

INTRODUCTION

Welcome to the Evidence-Based Funding Spending Plan data collection system, [user].

Our annual school district budget template does not currently highlight how districts invest in their students in need as measured by current outcomes, with emphasis on low-income students, English Learners, and students with IEPs. Without these data points, districts and communities are limited in their opportunities to understand and influence resource allocation in service of students. The Evidence-Based Funding (EBF) Spending Plan represents an opportunity to connect these dots for district and community decision-making.

By FY23, this EBF Spending Plan will be integrated into the public annual school district budget template. The FY21 EBF Spending Plan represent an opportunity for district leaders to sharpen and refine the story behind their allocation decision-making processes to yield more meaningful and eventually public data. ISBE will continue engaging with the field as the EBF Spending Plan evolves year over year.

Illinois School Code on Evidence-Based Funding requires that all public school districts, laboratory schools, Regional Offices of Education, and Intermediate Service Centers* describe in a district-level spending plan:

1. How the public body will achieve student growth and State education goals
2. How the public body will utilize the Evidence-Based Funding received from this state
3. How the public body will spend Evidence-Based Funding in service of low-income students, English Learners, and special education

This plan is designed to be incorporated into the annual budget process and submitted to ISBE by September 30 of each year. Furthermore, school districts* serving English Learners will submit information as required under Section 14C-12 of the Illinois School Code.

The FY21 EBF Spending Plan was designed with help from FY20 survey feedback. To aid the state's continuous improvement for FY22, please complete the survey that will appear after Plan submission.

Resources for the EBF spending plan are available at www.isbe.net/ebfspendingplan. Any questions specifically regarding the EBF spending plan may be directed to EBFspendingplan@isbe.net.

Please complete the following by September 30, 2020.

** - EBF state statute requires that all "Organizational Units" complete an annual spending plan. "Organizational Units" includes not only school districts but also laboratory schools, Regional Offices of Education, and Intermediate Service Centers. Although this EBF spending plan refers explicitly to school districts, its content should be understood in all cases as applying to the laboratory schools, Regional Offices of Education, and Intermediate Service Centers as well.*

MAIN APPLICATION PAGE

EBF state statute requires that all "Organizational Units" complete an annual spending plan. "Organizational Units" includes not only school districts but also laboratory schools, Regional Offices of Education, and Intermediate Service Centers. Although this EBF Spending Plan refers explicitly to school districts, its content should be understood as applying to the laboratory schools, Regional Offices of Education, and Intermediate Service Centers in all cases as well.

Part I – What strategies will drive your efforts to achieve student growth and make progress toward State education goals in FY21?

These strategies may involve investing any combination of a district's core resources: time, money, people, and programs.

1. Please indicate how your school district intends to achieve student growth and make progress toward State education goals in FY21.

- Focus increased time and attention on specified populations (please list)
- Increase the number of high-quality educators dedicated to specific populations (please list)
- Increase number and/or quality of professional development opportunities
- Maintain or expand early childhood programming
- Maintain or decrease class sizes
- Maintain or expand remote learning supports
- Maintain or expand pupil support services
- Maintain or expand college and career readiness options (e.g., CTE programming, AP/IB programming, dual credit/dual enrollment programming)
- Improve programs, curriculum, and/or learning tools
- Increase number and/or quality of community, parent, and family engagement opportunities
- Maintain or expand extended day or year opportunities
- Maintain or increase equitable resource allocation for students so that more dollars benefit students in greater need
- Increase the efficacy of district systems (e.g., human resources, finance and operations, data governance)
- Invest in facilities, maintenance, and/or infrastructure
- Other (please list)

2. Which priorities are most important for your district to protect with dedicated resources for the sake of student success and district health? Select no more than three.

- Focus increased time and attention on specified populations (please list)
- Increase the number of high-quality educators dedicated to specific populations (please list) as compared to previous years
- Increase number and/or quality of professional development opportunities
- Maintain or expand early childhood programming
- Maintain or decrease class sizes
- Maintain or expand remote learning supports

- Maintain or expand pupil support services
- Maintain or expand college and career readiness options (e.g., CTE programming, AP/IB programming, dual credit/dual enrollment programming)
- Improve programs, curriculum, and/or learning tools
- Increase number and/or quality of community, parent, and family engagement opportunities
- Maintain or expand extended day or year opportunities
- Maintain or increase equitable resource allocation for students so that more dollars benefit students in greater need
- Increase the efficacy of district systems (e.g., human resources, finance and operations, data governance)
- Invest in facilities, maintenance, and/or infrastructure
- Other (please list)

3. (Optional) – Further explain your selected priorities.

a. _____

4. (Optional) – Further describe how your school district will achieve student growth and State education goals.

a. _____

Part II – What will you do with your Evidence-Based Funding? Why?

All school districts receive the same amount of EBF funds that they received in the previous fiscal year, contingent upon available appropriations. This amount is the “Base Funding Minimum” (BFM). On top of the BFM and also subject to appropriation, some school districts may also receive a new allocation, called EBF Tier Funding, or Additional State Assistance.

For FY20, your district’s gross EBF State Contribution was \$_____. This amount includes both the FY20 Base Funding Minimum and any FY20 Tier Funding. Most districts will receive a gross FY21 EBF State Contribution equal to the total gross amount received in FY20. Finalized allocations were not yet available by the time of this EBF Spending Plan’s release. They will be posted at www.isbe.net/ebfdist when available. Districts may complete this and other sections of the EBF Spending Plan assuming level funding from FY20 to FY21, keeping in mind any possible investments or adjustments that may be necessary should circumstances change.

ISBE expects that school district leaders are regularly evaluating how to allocate all available dollars to support both fiscal solvency (sustainability of the district’s financial health) and academic solvency (sustainability of student outcomes and supports) while also upholding community values. These resource allocation activities align with the twin goals of EBF: equity and adequacy.

5. Please indicate the quantitative and qualitative data that your school district team used to inform your intended allocation of EBF dollars.

Connection opportunity: you may have already undertaken root cause analysis work through [IL-EMPOWER](#), the Consolidated District Plan, grant applications, and other school improvement planning work. The data grounding those analyses may be the same as what influences your EBF dollar allocation.

- Climate and culture data** (e.g., Five Essentials Survey, chronic absenteeism, attendance, ED School Climate Survey, National School Climate Center)
- Student growth and achievement data, disaggregated by student groups
- Teacher recruitment and retention data
- Family and community engagement data**
- Your own district and/or school financial data** (e.g., site-based expenditure reporting, Annual Financial Report, financial projections, EBF student allocations or cost factors)
 - Check if this data set focused on site-based expenditure reporting data
 - Check if this data set focused on Annual Financial Report data
 - Check if this data set focused on financial projections
 - Check if this data set focused on EBF student allocations and/or cost factors
- Other districts' financial data, for comparative purposes (e.g., Annual Financial Report, EBF percentages of adequacy)**
- Health and/or technology access data** (e.g., CDC School Health Index, remote learning survey)
- Other (please list)

6. Please indicate from which data sources your school district team pulled the quantitative and qualitative data discussed above.

- Illinois Report Card (www.illinoisreportcard.com)**
- Ed360 (<https://ed360.isbe.net>)**
- Other data sources provided by ISBE**
- Local data sources**
- Other (please list)

7. Please indicate the single quantitative and/or qualitative data source that most influenced your intended allocation of EBF dollars.

- Climate and culture data (e.g., Five Essentials Survey, chronic absenteeism, attendance, ED School Climate Survey, National School Climate Center)
- Student growth and achievement data, disaggregated by student groups
- Teacher recruitment and retention data
- Family and community engagement data

- Your own district and/or school financial data (e.g., site-based expenditure reporting, Annual Financial Report, financial projections, EBF student allocations or cost factors)
- Other districts' financial data, for comparative purposes (e.g., Annual Financial Report, EBF percentages of adequacy)
- Health and/or technology access data (e.g., CDC School Health Index, remote learning survey)
- Other (please list)

8. Please indicate with which groups the district engaged to inform your intended allocation of EBF dollars.

- District program area leaders
- School board members
- Principals
- School staff
- Bilingual Parent Advisory Council
- Other parent group(s)
- Community focus group(s)
- Other (please list)

[If the option with a "please list" notation is selected, a short text box for free entry will appear.]

9. Given the data analyzed, the stakeholders with whom you conferred, and the priorities identified in Part I, please indicate how your school district intends to spend its FY21 EBF dollars.

Connection opportunity: refer to your actual expenditures from FY20 and your preliminary budget for FY21.

- Employ licensed educators to provide instruction for students *[mouseover: "'Employ' may refer to hiring new licensed educators and/or retaining current licensed educators."]*
 - Check if this investment includes hiring new educators or training current educators to fill grade-level or subject area vacancies
 - Check if this investment includes hiring new educators or training current educators to increase learning opportunities and programs available to students
 - Check if this investment includes hiring new educators to decrease class sizes or caseloads
 - Check if this investment includes incentives to retain educators
- Provide pupil support services
 - Check if this investment includes hiring new or training current school-level staff to increase supports and/or programs available to students
 - Check if this investment includes hiring new or training current district-level staff to increase supports and/or programs available to students
- Provide educator professional development

- Purchase curriculum and/or learning tools
- Purchase or expand programs
- Build and/or strengthen readiness for remote learning
- Provide parent, family, and/or community engagement avenues and activities
- Invest in “innovative programming” (as defined by the school district), including extended day or year opportunities
- Invest in program evaluation to measure the effectiveness of initiatives
- Invest in infrastructure, capital, and/or maintenance
- Address debt service and fiscal solvency
- Other (please list)

10. Which of the following best describes your district’s overarching “resource allocation methodology”?

- Weighted student funding (student-based budgeting)
- Set staff and supply ratios per school or per student
- Incremental changes based off of the previous year’s budget
- Incremental changes based off of review of the previous year’s site-based expenditure data
- Other (please list)

Part III – How will you support special student groups through your Evidence-Based funds?

11. EBF is intended to close equity and adequacy gaps. Briefly describe how you plan to use your existing and incoming EBF dollars to get more money to those in your district who need it most.

a. _____

EBF statute sets aside specific EBF allocations to be spent on low-income students, English Learners, and students with disabilities. All other EBF funds may be spent in any manner by the school district, but per statute these designated funds must be spent on programs and services specifically benefitting the specific student groups in question. Moreover, these funds should be layered on top of a general program of instruction benefitting all students.

Your district’s gross FY20 EBF State Contribution included these amounts designated for specific student groups:

FY20 Gross EBF State Contribution	\$ pre-populated	[Demographics pre-populated]
Within FY20 Net EBF, resources attributable to low-income students	\$ pre-populated	For X% low-income students
Within FY20 Net EBF, resources attributable to English Learners (ELs)	\$ pre-populated	For X% ELs
Within FY20 Net EBF, resources attributable to special education	\$ pre-populated	For X% students with IEPs

Most districts will receive a gross FY21 EBF State Contribution equal to the total gross amount received in FY20. Finalized allocations were not yet available by the time of this EBF Spending Plan's release. They will be posted at www.isbe.net/ebfdist and www.isbe.net/EBFspendingplan. Districts may complete this and other sections of the EBF Spending Plan assuming level funding from FY20 to FY21, keeping in mind any possible investments or adjustments that may be necessary should circumstances change.

12. Please indicate in which positions, programs, and/or services your school district will invest EBF dollars designated for students from low-income backgrounds. Note that, per EBF statute, these resources should be "in addition to and not in lieu of" funding that benefits all students. All students are entitled to a classroom, a core teacher, instructional materials, assessments, etc.; the intent of these designated funds is to accelerate learning for specific students, beyond what is typically provided.

This chart is not intended to serve as a strict accounting exercise. Instead, school districts are asked to apply the spirit of "additional investments" as they fill in the chart, using the chart as a mechanism to communicate the difference between dollars spent on all students vs. on students with greater need for additional resources. School districts are not expected to have an entry for every row if not applicable. *[If a district does not have EBF dollars attributable to low-income students, this question will be hidden.]*

Existing and new positions, programs, and/or services to be provided <i>[Hyperlink to research and effect size files to be posted to www.isbe.net/ebfspendingplan]</i>	Existing and new EBF investments additionally benefiting <u>low-income students</u> , in addition to what is provided through a general program of instruction	(Optional) Existing or new EBF dollar amount to be invested	(Optional) Explanation of allocation decisions and/or FTEs reflected in the dollar amount specified
Core teachers <i>[mouseover: "to reduce class size"]</i>	<input type="checkbox"/>	\$	
Intervention teachers	<input type="checkbox"/>	\$	
Instructional facilitators, coaches, and/or job-embedded professional development	<input type="checkbox"/>	\$	
Extended day staff, supports, and/or operations	<input type="checkbox"/>	\$	
Pupil support staff (e.g., counselors, psychologists, nurses, guidance counselors, social workers, speech pathologists)	<input type="checkbox"/>	\$	
Instructional assistants, paraprofessionals, and/or supervisory aides	<input type="checkbox"/>	\$	
Summer school staff, supports, and/or operations	<input type="checkbox"/>	\$	
Early childhood services	<input type="checkbox"/>	\$	

Family and community engagement and/or other community services	<input type="checkbox"/>	\$	
College and career readiness services	<input type="checkbox"/>	\$	
Innovation and school transformation efforts	<input type="checkbox"/>	\$	
Instructional materials (e.g., curriculum, books, equipment)	<input type="checkbox"/>	\$	
Assessments (e.g., assessment fees for Advanced Placement or International Baccalaureate exams)	<input type="checkbox"/>	\$	
Educational media services	<input type="checkbox"/>	\$	
Food services	<input type="checkbox"/>	\$	
Computer and tech equipment or other infrastructural supports	<input type="checkbox"/>	\$	
Other designated central office supports	<input type="checkbox"/>	\$	
Other (please list)	<input type="checkbox"/>	\$	

13. Please indicate the single group with which the district engaged that most informed your intended allocation of EBF dollars on low-income students.

- District program area leaders
- Principal(s) at affected school(s)
- School staff at affected school(s)
- Parent group(s)
- Community focus group(s)
- Other (please list)

14. Please indicate in which positions, programs, and/or services your school district will invest EBF dollars designated for students receiving special education services. Note that, per EBF statute, these resources should be "in addition to and not in lieu of" funding that benefits all students. All students are entitled to a classroom, a core teacher, instructional materials, assessments, etc.; the intent of these designated funds is to accelerate learning for specific students, beyond what is typically provided.

This chart is not intended to serve as a strict accounting exercise. Instead, school districts are asked to apply the spirit of "additional investments" as they fill in the chart, using the chart as a mechanism to communicate the difference between dollars spent on all

students vs. on students with greater need for additional resources. School districts are not expected to have an entry for every row if not applicable. *[If a district does not have EBF dollars attributable to special education, this question will be hidden.]*

Connection opportunity: refer to the Critical Components Tool for Special Education Program and consider any funds that must be allocated to support your district's continuous improvement.

Existing and new positions, programs, and/or services to be provided <i>[Hyperlink to research and effect size files posted to www.isbe.net/ebfspendingplan]</i>	Existing and new investments additionally benefiting <u>special education</u> , in addition to what is provided through a general program of instruction	(Optional) Existing or new EBF dollar amount to be invested	(Optional) Explanation of allocation decisions and/or FTEs reflected in the dollar amount specified
Core and/or special education teachers <i>[mouseover: "to reduce class size or otherwise support"]</i>	<input type="checkbox"/>	\$	
Intervention teachers	<input type="checkbox"/>	\$	
Instructional facilitators, coaches, and/or job-embedded professional development	<input type="checkbox"/>	\$	
Extended day and/or extended school year staff, supports, and/or operations	<input type="checkbox"/>	\$	
Pupil support staff (e.g., counselors, psychologists, nurses, guidance counselors, social workers, speech pathologists, occupational therapists, physical therapists, and other related service providers)	<input type="checkbox"/>	\$	
Instructional assistants, paraprofessionals, and/or supervisory aides	<input type="checkbox"/>	\$	
Summer school staff, supports, and/or operations	<input type="checkbox"/>	\$	
Early childhood special education services	<input type="checkbox"/>	\$	
Family and community engagement and/or other community services	<input type="checkbox"/>	\$	
College and career readiness services, including postsecondary transition services	<input type="checkbox"/>	\$	
Innovation and school transformation efforts	<input type="checkbox"/>	\$	

Adapted instructional materials (e.g., curriculum, books, equipment)	<input type="checkbox"/>	\$	
Assessments	<input type="checkbox"/>	\$	
Educational media services	<input type="checkbox"/>	\$	
Food services	<input type="checkbox"/>	\$	
Computer and tech equipment or other infrastructural supports, including assistive technology	<input type="checkbox"/>	\$	
Other designated central office supports	<input type="checkbox"/>	\$	
Other (please list)	<input type="checkbox"/>	\$	

15. Please indicate the single group with which the district engaged that most informed your intended allocation of EBF dollars on special education.

- District program area leaders
- Principal(s) at affected school(s)
- School staff at affected school(s)
- Parent group(s)
- Community focus group(s)
- Other (please list)

16. Please indicate in which positions, programs, and/or services your school district will invest EBF dollars designated for students who are English Learners (ELs). Note that, per EBF statute, these resources should be "in addition to and not in lieu of" funding that benefits all students. All students are entitled to a classroom, a core teacher, instructional materials, assessments, etc.; the intent of these designated funds is to accelerate learning for specific students, beyond what is typically provided. Per Article 14C of the Illinois School Code, 60% of the school district's state funds attributable to ELs must be used for instructional costs of programs and services for ELs (Function 1000 according to the Illinois Program Accounting Manual).

This chart is not intended to serve as a strict accounting exercise. Instead, school districts are asked to apply the spirit of "additional investments" as they fill in the chart, using the chart as a mechanism to communicate the difference between dollars spent on all students vs. on students with greater need for additional resources. School districts are not expected to have an entry for every row if not applicable. *[If a district does not have EBF dollars attributable to English Learners, this question will be hidden.]*
 Connection opportunity: refer to your district's submitted Bilingual Service Plan. Ensure that the plan is reflected in the intended allocations below.

Existing and new positions, programs, and/or services to be provided [Hyperlink to research and effect size files posted to www.isbe.net/ebfspendingplan]	Existing and new investments additionally benefiting <u>English Learners</u> , in addition to what is provided through a general program of instruction	(Optional) Existing or new EBF dollar amount to be invested	(Optional) Explanation of allocation decisions and/or FTEs reflected in the dollar amount specified
Core teachers [mouseover: "to reduce class size"]	<input type="checkbox"/>	\$	
EL/Bilingual specialists or resource teachers	<input type="checkbox"/>	\$	
Instructional facilitators, coaches, and/or job-embedded professional development, including dual language coaches	<input type="checkbox"/>	\$	
Instructional assistants, paraprofessionals, and/or supervisory aides	<input type="checkbox"/>	\$	
Summer school staff, supports, and/or operations	<input type="checkbox"/>	\$	
Early childhood services, including native language instruction and/or dual language programs	<input type="checkbox"/>	\$	
Family and community engagement and/or other community services, including parent liaison	<input type="checkbox"/>	\$	
College and career readiness services	<input type="checkbox"/>	\$	
Innovation and school transformation efforts (e.g., dual language implementation)	<input type="checkbox"/>	\$	
Instructional materials (e.g., curriculum, books, equipment), including native language supports	<input type="checkbox"/>	\$	
Assessments (e.g., native language assessments)	<input type="checkbox"/>	\$	
Educational media services	<input type="checkbox"/>	\$	
Computer and tech equipment or other infrastructural supports	<input type="checkbox"/>	\$	
Other designated central office supports	<input type="checkbox"/>	\$	
Other (please list)	<input type="checkbox"/>	\$	

17. Please indicate the single group with which the district engaged that most informed your intended allocation of EBF dollars on ELs.

- District program area leaders

- Principal(s) at affected school(s)
- School staff at affected school(s)
- Bilingual Parent Advisory Council
- Other parent group(s)
- Community focus group(s)
- Other (please list)

18. Please complete the assurances below related to Article 14C of the Illinois School Code, which stipulates allowable expenditures for ELs. School districts should maintain supporting documentation (e.g., sign-in sheets, meeting agendas) to affirm the veracity of the below assurances. Note that a separate collection of the Bilingual Service Plan takes place before each school year and must be separately collected and reviewed by the Bilingual Parent Advisory Committee (BPAC) beginning with FY20.

[If a district does not have EBF dollars attributable to English Learners, this question will be hidden.]

a. "I hereby affirm that at least 60% of the school district's State funds attributable to ELs will be used for instructional costs of programs and services for ELs (Function 1000), in accordance with Article 14C of the Illinois School Code. The remaining balance of State funds attributable to ELs will also be used to serve ELs."

- Yes
- No

b. "My school district has at least 1 attendance center with 20 or more ELs (including parental refusals) who speak the same home language other than English in grades K-12. Alternatively and/or additionally, my school district has at least 1 attendance center with 20 or more ELs (including parent refusals) who speak the same home language other than English in pre-K."

- Yes
- No

c. "I hereby affirm that the school district's BPAC has reviewed this EBF Spending Plan submitted to the State Superintendent of Education."

[If a district answered "No" to 12b, this question will be hidden.]

- Yes
- No

d. Enter the date of the meeting at which the BPAC reviewed the EBF Spending Plan and the name of the BPAC chair at the time.

[If a district answered "No" to 12b, this question will be hidden.]

- Date of BPAC meeting: _____ | Name of BPAC chair: _____

SURVEY

Thank you for completing the FY21 EBF Spending Plan. Please fill out the survey below to influence the design of the FY21 EBF Spending Plan, as part of the plan's continuous improvement. You can also check a box at the end if you would like to be part of a focus group on this topic.

1. Approximately how much time did it take your school district to complete the FY21 EBF Spending Plan?
 - Under 1 hour
 - 1-2 hours
 - 2-4 hours
 - 5 hours or more
2. What different school district positions or departments were involved in completing your FY21 EBF Spending Plan?
 - Superintendent
 - Special Education
 - Bilingual/English Learners
 - Title I/Low-Income
 - Finance
 - Principal(s)
 - Other: _____
3. How would you describe the current value of the FY21 EBF Spending Plan?
 - Very valuable. I will be using it to _____.
 - Somewhat valuable. I want to use it to _____. It would be more valuable if _____.
 - Not very valuable. It would be more valuable if _____.
 - Not at all valuable. I wish ISBE would _____.
4. What is your level of interest in joining FY21 focus groups to refine the EBF Spending Plan for FY22 and beyond, in preparation for integration into the FY23 annual school district budget template?
 - Definitely interested
 - Possibly interested
 - Not interested