part D

<b>Legislative Reference:</b> PL 105-17 (CFDA 84.323A)	<b>Program Goal:</b> To increase the knowledge and ability of school districts and special education joint agreement staff to appropriately educate students with disabilities in the least restrictive environment.	<b>FY01</b>	\$2,000,000
		<b>FY02</b>	\$2,000,000
<b>Funding Source:</b> Federal		<b>FY03</b>	\$1,752,400
		<b>FY04</b>	\$2,500,000
		<b>FY05</b>	\$2,500,000
		<b>FY06</b>	\$2,500,000
		<b>FY07</b>	\$2,500,000

**Purpose:** To establish and implement a coordinated, regionalized system of personnel development that will increase the capacity of school systems to provide early intervention services, aligned with the general education curriculum, to at-risk students and students with disabilities, as measured by improved student progress and performance.

**Population and Service Levels:** Approximately 321,000 children with disabilities ages 6 to 21 are served by approximately 65,000 professional and nonprofessional special education personnel.

Under the State Personnel Development Grant, the state has been divided into four regions—north, central, south and the City of Chicago—in order to establish a regionalized structure for the delivery of professional development. Professional development will be made available to all school districts within each region, but the amount of funding will not allow all districts to be served in a given year. It is estimated that 150 districts can be served each year when full project implementation begins in FY07 (FY06 is primarily a planning year). Demonstration/data collection sites will be established within each region, and it is estimated that the total number of demonstration sites will range between 37 and 45 schools each year, depending on the capacity of each regional project. More exact figures will be available when the regional projects have been established via the Request for Proposals process.

**Reimbursement/Distribution Method:** Grant funds will be distributed via competitive grants to school districts, special education joint agreements, and regional offices of education or universities.

## Learn and Serve America

<b>Legislative Reference:</b> PL 103-82 42 U.S.C. 12501 et seq., (CFDA 94.004)  <b>Funding Source:</b> Federal	<b>Program Goal:</b> Promote and support development of high-quality local and regional service-learning opportunities for all Illinois students in grades K-12, as essential components of public and nonpublic school curriculum and instruction.	<b>FY01</b>	\$2,000,000
		<b>FY02</b>	\$2,000,000
		<b>FY03</b>	\$2,000,000
		<b>FY04</b>	\$2,000,000
		<b>FY05</b>	\$2,500,000
		<b>FY06</b>	\$2,500,000
		<b>FY07</b>	\$2,500,000

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

**Population and Service Levels:** Eligible applicants include local school districts, Regional Offices of Education, public university laboratory schools approved by the State Board of Education, charter schools, and area vocational centers. Applicants must form partnerships with one or more public or private nonprofit organization and must invite nonpublic schools into the partnership. A major restructuring of the program was implemented in FY05. The following table displays service-level information:

	<u>FY04</u>	<u>FY05</u>	<u>FY06 (proj.)</u>
Grants	124	43	42
Students served	38,000	40,000	42,000

**Reimbursement/Distribution Method:** It is anticipated 42 grants will be awarded in FY06, including 35 competitive grants awarded on the basis of a request-for-proposals process and 7 noncompetitive awards. Average grant amount for FY06 competitive grants is expected to be \$20,000. The 7 noncompetitive grants will be awarded to selected Illinois Service-Learning Leader School Districts and regional programs based on contribution to state capacity building. The maximum grant award is \$150,000 to the Chicago Public Schools.

## Title I – Advanced Placement Test Fee Reduction Program

<b>Legislative Reference:</b> NCLB, PL 107-110 (CFDA 84.330B–Test Fee)  <b>Funding Source:</b> Federal	<b>Program Goal:</b> To increase the number of low-income students taking advanced placement exams through provision of exam fee reimbursement.	<b>FY01</b>	\$800,000
		<b>FY02</b>	\$800,000
		<b>FY03</b>	\$700,000
		<b>FY04</b>	\$900,000
		<b>FY05</b>	\$2,000,000
		<b>FY06</b>	\$1,000,000
		<b>FY07</b>	\$1,000,000

**Purpose:** To assist school districts in offsetting the fees for low-income students who take the annual (AP) Exam and International Baccalaureate Organization exam.

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

**Reimbursement/Distribution Method:** [Advanced Placement Test Fee Program](#) reimbursement funds are provided to the College Board for low-income students who request fee reductions for Advanced Placement exams and to school districts involved in the International Baccalaureate Organization exam program.

## Title I – Advanced Placement Incentive Program

<b>Legislative Reference:</b> NCLB, PL 107-110 (CFDA 84.330C Incentive)  <b>Funding Source:</b> Federal	<b>Program Goal:</b> To increase the number of low-income students taking advanced placement courses and exams through support to LEAs or schools with 40% or more low income students; to increase the number of low-income students benefiting from pre-advanced and/or advanced placement courses and highly trained teachers; and to increase the availability and range of schools that offer pre-advanced and/or advanced placement courses, including middle and secondary schools.	<b>FY01</b>	n/a
		<b>FY02</b>	n/a
		<b>FY03</b>	n/a
		<b>FY04</b>	n/a
		<b>FY05</b>	n/a
		<b>FY06</b>	\$1,000,000
		<b>FY07</b>	\$1,000,000

**Purpose:** To promote Advanced Placement and Pre-Advanced placement program development in schools or districts with 40% low income; to develop, enhance, or expand advanced placement and pre-advanced placement courses in English, mathematics, science and social studies at the middle or high school grades; to develop a high school administrators' academy in the content areas to strengthen school leadership in higher-order thinking, reading, and writing; and to provide support for quality professional development, online advanced placement and pre-advanced placement courses, and coordination of curriculum design and development among middle grade and high school teachers, with an emphasis on vertical team training and content area enhancement.

**Population and Service Levels:** Public middle grade and high schools with a minimum of 40 percent low-income students are eligible for advanced placement and pre-advanced placement program development, curriculum design, online learning support, and professional development.

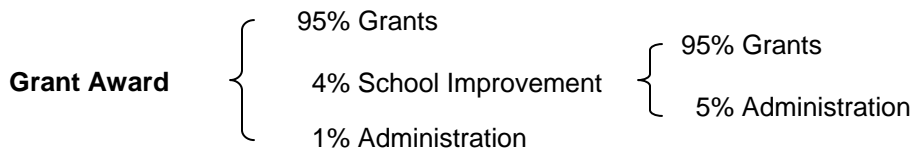
**Reimbursement/Distribution Method:** Advanced Placement Incentive Program funds are distributed through competitive grants to eligible low-income middle grade and high schools to develop classroom and/or online programs that will allow more students to enroll in advanced placement and pre-advanced placement courses and better prepare them to take Advanced Placement exams; and to provide professional development opportunities for advanced placement teachers.

# Title I – Basic, Part A

<b>Legislative Reference:</b> 20 USC 6311 et seq. P.L. 100-297 (CFDA 84.010A)	<b>Program Goal:</b> Provide Title I Grants to school districts to financially support programs for students at risk of academic failure.	<b>FY01</b> <b>FY02</b> <b>FY03</b> <b>FY04</b> <b>FY05</b> <b>FY06</b> <b>FY07</b>	\$360,000,000 \$400,000,000 \$450,000,000 \$535,000,000 \$615,000,000 \$613,000,000 \$613,000,000
<b>Funding Source:</b> Federal			

**Purpose:** To provide supplemental services for children from preschool through grade 12 who are at risk of not meeting the [Illinois Learning Standards](#). Funds support instruction in reading, math, and language arts as well as professional development activities. Funds will be used for a variety of expenditures, including instructional salaries, supplies and materials, consultant fees, equipment, and other services in support of supplemental programs for at-risk students. For schools identified for improvement under NCLB, up to 20% may be used to cover expenditures related to providing School Choice and Supplemental Educational Service (SES).

The diagram below represents the Title I, Basic, Part A grant award allocation at the state level based on the [No Child Left Behind Act](#).



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

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 (est.)</u>
Number of Title I districts	792	819	815	803
Number of Title I schools	2,409	2,433	2,364	2,278
Students receiving targeted reading instruction	90,719	80,037	77,752	76,780
Students receiving targeted math instruction	37,607	29,748	22,595	22,503
Number of full-time teachers hired	3,249	3,300	3,500	3,425

\* Data unavailable.

**Reimbursement/Distribution Method:** Funds are distributed through formula grants based on low-income census count.

## Title I – Comprehensive School Reform

<b>Legislative Reference:</b> NCLB, PL 107-110 (CFDA 84.332A)	<b>Program Goal:</b> To improve the performance of at-risk students and schools in academic difficulty as measured by standardized tests and other performance measures.	<b>FY01</b>	\$8,000,000
		<b>FY02</b>	\$12,000,000
<b>Funding Source:</b> Federal		<b>FY03</b>	\$12,219,600
		<b>FY04</b>	\$18,000,000
		<b>FY05</b>	\$18,000,000
		<b>FY06</b>	\$12,000,000
		<b>FY07</b>	\$12,000,000

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

**Population and Service Levels:** Funds will be targeted to schools in districts that are in school improvement and in academic early warning status. The following table displays service-level information:

<u>Districts in Support Status</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Districts funded	19	37	43	56	50
Schools funded	88	219	170	221	185

**Reimbursement/Distribution Method:** Funds are awarded through an application process. By federal law, each school must receive a minimum of \$50,000 per year for up to three years. The recommended level of funding is based upon the anticipated federal grant award, and grants are renewable for an additional two years based upon the availability of funds in the federal appropriation and the successful implementation of the comprehensive reform design. Funds support design implementation costs including consultant/trainer fees, professional development release time, evaluation costs and other costs associated with the implementation of comprehensive reform designs.

## Title I – Education of Migratory Children, Part C

<b>Legislative Reference:</b> NCLB, PL 107-110 (CFDA 84.011A)	<b>Program Goal:</b> To improve the performance of migrant students as measured by standardized tests.	<b>FY01</b>	\$3,155,000
		<b>FY02</b>	\$3,155,000
<b>Funding Source:</b> Federal		<b>FY03</b>	\$3,155,000
		<b>FY04</b>	\$3,200,000
		<b>FY05</b>	\$3,200,000
		<b>FY06</b>	\$3,000,000
		<b>FY07</b>	\$3,000,000

**Purpose:** To develop and provide supplemental educational services to migrant children, ages 3 through 21, who have not graduated from high school or received their GED. This program provides interventions that are appropriate for at-risk migrant students in order to increase the percentage of these students meeting the [Illinois Learning Standards](#) (ILS) with an emphasis on reading & mathematics. Funds are generally used for such services as teacher and teacher aide salaries for summer and regular-term services to students and families, support of teacher training and coordinating services in resource projects, student identification and student recruitment.

**Population and Service Levels:** Students being served are educationally disadvantaged and children of seasonal and migratory farm workers. In FY05, about 2,700 students qualified for services. About 99% of these students are Hispanic of Mexican and Mexican-American origin and generally come from Texas, Florida, Washington, and Mexico. Families are highly mobile and often do not remain in one school district for the entire school year. Twelve summer-term programs and three regular-term programs located throughout the state operate under Local Education Agencies (LEAs) that provide direct services to the student population. Other supportive services such as health and dental care, meal programs and social services were offered to enhance the instructional program during the summer school component of the program through the LEAs. Additionally, three programs operate statewide as resource projects to LEAs in the areas of identification and recruitment of students, health and dental services, and curriculum and professional development.

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

	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Students served			
Summer Program	1,362	1,120	1,100
Regular Year	1,595	1,676	1,600
Number of districts/LEAs	16	12	11

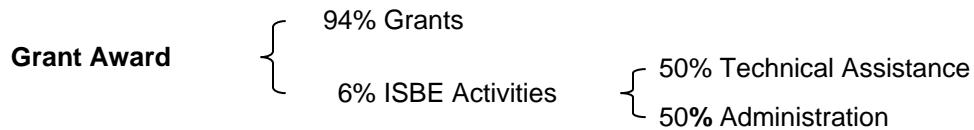
**Reimbursement/Distribution Method:** Migrant Funds are discretionary and are distributed to Local Education Agencies (LEAs) in amounts determined by negotiations between the State Board of Education and the local service providers. Supportive services in the areas of comprehensive health, professional development, and identification and recruitment of migrant students are provided through resource providers awarded grants in the grant proposal process.

## Title I – Even Start Programs

<b>Legislative Reference:</b> NCLB, PL 107-110 (CFDA 84.213C)	<b>Program Goal:</b> To improve educational achievement for low-income families and break the cycle of poverty and illiteracy.	<b>FY01</b>	\$7,000,000
		<b>FY02</b>	\$11,500,000
<b>Funding Source:</b> Federal		<b>FY03</b>	\$12,059,200
		<b>FY04</b>	\$10,000,000
		<b>FY05</b>	\$10,000,000
		<b>FY06</b>	\$10,000,000
		<b>FY07</b>	\$10,000,000

**Purpose:** To provide low-income families with integrated literacy services for parents and their young children (birth through age 7) and to build community networks which support the family as an educational unit.

The diagram below represents the Title I, Even Start grant award allocation at the state level based on Title I of the [No Child Left Behind Act](#):



**Population and Service Levels:** Eligible applicants are partnerships composed of both 1) a school district, Regional Office of Education, an approved public university laboratory school, charter school, or area vocational center; and 2) a not-for-profit community-based organization, public agency other than a local education agency, an institution of higher education, or a public or private not-for-profit organization of demonstrated quality other than a local education agency. Services include early childhood education, adult literacy, parenting education, interactive literacy activities between parents and their children, and state leadership activities that increase academic achievement for children, age's birth-7, and families with adults who are eligible for adult basic education. The following table displays service-level information (FY06 data will be available in fall 2006):

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Families	2,331	2,320	2,754	2,559	2,793
Adults (parents)	2,259	2,393	2,871	2,685	2,957
Children (students)	3,475	3,645	4,200	4,061	4,528

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

## Title I – Neglected and Delinquent, Part D

<b>Legislative Reference:</b> NCLB, PL 107-110 (CFDA 84.013A)  <b>Funding Source:</b> Federal	<b>Program Goal:</b> 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.	<b>FY01</b>	\$2,600,000
		<b>FY02</b>	\$2,600,000
		<b>FY03</b>	\$2,700,000
		<b>FY04</b>	\$4,000,000
		<b>FY05</b>	\$4,000,000
		<b>FY06</b>	\$4,000,000
		<b>FY07</b>	\$4,000,000

**Purpose:** To provide educational services to children in local and state institutions (Department of Corrections) for neglected or delinquent children and youth so that they meet the same state standards as other students and transition from institutionalization to further schooling and employment.

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

**Population and Service Levels:** An estimated 18 local education agencies statewide will receive Title I Neglected or Delinquent funding serving about 26 institutions for the creation of supplemental educational programs for 1,616 students in institutions. The Department of Corrections receives funding to serve a target population of approximately 3,155 incarcerated residents in 9 state adult correctional institutions and 7 juvenile correctional institutions. The number of students aged 5-17 to be served is based on an annual student survey count from each institution, completed by the institution and the Department of Corrections. The following table displays student service-level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Students Served in:				
Local neglected & delinquent institutions	2,242	2,219	1,616	1,890
Adult and juvenile corrections centers	3,605	2,945	3,155	3,000

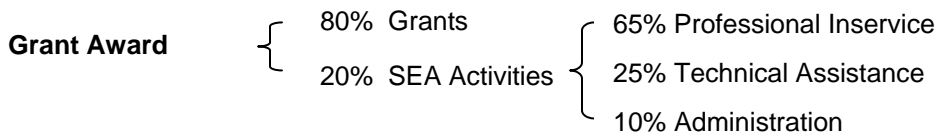
**Reimbursement/Distribution Method:** The State Board of Education annually notifies each institution and the Department of Corrections as to the amount of funds they are eligible to receive based on the survey described above.

# Title I - Reading First

<b>Legislative Reference:</b> NCLB, PL 107-110 (CFDA 84.357A)	<b>Program Goal:</b> To fund research-based models of K-3 reading improvement and professional development in districts with greatest need so that by 2014, all students will meet or exceed state standards for reading.	<b>FY01</b>	n/a
		<b>FY02</b>	n/a
<b>Funding Source:</b> Federal		<b>FY03</b>	\$33,000,000
		<b>FY04</b>	\$66,000,000
		<b>FY05</b>	\$50,000,000
		<b>FY06</b>	\$50,000,000
		<b>FY07</b>	\$50,000,000

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

The diagram below represents the Title I, Reading First grant award allocation at the state level based on the [No Child Left Behind Act](#):



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

	<u>FY05</u>	<u>FY06 (est.)</u>
Districts	40	40
Schools	243	230
Teachers	4,974	2,519
Students	77,445	52,998

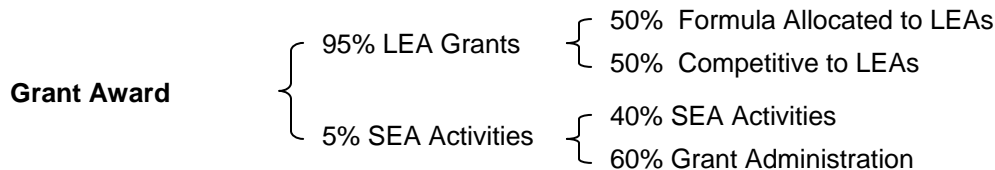
**Reimbursement/Distribution Method:** Grants are awarded to eligible districts on a competitive basis through a request-for-proposals process.

## Title II - Enhancing Education Through Technology

<b>Legislative Reference:</b> 20 USC 6801 et seq.	<b>Program Goal:</b> To improve student literacy in technology, and encourage the effective integration of technology resources and systems into curriculum and professional development.	<b>FY01</b>	n/a
		<b>FY02</b>	n/a
<b>Funding Source:</b> Federal		<b>FY03</b>	\$40,000,000
		<b>FY04</b>	\$53,000,000
		<b>FY05</b>	\$35,000,000
		<b>FY06</b>	\$30,000,000
		<b>FY07</b>	\$30,000,000

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

The diagram below represents the Title II, Enhancing Education through Technology grant award allocation at the state level based on the [No Child Left Behind Act](#):



### Population and Service Levels:

#### Competitive Grant:

In October 2002, a Request for Proposal (RFP) was issued for the first round of competitive grants. The competitive grants were awarded for a three year period. The applications were required to be consistent with the statewide plan and provide children enrolled in private schools, as well as their teachers and other educational personnel, with an opportunity to participate in the program. Approximately 53 grants were awarded.

A new RFP for FY06 was issued in November of 2005. An eligible applicant is either a high-need local education agency (LEA) or an eligible local partnership.

A “high-need local educational agency” is a school district that:

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

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

- A school district that can demonstrate that teachers in its schools are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in classroom instruction and in helping students meet challenging academic standards; or
- an institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the State as low-performing under that act; or
- a for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction; or
- a public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.

The partnership may also include other school districts, regional offices of education, libraries, or other educational entities appropriate to provide local programs.

**Formula Grant:**

The formula grants are based on the number of Title I students and are awarded to all districts with Title I student populations. LEAs are notified of the level of funding to be received in the fall via a letter from the Curriculum and Instruction Division and through the eGMS system.

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

School districts who apply for formula grants must submit their application and budget through the eGMS system.

	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Dollars granted	\$24,612,000	\$27,637,866	\$19,883,862
Number of districts participating	850	759	759
Number of Formula grant projects	770	756	800
Number of Competitive grant projects	55	53	20

## Title II – Mathematics and Science Partnership Program

<b>Legislative Reference:</b> PL 107-110 (CFDA 84.366A)	<b>Program Goal:</b> To provide funding to develop partnerships to improve mathematics and science teaching in elementary and secondary schools.	<b>FY01</b>	n/a
		<b>FY02</b>	n/a
<b>Funding Source:</b> Federal		<b>FY03</b>	n/a
		<b>FY04</b>	n/a
		<b>FY05</b>	\$8,000,000
		<b>FY06</b>	\$9,000,000
		<b>FY07</b>	\$9,000,000

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

**Population and Service Levels:** Eligible applicants are partnerships that include an engineering, mathematics, or science department of an institution of higher education and a high-need school district. Other partners may include state education agencies, public charter schools or other public schools, businesses, and nonprofit or for-profit organizations concerned with mathematics and science education.

The following table displays service-level information:

	<u>FY04</u>	<u>FY05</u>	<u>FY06 (proj.)</u>
Partnerships	11	24	30
Teacher Participants	677	827	1,200

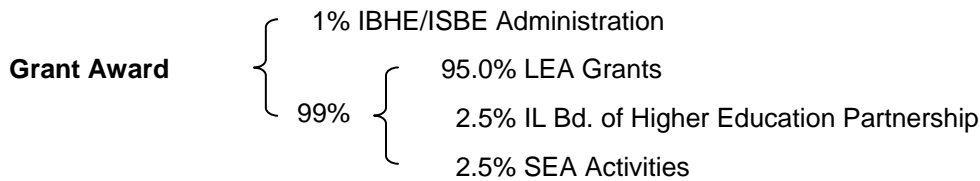
**Reimbursement/Distribution Method:** The funds are distributed to eligible partnerships based on a competitive external and internal review process. Eligible LEA partners must meet federally set criteria based on poverty rate, student achievement and teacher quality issues.

## Title II – Teacher/Principal Training

<b>Legislative Reference:</b> NCLB, PL 107-110 (CFDA 84.367A)	<b>Program Goal:</b> To increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified.	<b>FY01</b>	n/a
		<b>FY02</b>	n/a
<b>Funding Source:</b> Federal		<b>FY03</b>	\$120,000,000
		<b>FY04</b>	\$150,000,000
		<b>FY05</b>	\$150,000,000
		<b>FY06</b>	\$135,000,000
		<b>FY07</b>	\$135,000,000

**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.

The diagram below represents the Title II, Teacher/Principal Training grant award allocation at the state level based on the [No Child Left Behind Act](#):



**Population and Service Levels:** All Illinois school districts are eligible to participate. Teachers in private, not-for-profit elementary and secondary schools are also eligible to participate. Funds may be used to support professional development; induction and mentoring; recruiting, hiring and retaining highly qualified teachers; and to reduce class size. The summary below shows the FY05 distribution of funds to local education agencies (LEAs):

<u>Purpose</u>	<u>Amount</u>	<u>Percentage</u>
Instructional Salaries, Materials, Supplies & Equip.	\$55,912,810	(53.2%)
Professional Development	\$40,375,609	(38.4%)
Support Services	\$4,552,814	( 4.3%)
Other	\$3,008,825	( 2.9%)
Administration	\$1,224,944	( 1.2%)

**Reimbursement/Distribution Method:** As provided by law, a portion of these funds are set aside for state-level activities to support induction and mentoring, para-professional preparation, recruitment, and increasing the number of highly-qualified educators. Funds are allocated based on each LEA's hold harmless amount (the sum of the FY02 allocation for the IASA Title II, Dwight D. Eisenhower Professional Development Program and the FY02 allocation for the IASA Class-Size Reduction Program); 20% of funds above the hold harmless amount are allocated on the relative enrollments in public and private not-for-profit schools, and 80% of funds on the number of children in poverty in the district.

## Title II - Transition to Teaching

<b>Legislative Reference:</b> NCLB, PL 107-110 (CFDA 84.350B)  <b>Funding Source:</b> Federal	<b>Program Goal:</b> To conduct a quality graduate studies program and support system that ensures high-quality bilingual teachers are trained and certified for employment in Illinois public schools.	<b>FY01</b>	n/a
		<b>FY02</b>	n/a
		<b>FY03</b>	\$531,500
		<b>FY04</b>	\$500,000
		<b>FY05</b>	\$500,000
		<b>FY06</b>	\$500,000
		<b>FY07</b>	\$1,000,000

**Purpose:** To provide a graduate-level program for bilingual individuals possessing college degrees in areas other than education who desire to become certified bilingual teachers. All participants will be teaching in elementary bilingual classrooms while enrolled in the program.

**Population and Service Levels:** Partnering with Chicago District 299 to develop a total of eight cohorts initiating in fall and spring semesters from September 2005 – September 2007. Each cohort will be comprised of 25 – 30 participants in an elementary or early childhood education certification program. The next cohorts will begin in FY07:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Elementary/early childhood	n/a	109	98	95
Secondary	n/a	6	6	8

**Reimbursement/Distribution Method:** Elementary certification courses are contracted through Northern Illinois University. Secondary teachers in training receive a partial reimbursement for courses completed leading to certification.

## Title II - Troops to Teachers

<b>Legislative Reference:</b> NCLB, PL 107-110	<b>Program Goal:</b> To operate a highly effective technical and informational support system that ensures high-quality educators are certificated for employment in Illinois schools.	<b>FY01</b>	\$150,000
		<b>FY02</b>	\$150,000
<b>Funding Source:</b> Federal		<b>FY03</b>	\$170,000
		<b>FY04</b>	\$180,500
		<b>FY05</b>	\$175,800
		<b>FY06</b>	\$158,400
		<b>FY07</b>	\$170,000

**Purpose:** To help improve American education by providing mature, motivated, experienced and dedicated personnel for the nation's classrooms. The Illinois State Board of Education (ISBE), in cooperation with the U.S. Department of Defense, will help implement a program authorized by the [No Child Left Behind Act](#) to provide opportunities for eligible military personnel to prepare for second careers as teachers in public schools. Primary objectives include:

- assisting eligible military personnel to enter a new career in public education;
- providing positive role models for the nation's public school students; and
- helping relieve teacher shortages, especially in the subjects of math and science, particularly in high-need geographical areas.

**Population and Service Levels:** To date, approximately 225 military personnel have entered the Illinois program and have been employed by Illinois schools.

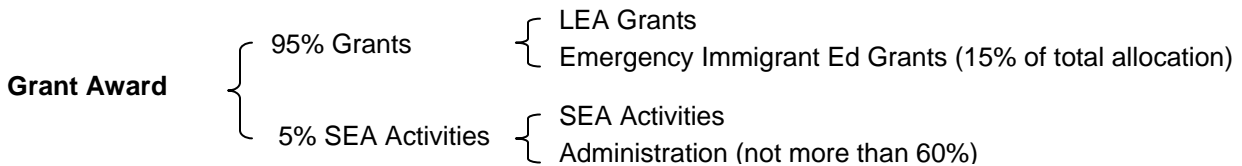
**Reimbursement/Distribution Method:** Administrative costs incurred by the agency and associated with supporting the Troops to Teachers program are funded by the grant.

## Title III - English Language Acquisition

<b>Legislative Reference:</b> NCLB, PL 107-110 (CFDA 84.365A)	<b>Program Goal:</b> To implement high-quality programs for limited-English-proficient and immigrant students that will help them attain English proficiency, achieve at high levels in core academic subjects and meet the Illinois Learning Standards.	<b>FY01</b>	n/a
		<b>FY02</b>	n/a
<b>Funding Source:</b> Federal		<b>FY03</b>	\$20,000,000
		<b>FY04</b>	\$40,000,000
		<b>FY05</b>	\$40,000,000
		<b>FY06</b>	\$40,000,000
		<b>FY07</b>	\$40,000,000

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

The diagram below represents the Title III, English Language Acquisition grant award allocation at the state level based on the [No Child Left Behind Act](#):



**Population and Service Levels:** The Annual Student Report (ASR) indicates Chicago Public Schools enroll approximately 45% of the LEP students in the state; the remaining 55% 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% were Spanish-speaking; the balance spoke one or more of 123 other languages.

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

	<u>FY05</u>	<u>FY06</u>	<u>FY07 (est.*)</u>
Chicago students	61,424	67,466	69,490
Downstate students	<u>92,560</u>	<u>83,251</u>	<u>85,749</u>
Total	153,984	150,717	155,239

\* An estimate of a 3 % increase

The second program, Immigrant Education Program (IEP), serves only children who were not born in the United States, the District of Columbia, or Puerto Rico, and who have been attending schools in the United States for less than three complete academic years. It is not a requirement that these students be Limited English Proficient (LEP). The following table displays service-level information:

	<u>FY05</u>	<u>FY06</u>	<u>FY07 (est.*)</u>
IEP Students Identified	65,629	60,337	62,147
IEP Students Eligible	14,812	19,228	19,804
IEP Students Served	14,628	18,676	19,328

\* An estimate of a 3 % increase

**Reimbursement/Distribution Method:** The legislation requires that 80% of the federal allocation to the state be used for grants (LIPLEPS) at the local level to teach limited-English-proficient students. An additional 15% is to be used for grants to eligible districts to implement programs for immigrant students (IEP). Both programs, LIPLEPS and IEP, are formula-based grants that provide supplemental funds to school districts that are implementing programs for LEP students with state and local funds. Funding levels for both programs are based on a per-pupil allocation.

LIPLEPS Grants -- School districts are eligible to apply for these grants either singly or in consortia with other districts if they meet the following conditions: a) the district (or each district in a consortium) has a state-approved Transitional Bilingual Education (TBE) program or Transitional Program of Instruction (TPI); b) the district (or each district in a consortium) is in full compliance with state statutes; and c) the district (or the consortium) has an enrollment of LEP students that, in the aggregate, generates a minimum grant of \$10,000. School districts are required to consult with nonpublic schools within their attendance area in preparing their grant application. Nonpublic schools enrolling LEP students identified through an English language proficiency assessment are eligible to participate in the program and their students may be included in the grant application at the discretion of their nonpublic schools. In FY06, the final per capita allocation is \$146.

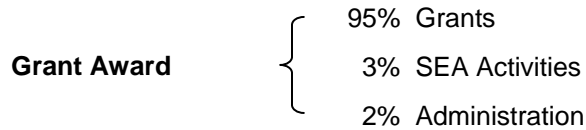
IEP Grants -- Eligible applicants are school districts that have met all of the following conditions: a) report immigrant student enrollments to ISBE during the preceding school year; b) show a significant increase (either 3% or 50 students, whichever is less) over the average immigrant student enrollment for the preceding two fiscal years; c) report immigrant student enrollment at a minimum of 10 students; and d) implement a state-approved Transitional Bilingual Education (TBE) program or a Transitional Program of Instruction (TPI) that is in compliance with statutory requirements. In FY06, a total 60,337 immigrant students were identified. Of this number, 19,228 enrolled in eligible school districts that had a minimum of 10 students and showed a significant increase. Of the eligible districts, 57% serving 18,676 IEP students applied for the funds to provide services. The final per capita allocation is \$191.

# Title IV – 21<sup>st</sup> Century Communities Learning Centers

<b>Legislative Reference:</b> NCLB, PL 107-110 (CFDA 84.287C)  <b>Funding Source:</b> Federal	<b>Program Goal:</b> To provide 21 <sup>st</sup> Century Community Learning Centers Program Grants for the development of after-school programs.	<b>FY01</b>	n/a
		<b>FY02</b>	n/a
		<b>FY03</b>	\$42,100,000
		<b>FY04</b>	\$45,000,000
		<b>FY05</b>	\$45,000,000
		<b>FY06</b>	\$45,000,000
		<b>FY07</b>	\$45,000,000

**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.

The diagram below represents the Title IV, 21<sup>st</sup> Century Communities Learning Centers grant award allocation at the state level based on the [No Child Left Behind Act](#):



**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:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06</u>
Programs	36	54	97	96
Schools	62	104	232	313

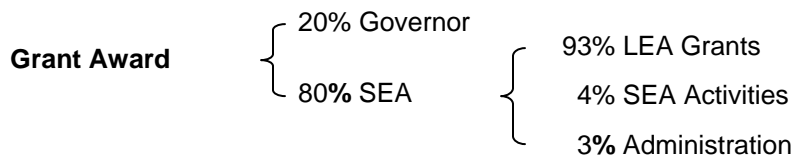
**Reimbursement/Distribution Method:** Funding is available through a competitive grant evaluated on need, the quality of project services, the quality of the management plan, the quality of project evaluation and the adequacy of resources of the applicant.

## Title IV - Safe & Drug Free Schools and Communities

<b>Legislative Reference:</b> NCLB, PL 107-110 (CFDA 84.186A)  <b>Funding Source:</b> Federal	<b>Program Goal:</b> To provide Title IV grants to local school districts to financially support district drug and violence prevention efforts.	<b>FY01</b>	\$28,000,000
		<b>FY02</b>	\$24,500,000
		<b>FY03</b>	\$25,000,000
		<b>FY04</b>	\$25,000,000
		<b>FY05</b>	\$25,000,000
		<b>FY06</b>	\$20,000,000
		<b>FY07</b>	\$20,000,000

**Purpose:** To support the national education goal that every school in the United States will be free of drugs, violence, firearms and alcohol, and will offer a disciplined environment conducive to learning.

The diagram below represents the Title IV, Safe & Drug Free Schools and Communities grant award allocation at the state level based on the [No Child Left Behind Act](#):



**Population and Service Levels:** All local education agencies and private, not-for-profit elementary and secondary schools are eligible to participate. The following table displays the expenditure of program funds by LEAs:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Instruction	\$3,012,754 (21%)	\$3,260,702 (25%)	\$3,433,880 (28%)
Guidance Services	\$3,291,858 (23%)	\$3,855,172 (30%)	\$3,811,946 (31%)
Improvement of Instruction	\$3,677,371 (25%)	\$1,404,425 (11%)	\$1,103,445 (9%)
Support Services	\$1,597,910 (11%)	\$1,915,383 (15%)	\$1,632,543 (13%)
Community Services	\$1,534,053 (11%)	\$1,248,359 (10%)	\$1,198,705 (10%)
Other Expenditures	\$1,344,391 (9%)	\$1,295,821 (10%)	\$1,162,068 (9%)

**Reimbursement/Distribution Method:** Funds are distributed through formula grants, 60% based on the relative amount of funds received through Title I, Part A for the preceding year, and 40% based on the relative enrollments in public and private nonprofit elementary and secondary schools within the boundaries of the school district

## Title V – Innovative Programs

<b>Legislative Reference:</b> NCLB, PL107-110 (CFDA 84.298A)	<b>Program Goal:</b> To provide Title V Grants to local school districts to support innovative education program strategies.	<b>FY01</b>	n/a
		<b>FY02</b>	n/a
<b>Funding Source:</b> Federal		<b>FY03</b>	\$21,000,000
		<b>FY04</b>	\$21,000,000
		<b>FY05</b>	\$21,000,000
		<b>FY06</b>	\$15,000,000
		<b>FY07</b>	\$10,000,000

**Purpose:** To support local education reform efforts that are consistent with and sustain statewide reform efforts; implement promising educational reform programs; provide for innovation and educational improvement; and assist in meeting the special needs of at-risk and high-cost students.

The diagram below represents the Title V, Innovative Programs grant award allocation at the state level based on the [No Child Left Behind Act](#):



**Population and Service Levels:** All local education agencies (LEAs) are eligible applicants and are required to provide equitable services for private, not-for-profit elementary and secondary schools. Approximately 900 grants are reviewed, approved and processed. The following table displays the distribution of funds by LEAs:

	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Instructional salaries, materials, supplies & equipment	53.1%	46.6%	44.1%	27.1%
Training and technical assistance	10.7%	15.7%	16.1%	28.2%
Educational media services	24.5%	22.0%	22.2%	27.0%
Support services & community outreach	9.7%	10.5%	10.2%	10.7%
Administration	1.0%	.9%	1.0%	1.4%
Other *	1.0%	4.2%	6.4%	5.6%

\* Other includes pupil transportation; assessment and testing; health guidance and social services; etc.

**Reimbursement/Distribution Method:** Funds are distributed through formula grants to local education agencies, 70% of which is based on the relative public and private nonprofit enrollment with the remaining 30% allocated based on poverty count in each district. To be eligible for the 30%, LEAs must have, at minimum, a low-income count of 20 or 10 percent of the enrollment, whichever is less.

## Title VI – Rural & Low Income School Programs

<b>Legislative Reference:</b> NCLB, PL 107-110 (CFDA 84.358B)	<b>Program Goal:</b> To provide rural and low-income districts additional funds to improve student academic achievement.	<b>FY01</b>	n/a
		<b>FY02</b>	n/a
<b>Funding Source:</b> Federal		<b>FY03</b>	\$2,000,000
		<b>FY04</b>	\$1,300,000
		<b>FY05</b>	\$1,500,000
		<b>FY06</b>	\$1,500,000
		<b>FY07</b>	\$1,500,000

**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); and
- activities authorized under Title III (Language Instruction for Limited English Proficient and Immigrant Students).

**Population and Service Levels:** Rural and low-income funds support rural districts with school locale codes of 6, 7, or 8 (as assigned by the U.S. Department of Education’s National Center for Education Statistics), and a low-income census poverty rate of 20% or higher. The following table displays district-level information:

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06 (est.)</u>
Eligible districts	48	28	21	15
Participating districts	48	27	21	15
Instructional expenditures	46%	49%	52%	49%
Improvement of instruction expenditures	29%	21%	12%	15%
Other expenditures	25%	30%	36%	36%

**Reimbursement/Distribution Method:** The Secretary of Education awards formula grants to State Education Agencies (SEAs), who in turn award subgrants to all eligible entities either competitively or on a formula basis. In Illinois subgrants are awarded to all eligible LEAs using a formula based on average daily attendance. Funds are awarded during the first quarter of the fiscal year.

## Title VI - State Assessments

<b>Legislative Reference:</b> NCLB Title VI, Part A, Section 1111(b). P.L. 107-110  <b>Funding Source:</b> Federal	<b>Program Goal:</b> To provide federal funds to pay for the cost of developing additional state assessments and standards.	<b>FY01</b>	n/a
		<b>FY02</b>	n/a
		<b>FY03</b>	\$12,500,000
		<b>FY04</b>	\$25,000,000
		<b>FY05</b>	\$25,000,000
		<b>FY06</b>	\$20,000,000
		<b>FY07</b>	\$20,000,000

**Purpose:** To develop and implement grade-level assessments in reading and mathematics for grades 3 through 8 and 11, and grade span assessments in science for grades 4, 7 and 11 that are in compliance with the requirements of the No Child Left Behind Act.

**Population and Service Levels:** This program serves all NCLB-compliant students for reading and mathematics grade level assessments for grades 3-8 and 11, and science assessments for grades 4, 7 and 11.

**Reimbursement/Distribution Method:** This program provides the Illinois State Board of Education with funding for the cost of developing the required additional assessments and standards; to develop, refine, expand, improve and ensure continued validity and reliability of the state assessment program.

## Title X - Education for Homeless Children

<b>Legislative Reference:</b> NCLB, PL 107-110 (CFDA 84.196A)  <b>Funding Source:</b> Federal	<b>Program Goal:</b> To provide support services, outreach and advocacy needed by homeless students to remain enrolled in school and to achieve the Illinois Learning Standards.	<b>FY01</b>	\$1,600,000
		<b>FY02</b>	\$1,600,000
		<b>FY03</b>	\$3,000,000
		<b>FY04</b>	\$3,000,000
		<b>FY05</b>	\$3,000,000
		<b>FY06</b>	\$3,250,000
		<b>FY07</b>	\$3,250,000

**Purpose:** To address the problems that homeless children and youth face in enrolling, attending, and succeeding in school. The state agency shall ensure that homeless children and youth have equal access to the same free, appropriate public education as provided to other children and youth.

**Population and Service Levels:** Applicants eligible to receive funding include school districts, regional offices of education and public laboratory schools approved by the State Board of Education. In FY06, eight projects were funded as follows:

- one statewide initiative to deliver useful, up-to-date information on the educational rights of homeless children and youth and the responsibilities of schools; and
- seven regional projects to provide training and assistance to local school district homeless education liaisons.

<u>Grades</u>	<u>FY03 Children Served</u>	<u>FY04 Children Served</u>	<u>FY05 Children Served</u>
Pre K	n/a	809	998
K-8	6,818	8,779	10,411
9-12	1,161	2,080	3,055
Other	n/a	156	n/a

**Reimbursement/Distribution Method:** Competitive grants are awarded to eligible applicants based on a request-for-proposals process. New grants commenced in FY05 and were renewed in FY06 after submission of positive FY05 evaluations or acceptable realignment of proposals.

# Part III

## Appendix

## Goal #1 – Enhancing Literacy

#	Initiative	FY07	Notes
1	Review current statutory provisions with the purpose of revising current statewide professional development programs for teachers, paraprofessionals and administrators to ensure focus on 21st century literacy skills.	\$ -	No cost
2	Collect best practices targeting 21st century literacy skills acquisition at key transition points. Have the best practices reviewed by the appropriate professional educators and disseminate those most recommended best practices.	\$ 100,000	1 FTE to do website development; also includes printing and mailing of materials and dollars for workshops
3	Complete and disseminate Spanish language arts standards to support Spanish-language students in accessing content knowledge and obtaining skills necessary for literacy.	\$ 2,500	Includes printing, mailing and workshops; FY07 is for additional dissemination as necessary
4	Support ongoing efforts with local, regional and statewide parent-teacher groups to expand parents' role as their children's "first teachers."	\$ 100,000	1 FTE (1/2 Professional, 1/2 Support) and materials, training, etc.
5	Review recommendations of and work with the Illinois Learning Council to coordinate and integrate the continuum of 0-8 services, focusing on 21st century literacy skills.	\$ 100,000	1 FTE (1/2 Professional, 1/2 Support) and materials, training, etc.
6	Work with CTE groups to undertake CTE curriculum revitalization effort to infuse courses with 21st century literacy skills for meeting core academic requirements.	\$ -	Currently in progress
7	Review existing partnerships and create new partnerships as appropriate with workforce preparation programs to foster 21st century literacy skills outcomes in career and technical education.	\$ 65,000	1 FTE and travel costs (4 months in FY06 and 12 months in FY07)
8	Expand existing ISBE collaboration efforts to provide increased professional development in literacy and support services for English language learners.	\$ -	Currently in progress
9	Collaborate with Regional Office of Education (ROE)/Intermediate Service Centers (ISC) to provide professional development to teachers, paraprofessionals and administrators on the alignment and transition of pre-kindergarten to kindergarten programs using the early learning standards as the basis.	\$ 50,000	Some of this work is currently in progress. Additional funds will be required for printing of materials and training costs.
10	Work with ROE's and ISC's to facilitate dialogue at a regional level among all providers to expand access and quality in support of universal preschool and expanded kindergarten.	\$ -	Currently in progress
11	Collaborate with the various professional associations by supporting their conference and professional development efforts for teachers, paraprofessionals and administrators to integrate 21st century literacy skills with their ongoing training.	\$ 8,000	Travel reimbursement
12	Expand the focus of the Annual Connections Conference and other professional organizational conferences, bringing together pre-service teachers and teacher educators, to include the integration of 21st century literacy skills across the curriculum.	\$ 30,000	1/2 FTE (4 months in FY06 and 12 months in FY07)
13	Review existing research and seek recommendations from professional educator groups to determine if a statewide initiative utilizing a train-the-trainer model for the teaching of reading in the content areas at the middle and high school grades should be conducted.	\$ 20,000	Contract work for research and external evaluation of existing models
14	Emphasize the importance of 21st century literacy skills through a public relations campaign patterned after successful approaches in other states.	\$ 250,000	

## Goal #1 – Enhancing Literacy

#	Initiative	FY07	Notes
15	Build upon kindergarten focus groups to identify issues specific to kindergarten teachers, paraprofessionals and administrators, including early language and literacy.	\$ 100,000	1 FTE (1/2 Professional, 1/2 Support) and materials, training, etc.
16	Target principals for professional development in Early Childhood Education.	\$ 100,000	1 FTE (1/2 Professional, 1/2 Support) and materials, training, etc.
17	Work with professional teacher organizations and curriculum groups to sponsor roundtables for teacher educators across common areas or disciplines to explore avenues for integrating 21st century literacy skills instruction within the disciplines.	\$ 20,000	Travel costs and meeting supplies (assumes 5 roundtables)
18	Review the existing State Technology Plan and collaborate with existing State Technology Hubs to develop a change innovation grant program around the integration of technology and 21st century literacy skills.	\$ -	Currently in progress
19	Extend the Reading Block Grant to grades 7-12 with an initial emphasis on exemplary pilot programs in high schools, providing new dollars are appropriated for such purpose.	\$ -	Assumes that work will be done in the Spring 2007 session to include in the FY08 budget; estimated total cost of expanding the Block Grant is \$50 million to \$75 million; estimate for a pilot program is \$10 million; may need 2 FTE's to handle the additional grades
20	Work with school and public libraries and librarians to sponsor activities and promote awareness around parents' roles in the emergent/early literacy of their children.	\$ 3,000	Travel costs and maybe some materials for distribution (4 months of costs)
21	Develop parent institutes and the distribution of literacy support materials through collaboration with ROE's and ISC's.	\$ 20,000	Initial development of institutes and distribute materials (assumes all work done in FY07)
22	Create a web-based "Early Childhood/Kindergarten Corner" site for sharing resources and best practices information.	\$ -	Some of this work has already been done. Additional work can be accomplished with current resources.
<b>Totals - Goal #1</b>		<b>\$ 968,500</b>	

## Goal #2 – Improving Educator Quality for All Children

#	Initiative	FY07	Notes
1	Review existing approval and accreditation model for higher education preparation programs to ensure the ability of pre-service educators to work successfully with all students and collaborate with all partners to develop a new process.	\$ -	Currently in progress
2	Expand advanced placement opportunities in Illinois high schools through professional development activities and expanded course offerings.	\$ -	Currently in progress
3	Collaborate with public and private colleges of education to research first-year teacher education graduates in Illinois to determine needs for support, induction, mentoring and work with higher education institutions in responding to those needs.	\$ -	Currently in progress
4	Establish a successful practices network by collaborating with professional organizations for promising high schools to provide leadership in bringing effective secondary practices to scale.	\$ 8,000	Travel reimbursement
5	Work with public and private colleges of education and professional educator groups to revise and streamline the system of Illinois certification to support the efforts of all Illinois educators to be highly qualified.	\$ -	No cost
6	Promote the understanding and utilization of the social/emotional learning standards as part of the teacher education curriculum.	\$ 50,000	Professional development
7	Review established and existing induction models to develop a framework to provide high quality induction and mentoring programs for access by all new teachers in the state.	\$ 100,000	
8	Research and develop potential of utilizing the visiting teacher exchange program with the Spanish ministry of Education for Teacher Recruitment (as well as a similar initiative in Puerto Rico)	\$ 5,000	Travel to Puerto Rico
9	Work with other states to increase avenues for certification reciprocity.	\$ 5,000	Potential travel
10	Review existing teacher education scholarships with Illinois Student Assistance Commission (ISAC), Illinois Board of Higher Education (IBHE) and professional teacher organizations for the purpose of determining what incentive policies and legislative proposals are needed to attract teachers to high-need areas and hard-to-staff schools (based upon data from the Annual Educator Supply and Demand Study).	\$ -	No cost
11	Review the recommendations of studies completed on induction and mentoring programs for Illinois principals to determine what immediate action needs to be taken.	\$ -	No cost
12	Convene a work group to take action steps indicated by review of statewide studies on induction and mentoring programs for Illinois principals.	\$ 10,000	Travel reimbursement and substitute reimbursement
13	Collaborate with the ROE's, ISC's and other relevant organizations to provide professional development for paraprofessionals and other ancillary instructional personnel.	\$ -	Currently in progress
14	Collaborate with groups to bring models for teacher recruitment, induction, and retention to scale statewide.	\$ -	No cost
15	Review recommendations from statewide studies of administrator preparation and convene a work group to take indicated action steps.	\$ -	Can be done internally and with the Teachers Cert Board
<b>Totals - Goal #2</b>		<b>\$ 178,000</b>	

## Goal #3 – Expand Data-Informed School Management and Support Practices

#	Initiative	FY07	Notes
1	Convene a reorganization workgroup to explore additional options and incentive for legislative proposals to increase the number of school district reorganizations.	\$ -	No cost
2	Assess second-generation technology needs in school districts and advocate for funding proposals to meet those needs.	\$ 50,000	Contract to collect data
3	Expand the Illinois School Purchasing Network to include a wider variety of shared services, including cooperative purchasing contracts from ROE's/ISC's.	\$ 70,000	There are some additional costs for the purchasing network in bid evaluation, bid advertisements, and bid conferences for an enhanced volume of bid conferences based upon more contracts administered by ISBE. Potentially, there could be legal and other costs.
4	Create online management templates to support a variety of functional and instructional requirements and applications.	\$ -	Currently in progress. Additional work <i>may</i> require more staff.
5	Develop a suite of services and interventions for assisting Illinois' most chronically fiscally distressed school districts (along with their Financial Oversight Panels or School Finance Authorities) to resolve their financial crises.	\$ 345,000	Addition of 5 Regional Consultants (FY06 is 4 months salary and benefits; FY07 is a full year of salary and benefits))
6	Create and implement a series of functional service frameworks with ROE's/ISC's to outline state and regional roles and responsibilities, and to standardize the nature of technical and fiscal support to school districts in the same manner of the mentoring/induction and professional development frameworks (e.g., Certification; Accountability; Business Services).	\$ 5,000	Travel reimbursements
7	Develop a web-based tracking system to monitor the effectiveness of supplemental educational service providers.	\$ -	Currently in progress
8	Collaborate with business consulting groups and related organizations to create online "toolkits" for a variety of school management functions.	\$ -	No cost
9	Explore expanding access and offerings within the Illinois Virtual High School network.	\$ 100,000	1 FTE, travel and public relations to work with schools on needs and opportunities currently available
10	Expand support of the Illinois Interactive Report Card and collaborate with outside groups to make it available to every Illinois school, along with professional development for teachers, paraprofessionals and administrators for its optimal utilization.	\$ 100,000	Current contract with NIU is \$200,000. \$100,000 is an estimate to add additional functionality.
11	Seek foundation, grant, and other private external support for innovative programs and practices, as well as for targeted needs in schools.	\$ 21,500	Grant writer (4 months salary and benefits) and potential travel
12	Expand the network of ISBE Regional Financial Consultants statewide, with the goal of having a cadre of consultants available to each ROE/ISC area.	\$ -	Related to Initiative #5
13	Create a comprehensive data warehouse to foster and support more highly informed decision making by all ISBE constituents.	\$ 1,500,000	ISBE is contracting with with a company to study how such a system might look and what a system might cost. The FY07 cost is an estimate for the first year of data warehouse development.
14	Expand the statewide database for teachers-and instructional program-specific data for all areas of career and technical education (beyond just agricultural education).	\$ 1,000,000	Initial development and data collection
<b>Totals - Goal #3</b>		<b>\$ 3,191,500</b>	