

ILLINOIS STATE BOARD OF EDUCATION



ISBE 4<sup>th</sup> Floor Board Room  
100 N First Street, Springfield, IL

This meeting will also be audio cast on the Internet at: [www.isbe.net](http://www.isbe.net)

January 15, 2020  
10:00 a.m.

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**I. Roll Call/Pledge of Allegiance (10:00 – 10:05 a.m.)**

- A. Consideration of and Possible Actions on Any Requests for Participation in Meeting by Other Means

**II. Public Participation (10:05 – 10:35 a.m.)**

**III. Recognition (10:35 – 10:40 a.m.)**

- A. 2020 Teacher of the Year, Eric Combs

**IV. Presentations (10:40 – 12:15 p.m.)**

- A. Student Advisory Council (10:40 – 11:00 a.m.)  
B. Early Childhood Education (11:00 – 11:55 a.m.) (pp. 3-16)  
C. Affirming and Inclusive Schools Task Force Report (11:55 – 12:25 p.m.) (pp. 17-79)

**V. Closed Session – Lunch Session (12:25 – 12:50 p.m.)**

- A. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2/2(c)(2)  
B. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11)

**VI. Approval of Agreement between Illinois State Board of Education and Illinois Federation of State Office Educators, Local 3236, IFT-AFT (12:50-12:55 p.m.)**

**VII. Superintendent's Report – Consent Agenda (12:55 – 1:05 p.m.)**

\*All action consideration items listed with an asterisk (\*) below are considered to be routine and will be enacted in one motion and vote. Any board member who wishes separate discussion on any item listed on the consent agenda may remove that item from the consent agenda, in which event, the item will be considered in its normal sequence.

- A. \*Approval of Minutes  
1. Plenary Minutes: December 18, 2019 (pp. 80-88)  
B. \*Rules for Initial Review  
1. Part 375 (Student Records) *Parental Notification* (pp. 89-98)  
2. Part 650 (Charter Schools) *Charter Authorization and Oversight* (pp. 99-144)  
C. \*Contracts & Grants Over \$1 Million

1. Approval of Intergovernmental Agreement with Illinois State University to Administer the Illinois National Board for Professional Preparation Support System (pp.145-147)
  2. Approval of Request for Sealed Proposals for the Illinois Assessment of Readiness (pp. 158-162)
- D. \*Approval of Cut Score Recommendations for Redeveloped Licensure Tests (pp. 148-157)

**End of Consent Agenda**

**VIII. Approval of Request for Proposals/Notice of Funding Opportunities for the Early Childhood Block Grant-Prevention Initiative 0-3, Preschool for All 3-5, and Preschool for All Expansion 3-5 (1:05-1:10 p.m.) (pp. 163-166)**

**IX. Discussion Items (1:10 – 1:55 p.m.)**

- A. Strategic Plan (1:10 – 1:25 p.m.)
- B. Perkins V (1:25 – 1:35 p.m.) (pp. 167-252)
- C. Educator Support, Recruitment, and Preparation (1:35 – 1:50 p.m.) (pp. 253-258)
- D. Legislative Update (1:50 - 1:55 p.m.) (pp. 259)

**X. Approval of Fiscal Year 2021 Budget Recommendation on behalf of birth-K through 12<sup>th</sup> grade educational service providers (1:55 – 2:35 p.m.) (pp. 260-300)**

**XI. Upcoming Board Actions (2:35 – 2:45 p.m.)**

- A. Part 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code) *Approved Training Application* (pp. 301-307)
- B. Part 255 (Registered Apprentice Program) *Apprentice Program new* (pp. 308-311)
- C. Approval of 21<sup>st</sup> Century Community Learning Centers Grant Request for Proposals (pp. 312-314)
- D. Approval of Illinois Science Assessment Grade 11 Waiver (pp. 315-318)
- E. Approval of the Spring Waiver Report (pp. 319-320)

**XII. Announcements & Reports (2:45 – 3:00 p.m.)**

- A. Superintendent's/Senior Staff Announcements
- B. Chairperson's Report
- C. Member Reports

**XIII. Information Items**

- A. ISBE Fiscal & Administrative Monthly Reports (pp. 321-375)
- B. FOIA Monthly Report (pp. 376-383)

**XIV. Adjourn (3:00 p.m.)**

*This meeting will be accessible to persons with disabilities. Persons planning to attend who need special accommodations should contact the Board office no later than the date prior to the meeting. Contact the Superintendent's office at the State Board of Education. Phone: 217-782-2221; TTY/TDD: 217-782-1900; Fax: 217-785-3972.*

**NOTE: The Chair of the Board may call for a break in the meeting as necessary in order for the Board to go into closed session.**



# Illinois State Board of Education

## Early Childhood Education in Illinois

January 15, 2020







# Overview

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- Illinois Publicly Funded Early Childhood Programs
- Increasing Quality Access
- Community Systems Development
- Early Childhood Recruitment and Enrollment Barriers
- Panel Discussion

# Illinois Publicly Funded Early Childhood Programs

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	BIRTH TO 1	AGE 1	AGE 2	AGE 3	AGE 4	UNTIL KINDER-GARTEN ELIGIBLE
Federal Funds*	1	Early Head Start <b>HHS</b>		Head Start <b>HHS</b>		
	2	Migrant and Seasonal Head Start <b>IDHS</b>				
	3	Maternal, Infant & Early Childhood Home Visiting (MIECHV) <b>IDHS &amp; GOECD</b>				
State Funds*	4	Child Care Assistance Program (CCAP, to age 13) <b>IDHS</b>				
	5	Early Intervention Services IDEA Part C <b>IDHS</b>		Early Childhood Special Education IDEA Part B <b>ISBE</b>		
	6	Prevention Initiative <b>ISBE</b>		Preschool for All (PFA) and PFA Expansion <b>ISBE</b>		
	7	Home Visiting Programs <b>IDHS</b>				
						



## ILLINOIS PUBLICLY FUNDED EARLY CHILDHOOD PROGRAMS

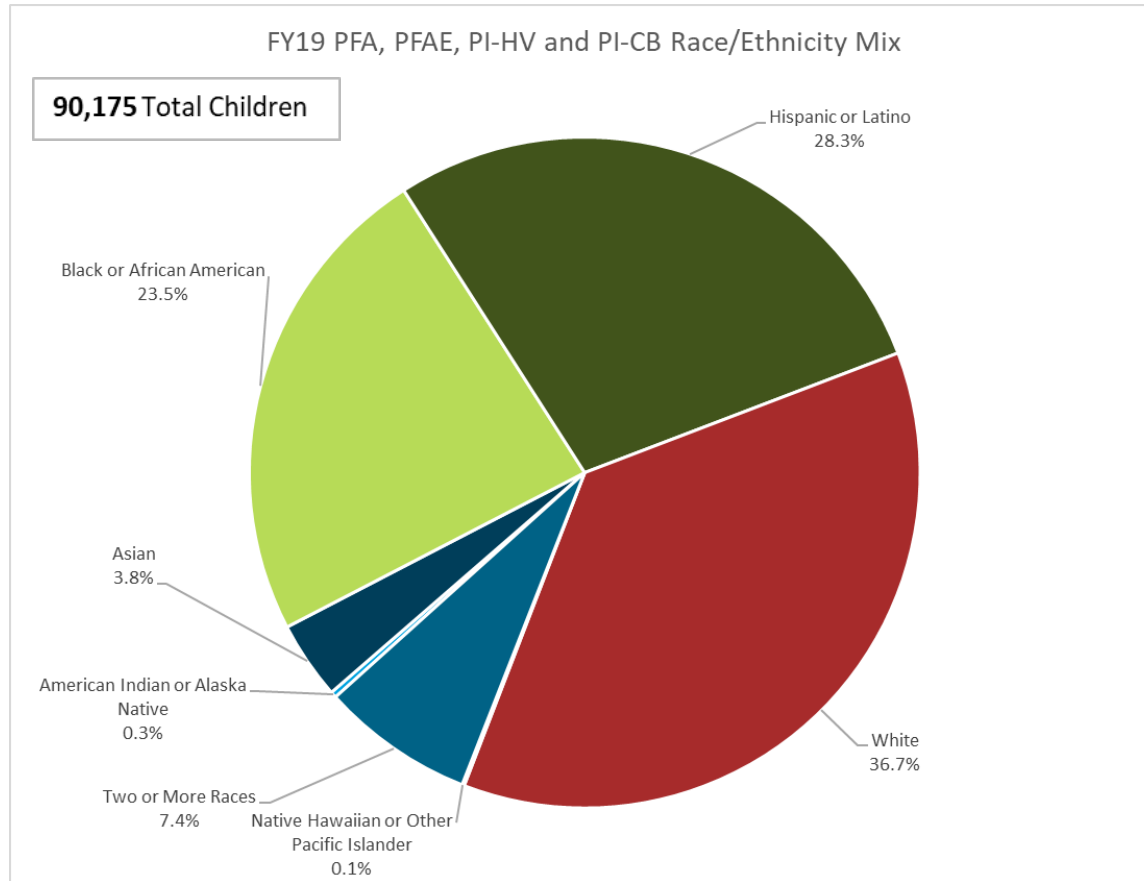
Administering agencies: U.S. Department of Health & Human Services (HHS), Illinois Department of Human Services (IDHS), Illinois State Board of Education (ISBE) & Governor's Office of Early Childhood Development (GOECD)

Illinois Early Childhood Asset Map [www.iecam.illinois.edu](http://www.iecam.illinois.edu)



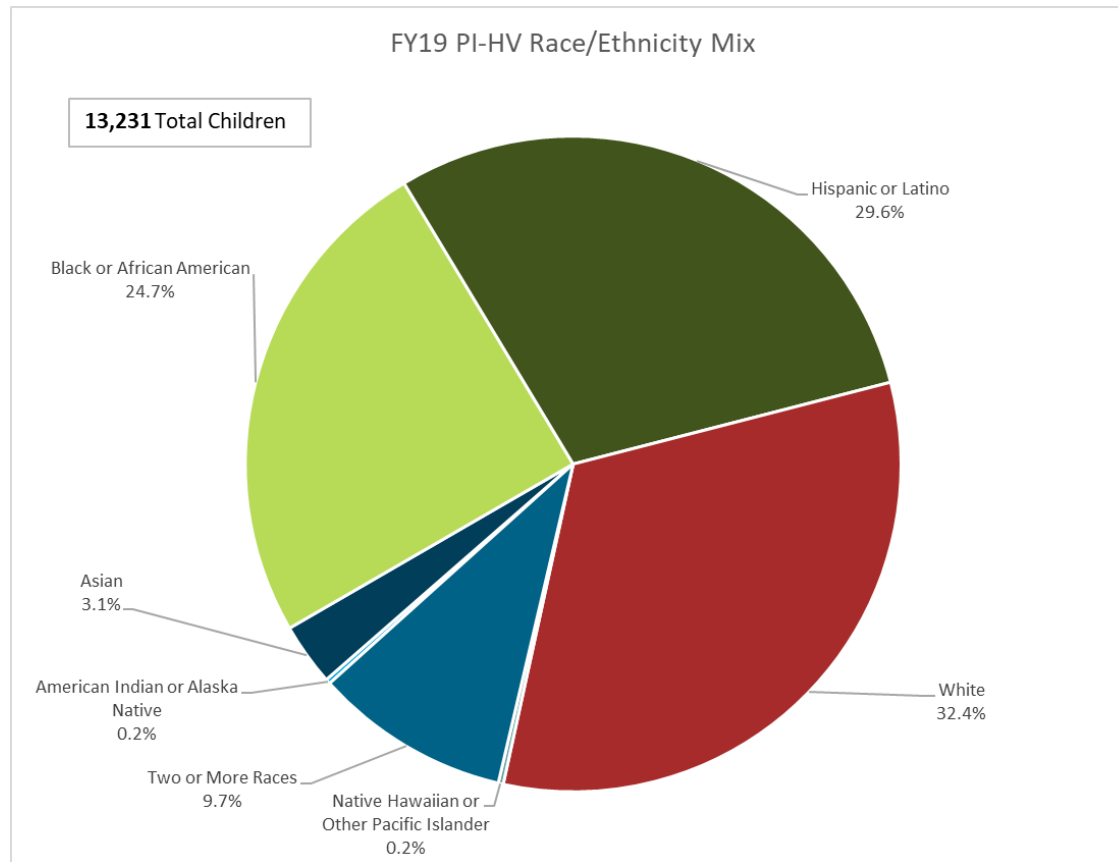
\*Predominately  
Funding for a given program or service may come from blended sources.

# Early Childhood Block Grant Children Demographics

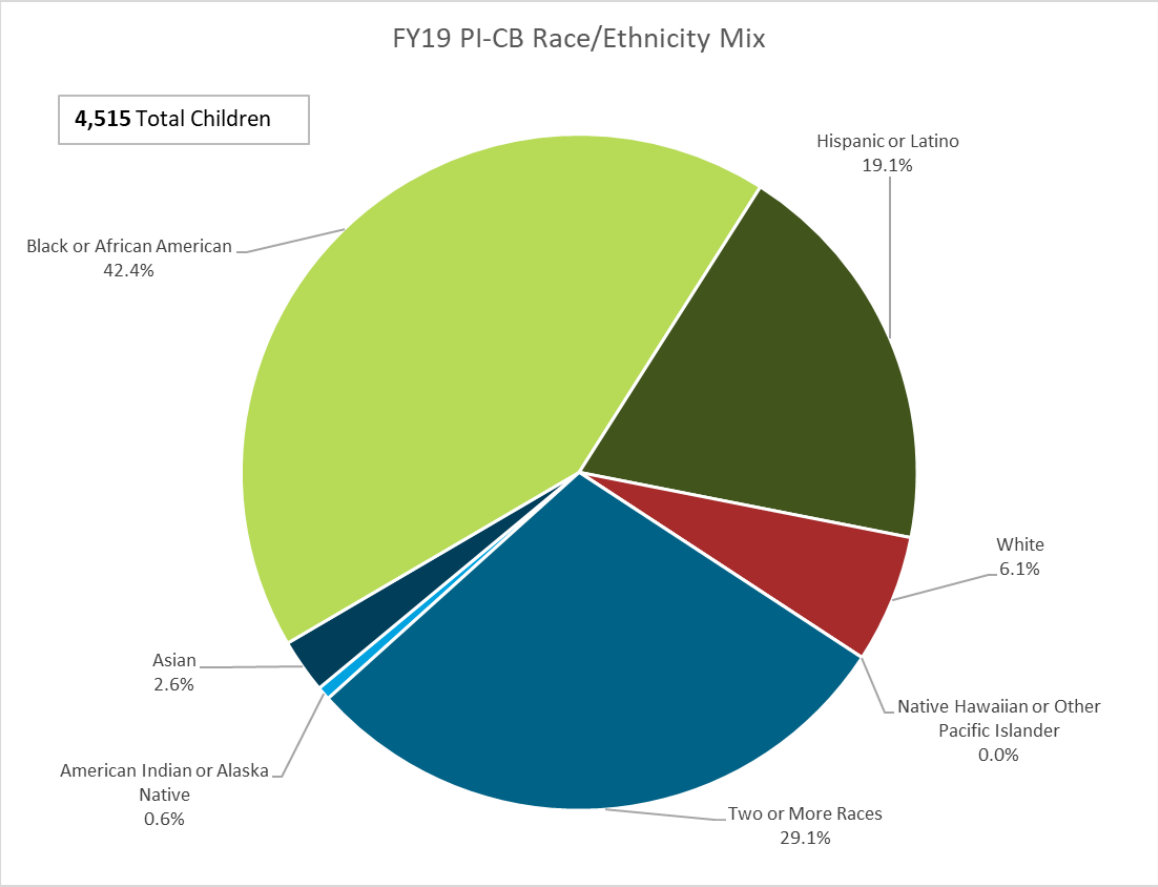


# Prevention Initiative Home Visiting Race/Ethnicity

5



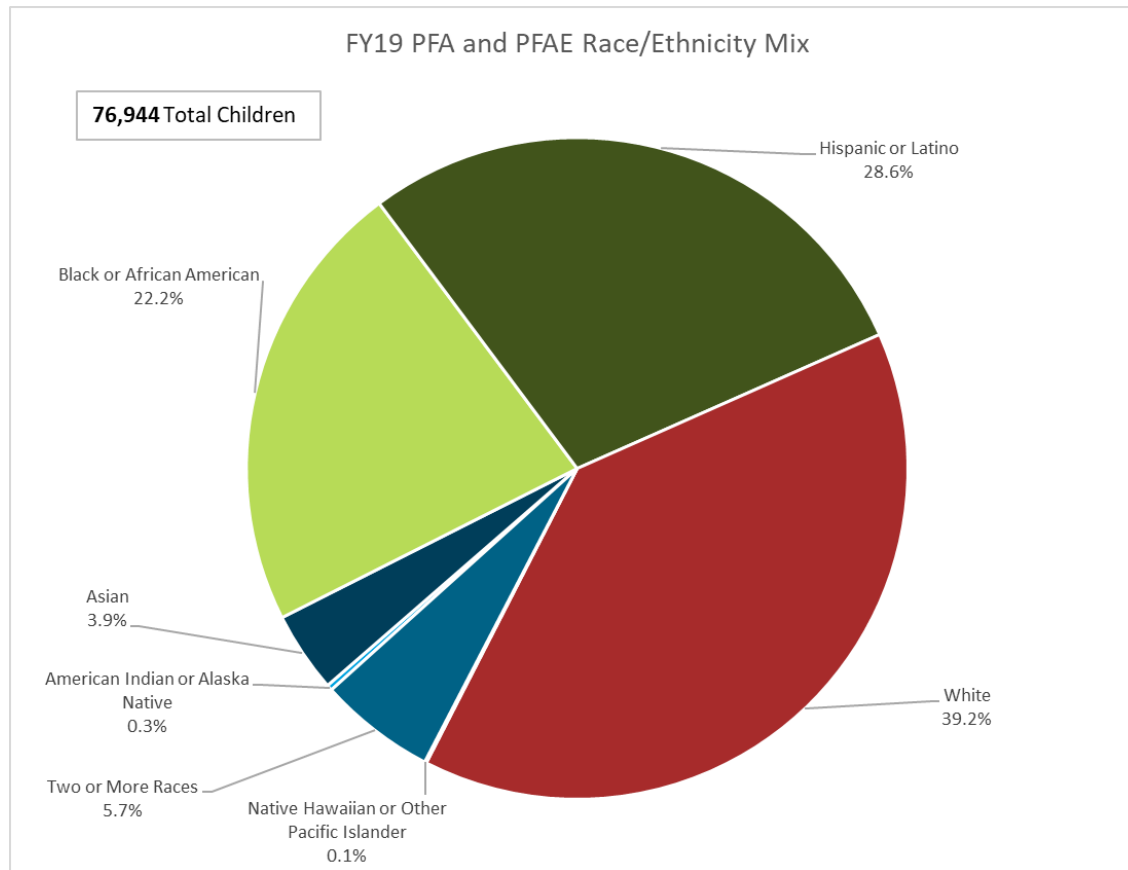
# Prevention Initiative Center-Based Race/Ethnicity





# Preschool For All and PFA Expansion Race/Ethnicity

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# Increasing Quality Access

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- Increase access to infant and toddler care in Illinois.
- Grow supply of quality providers in Illinois' more rural counties.
- Promote equitable access in low-income communities throughout metro Chicago.
- Expand ExceleRate participation statewide.
- Support statewide collaboration across the ECE system.

# Community Systems Development

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- Preschool Development Grant Birth-5
- The Partner Plan Act website
- Community Systems Statewide Supports Program (CS3)
- Accessing services and supports through a mixed delivery system

# Recruitment and Enrollment Barriers

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- Teacher shortages
- Engaging hard to reach families
- Transportation
- Child care
- Cultural differences
- Previous experiences in the school system



# Governor JB Pritzker's Quote

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Goal from  
Governor  
Pritzker



**Illinois will become the best state in the nation for families raising young children, with the nation's best early childhood education and childcare.**

*"Our work won't be complete until every child in this state enters kindergarten with the cognitive skills to think, learn, read, remember, pay attention, and solve problems, but also the social emotional skills to communicate, connect with others, resolve conflict, self-regulate, display kindness and cope with challenges. These are the skills that high-quality early learning programs help young children develop."*



# Commission's Charge

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The Commission shall study and make recommendations to establish funding goals and funding mechanisms to provide equitable access to high-quality early childhood education and care services for all children birth to age five and advise the Governor in planning and implementing these recommendations.



# Commission Deliverables & Timeline

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By the **January 2021** legislative session, the Commission will **deliver a report** with **recommendations on:**

- **Funding Goals**
- **Funding Mechanisms**

The Commission report will also include **implementation recommendations.**

# Panel Discussion

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1. At this point, what are the most important investments in early childhood for Illinois?
2. How should programs, agencies, and communities work together to support development of early childhood community systems in Illinois?
3. What are the first/most important steps to ensure equity for children throughout the system?
4. What are the most challenging barriers to recruitment and enrollment for parents and caregivers?
5. What are possible ways to lessen the teacher shortage in/increase the status of the early childhood education workforce?







# Illinois State Board of Education

## Executive Order 2019-11

### EXECUTIVE ORDER STRENGTHENING OUR COMMITMENT TO AFFIRMING AND INCLUSIVE SCHOOLS

Effective July 1, 2019

# Context<sup>1</sup>

Transgender, nonbinary, and gender nonconforming students are more likely to have negative experiences at school, feel unsafe, and experience victimization.

Eighty percent of transgender students report feeling unsafe at school.

Over 70 percent of transgender, nonbinary, and gender nonconforming students report experiencing discriminatory policies or practices at school.



# Context<sup>1</sup>

Students who experience higher levels of victimization because of their gender expression:

- Were more than three times as likely to have missed school,
- Were more likely to have been disciplined at school,
- Had lower grade point averages,
- Were less likely to pursue postsecondary education,
- Had higher levels of depression and lower levels of self-esteem.

<sup>1</sup> Joseph G. Kosciw, et al., GLSEN, The 2017 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in our Nation's Schools (2017).

# Overview – Task Force

Executive Order 2019-11 established the Affirming and Inclusive Schools Task Force within the Office of the Governor.

The task force was charged with identifying strategies and best practices for ensuring welcoming, safe, supportive, and inclusive school environments for transgender, nonbinary, and gender nonconforming students and to promote cooperation and collaboration between relevant stakeholders and the state.

There are 25 members and two co-chairs:

- Chairperson Darren Reisberg
- Jax Wokas, Senior, Naperville North High School



# Overview – Task Force

By January 1, 2020, the task force shall deliver a report to the Office of the Governor containing the following:

- An overview of the legal rights of transgender, nonbinary, and gender nonconforming students to be free of discrimination and harassment in schools;
- A description of best practices for ensuring welcoming, safe, supportive, and inclusive school environments for transgender, nonbinary, and gender nonconforming students; and
- Findings and recommendations for ensuring that transgender, nonbinary, and gender nonconforming students are fully supported in Illinois schools.



# Overview – ISBE

ISBE is requested to:

- Develop and make publicly available nonregulatory guidance on the legal rights of transgender, nonbinary, and gender nonconforming students in schools;
- Make publicly available other published resources relating to supporting transgender, nonbinary, and gender nonconforming students in schools.



# Overview – ISBE

ISBE is requested to:

- Develop and make publicly available a model policy or procedures setting forth best practices for inclusion of transgender, nonbinary, and gender nonconforming students in schools including, but not limited to:
  - Access to facilities
  - Participation in physical education classes and school-based programs and activities
  - Student records
  - Names and pronouns
  - Dress codes



# Report of the Task Force

Letter from Task Force Co-Chairs

Executive Summary

Background Research and Findings

Existing Research and Literature

Recommended Future Research





# Report of the Task Force

Building an Affirming School: District Policy, Legal Protections, District Procedures, and Best Practices:

- Definitions
- District Policy
- Discrimination, Harassment, and Bullying
- Gender Support Model
- Confidentiality



# Report of the Task Force

Building an Affirming School: District Policy, Legal Protections, District Procedures, and Best Practices:

- Names, Pronouns, and School Records
- Use of Facilities
- Dress Codes
- Sports, Clubs, and Events
- Overnight School Trips



# Report of the Task Force

Building an Affirming School: District Policy, Legal Protections, District Procedures, and Best Practices:

- Curriculum and Teaching
- Training
- Parent/Guardian Involvement
- Support for School Staff



# Report of the Task Force

Recommendations

Know Your Rights Handout

Additional Legal Protections

Sample Gender Support Plan



# Questions and for further information...

Jeff Aranowski

Executive Director for Safe & Healthy Climate

Illinois State Board of Education

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[jaranows@isbe.net](mailto:jaranows@isbe.net)



# Strengthening Inclusion in Illinois Schools

**Report of the Affirming and Inclusive  
Schools Task Force to Governor JB Pritzker**

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January 2020



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# LETTER FROM TASK FORCE CO-CHAIRS

It has been an honor for us to co-chair the Affirming and Inclusive Schools Task Force. This report is a product of both the Task Force members' lived experiences and research that demonstrates the importance of welcoming, supporting, and affirming transgender, nonbinary, and gender nonconforming students at school. As detailed further in the report, research shows that these students are more likely to be victimized and experience the harmful effects of bullying, discrimination, and harassment.

Governor JB Pritzker established this Task Force to improve the learning environment for transgender, nonbinary, and gender nonconforming students across Illinois. We believe that state-level leadership is essential to achieving progress at the local level. It is our hope that the Illinois State Board of Education and education stakeholders, including school board members, educators, parents, students, and community leaders, will utilize this report to improve the health, well-being, and learning of students at all grade levels.

We would like to express our appreciation for the tremendous contributions of the Task Force members, each of whom is listed below. Their dedication and commitment to the production of this report was inspiring, particularly from the youth who understand better than anyone else how school policies impact students on a daily basis.

It is our hope that this report furthers a statewide effort to continuously improve the school experience of transgender, nonbinary, and gender nonconforming students. We also encourage every school district in Illinois to strengthen its policies, procedures, and practices relating to support for these students.

## **Members of the Affirming and Inclusive Schools Task Force:**

- **Emily Jade Aguilar** - Recent high school graduate
- **Nicki Bazer** - Attorney, Franczek P.C.
- **Amy Biancheri** - Teacher, Batavia High School
- **Keith Brown** - Principal, Illini Bluffs High School
- **Marcus Campbell** - Assistant Superintendent/Principal, Evanston Township High School
- **Ginger Colamussi** - Prevention and Wellness Coordinator, Oak Park and River Forest High School
- **Brian Coleman** - Counseling Department Chair, Jones College Prep
- **Myles Brady Davis** - Director of Communications and Press Secretary, Equality Illinois
- **Meghan Duffy** - Principal, Audubon Elementary School
- **Nat Duran** - Youth Engagement Manager, Illinois Safe Schools Alliance, a program of the Public Health Institute of Metropolitan Chicago
- **Jordon Eason** - Recent high school graduate



- **Jennifer Gill** - Superintendent, Springfield Public Schools
- **Jamie Gliksberg** - Senior Attorney, Lambda Legal
- **Benton Goff** - Recent high school graduate
- **Tre Graham** - Current high school student
- **Ghirlandi Guidetti** - Staff Attorney, ACLU of Illinois
- **AJ Jennings** - Teacher, University of Chicago Laboratory Schools
- **Jennifer Leininger** - Associate Director of Community Programs and Initiatives, Ann & Robert H. Lurie Children's Hospital of Chicago
- **Betsey Madden** - Chief Legal Counsel and Ethics Officer, Illinois Department of Human Rights
- **E Marshall** - Sexual Health Project Manager, Office of Student Health and Wellness, Chicago Public Schools
- **Veronica Noland** - School Board Member, Elgin School District U-46
- **Channyn Parker** - Manager of Strategic Partnerships and External Relations, Howard Brown Health Center
- **Charlie Wysong** - Attorney, Hughes Socol Piers Resnick & Dym, Ltd.
- **Mika Yamamoto** - Parent
- **Jordee Yanez** - Graduate Student, School of Social Work, Illinois State University

Thank you,



Darren Reisberg  
Chair, Illinois State Board of Education



Jax Wokas  
Student, Public High School

# EXECUTIVE SUMMARY

On June 30, 2019, Governor JB Pritzker issued Executive Order 2019-11, entitled [Strengthening Our Commitment to Affirming and Inclusive Schools](#). The Executive Order established the Affirming and Inclusive Schools Task Force (“Task Force”) in the Office of the Governor to identify strategies and best practices for ensuring welcoming, safe, supportive, and inclusive school environments for transgender, nonbinary, and gender nonconforming students and deliver a report to the Office of the Governor.

The guidance contained within this report is meant to address the needs of transgender, nonbinary, and gender nonconforming students from kindergarten through twelfth grade. The report contains the following three sections:

This report should also inform the practice and procedures of early learning programs and post-secondary institutions.

**Background Research and Findings** - This section provides an overview of existing research and literature regarding the effects of discrimination, harassment, and inclusivity on transgender, nonbinary, and gender nonconforming students and highlights areas where additional research is recommended. This section includes research supporting positive outcomes for inclusivity and relationship-building in schools and confirms the negative outcomes associated with the lack of a healthy and inclusive learning environment.

**Building an Affirming School: Legal Protections, District Policy and Procedures, and Best Practices** - This section outlines the legal protections for students, recommended district policy and procedures, and best practices with respect to several key issues affecting transgender, nonbinary, and gender nonconforming students in school.<sup>1</sup> The district procedures included in this report provide school districts with an essential framework to ensure that students are safe, included, and supported in schools. The best practices for each issue expand upon the corresponding procedural framework and provide schools with necessary implementation tools.

**Recommendations** - This section includes the Task Force’s recommendations for further action by the State.

The appendix provides additional resources related to topics discussed throughout this report, including information on additional legal protections, a Know Your Rights handout, and a sample Gender Support Plan.

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<sup>1</sup> Although this report refers to “districts,” the legal protections, procedures, and best practices are applicable to all non-sectarian schools.

# BACKGROUND RESEARCH AND FINDINGS

The Task Force surveyed existing research and literature regarding the effects of discrimination, harassment, and inclusivity on transgender, nonbinary, and gender nonconforming students. There is extensive research confirming the negative outcomes associated with the lack of a healthy and inclusive learning environment. In contrast, many members of the Task Force have experienced firsthand the significant positive impact that affirming and inclusive school policies and procedures have on transgender, nonbinary, and gender nonconforming students. In addition, research supports positive outcomes for inclusivity and relationship-building in schools for students, including research specific to the effects of a safe, supportive, and inclusive environment on transgender, nonbinary, and gender nonconforming students specifically.

## A. Existing Research and Literature

There is extensive research and literature documenting the risks for transgender, nonbinary, and gender nonconforming students, and the negative outcomes associated with an unsafe and unwelcoming school. Consistent with this data, the [American Psychological Association's Resolution on Gender and Sexual Orientation Diversity in Children and Adolescents in Schools](#) acknowledges that “many transgender and gender diverse children and adolescents experience elevated rates of depression, anxiety, self-harm, and other health risk behaviors.”<sup>i</sup> Some of the key research supporting this conclusion is described below.

[Youth Risk Behavior Survey](#). In 2017, 10 states and 9 large urban school districts<sup>2</sup> piloted a study through the Youth Risk Behavior Survey to assess the relationship between transgender identity and violence victimization, substance use, suicide risk, and sexual risk behaviors. Data from over 131,000 students found that transgender students are at disproportionately higher risk than their cisgender peers for all measured risk areas - transgender students are 67% more likely to be bullied at school, 280% more likely to attempt suicide, and approximately 700% more likely to report significant substance use of cocaine, heroin, methamphetamines, ecstasy, and opioids than their cisgender peers.<sup>ii</sup>

[Affirmed Name and Mental Health Study](#). Researchers examined data from 129 transgender and gender nonconforming youth from three U.S. cities in 2018 to assess whether use of an affirmed name in different contexts was associated with mental health outcomes. They found that use of an affirmed name was associated with lower levels of depression, suicidal ideation, and suicidal behavior, particularly when used across

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<sup>2</sup> States included Colorado, Delaware, Hawaii, Maine, Maryland, Massachusetts, Michigan, Rhode Island, Vermont, and Wisconsin. School districts included Boston, Broward County, Cleveland, Detroit, District of Columbia, Los Angeles, New York City, San Diego, and San Francisco.

contexts, such as home, school, work, and with friends. Additionally, researchers found that an increase in affirmed name use in school predicted a 29% decrease in suicidal ideation and a 56% decrease in suicidal behavior. These results indicate that having even one supportive adult who uses a student's affirmed name can have significant positive impacts on the mental health outcomes of that student.<sup>iii</sup>

**The Trevor Project 2019 National Survey.** In 2019, The Trevor Project, a national organization that provides crisis intervention and suicide prevention services for LGBTQ+ youth, released a report on its inaugural National Survey on LGBTQ Youth Mental Health. The survey gathered data from over 34,000 respondents in all 50 states. Of youth surveyed who identified as transgender and nonbinary, 54% considered suicide and 29% attempted suicide, compared to 31% and 14%, respectively, of their cisgender LGBTQ+ peers. The survey also found that LGBTQ+ youth who report having at least one accepting adult in their lives were 40% less likely to report a suicide attempt in the past year, demonstrating the need for school environments to be welcoming and inclusive. In addition, 78% of transgender and nonbinary youth reported being the subject of discrimination due to their gender identity and 58% reported being discouraged from using the restroom that corresponds with their gender identity. Youth reported that they were less likely to disclose their gender identity than their sexual orientation.<sup>iv</sup>

78% of transgender and nonbinary youth report being subject to discrimination due to their gender identity.

**GLSEN National School Climate Survey.** Since 1999, GLSEN, a national network of students, educators, parents, and community leaders working to create LGBTQ-inclusive schools, has surveyed the experience of LGBTQ+ students in the school environment. The 2017 National School Climate Survey examined the experience of over 23,000 students between the ages of 13 and 21 across all 50 states. The survey found that 83.7% of transgender and 69.9% of gender nonconforming students were bullied at school because of their gender identity. Only 10.6% of LGBTQ+ students reported that their school or district had official policies or guidelines to support transgender or gender nonconforming students. Students in schools with a comprehensive anti-bullying policy were 23% less likely to hear negative remarks about gender expression, 53% less likely to be prevented from using their affirmed name or pronouns, 55% less likely to be required to use the bathrooms of their sex assigned at birth, and 68% less likely to be prevented from wearing clothes thought to be "inappropriate" for their gender. These results demonstrate the great importance of implementing strong school policies to keep students healthy and safe.

The report also highlighted the work that still needs to be done. Even in schools with affirming policies, more than 50% of students reported hearing negative remarks about gender expression in their schools, 23% of students were still prevented from using their affirmed name or pronouns in school, and transgender students were 25% more likely to experience school discipline than their cisgender peers. The survey also found that LGBTQ+ students with a Gay-Straight Alliance or Gender-Sexuality Alliance (GSA) in

their school (compared to those without a GSA) were 23% less likely to feel unsafe in school, were 31% less likely to miss school, experienced fewer incidents of victimization, had an increased number of supportive school staff, and had a greater sense of belonging in the school community. GLSEN found similar positive outcomes for LGBTQ+ youth who attend schools with curriculum inclusive of LGBTQ+ issues, with students reporting a 38% decrease in victimization because of their gender expression when attending schools with inclusive curriculum.<sup>v</sup>

[National Center for Transgender Equality 2016 U.S. Transgender Survey](#). The National Center for Transgender Equality, a national organization that advocates to change policies and society to increase understanding and acceptance of transgender people, conducted a survey of over 27,000 transgender individuals to examine the experiences of transgender people in the U.S. High levels of mistreatment, harassment, and violence in every aspect of life, including education, were reported, with more than three-quarters of respondents experiencing some form of mistreatment during their school years. The survey illuminates how a hostile school climate can negatively impact a person's life trajectory from education and employment to long-term achievement and well-being. For example, the survey found that respondents who experienced discrimination in school were 81% more likely to have experienced homelessness, 41% more likely to have attempted suicide, and 55% more likely to have worked in the underground economy, such as sex work or drug sales, than respondents who did not face negative school experiences.<sup>vi</sup>

Transgender students who experience a hostile school climate are 41% more likely to attempt suicide.

[The National Center on Safe Supportive Learning Environments](#). The National Center on Safe Supportive Learning Environments, a training and technical assistance center funded by the U.S. Department of Education, has recognized a body of research that shows that positive school climate is tied to high or improving educational outcomes, including attendance rates, test scores, promotion rates, and graduation rates. For example, one study showed that schools that demonstrated supports in multiple areas related to inclusive school climates were 10 times as likely to show significant gains in reading and mathematics as schools with only one or two strengths.<sup>vii</sup>

Many organizations have further concluded that safe and supportive schools have positive outcomes on all students and have issued **statements affirming transgender, nonbinary, and gender nonconforming students**, including the following:

[American Academy of Pediatrics](#)

“The AAP recommends taking a ‘gender-affirming,’ nonjudgmental approach that helps children feel safe in a society that too often marginalizes or stigmatizes those seen as different. The gender-affirming model strengthens family resiliency and takes the emphasis off heightened concerns over gender while allowing children the freedom to focus on academics, relationship-building and other typical developmental tasks.”<sup>viii</sup>

### [American Federation of Teachers](#)

“The American Federation of Teachers insist that schools support the right of all students to safe, inclusive and welcoming learning environments, free of bullying and harassment, including transgender and gender non-conforming students, and celebrate the diversity of all students. The AFT insist that school districts develop and enforce anti-bullying and anti-harassment policies, including protections for transgender and gender-nonconforming students and staff to ensure their safety and recognition of their rights.”<sup>ix</sup>

### [American School Counselor Association](#)

“School counselors recognize all students have the right to be treated equally and fairly with dignity and respect as unique individuals, free from discrimination, harassment and bullying based on their real or perceived gender identity and gender expression. School counselors work to safeguard the well-being of transgender and gender-nonconforming youth.”<sup>x</sup>

### [National Association of School Psychologists](#)

“The National Association of School Psychologists (NASP) supports efforts to ensure that schools are safe and inclusive learning environments for all students, family members, and school staff, including those who are transgender or gender diverse. NASP respects a person’s right to express gender identity, and the right to modify gender expression when necessary for individual well-being. In addition, NASP supports all students’ right to explore and question their gender identity. NASP is committed to a policy of nondiscrimination and the promotion of equal opportunity, fairness, justice, and respect for all persons.

NASP acknowledges that neither having a transgender identity nor being perceived as gender diverse is a disorder, and that efforts to change a person’s gender identity are ineffective, harmful, and discriminatory. NASP works to ensure that settings in which school psychologists work are safe and welcoming and provide equal opportunity to all persons regardless of actual or perceived characteristics, including gender, gender identity, gender expression, sexual orientation, and any other personal identity or distinguishing characteristics.”<sup>xi</sup>

### [National Education Association](#)

“NEA believes that a great public school is a fundamental right of every child - free from intimidation and harassment, and safe for all students, including those who identify as gay, lesbian, bisexual, and transgender. There is only one real issue for educators: We are responsible for our students' safety and education. We must ensure that everyone is given the opportunity to achieve and thrive.”<sup>xii</sup>

In addition, the following organizations have issued affirming statements:

- [American College of Nurse-Midwives](#)
- [American Psychological Association](#)
- [Ann & Robert H. Lurie Children’s Hospital of Chicago](#)
- [Association of Title IX Administrators](#)
- [Canadian Psychological Association](#)
- [National Association of Pediatric Nurse Practitioners](#)
- [National Association of School Nurses](#)
- [National Council of Teachers of English](#)
- [Pediatric Endocrinology Nursing Society](#)

## B. Recommended Future Research

In surveying the existing research, the Task Force noted opportunities for additional research to further document the impact of supportive district policies and examine best practices for implementation and school change.

The Task Force recommends additional formal research regarding the positive outcomes associated with safe, supportive, and inclusive schools for transgender, nonbinary, and gender nonconforming students. An affirming environment is just as powerful as a hostile one, and when young people are supported, they thrive. To the same degree that an excluding space is harmful, an inclusive space can lift young people up. In addition, the Task Force recommends additional research on the impact of LGBTQ+ inclusive curricula on all students.

The Task Force identified an urgent need for additional research focused on intersectionality. Transgender, nonbinary, and gender nonconforming youth of color experience disproportionate discrimination, harassment, and discipline, yet there is very little acknowledgement of those disparities in the current research.

Finally, the Task Force encourages the adult allies of transgender, nonbinary, and gender nonconforming students to use what the research demonstrates to improve the lives of these youth.

*Research demonstrates the great importance of implementing strong school policies to keep all students, regardless of their gender identity, healthy and safe.*

# BUILDING AN AFFIRMING SCHOOL: LEGAL PROTECTIONS, DISTRICT POLICY AND PROCEDURES, AND BEST PRACTICES

Providing all students with a welcoming, safe, supportive, and affirming school environment is critical for ensuring students are fully engaged and able to succeed. It is incumbent upon districts to provide such an environment for transgender, nonbinary, and gender nonconforming students.

Districts can strengthen their affirmation of transgender, nonbinary, and gender nonconforming students by revising their school board policies, adopting administrative procedures, and improving actual practices within their schools. The Task Force has structured this report to include both recommended changes to school board policies as well as detailed administrative procedures that can be adopted by the district's administration.

The Task Force has identified critical provisions that should be addressed by districts, including such topics as confidentiality, use of facilities, and curriculum and teaching. The guidance provided below includes an overview of the relevant legal protections, recommended district administrative procedures, and information on best practices to ensure that transgender, nonbinary, and gender nonconforming students have equal access to educational opportunities as required by law and are provided a supportive and affirming school environment.

## A. Definitions

The terms below are used throughout this report, as defined in this section. District procedures addressing support for transgender, nonbinary, and gender nonconforming students should also define these terms.

**Affirming:** Acknowledging and supporting the identity of an individual.

**Affirmed Gender/Affirmed Name:** The name and gender with which a person identifies.

**Ally:** A person who is not LGBTQ+ but affirms and shows support for LGBTQ+ people and promotes equality.

**Cisgender/Cis:** Term used to describe people whose gender identity corresponds solely with their sex assigned at birth.

It is important to recognize that language is always changing and definitions of these and other terms should be regularly reviewed and updated.



**Gender Diversity:** The wide range of gender identities, gender roles, and/or gender expressions that exist.

**Gender Expression:** An individual's characteristics and behaviors such as appearance, dress, grooming, mannerisms, voice or speech patterns, activities, and social interactions that are perceived as masculine, feminine, both, or neither.

**Gender Identity:** A person's internal, deeply held sense or psychological knowledge of their own gender that can include being female, male, another gender, nonbinary, gender nonconforming, or no gender, and is unrelated to the person's sex assigned at birth. Gender identity is an innate part of a person's identity, and the responsibility for determining an individual's gender identity rests with the individual. Unlike gender expression, gender identity is not visible to others.

**Gender Nonconforming or Gender Expansive:** Gender expression or identity that falls outside of traditional, societal, or stereotyped expectations based on the sex assigned at birth. Gender expansive individuals may identify as male, female, some combination of both, or neither.

**Gender Pronouns:** The set of words used to refer to someone without using their name. Common examples include, but are not limited to, "she/her/hers," "he/him/his," "they/them/theirs," and "ze/zir/zirs."

**Gender Support Coordinators:** District staff authorized to coordinate supports for individual transgender, nonbinary, and gender nonconforming students.

**Gender Support Plan:** A document that may be used to create a shared understanding about the way in which a student's gender identity will be accounted for and supported at school.

**GSA:** A GSA is a student-run organization that unites LGBTQ+ and allied youth to build community and organize around issues impacting them in their schools and communities. GSA is an abbreviation of either a Gender-Sexuality Alliance or Gay-Straight Alliance.

**Intersex:** A general term used for the many ways in which a person can be born with chromosomes, reproductive anatomy, and/or genitalia that do not fit the typical binary expectations of female or male.

**LGBTQ+:** A commonly used acronym referring to the Lesbian, Gay, Bisexual, Transgender, and Queer community. The plus acknowledges that there are additional identities within the community. Other iterations include LGBTQQIA (adding Questioning, Intersex, Asexual/Aromantic).

**Misgendering:** When a person intentionally or accidentally uses the incorrect name or pronouns to refer to a person. Intentional and/or persistent misgendering is a form of bullying and harassment.

**Nonbinary:** A term used to describe people whose gender identity is not exclusively male or female, including those who identify as a gender other than male or female, as more than one gender, or as no gender.

**Outing:** The act of disclosing information about another person's gender identity or sexual orientation without that person's knowledge and/or consent. Outing by school officials can violate that student's privacy rights.

**Questioning:** Being unsure of or exploring one's gender identity and/or sexual orientation.

**Sex Assigned at Birth:** A label a person is given at birth, often based on a medical professional's interpretation of the newborn's physical characteristics. Common examples may be "male" or "female." This binary assignment does not reflect the natural diversity of bodies or experiences. This is typically the sex reflected on one's original birth certificate.

**Sexual Orientation:** The term for someone's romantic, emotional, physical, and/or sexual attraction to the same or different gender(s). Sexual orientation is distinct from gender identity. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, lesbian, gay, bisexual, and pansexual.

**Transgender/Trans:** Individuals with a gender identity different than their sex assigned at birth. Transgender can be used as an umbrella term that encompasses diversity of gender identities and expressions. Being transgender is not dependent on appearance, body parts, or medical procedures.

**Transition:** The process whereby people may change their gender expression, bodies, and/or identity documents to match their gender identity. Transition can be social (changing gender expression, using facilities, using a different name/pronouns), medical (hormones and/or surgeries), and/or legal (changing name/gender marker on identity documents), and is different for every individual. It is common for gender transition to be an ongoing process and is unique to each person.

## B. District Policy

The Task Force recommends that districts amend their school board policies (or add them, if necessary) to strengthen protections for transgender, nonbinary, and gender nonconforming students. Districts typically have policies that require access to equal educational and extracurricular opportunities regardless of protected characteristics such as race and sex and policies that prohibit harassment and bullying of a student on the basis of protected

characteristics. Such policies should be amended to expressly cover gender, gender identity, and gender expression.

Accordingly, in addition to adopting detailed procedures, the Task Force recommends that districts amend their policies as follows:

- **Equal Educational Opportunities**

- ✓ Add “gender or gender identity, whether or not traditionally associated with the person’s sex assigned at birth” and “gender expression” as protected bases for equal educational and extracurricular opportunities.
- ✓ Add in the following language to the policy on Sex Equity: “Students shall be treated and supported in a manner consistent with their gender identity. This shall include but not be limited to, use of facilities, including restrooms and locker rooms, that correspond to the student’s gender identity.”
- ✓ Add an Administrative Implementation section, which states that: “The Superintendent shall adopt appropriate procedures to effectuate this policy, including but not limited to the policy that the district shall treat and support all students in a manner consistent with their gender identity. These procedures shall be provided to all of the district’s staff and made available on the district’s website.”

- **Harassment of Students Prohibited**

- ✓ Add “gender or gender identity, whether or not traditionally associated with the person’s sex assigned at birth” and “gender expression” as protected bases for the prohibition of bullying, intimidation, and harassment.

## C. Discrimination, Harassment, and Bullying

### LEGAL PROTECTIONS

State and federal law broadly prohibit discrimination against transgender, nonbinary, and gender nonconforming students. The Illinois Human Rights Act (“IHRA”) makes it a civil rights violation for schools to “[d]eny or refuse to another the full and equal enjoyment of the facilities, goods, and services” on the basis of gender identity or other protected status. 775 ILCS 5/1-102(A) and 1-103(O-1). As described in this report, the Illinois Human Rights Commission has repeatedly ruled that the IHRA protects the rights of people who are transgender in both employment and public accommodations, including schools.

Similarly, under federal law, discrimination against transgender, nonbinary, and gender nonconforming students violates Title IX of the Education Amendments of 1972 of the Civil Rights Act, 20 U.S.C. § 1681, and the United States Constitution. Title IX requires that “no person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination” in schools that receive federal funding (which includes all public schools and some private schools). 20 U.S.C. § 1681(a). The Seventh Circuit Court of Appeals, the federal appellate court with jurisdiction over Illinois, has unambiguously ruled that discrimination on the basis of gender identity is “[b]y definition” sex discrimination prohibited under Title IX. *Whitaker By Whitaker v. Kenosha Unified Sch. Dist. No. 1 Bd. of Educ.*, 858 F.3d 1034, 1048 (7<sup>th</sup> Cir. 2017). A school district policy that refuses to treat a transgender student in a manner consistent with the student’s gender identity “punishes that individual for his or her gender non-conformance, which in turn violates Title IX.” *Id.* at 1049.

In addition, the Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution bars governments from denying “any person . . . the equal protection of the laws.” U.S. Const. amend. XIV. § 1. This prohibits treating people differently (unequally) on the basis of sex without a compelling reason. *See United States v. Virginia*, 518 U.S. 515, 533 (1996). Laws that prohibit sex discrimination prohibit discrimination against transgender, nonbinary, and gender nonconforming students in at least three distinct ways. *See Norsworthy v. Beard*, 87 F. Supp. 3d 1104, 1119 (N.D. Cal. 2015).

First, it is pure sex discrimination because gender identity or transgender, nonbinary, or gender nonconforming identity is, by definition, a sex-related characteristic. *Whitaker*, 858 F.3d at 1051 (policy barring transgender students from sex-specific restrooms was facially discriminatory because it “[could not] be stated without referencing sex”).

Second, discrimination based on gender transition is discrimination based on sex. *Schroer v. Billington*, 577 F. Supp. 2d 293, 306 (D.D.C. 2008) (just like firing an employee for converting religions “would be a clear case of discrimination ‘because of religion,’” the same principle applies to gender transition).

Third, it is discrimination based on sex stereotypes because the person’s gender identity and expression does not match society’s stereotypes associated with the person’s sex assigned at birth. *See, e.g., Schwenk v. Hartford*, 204 F.3d 1187, 1201-1202 (9<sup>th</sup> Cir. 2000) (transgender people are protected under the term “sex” because the discrimination is grounded in the fact that a transgender person’s “inward identity [does] not meet social definitions of masculinity [or femininity]” associated their sex assigned at birth); *Whitaker*, 858 F.3d at 1047; *Grimm v. Gloucester Cty. Sch. Bd.*, 302 F. Supp. 3d 730, 745 (E.D. Va. 2018) (“discrimination on the basis of transgender status constitutes gender stereotyping because by definition, transgender persons do not conform to gender stereotypes”) (internal quotation marks omitted); *M.A.B. v. Bd. of Educ. of Talbot Cty.*, 286 F. Supp. 3d 704, 715 (D. Md. 2018). “All gender-based classifications . . . warrant heightened scrutiny,” *Virginia*, 518 U.S. at 555 (internal quotation marks omitted), as does discrimination based on transgender identity, *see, e.g., Grimm*, 302 F. Supp. 3d, at 747.

Furthermore, Illinois law prohibits bullying, including bullying “on the basis of . . . gender-related identity or expression.” 105 ILCS 5/27-23.7(a). Every school district must have and publish online a policy to prevent and address bullying that includes a contact person to report bullying, procedures for a prompt investigation (usually within 10 school days with fair procedures), and appropriate support for all students involved. *Id.* The IHRA too requires schools to protect students from harassment. The “severe or pervasive harassment” of a student violates the IHRA when the school “fails to take corrective action to stop the severe or pervasive harassment.” 775 ILCS 5/5-102.1.

Schools must protect all students from bullying and harassment or face significant potential repercussions under federal law as well. *Henkle v. Gregory*, 150 F. Supp. 2d 1067 (D. Nev. 2001) (liability for school that failed to protect gay student from harassment and physical assaults); *Nabozny v. Podlesny*, 92 F.3d 446 (7th Cir. 1996) (school violated the U.S. Constitution by not stopping antigay abuse and discrimination leading to a \$1 million settlement). Moreover, a student does not need to be “out” or even LGBTQ+ to be protected under the law. By guaranteeing “equal protection of the laws” to all people, the Constitution also protects students who are perceived to be LGBTQ+, as well as students who associate with LGBTQ+ people. All students have a right to be free from bullying and harassment and schools must take action to stop harassment when they become aware of it.

## **DISTRICT PROCEDURE**

It is the goal of this district to create a learning environment in all schools where students can thrive and are protected from bullying, discrimination, and harassment.

Federal and state law prohibit bullying on the basis of actual or perceived sexual orientation, gender identity, or gender expression, and/or association with a person or group with one of the aforementioned actual or perceived characteristics.

No student shall be denied equal access to education on the basis of their gender identity or gender expression. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of gender identity or gender expression in any program or activity. In addition, students shall be treated and supported in a manner consistent with their gender identity.

Allegations involving violations of this procedure shall be reported to \_\_\_\_\_ at \_\_\_\_\_ (phone number) or \_\_\_\_\_ (email) in a manner consistent with all applicable board policies.

## BEST PRACTICES

- **Provide ongoing training to all staff members.** One of the most common challenges that students, teachers, staff, administrators, and school board members experience when creating affirming environments for transgender, nonbinary, and gender nonconforming students is having effective ways to address harmful and/or discriminatory language and actions, especially in the moment. Regular training is an essential part of preventing discrimination and harassment in a school environment and helps ensure the effective and informed implementation of inclusion practices.
- **Create a non-punitive environment that focuses on prevention.** Districts should take a preventive approach to enforcement of anti-bullying policies by focusing on education and positive behavioral interventions and supports rather than exclusionary discipline.
- **Ensure accountability for inclusive practices.** When an employee fails to meet the expectations of the district’s policy and procedures, the district should hold the employee accountable and subject the employee to appropriate disciplinary action in a manner that is both effective and prompt. Intentional or persistent refusal to respect a student’s gender identity after notification of the student’s affirmed name and pronouns should be considered a violation of district policy and/or procedures.
- **Provide easily accessible information and supports.** Districts should have “Know Your Rights” information (such as Appendix A) easily accessible to all students. Districts should consider posting such information in common areas of its schools, such as bathrooms and hallways.
- **Be clear about the complaint procedure.** All stakeholders, especially students, need to be aware of the avenues of support available to them if they have experienced bullying, discrimination, or harassment. Students who are subjected to mistreatment often do not know where to seek help. Districts should ensure that the name and contact information of the appropriate staff are readily accessible.

### D. Gender Support Model

In order to provide the appropriate support to students, districts should designate Gender Support Coordinators who are properly trained in providing gender-affirming support for transgender, nonbinary, and gender nonconforming students. The Gender Support Coordinator can serve as the point person for the student and the student’s parent(s)/guardians(s) to ensure appropriate support is provided. If desired by the student, the Gender Support Coordinator can assist with drafting a Gender Support Plan, which can be the guiding document to address a variety of issues, including use of facilities, student records, and confidentiality.<sup>3</sup> Drafting a Gender Support Plan provides an opportunity for the Gender Support Coordinator and student to discuss significant issues and make a plan for informing the appropriate district staff regarding the student’s wishes.

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<sup>3</sup> A sample Gender Support Plan is attached as Appendix C. It is reprinted with permission from [Gender Spectrum](#).

## DISTRICT PROCEDURE

District staff shall designate Gender Support Coordinators in each of the district's school building(s) to coordinate support for transgender, nonbinary, and gender nonconforming students. If possible, Gender Support Coordinators should be social workers or counselors. Any student, regardless of how they identify, may request to meet with a Gender Support Coordinator to receive support from the school. In addition to the training provided to all staff, Gender Support Coordinators shall receive supplemental training on an annual basis.

If requested, the Gender Support Coordinator shall convene a meeting within ten (10) business days of a request by a student and/or their parent(s)/guardian(s). The meeting shall occur sooner in the case of exigent circumstances. Generally, both the parent(s)/guardian(s) and the student will be included in discussions with the Gender Support Coordinator. In the event that a student expresses concerns about disclosure to a parent(s)/guardian(s), the Gender Support Coordinator shall work closely with the student to assess the potential risk of harm.

At the meeting, the Gender Support Coordinator shall discuss the option of developing or revising a Gender Support Plan, which can serve as a guiding document that a student can request to support their academic, social, and emotional success. The Plan would identify the supports that will be provided and address the expressed wishes of the student and/or parent(s)/guardian(s), regarding the following:

- use of restrooms and other gender-segregated facilities;
- use of the student's affirmed name and pronouns;
- disclosure of the student's gender identity;
- confidentiality of gender transition in student records and information systems;
- staff training; and
- other supports, as necessary.

The Gender Support Plan, if there is one, will be included in the student's temporary file. The Plan shall only be accessible to district staff if it is necessary to support the student's social, emotional, and academic success, or as otherwise required by law. The Gender Support Coordinator shall review the Plan with the student on an annual basis, or sooner if necessary.

Gender Support Coordinators and Gender Support Plans can be used to support and facilitate a student's transition at school. The district does not require a student to meet with a Gender Support Coordinator or have a Gender Support Plan. A Gender Support Plan is optional and should only be completed with the agreement and participation of the student.

Under no circumstances may Gender Support Coordinators or Gender Support Plans be used to hinder or delay a student's transition at school.

## BEST PRACTICES

- **Provide tailored support to ensure equal access to educational programs and activities.** Each student has a unique process for transitioning and schools should have a flexible system to accommodate each individual student's needs.
- **Recognize other risk factors.** Teachers and other district staff should be aware that transgender, nonbinary, and gender nonconforming students may face an increased risk of abuse, homelessness, suicide, and other safety concerns inside and outside of school.
- **Be mindful of how students' chronological and developmental age, as well as family supports, may affect the process.** For preschool and elementary school-aged children, the level of parental involvement may look different than for middle school and high school-aged students. However, supporting a student's health, well-being, and safety is always paramount. When a transgender, nonbinary, or gender nonconforming student does not have a supportive home environment, regardless of their age, the Gender Support Coordinator can work with the student to identify what course of action will prioritize their safety.
- **If requested, school districts should provide support to siblings in the school district.** If requested by the transgender, nonbinary, or gender nonconforming student, the Gender Support Plan or Gender Support Coordinator can address appropriate steps to support the student's siblings who attend school in the same district.
- **Facilitate continuity of support for students who transfer or graduate.** If requested, the Gender Support Plan shall document the Gender Support Coordinator's role in communicating with the new school about gender-specific accommodations upon transfer or graduation.

## E. Confidentiality

### LEGAL PROTECTIONS

State and federal law protect student privacy and the confidentiality of student records, which includes a student's gender identity and whether the student is transgender, nonbinary, or gender nonconforming. Districts are required to keep student records and information confidential under the Illinois School Student Records Act ("ISSRA"), 105 ILCS 10/4-7, and the federal Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g(a)(5)(A).<sup>4</sup> The "student records" protected under ISSRA include a student's gender. 23 IAC 375.10. Student information and records must be kept confidential and not disclosed without permission of the student's parent(s)/guardian(s), except to employees as needed for their work with a

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<sup>4</sup> ISSRA applies to public schools, but generally not private schools. 105 ILCS 10/2(b).



student, and in certain other listed circumstances permitted by law (such as to law enforcement or to comply with a court order).

Disclosure of private information related to a student's sex or gender can also violate FERPA and sex or gender identity discrimination laws such as the IHRA and Title IX. Further, students have a Constitutional right to privacy and to share or withhold information about their sexual orientation and gender identity. *E.g. Love v. Johnson*, 146 F. Supp. 3d 848 (E.D. Mich. 2015); *Powell v. Schriver*, 175 F.3d 107, 111 (2d Cir. 1999); *Wolfe v. Schaefer*, 619 F.3d 782, 785 (7th Cir. 2010) (citing *Whalen v. Roe*, 429 U.S. 589, 599-600 (1977) (recognizing constitutional rights to highly personal information, including medical and sexual information)). ISSRA and FERPA contain exceptions to the privacy requirement for "directory information," such as student names, grade level, or participation in sports teams. 23 IAC 375.80; 20 U.S.C. § 1232g(b). Schools can generally disclose directory information unless parent(s)/guardian(s) opt out. Directory information does not include a student's gender or transgender, nonbinary, or gender nonconforming identity, which should not be disclosed without consent or educational need.

Illinois law further provides strong protections for a student's mental health records, such as those maintained by school social workers, nurses, or psychologists. Under the Illinois Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/1 *et seq.*, mental health records cannot be disclosed without the specific written consent of the parent(s)/guardian(s) and of the student, if the student is age 12 or older. 740 ILCS 110/4-5. The law requires written consent in a specific form to disclose those records, even to parent(s) or guardian(s).

## DISTRICT PROCEDURE

All students have a right to privacy. This includes the right to keep their transgender, nonbinary, or gender nonconforming identity private at school. Information about a student's transgender, nonbinary, and gender nonconforming identity, birth name, or sex assigned at birth constitutes confidential medical and student record information. District staff shall not disclose this information without the student's consent or unless legally required to do so. Disclosing this information violates state and federal privacy laws.

Communication with parents: Before contacting the parent(s)/guardian(s) of a student who is transgender, nonbinary, or gender nonconforming, district staff will ask the student what name and pronouns they would like district staff to use in communications with their parent(s)/guardian(s), including on all documents sent to their parent(s)/guardian(s).

Communication with district staff and students: Transgender, nonbinary, and gender nonconforming students have the right to openly discuss and express their gender identity at school and at school activities and to decide when, with whom, and how to share private information. The fact that a student chooses to use their affirmed name or pronouns, to

transition at school, or to disclose their transgender, nonbinary, or gender nonconforming identity to district staff or other students does not authorize district staff to disclose a student's personal information. District staff should only discuss a student's transgender, nonbinary, or gender nonconforming identity with another employee if it is necessary to support the student's social, emotional, and academic success.

Legal requirements: In the rare instance that a district is legally required to disclose a student's transgender, nonbinary, or gender nonconforming identity, the district should provide the student an opportunity to make that disclosure themselves, where practicable. This shall include providing the student with any support services the student will need to make the disclosure in a safe and supportive environment.

## BEST PRACTICES

- **Set limits on disclosure of a student's gender identity.** District staff should only discuss a student's transgender, nonbinary, or gender nonconforming identity with other staff if it is necessary to support the student's social, emotional, or academic success. Districts should ensure all staff are trained and aware of the district's procedures on confidentiality. Information gathered about a student's transgender, nonbinary, or gender nonconforming identity should be kept secure and confidential, and not be released or disclosed outside of district staff without the student's explicit consent. It is essential to keep in mind that disclosure or misuse of a student's confidential information may establish a hostile environment, potentially subjecting them to bullying and harassment by peers, discrimination by district staff, and/or family rejection.
- **Understand and respect the level of privacy desired by a student.** It is essential to understand an individual's self-determined desired level of privacy, which may change over time. If a student is uncertain about their desired level of privacy, districts should support the student in making an informed choice. Many students prefer privacy and do not want to be defined by their gender identity.
- **Take a student-centered approach.** District employees should be aware that many transgender, nonbinary, and gender nonconforming students experience family rejection. School officials should work with students, and whoever else is appropriate, to develop a plan regarding the confidentiality of the student's identity.
- **Be forthcoming with students about formal and informal ways information flows within the school ecosystem.** While district staff should never out a child to their family, students, teachers, or other staff, it is also true that a school cannot control how information will travel once it is shared by the student. For example, if a student requests to use their affirmed name and pronouns in one class at school, the other students in that class may share that information with peers, family members, and/or other district staff.

## F. Names, Pronouns, and School Records

### LEGAL PROTECTIONS

Students have the right to be addressed at school by their affirmed name and pronouns and to update their school records to reflect their identity. This right is rooted in the rights to confidentiality and privacy and in the IHRA's prohibition on "severe or pervasive harassment" of a student. *See* 775 ILCS 5/5-102.2. Federal law likewise requires schools to ensure that students are referred to by their affirmed names and pronouns, and school records must reflect the same. *Cf. Ray v. Himes*, No. 2:18-cv-272, ECF No. 47 at 28-33 (S.D. Ohio September 12, 2019). It is a violation of a student's right to privacy if a school fails to use affirmed names and pronouns because the school would effectively out the student as transgender, nonbinary, or gender nonconforming each time an incorrect name or pronoun is used or disclosed. *See Arroyo Gonzalez v. Rossello Nevares*, 305 F. Supp. 3d 327, 333 (D.P.R. 2018) (government must issue transgender people accurate identity documents to protect their constitutional right to privacy). No law authorizes schools to require a legal name change or change of a gender marker on a birth certificate before the school addresses a student by their affirmed name and pronouns or before updating most school records to properly reflect the student's identity.

Students and parents also have a right to access and review school student records. 105 ILCS 10/5(a). In this context, "school student records" means "any writing or other recorded information concerning a student and by which a student may be individually identified, maintained by a school or at its direction or by an employee of a school, regardless of how or where the information is stored," except for the records of an employee maintained only for their use and not "related or disclosed to any person." 105 ILCS 10/2(d). ISSRA, however, does not require the disclosure of: (i) "information which is communicated by a student or parent in confidence to school personnel," (ii) records of an employee maintained only for their use and not "related or disclosed to any person," or (iii) "communications otherwise protected by law," which may include some records of a school social worker or psychologist. 105 ILCS 10/2(d) and 5(f).

Under both ISSRA and FERPA, parents have a right to challenge the "accuracy, relevance or propriety" of a student record. 105 ILCS 10/7; 34 C.F.R. § 99.20-22. Schools are required to have a process in place for parents to challenge and seek correction of school records, including a right to a hearing.

### DISTRICT PROCEDURE

District staff shall use the student's affirmed name and pronouns, which are the name and pronouns that correspond to a student's gender identity. A student is not required to obtain a legal name or gender marker change and/or submit medical or psychological documentation

as a prerequisite to being addressed by the student's affirmed name and pronouns. Consent from parent(s)/guardian(s) is not required to address a student by the student's affirmed name and pronouns.

With parent(s)/guardian(s) consent, or for students who are 18 years old or older, students may change their name and/or gender marker in the district's electronic database so that it corresponds to their gender identity. Students are not required to obtain a legal name or gender marker change and/or submit medical or psychological documentation to affect these changes.

Students under 18 years old should be aware that their parent(s)/guardian(s) have the right to review their student's official school records. Therefore, if parent(s)/guardian(s) request access to see their student's official school records, they will have access to any changes made to a student's affirmed name and pronouns.

If a student has previously been known by a different name and/or pronouns, the Gender Support Coordinator will discuss with the student how they want district staff to be notified of the student's affirmed name and pronouns. To ensure consistency among district staff, every effort will be made to immediately notify all district staff with whom the student may interact (if agreed to by the student), including updating information provided to substitute staff. District staff will also be notified of what name and pronouns the student wants district staff to use in communications with their parent(s)/guardian(s), including on all documents sent to their parent(s)/guardian(s).

The intentional refusal and/or persistent failure by district staff or students to respect a student's gender identity (i.e., intentionally referring to a student by a name and/or pronouns that do not correspond to the student's gender identity or repeatedly continuing to do so after being asked not to) is a violation of these procedures.

If the district changes the student's name and/or gender marker pursuant to a request, the Superintendent or designee shall be the only person in the district to have access to the student's birth certificate, which is required by the Illinois Missing Children Records Act.

## BEST PRACTICES

- **Records should be adjusted to reflect a student's affirmed name and pronouns.** When updating a student's school records, district staff should be cognizant of the many school information systems (e.g., state/local testing platforms, electronic databases, school website, class rosters, attendance systems, transcripts, school reporting programs, substitute teacher rosters, school IDs, yearbooks, honor roll lists, and club rosters) present in the school system and work diligently to ensure accuracy of information across information systems. Schools should not place cumbersome and/or undue barriers that discourage, prolong, or prohibit the process of ensuring a student's school records accurately reflect a student's affirmed name and gender identity. As

parent(s)/guardian(s) may have a legal right to inspect their student's school records, the Gender Support Coordinator should ensure that changes to a student's school records are a part of the support process for students.

- **Provide all students with opportunities to indicate how they wish to be addressed.** Schools should survey all students on an annual basis to determine how they wish to identify themselves during school-related functions and how they wish to be addressed in communications with their parent(s)/guardian(s), including on all documents sent to their parent(s)/guardian(s). In addition, students should be allowed to update this information upon request.
- **Remove gender marker from school records where possible.** Districts should only include a student's gender marker on school records where required by law. If, by law, school administrators are required to record a student's name or gender as it appears on the student's birth certificate, district staff shall record this information in a separate, confidential file.
- **Contract with Student Information System companies that have inclusive options for affirmed name and gender.** Prior to signing contracts, districts should inquire about how the Student Information System company captures, reports, and performs other functions that include or affect a student's affirmed name and gender identity. Districts should also request changes to their current systems to meet student needs.

## G. Use of Facilities

### LEGAL PROTECTIONS

The right of all students to full and equal use of all school facilities that correspond with the student's gender identity is well established in Illinois under federal and state law.

The IHRA expressly guarantees "the full and equal enjoyment of . . . facilities" which means that transgender, nonbinary, and gender nonconforming students have the right to use a school's physical facilities consistent with their gender identity. 775 ILCS 5/1-102(A); 1-103(O-1). Under state law, a school must provide students "full and equal" use of all school facilities; it is not enough to provide students mere "access." *Maday v. Township High Sch. Dist. 211*, No. 17-CH-15791 (Cook County Circuit Court, Ill. September 12, 2019). In other words, schools cannot impose on transgender, nonbinary, and gender nonconforming students conditions on the use of facilities that are not required of other students. For example, a school was found to have violated the IHRA when it denied a transgender boy the use of the boys' communal restrooms and instead offered him use of separate restroom facilities. *P.S. and Komarek Sch. Dist. 94*, ALS No. 16-0003 (Ill. Hum Rts. Comm'n March 15, 2018 and February 4, 2019). In addition, requiring a transgender male student to "use a privacy curtain to change clothes while using the boys' locker room" was found to violate the IHRA's guarantee of "full and equal enjoyment" of facilities. *In the Matter of the Request for Review: C.Y. (Minor) by Tracy & Michael Yates (Parents)*, ALS No. 17-0067 (Ill. Hum. Rts. Comm'n July 15, 2019) (remanding claim of denial of equal access to facilities based on gender-related identity to the Illinois Department of Human Rights for a substantial evidence finding).

Federal law likewise protects a student’s right to use school facilities that correspond with the student’s gender identity. School policies that deny students use of restrooms, locker rooms, changing rooms, or other facilities that correspond with their gender identity violate Title IX and the Equal Protection Clause. *See, e.g., J.A.W. v. Evansville Vanderburgh Sch. Corp.*, 396 F. Supp. 3d 833 (S.D. Ind. 2019) (denial of restroom use violates Title IX and the Constitution); *Whitaker*, at 1049 (school required to allow transgender boy to use male restrooms); *Doe by & through Doe v. Boyertown Area Sch. Dist.*, 897 F.3d 518, 526-32 (3d Cir. 2018) (affirming district court’s denial of plaintiffs’ motion for preliminary injunction, stating “There is simply nothing inappropriate about transgender students using the restrooms or locker rooms that correspond to their gender identity.”). These protections apply to students of all genders, including nonbinary and gender nonconforming students.

Under state and federal law, the discomfort or privacy concerns of students, teachers, or parents are *not* valid reasons to deny or limit the equal use of facilities by transgender, nonbinary, and gender nonconforming students. Rather, the interest of any student seeking more privacy should be addressed by providing *that student* a more private option upon their request. “The prejudices of others are part of what the [Human Rights Act] was meant to prevent.” *P.S. and Komarek Sch. Dist. 94*, ALS No. 16-0003 (Ill. Hum Rts. Comm’n March 15, 2018 and February 4, 2019).<sup>5</sup> “[T]here is no right that insulates a student from coming in contact with others who are different than them or a Bathroom Privacy Act, unless the behavior violates a school policy or is criminal.” *Id.* The presence of a transgender student in a locker room simply does not “implicate the constitutional privacy rights of others with whom such facilities are shared.” *Students & Parents for Privacy v. United States Dep’t of Educ.*, 16-CV-4945, 2017 WL 6629520, at \*5 (N.D. Ill. Dec. 29, 2017). If school districts are found to have violated the IHRA or Title IX, they will be subjected to significant monetary liability, including damages, attorneys’ fees, and costs.

## DISTRICT PROCEDURE

Transgender, nonbinary, and gender nonconforming students shall be allowed use of restrooms, locker rooms, and changing facilities that correspond with their gender identity in the same manner that cisgender students are allowed use. Schools may maintain separate restrooms, locker rooms, or changing facilities for male and female students, provided they allow all students equal use of facilities that are consistent with their gender identity. Transgender, nonbinary, and gender nonconforming students should determine which facilities are consistent with their gender identity and enable them to feel affirmed, safe, and supported.

<sup>5</sup> This case also examined the IHRA exception for “Facilities Distinctly Private” which pertains to facilities such as “restrooms, shower rooms, bath houses health clubs and other similar facilities.” 775 ILCS 5/5-103(B). The language permits schools to maintain facilities separated by sex, but as the Commission concluded, this language does not change the requirement that each student is guaranteed full and equal use of the restroom and locker room that corresponds with their gender identity.

Schools shall make the requested restrooms, locker rooms, and changing facilities available immediately upon consultation with the student. Under no circumstances shall a student be required to use an all-gender or secure-access restroom, a nurse's restroom, a privacy partition or curtain, and/or an all-gender locker room because they are transgender, nonbinary, or gender nonconforming.

Regardless of gender identity, any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with reasonable alternative arrangements when requested by the student. This may include the use of a privacy partition or curtain, provision to use a nearby all-gender or secure-access restroom, and/or a nurse's restroom. Any alternative arrangement shall be provided in a way that protects the student's privacy and is consistent with the student's Gender Support Plan, if one exists.

Schools shall designate any existing facilities that are designed to be used by only one person at a time as accessible to all students, regardless of gender.

## BEST PRACTICES

- **Facilities should be safe and accessible.** Facilities include, but are not limited to, locker rooms, restrooms, showering facilities, costume rooms/backstage areas, nurse's offices, and athletic training rooms. Facilities also include any communal area where a student may be required to undress, such as a gym used for a scoliosis screening or a weigh-in for a wrestling match. Districts that designate all-gender and/or secure-access restrooms should ensure that these facilities are safe and accessible, and not located in a place that will cause interference with a student's academics or other school-related activities. Any alternative arrangement should be provided in a way that protects the student's privacy and is consistent with the student's Gender Support Plan, if one exists.
- **Allow additional time to use facilities, if necessary.** If using an alternative facility would cause a student to be late, the student should be allotted additional time to use the facilities and not be punished for tardiness.
- **Provide options for all students.** If any student desires more privacy when using a facility, that student should be allowed to use the appropriate facilities.
- **Increase single-occupancy facilities.** Districts are encouraged to incorporate single-occupancy facilities and to increase privacy for all facilities when considering new construction or renovation.

## H. Dress Codes

### LEGAL PROTECTIONS

Under the IHRA, dress codes cannot be applied in a discriminatory way. The First Amendment also protects students' rights to express their gender identity through their appearance. *See Doe ex rel. Doe v. Yunits*, No. 001060A, 2000 WL 33162199, at \*3 (Mass. Super. Oct. 11, 2000) (discussing transgender girl's right to freedom of expression when school prohibited her from

wearing clothing and otherwise expressing herself consistent with her gender identity); *see also, Logan v. Gary Cmty. Sch. Corp.*, No. CIV.A. 207-VC-431JVB, 2008 WL 4411518, at \*4 (N.D. Ind. Sep. 25, 2008) (choice of dress for prom is protected gendered self-expression); *Zalewska v. Cty. of Sullivan*, New York, 316 F.3d 314, 320 (2d Cir. 2003); *Couch v. Wayne Local Sch. Dist.*, No. 1:12-cv-00265-MRB (S.D. Ohio May 21, 2012) (schools cannot prevent students from wearing clothing that expresses written messages or otherwise conveys one's gender identity or support for the LGBT community).

## DISTRICT PROCEDURE

All students shall be permitted to wear gender-affirming clothing to school and shall not be restricted in their clothing or appearance on the basis of gender. Transgender, nonbinary, and gender nonconforming students have the right to dress in a manner consistent with their gender identity or expression. This shall apply on regular school days as well as any special events, including graduation ceremonies and dances. District staff shall not enforce the dress code more strictly against transgender, nonbinary, and gender nonconforming students than other students.

## BEST PRACTICES

- **Students must be allowed to wear gender-affirming clothing.** A student whose gender expression is different from societal expectations should not be considered disruptive.
- **Adopt a gender-neutral dress code.** Districts should reframe dress codes to describe what it considers appropriate clothing without assigning clothing options to particular genders. For example, districts should consider language such as the following: "Certain body parts must be covered for all students: Clothing must be worn so that genitals, buttocks, and nipples are covered with opaque material." Dress code booklets should not contain pictures of students in certain clothing - if pictures must be used, only display the garment itself.
- **Consistently apply dress code regulations.** Students should not be disciplined for wearing clothing or makeup that is appropriate under the dress code but that does not conform to gender-based stereotypes. For example, if dresses or pants are appropriate attire, teachers and other school officials cannot determine which students are permitted to wear dresses or pants. In addition, districts should consistently apply dress codes regardless of body shape or type.
- **Do not impose inappropriate discipline.** Districts should not discipline transgender, nonbinary, and gender nonconforming students for wearing gender-affirming clothing.
- **Extend gender-neutral dress code to special events.** Gender-neutral dress code guidelines should apply to regular school days as well as any special events, such as graduation ceremonies, game days, concerts, and dances. For example, schools may require formal attire for all students at a ceremony, but should not specify that girls must wear dresses and boys must wear ties. If a school wishes to maintain a previously gender-specific tradition, such as graduation gown colors or spirit day teams,



administrators should consider dividing students using another marker, such as last name (e.g., last names from A-M wear blue and last names from N-Z wear gold).

- **Ensure athletic uniforms are appropriate and modified if requested.** All student athletes should be able to wear uniforms that are appropriate for their sport. For example, swimmers should be allowed to modify their swim uniform, provided it does not provide any competitive advantage. Similar accommodations should be made for equipment, such as cups, bras, or other undergarment safety requirements.

## I. Sports, Clubs, and Events

### LEGAL PROTECTIONS

The IHRA requires schools to allow students who are transgender, nonbinary, and gender nonconforming to participate in school activities, physical education, and sports teams consistent with their gender identity. Physical education and school sports teams are covered by the public accommodations provisions of the IHRA, as they are both a “place of education” and “place of exercise or recreation.” 775 ILCS 5-101 (11), (13).

If a school allows any student clubs, students have the right to form LGBTQ+-affirming clubs, such as GSAs, on the same terms as any other student group. *Colin ex rel. Colin v. Orange Unified Sch. Dist.*, 83 F. Supp. 2d 1135 (C.D. Cal. 2000) (holding that students had the rights to form GSAs, meet at school, use the school’s public address system, and be featured in the school yearbook like other student clubs). Under the federal Equal Access Act, secondary schools that allow meetings of other non-curricular student clubs (clubs that do not directly relate to school classes) are also prohibited from discriminating against any student group based on its viewpoint, including GSAs. 20 U.S.C. § 4071. All student clubs must be treated the same, regardless of purpose. Thus, for example, GSAs may *not* be singled out for parental permission requirements before students can join the club.

Students also have First Amendment rights to speak freely and to associate for expressive purposes, which includes the right to form GSAs at school. Also, under the Equal Access Act, First Amendment, Equal Protection Clause, and other state and federal non-discrimination laws, all bulletin boards, public address systems, or other privileges extended to clubs must also be equally granted to GSAs and other LGBTQ+-affirming clubs.

### DISTRICT PROCEDURE

Transgender, nonbinary, and gender nonconforming students shall be provided the same opportunities to participate in extracurricular activities as all other students. Participation in competitive Illinois High School Association (IHSA) and Illinois Elementary School Association

(IESA) athletic activities and contact sports will be resolved in accordance with these Association rules, which are available on their respective websites.<sup>6</sup>

## BEST PRACTICES

- **Students must be able to participate in athletic activities that align with their gender identity.** Districts must allow transgender, nonbinary, and gender nonconforming students to compete on athletic teams and participate in interscholastic activities consistent with their gender identity. Districts should support students and families with any paperwork or reporting that must be completed for regulatory or legal purposes.
- **Review and reframe gender-based activities.** Districts should evaluate all gender-based activities, rules, policies, traditions, and practices—including classroom activities, school ceremonies, athletics, dances, proms, school photos—and eliminate or reframe them to be gender-neutral. For example, replacing “prom king and queen” with “prom royalty” or providing school awards to any set of two students instead of “best male/female.” If certain gender-specific activities do continue, students shall be permitted to participate consistent with their gender identity. For example, allowing students to self-select into a “girls in STEM” program.
- **Provide training to coaches and volunteers.** Athletic coaches and event staff can have a particularly hard time removing gendered language from their activities. Coaches and athletic teams should receive training to help with the culture adjustment. The training should include how to ensure things such as inspirational speeches, motivational phrases, locker-room talk, pep rallies, and team chants are inclusive and gender neutral. Examples of phrases that should be eliminated include “man-up” or “don’t be a sissy.”
- **Communicate with outside entities.** If students are competing at another school, going on a field trip, or engaging with an outside speaker, districts should ensure staff are communicating with hosts about the school’s procedures. Staff should ensure the host districts and event spaces allow students to use facilities consistent with their gender identity.
- **Support LGBTQ+-affirming student groups.** Districts should identify faculty sponsors willing to work to begin and support GSAs in all elementary, middle, and high schools.

<sup>6</sup> The Illinois High School Association (“IHSA”) policy provides that transgender youth should be allowed to participate fully in athletics and activities. The IHSA policy also discusses the importance of affirming athletes’ gender identity by using the correct name and pronouns, and by allowing the use of the locker room and restroom that matches the athlete’s gender identity. The IHSA policy is clear that any discussions and documents pertaining to an athlete’s transgender identity are strictly confidential. Illinois High School Association. (2019). *Policy and School Recommendations for Transgender Participation*. Retrieved from: [https://www.ihsa.org/documents/equity/Equity-Transgender\\_Policy\\_Revised.pdf](https://www.ihsa.org/documents/equity/Equity-Transgender_Policy_Revised.pdf). The Illinois Elementary School Association has a similar policy. Illinois Elementary School Association. (2019). *Policy and School Recommendations for Transgender Participation*. Retrieved from: <https://www.iesa.org/documents/handbook/IESA-Handbook.pdf>.

## J. Overnight School Trips

### LEGAL PROTECTIONS

The law protects not only the use of physical facilities, but also equal and full access to all school programs and activities. The IHRA prohibits denying anyone the “full and equal enjoyment” of “services” based on a person’s gender identity (or expression or other protected traits). 775 ILCS 5/5-102(A). “The Illinois Human Rights Act is remedial legislation that [has been and] must be construed liberally to effectuate its purpose.” *See Sommerville v. Hobby Lobby Stores*, ALS. No. 13-0060C (Ill. Hum. Rts. Comm’n May 15, 2015.) The terms “facilities” and “services” are identified separately and demonstrate the intent to prohibit not only discrimination in enjoyment of the physical school grounds, but enjoyment of all programs and activities. Likewise, under federal law, students cannot be excluded from or discriminated against in school programs and activities such as trips on the basis of their gender identity. *See e.g., Logan*, 2008 WL 4411518 (dress code and clothes at prom); *see also, Fricke v. Lynch*, 491 F. Supp. 381, 385 (D.R.I. 1980) (gay student’s choice of male prom date protected by the Constitution); *Gay Students Org. of Univ. of New Hampshire v. Bonner*, 509 F.2d 652 (1st Cir. 1974) (gay students’ social events are protected).

The same state and federal laws that require schools to respect a student’s gender identity with respect to using facilities and participating in activities also apply to transgender, nonbinary, and gender nonconforming students’ room arrangements and facility use during overnight trips. To deny a student the accommodations afforded to other students - consistent with their gender identity - would be discrimination prohibited by Title IX and the IHRA.

As with school facilities, any student seeking more privacy may be provided that privacy. But any claimed privacy concern of another student is not a reason to limit use by a transgender, nonbinary, or gender nonconforming student. Similarly, confidentiality laws and requirements continue to apply to students in the context of overnight trips. A trip is not a basis to disclose or require disclosure of a student’s transgender, nonbinary, or gender nonconforming identity.

### DISTRICT PROCEDURE

In no case shall a transgender, nonbinary, or gender nonconforming student be denied the right to participate in an overnight school trip because the student is transgender, nonbinary, or gender nonconforming. Students shall be permitted to participate in overnight trips in accordance with their gender identity, with other students who share their gender identity, or in a manner that makes them feel safe, affirmed, and included. The specific accommodations should be assessed on a case-by-case basis and in a manner consistent with the student’s Gender Support Plan, if one exists.

The Gender Support Coordinator will work with the student to determine the accommodations that will be provided, including hotel and room-sharing arrangements, based on the particular circumstances of the trip. The Gender Support Coordinator will ensure that the student knows the accommodations for overnight school trips prior to their departure for the trip. Overnight accommodations shall be arranged and provided in a manner that respects the student's desired level of confidentiality. Schools shall not notify chaperones or parents of other students about the housing arrangements for a transgender, nonbinary, or gender nonconforming student.

## BEST PRACTICES

- **Ask the student.** In planning for overnight trips, ask the student what type of arrangements will make the student feel safe, supported, and included.
- **Communicate with students beforehand and maintain privacy.** Schools must set clear expectations about respecting one another's privacy and boundaries.
- **School policies for facility use should carryover to overnight trips and should allow for privacy.** The district should inquire whether there are any single stall or other private shower facilities available if showering facilities are communal while on the trip.
- **Do not send notifications or permission slips.** Do not send notifications or permission slips to parents and/or students regarding a student's transgender, nonbinary, or gender nonconforming identity.

## K. Curriculum and Teaching

### LEGAL PROTECTIONS

The Illinois School Code requires that public schools incorporate into their history curriculum a study of the roles and contributions of LGBT people in the history of the United States and Illinois. 105 ILCS 5/27-21. In addition, schools must use textbooks that include the roles and contributions of all people protected under the IHRA. 105 ILCS 5/2-3.155(c).

### DISTRICT PROCEDURE

All district staff shall use a gender-affirming approach in both their curriculum and teaching. This approach includes affirming students' gender identities, being flexible during gender transition processes, and being conscious of not using gendered-language.

As a general matter, district staff are discouraged from separating students by gender and should evaluate all practices that divide students on the basis of gender. Staff should avoid gender segregation when possible (e.g., lining up by "boys and girls," physical education, sexual health education). If gender segregation does occur, transgender, nonbinary, and gender nonconforming students shall be allowed to participate in accordance with their gender identity, or in a manner that makes them feel safe, affirmed, and included.

District staff shall create and implement inclusive lessons so that all students see themselves reflected in the curriculum. District staff are encouraged to develop age-appropriate lessons for students about gender diversity and acceptance whether or not they are aware of transgender, nonbinary, or gender nonconforming students in their classes. However, an individual student's gender transition or personal gender history should never be the subject of a class lesson unless specifically requested by the student.

Health and sex education shall be inclusive of diverse gender identities, gender expressions, and sexual orientations. School libraries shall include accurate and up-to-date information on gender identity and diversity, as well as gender-affirming children's books, young adult fiction, fiction, non-fiction, and multimedia.

## BEST PRACTICES

- **Do not divide physical education classes by gender.** Physical education classes should not be separated by gender. If two groups are necessary, consider separating into competitive and recreational groups. Districts should allow students to participate in physical education classes in the way that makes them feel safe and included.
- **Regularly review curriculum to ensure inclusivity.** Using a gender-affirming approach in the classroom requires examination of the existing curriculum and teaching to identify where gendered practices show up and where there is room to be more gender inclusive. Inclusive curriculum should be incorporated into lessons such as scenarios, word problems, and classroom examples. Historical figures and events that recognize different identities should be highlighted. [GLSEN](#), [Gender Spectrum](#), [Welcoming Schools](#), and [Teaching Tolerance](#) have examples of curriculum and lesson plans that address gender diversity. Schools should also have procedures in place to address challenges to books or curricula.
- **Eliminate the use of gendered language.** All district staff should receive training on how to use non-gendered classroom practices. For example, district staff should call students "students" or "scholars" instead of "boys and girls." This can make a notable difference to transgender, nonbinary, and gender nonconforming students who may feel alienated by the gender binary.
- **Teachers should set affirming and inclusive expectations at the beginning of a class and throughout the year.** Educators should take time to discuss what each guideline means, identifying what will happen if/when a boundary is transgressed, and asking all students to come to a consensus and agree to the guidelines. This sets the tone of a culture of mutual respect and collective responsibility for upholding the norms.
- **Demonstrate the district's commitment to inclusivity in communal spaces.** Ensure the school's common areas show images of diverse family structures and people of different races, gender expressions, ethnicities, and abilities. For example, consider displaying signs that say, "All Are Welcome Here" or "Celebrate Diversity."
- **Never teach "appropriate" gender behavior.** Classes and behavior lessons should never teach or promote gender-specific rules or behavior. When staff do need to comment and

model appropriate classroom behavior, they should use gender-neutral phrases. For example, “five-year-olds don’t hit their friends” instead of “boys don’t hit girls.”

- **Have a robust health education program.** The district’s health and sex education curriculum shall be inclusive of diverse gender identities, gender expressions, and sexual orientations. Healthy romantic relationships should be taught no matter the gender identity or sexual orientation of students.

## L. Training

### DISTRICT PROCEDURE

The district shall conduct regular training for all staff members, including Gender Support Coordinators, on their responsibilities under applicable laws and this procedure.

At the beginning of the school year following the adoption of this procedure, all district staff shall be comprehensively trained on this procedure and on gender-affirming approaches to education. District staff shall have subsequent in-depth, in-person annual training on supporting transgender, nonbinary, and gender nonconforming students. The Gender Support Coordinator(s) shall receive additional training and support.

Within ninety (90) days of their start date, all new employees who are hired by the district shall be trained on this procedure and on gender-affirming approaches to education. All substitute teachers and other temporary staff shall also be trained on this procedure at the beginning of their first contract following the adoption of this procedure.

The district shall maintain evidence that all required staff members have taken the training, including sign-in sheets.

The content of all such trainings shall be medically accurate, evidence-based, and reflect current best practices. The content of such professional development shall include, but not be limited to:

1. Terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
2. Developmentally appropriate strategies for communication with students and parents or guardians about issues related to gender identity and gender expression that protect student privacy;
3. Developmentally appropriate strategies for preventing and intervening in bullying and harassment incidents, including cyberbullying;
4. Classroom-management practices, curriculum, and resources that educators can integrate into their classrooms to help foster a more gender-inclusive environment for all students; and
5. Federal, state, district and school policies regarding bullying, harassment, discrimination, and suicide prevention and responsibilities of staff.

## BEST PRACTICES

- **Provide comprehensive, ongoing training to all staff members.** Regular training is an essential part of promoting an affirming school environment and the effective and informed implementation of the district’s policies and procedures. Training should be comprehensive and address issues such as the impact of intersecting identities and oppressions on transgender, nonbinary, and gender nonconforming students.
- **School health professionals should be trained.** School health professionals should be educated about the medications commonly taken by transgender, nonbinary, and gender nonconforming students. Additionally, school health professionals should be trained on gender dysphoria and related issues to be able to provide medically accurate information to students.
- **Allow for hands-on practice.** District staff are often the first points of intervention and models of behavior for students. Districts should ensure staff are able to practice how to respond when they hear students say things such as, “That’s gay!” or “You act like a girl!” or call a student derogatory terms. Staff should be provided with resources to become comfortable having conversations about gender diversity.
- **Be honest about uncertainties and mistakes.** Children and youth are aware when adults are uncomfortable with a topic. When mistakes are inevitably made, it is important to explain that staff members are continuing to learn and apologize for the error.
- **Include family gender diversity in training.** Ensure trainings also address gender diversity in family settings and diverse family structures.
- **Conduct interactive training.** The training should be interactive to ensure educators feel empowered to protect students’ rights, enhance their curriculum to be inclusive, and proactively understand steps they can take in their classrooms. Encourage and support educators to engage in dialogue and ask questions.
- **Consult with organizations focused on supporting transgender, nonbinary, and gender nonconforming students, when possible.** Expert partners can support the training to be medically accurate, evidence-based, and reflect current best practices.
- **Require training.** The training should be mandatory and appropriate disciplinary action should be taken if an employee fails to attend.

## M. Parent/Guardian Involvement

### LEGAL PROTECTIONS

The rights of students under the IHRA and Title IX apply to schools regardless of parental involvement or consent. Schools must not discriminate on the basis of gender identity or sex, must provide equal access to school consistent with a student’s gender identity, and must address bullying. Schools are responsible for the care and safety of students while they are at school, similar to the obligations of parent(s)/guardian(s). 105 ILCS 5/24-24. In many instances, schools are not required to seek parental consent to support transgender, nonbinary, and gender nonconforming students, especially when the safety of the student is a concern. For example, just as a school would not typically seek parent/guardian permission to use a child’s

nickname at school, affirmative permission from a parent/guardian is not necessary to use a student's affirmed name.

In contrast, involvement of a parent or guardian is required for a legal name change in court, some actions under the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act ("Section 504") related to disability supports, and certain legal enforcement actions. In addition, both parent(s)/guardian(s) and students have specific rights to access school student records under ISSRA, 105 ILCS 10/4-7.

## BEST PRACTICES

- **Engage parents and guardians as appropriate.** In an effort to provide wrap-around support services to transgender, nonbinary, and gender nonconforming students, it is important to incorporate parent(s)/guardian(s) as appropriate/available and provide a clear awareness of resource options.
- **Keep resources updated on an easily accessible website.** The district should make its policies and procedures publicly available on its website and include appropriate references in the student handbook. The district's website should provide students and parent(s)/guardian(s) with information about making a request to meet with a Gender Support Coordinator and social worker(s) regarding supports. The district's website may provide information about gender transition and related resources.
- **Provide resources and referrals.** Districts should develop and provide easily accessible information that includes local resources for affirming medical, psychological, and legal services for transgender, nonbinary, and gender nonconforming students.
- **Auxiliary groups should adopt inclusive policies and language.** Districts should ensure any auxiliary groups, including but not limited to parent-teacher associations, booster clubs, and club sports organizations, have inclusive policies and language in their organizing documents.
- **Adjust school language to be inclusive towards diverse families.** Districts should ensure forms are inclusive of different family structures. For example, forms requiring signatures should indicate "Parent/Guardian" rather than "Mother/Father." Invitations should indicate "Families are welcome" rather than "We invite your mom, dad, sisters, or brothers."

## N. Support for District Staff

### LEGAL PROTECTIONS

The laws that protect students generally provide similar protections for transgender, nonbinary, and gender nonconforming employees as well. Discrimination and harassment of employees on the basis of sex, sexual orientation, or gender identity or expression is prohibited under the IHRA, Title VII, Title IX, and the United States Constitution. *See Sommerville v. Hobby Lobby Stores*, ALS No. 13-0060C (Ill. Hum. Rts. Comm'n May 15, 2015 and Feb. 2, 2016) (IHRA); *Hively v. Ivy Tech Cmty. Coll. of Indiana*, 853 F.3d 339 (7th Cir.



2017) (Title VII); *N. Haven Bd. of Ed. v. Bell*, 456 U.S. 512 (1982) (Title IX); *Glenn v. Brumby*, 663 F.3d 1312 (11th Cir. 2011) (Equal Protection Clause). Certain laws that are specific to students do not apply to employees, such as ISSRA, FERPA, and IDEA. Many employees have a variety of further legal rights or protections under state or federal law, or applicable collective bargaining agreements.

## BEST PRACTICES

- **Support and affirm district staff.** School districts should affirm the gender identity of all employees and support their right to transition. Additionally, districts should provide an affirming environment for all parents, guardians, family members, and visitors in the building.
- **Coordinate with transitioning employees.** Employees who transition on the job should expect a workplace that is supportive and affirming. Human Resources or the employee's supervisor or principal should work with each transitioning employee individually to help ensure the employee receives the necessary support at work.

The recommendations contained in this report provide the framework for districts to affirm transgender, nonbinary, and gender nonconforming students. However, it is incumbent on districts to continually reevaluate their policies, procedures, and practices to ensure that they are meeting the needs of those students and staying flexible as best practices evolve.

A student's experience in school from kindergarten through twelfth grade provides the foundation for their educational experience. It is crucial to each student's success that this foundation is welcoming, affirming, and inclusive of all students.

# RECOMMENDATIONS

In addition to the requests to the Illinois State Board of Education (“ISBE”) that are set forth in Executive Order 2019-11, the Task Force recommends the following issues be addressed by the State:

- **ISBE should consider providing guidance on the procedures for updating names and gender markers.** Specifically, ISBE should consider providing:
  - a procedure for changing a name and gender marker in student records that recognizes that a legal name change is not a prerequisite;
  - a procedure for updating a name and gender marker in data and information submitted to the State;
  - a mechanism for offering a nonbinary gender marker option for submitting data and information to the State;
  - guidance for using an affirmed name on standardized testing;
  - guidance that under ISSRA, the name and gender marker recorded in a student’s permanent record should include both affirmed name and gender, as well as legal name and gender, except that the legal name and gender shall not be disclosed except as required by law, 23 IAC 375.10; and
  - guidance that under ISSRA, directory information should include only a student’s affirmed name, 23 IAC 375.80.
  
- **The Illinois Department of Human Rights (“IDHR”) should consider issuing guidance to districts regarding how to comply with the IHRA.** The guidance should include the IHRA’s requirements with respect to:
  - the rights of transgender, nonbinary, and gender nonconforming individuals;
  - students’ participation in sports and other activities;
  - protecting students from bullying or harassment; and
  - respecting students’ affirmed names and pronouns, including by updating student records.
  
- **The State should consider:**
  - exploring how teacher preparation programs can address issues relating to supporting transgender, nonbinary, and gender nonconforming students;
  - working with stakeholders to evaluate the State’s comprehensive sexual education curriculum for kindergarten through 12th grade; and
  - promoting greater inclusion with regard to school-based activities, including but not limited to engaging with IESA and IHSA to review their policies on inclusion of transgender, nonbinary, and gender nonconforming students.

## ENDNOTES

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- <sup>i</sup> American Psychological Association & National Association of School Psychologists. (2015). *Resolution on Gender and Sexual Orientation Diversity in Children and Adolescents in Schools*. Retrieved from <https://www.apa.org/about/policy/orientation-diversity>
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## **APPENDIX A: KNOW YOUR RIGHTS HANDOUT**

**In Illinois, schools must affirm and protect students who are transgender, nonbinary, and gender nonconforming.**

In Illinois, transgender, nonbinary, and gender nonconforming students have many rights and protections under state and federal law, including the Illinois Human Rights Act (“IHRA”), Title IX, and the Illinois and United States Constitutions. These rights include:

1. The right to protection from discrimination on the basis of gender identity, transgender, nonbinary, or gender nonconforming identity, or gender expression, including from harassment or bullying by students or adults. Consistent or intentional failure to use a student’s affirmed name or pronouns is harassment.
2. The right to full and equal use, access, and participation in all school facilities, programs, and activities consistent with the student’s gender identity. The discomfort of another student or adult is not a lawful reason to limit use of facilities.
3. The right to use names and gender pronouns consistent with the student’s gender identity in school and in school records. A legal name or gender-marker change on a birth certificate is not required.
4. The right to dress consistent with the student’s gender identity.
5. The right to confidentiality of transgender, nonbinary, and gender nonconforming identity and any related private information. Schools should not disclose any information about a student’s gender identity without the student’s permission unless required by law. Medical and mental health information—which are not required for protection under the law—should also be kept confidential and not disclosed without permission or need.

**These rights protect students of all gender identities and expressions in all school settings.**

**The law requires schools to affirm and protect students regardless of parental involvement.**

## APPENDIX B: ADDITIONAL LEGAL PROTECTIONS

### *Selected Local, State, and Federal Laws and Legal Resources*

#### A. Illinois Human Rights Act (“IHRA”)

775 ILCS 5/1-101 *et seq.*

Full text:

[www.ilga.gov/legislation/ilcs/ilcs5.asp?ActID=2266&ChapterID=64](http://www.ilga.gov/legislation/ilcs/ilcs5.asp?ActID=2266&ChapterID=64)

Regulations:

[www2.illinois.gov/dhr/FilingCharge/legal/Pages/Rules\\_and\\_Regulations.aspx](http://www2.illinois.gov/dhr/FilingCharge/legal/Pages/Rules_and_Regulations.aspx)

Illinois Sexual Harassment and Discrimination Helpline:

[www2.illinois.gov/sites/sexualharassment/Pages/default.aspx](http://www2.illinois.gov/sites/sexualharassment/Pages/default.aspx)

#### B. Title IX of the Education Amendments of 1972 of the Civil Rights Act (“Title IX”)

20 U.S.C. § 1681 *et seq.*

Full text:

[www.justice.gov/crt/title-ix-education-amendments-1972](http://www.justice.gov/crt/title-ix-education-amendments-1972)

U.S. Dept. of Education Regulations: [www.govinfo.gov/content/pkg/CFR-2012-title34-vol1/pdf/CFR-2012-title34-vol1-part106.pdf](http://www.govinfo.gov/content/pkg/CFR-2012-title34-vol1/pdf/CFR-2012-title34-vol1-part106.pdf)

Information from the U.S. Dept. of Education:

[www2.ed.gov/about/offices/list/ocr/docs/tix\\_dis.html](http://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html)

Information from the U.S. Dept. of Justice: [www.justice.gov/crt/overview-title-ix-education-amendments-1972-20-usc-1681-et-seq](http://www.justice.gov/crt/overview-title-ix-education-amendments-1972-20-usc-1681-et-seq)

#### C. Illinois School Student Records Act (“ISSRA”)

105 ILCS 10/1 *et seq.*

Full Text:

[www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1006&ChapterID=17](http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1006&ChapterID=17)

Regulations:

<https://www.isbe.net/Documents/375ark.pdf>

#### D. Illinois Mental Health and Developmental Disabilities Confidentiality Act

740 ILCS 110/1 *et seq.*

Full Text:

[www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=2043&ChapterID=57](http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=2043&ChapterID=57)

#### E. Family Educational Rights and Privacy Act (“FERPA”)

20 U.S.C. § 1232g

Full Text: [www.govinfo.gov/content/pkg/USCODE-2011-title20/pdf/USCODE-2011-title20-chap31-subchapIII-part4-sec1232g.pdf](http://www.govinfo.gov/content/pkg/USCODE-2011-title20/pdf/USCODE-2011-title20-chap31-subchapIII-part4-sec1232g.pdf)

Regulations: 34 C.F.R. §§ 99.00 *et seq.*, [www.ecfr.gov/cgi-bin/text-idx?rgn=div5&node=34:1.1.1.1.33](http://www.ecfr.gov/cgi-bin/text-idx?rgn=div5&node=34:1.1.1.1.33)

Information from the U.S. Dept. of Education:  
<https://studentprivacy.ed.gov/legal-basics>

#### F. Individuals with Disabilities Education Act (“IDEA”)

20 U.S.C. 1400 *et seq.*

Information from the Illinois State Dept. of Education:

<https://www.isbe.net/Pages/Special-Education-Programs.aspx>

Information from the U.S. Dept. of Education:

<https://sites.ed.gov/idea/>

#### G. Americans with Disabilities Act (“ADA”)

42 U.S.C. § 12101 *et seq.*

Full Text: <https://www.govinfo.gov/content/pkg/USCODE-2009-title42/html/USCODE-2009-title42-chap126.htm>

#### H. Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

29 U.S.C. § 794

Information from the U.S. Dept. of Education:

[www2.ed.gov/policy/rights/guid/ocr/disability.html](http://www2.ed.gov/policy/rights/guid/ocr/disability.html)

#### *Local ordinances and laws protect students against discrimination.*

Depending on where students live, they may also have rights and protections under local laws. Students and schools should check their local city or county laws to see what protections may exist. For example:

- **City of Chicago** - The Chicago Human Rights Ordinance and the Chicago Fair Housing Ordinance prohibit discrimination based on gender identity with respect to housing, employment, and public accommodations, which includes educational facilities. Chicago Municipal Code §§ 2-160-020(f), 2-160-070.
- **Cook County** - The Cook County Human Rights Ordinance prohibits people in Cook County (including employers, landlords, property managers, real estate agents, store and restaurant owners, bankers, lenders and Cook County government officials and employees) from unlawfully discriminating against or harassing other people on the basis of that person’s gender identity. Cook County Code of Ordinances §§42-31, 42-37. The Cook County Commission has jurisdiction over schools as places of public accommodation.
- **City of Decatur** - Chapter 28 of the City Code prohibits unfair employment practices, unfair housing practices, and unequal practices by public places of accommodations (includes restaurants, hotels, bathrooms, and any public conveyance of land). Decatur City Code ch. 28, §§ 9-1 (A), 9-2 (A). Under the

ordinance, it is unlawful to discriminate against another person because of “having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness.” *Id.* §§ 2-1, 2-5 (N).

- **City of Evanston** - In Evanston, no person shall be denied equal protection of the laws, nor shall any person be denied enjoyment of his or her civil or political rights or be unlawfully discriminated against because of gender identity. Evanston Code of Ordinances § 1-21-2. These rights include use of public accommodations, including educational facilities. *Id.* §§ 1-21-5, 1-21-8.
- **City of Peoria** - Chapter 17 of the Peoria ordinance prohibits discrimination in housing, employment, and public accommodations (includes inns, restaurants, bathrooms, and public conveyance of land) based on “having, or being perceived as having, a self image or identity not traditionally associated with one’s biological maleness or femaleness.” Peoria Code of Ordinances §§ 17-142, 17-143(3).

### Additional Legal Protections Under Disability Rights Laws

Several laws protect students with disabilities, including the IHRA, the ADA, IDEA, and Section 504. These disability rights laws cover persons with mental and physical disabilities broadly, including gender dysphoria for some. When applicable, these laws may provide additional protections and options for student support.

- **IHRA.** The IHRA prohibits discriminatory practices in places of public accommodation because of an individual’s disability. 775 ILCS 5/1-102(A). The definition of disability under the IHRA can encompass gender dysphoria. *P.S. and Komarek Sch. Dist. 94*, ALS No. 16-0003 (Ill. Hum Rts. Comm’n March 15, 2018 and February 4, 2019). The IHRA not only prohibits disability discrimination, but also requires schools to reasonably accommodate a student’s disability. *Id.*
- **ADA.** The ADA also prohibits discrimination on the basis of disability by government entities and places of public accommodation. Some courts have recognized that gender dysphoria may be the basis for ADA protections. *Blatt v. Cabela’s Retail, Inc.*, No. 5:14-CV-04822, 2017 WL 2178123, at \*4 (E.D. Pa. May 18, 2017); *see also Iglesias v. True*, 403 F. Supp. 3d 680, 687 (S.D. Ill. 2019) (recognizing that an ADA claim based on gender dysphoria might be permitted).
- **IDEA / 504.** Students with disabilities are also protected by the IDEA and Section 504. The IDEA protects students with one of thirteen enumerated disabilities. 20 U.S.C. § 1401(3)(A). The categories “other health impairment” and “emotional disturbance” often cover students with anxiety, depression, or other mental health needs when they impact the student’s learning. No particular diagnosis is required to qualify for protection under the IDEA, so long as the condition impacts a student’s learning. The IDEA is flexible and requires schools to assess a student’s needs, develop an individualized plan to address the student’s needs, and take reasonable measures to address the student’s disability. 20 U.S.C. § 1414. A student protected by the IDEA also has a number of legal rights and protections. 20 U.S.C. § 1415; Illinois State Board of Education, Special Education Parents Rights, [www.isbe.net/Pages/Special-Education-Parent-Rights.aspx](http://www.isbe.net/Pages/Special-Education-Parent-Rights.aspx).

Section 504 protects any student with a disability, defined as a mental or physical impairment that substantially limits one or more major life activities. 29 U.S.C. § 705(20)(A). The definition of disability follows the ADA definition. Schools frequently develop Section 504 plans that put in writing the reasonable accommodations the school will provide to address a student's needs related to a disability.

Transgender, nonbinary, and gender nonconforming students—like all students—are protected by disability-rights laws to the extent they have a condition that falls within the scope of these laws.

### Options for Filing Complaints

**A. Illinois Department of Human Rights (IHRA violations)**

[www2.illinois.gov/dhr/FilingCharge/Pages/default.aspx](http://www2.illinois.gov/dhr/FilingCharge/Pages/default.aspx)

**B. Your School District (at least ISSRA, Title IX, and bullying complaints)**

Under Title IX, ISSRA, and the Illinois bullying law, each school district must have a complaint process. Check your school district's website or contact your school district for more information and procedures.

**C. Regional Office of Education (ISSRA)**

Directory of Contact Information: [www.isbe.net/Documents/roedirectory.pdf](http://www.isbe.net/Documents/roedirectory.pdf)

**D. U.S. Department of Education, Office of Civil Rights (Title IX, Section 504)**

[www2.ed.gov/about/offices/list/ocr/complaints-how.html](http://www2.ed.gov/about/offices/list/ocr/complaints-how.html)

**E. Family Policy Office of the U.S. Department of Education (FERPA)**

<https://studentprivacy.ed.gov/file-a-complaint>

**F. Lawsuits**

In many situations it is possible for a student (through a parent) to file a lawsuit to enforce legal protections in state or federal court. The logistics and process vary by law and by court.



# APPENDIX C: SAMPLE GENDER SUPPORT PLAN



- Confidential -

## Gender Support Plan

The purpose of this document is to create shared understandings of how the student's authentic gender will be accounted for and supported at school. School staff, caregivers (if appropriate) and the student should work together to develop the document. Ideally, each will spend time completing the sections and then come together to review them and confirm shared agreements. Use the action planning section at the end of the document to track items requiring any follow-up. Please note that there is a separate document to plan for a student formally communicating a change in their gender status at school.

School/District _____		Today's Date _____	
Name Student Uses: _____		Pronouns Student Uses: _____	
Name on Birth Certificate: _____		Sex Assigned at Birth _____	
Date of Birth _____	Student's Grade Level _____		
Sibling(s)/Grade(s) _____ / _____ / _____			
Parent(s), Guardian(s), or Caregiver(s) /relation to student			
_____ / _____ / _____			
_____ / _____ / _____			
Meeting participants: _____			

### PARENT/GUARDIAN INVOLVEMENT

Guardian(s) aware of student's gender status? Yes/No Support Level:  
 (none) 0 1 2 3 4 5 6 7 8 9 10 (High)  
 If support level is low what considerations must be accounted for in implementing this plan?  
 \_\_\_\_\_  
 \_\_\_\_\_

### PRIVACY: CONFIDENTIALITY AND DISCLOSURE

How public or private will information about this student's gender be (check all that apply)?

- District staff will be aware (Superintendent, Student Support Services, District Psychologist, etc.)  
Specify the adult staff members: \_\_\_\_\_
- Site level leadership/administration will know (Principal, head of school, counselor, etc.)  
Specify the adult staff members: \_\_\_\_\_
- Teachers and/or other school staff will know  
Specify the adult staff members: \_\_\_\_\_
- Student will not be openly "out," but some students are aware of the student's gender  
Specify the students: \_\_\_\_\_
- Student is open with others (adults and peers) about gender
- Other - describe: \_\_\_\_\_

If the student has asserted a degree of privacy, what steps will be taken if that privacy is compromised, or is believed to have been compromised? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

How will a teacher/staff member respond to any questions about the student's gender from:

Other students? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Staff members? \_\_\_\_\_

\_\_\_\_\_

Parents/community? \_\_\_\_\_

\_\_\_\_\_

### STUDENT SAFETY

Who will be the student's "go to adults" on campus? \_\_\_\_\_

If these people aren't available, what should student do? \_\_\_\_\_

What, if any, will be the process for periodically checking in with the student and/or family?

What are expectations in the event the student is feeling unsafe and how will student signal their need for help:

During class \_\_\_\_\_

On the yard \_\_\_\_\_

In the halls \_\_\_\_\_

Other \_\_\_\_\_

What should the student's parents do if they are concerned about how others are treating their child at school?

Other safety concerns/questions: \_\_\_\_\_

\_\_\_\_\_

### PRIVACY: NAMES, PRONOUNS AND STUDENT RECORDS

Name to be used when referring to the student \_\_\_\_\_ Pronouns \_\_\_\_\_

Name/gender marker as listed on the student's identity documents \_\_\_\_\_

Name/gender marker entered into the Student Information System \_\_\_\_\_

If needed, is there a process/form for changing the student's name/gender marker in the SIS?

How is it accessed/used? \_\_\_\_\_

\_\_\_\_\_

Name/gender marker entered into the student's Health Record \_\_\_\_\_

If needed, is there a process/form for changing the student's name/gender marker in the Health Record? \_\_\_\_\_

If not, how will confidentiality be kept? \_\_\_\_\_

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Who will be the point person at school for ensuring these adjustments to the student’s records are made and communicated as needed?

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If the student’s name cannot be modified in the above systems, how will the student’s privacy be accounted for and maintained in the following situations or contexts:

Reporting data to the state/other entities \_\_\_\_\_

During registration \_\_\_\_\_

Completing enrollment \_\_\_\_\_

Student cumulative file \_\_\_\_\_

IEPs/Other Services \_\_\_\_\_

Seating charts/Taking attendance \_\_\_\_\_

With substitute teachers \_\_\_\_\_

Teacher grade book(s) \_\_\_\_\_

Standardized tests \_\_\_\_\_

School photos \_\_\_\_\_

Student ID/library cards \_\_\_\_\_

Lunch lines/Free Lunch Card \_\_\_\_\_

Yearbook \_\_\_\_\_

Assignment of IT accounts/email address \_\_\_\_\_

Distribution of texts or other school supplies \_\_\_\_\_

After-school programs \_\_\_\_\_

Official school-home communication \_\_\_\_\_

Unofficial school-home communication (PTA/other) \_\_\_\_\_

Outside district personnel or providers \_\_\_\_\_

Summons to office \_\_\_\_\_

PA announcements \_\_\_\_\_

Posted lists \_\_\_\_\_

How will instances be handled in which the incorrect name or pronoun are used by staff members? \_\_\_\_\_

By students? \_\_\_\_\_

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If the student’s guardians are not aware and/or supportive of the student’s gender status, how will school-home communications be handled, including when individual staff members need to contact guardians?

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What are some other ways the school needs to anticipate the student's privacy being compromised? How will these be handled?

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### USE OF FACILITIES

Student will use the following bathroom(s) on campus \_\_\_\_\_

Student will change clothes in the following place(s) \_\_\_\_\_

If student/parent have questions/concerns about facilities, who should they contact?

What are the expectations regarding the use of facilities for any class trips? \_\_\_\_\_

What are the expectations regarding rooming for any overnight trips? \_\_\_\_\_

Are there any questions or concerns about the student's access to facilities? \_\_\_\_\_

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### EXTRA CURRICULAR ACTIVITIES

In what extra-curricular programs or activities will the student be participating (sports, theater, clubs, etc.)?

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What steps will be necessary for supporting the student in these spaces? \_\_\_\_\_

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Does the student participate in an after-school program? \_\_\_\_\_

What steps will be necessary for supporting the student in these spaces? \_\_\_\_\_

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Are there any other questions or concerns about extra-curricular activities?

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### OTHER CONSIDERATIONS

Does the student have any sibling(s) at school? \_\_\_\_\_ Factors to be considered regarding sibling's needs?

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Does the school have a dress code? \_\_\_\_\_ How will this be handled? \_\_\_\_\_




How will this plan be monitored over time? \_\_\_\_\_  
\_\_\_\_\_

What will be the process should the student, family, or school wish to revisit any aspects of the plan (or seek additions to the plan)? \_\_\_\_\_  
\_\_\_\_\_

Date/Time of next meeting or check-in \_\_\_\_\_  
Location \_\_\_\_\_



100 N. First St, Board Room  
Springfield, IL

**ROLL CALL**

Mr. Darren Reisberg, chair of the Board, called the meeting to order at 10:00 a.m.

Chairperson Reisberg announced that the Board meeting was being audio-cast live over the internet, and that audio files of meetings will now be available online going forward.

Chairperson Reisberg asked the clerk to call the roll. A quorum was present with seven members. State Superintendent Dr. Carmen I. Ayala was also in attendance.

**Members Present:**

Mr. Darren Reisberg, Chair of the Board  
Dr. Donna Leak, Vice Chair  
Dr. Cristina Pacione-Zayas, Secretary (excused herself at 2:27 p.m.)  
Dr. Christine Benson  
Ms. Cynthia Latimer  
Ms. Susie Morrison  
Ms. Jacqueline Robbins

**Members Absent:**

Dr. David Lett  
Ms. Jane Quinlan

Chairperson Reisberg thanked Dr. Lett and Ms. Quinlan in absentia for their work with Dr. Benson on the Finance and Audit Committee regarding the budget recommendation.

**PUBLIC  
PARTICIPATION**

Chairperson Reisberg reminded those in attendance of the updated public participation policy.

Chairperson Reisberg recognized Mark Klaisner, president of the Illinois Association of Regional School Superintendents and executive director of West 40 ISC #2, for being in attendance.

Chairperson Reisberg also recognized Sue Taylor from IFSOE, as well as other ISBE Springfield IFSOE members present at the Board meeting. Ms. Taylor thanked the Board members for their recognition and invited them to the IFSOE luncheon scheduled for that afternoon.

Cynthia Lund from the Illinois Federation of Teachers (IFT) shared preliminary feedback from IFT members regarding the agency's Strategic Plan. She reported that members feel that the voices of teachers are not being adequately represented and offered their recommendations to the Board to improve the Strategic Plan.

Jessica Handy from Stand for Children spoke on behalf of the stakeholders represented by Advance Illinois regarding the budget recommendation. She thanked the Board and the agency for incorporating a lot of stakeholder feedback, highlighting prominent line items stakeholders were pleased with.

Jonathan Doster from the Ounce of Prevention Fund spoke to the Board about the budget recommendation as it relates to the Early Childhood Block Grant. He highlighted advocates' requests for an increase on this line item and effective ways to invest these funds.



Dr. Kelly Gross and Judith Briggs from Illinois State University spoke to the Board about their support on the Arts Indicator. They cited research detailing the benefits of arts education for student social-emotional growth and personal development in real-world skills.

Dave Ardrey from the Association of Illinois Rural and Small Schools shared information about out-of-state competitor teacher preparation programs that have turned their focus to the Illinois teacher shortage. He stated that these programs are difficult to compete with due to cost for potential educators. Mr. Ardrey also highlighted the strain the teacher shortage puts on rural and small schools and the need to focus on filling vacancies in these areas.

Chairperson Reisberg remarked that the newly appointed Board chairperson for the Illinois Board of Higher Education is very eager to partner with ISBE to alleviate this issue. He charged the Board to think about what this partnership would look like in 2020.

Chris Kendall, system director for the Peoria Education Region for Employment and Career Training – EFE #300, spoke about the importance of career and technical education (CTE). He emphasized the importance of Perkins V funds for these programs.

Jason Mann spoke about Illinois School Code changes regarding restraint and seclusion. He felt that the agency's emergency rules were made hastily, resulting in schools being unprepared to manage students with special education needs. He felt that the agency did not focus enough on alternative methods of action. Mr. Mann spoke about his experiences with the special needs-focused school that his son attends and invited the Board to the school's open house in January.

Chairperson Reisberg recommended that Mr. Mann and the school both provide public comment on the proposed permanent rules

## **RECOGNITION**

The Board recognized Burroughs Award recipient Ann Lopez-Caneva.

Ms. Lopez-Caneva thanked the Board and the agency for this award. She recognized her school board for their partnership in serving students.

The Board recognized 2019 Illinois Teacher of the Year Susan Converse.

Ms. Converse thanked the Board and Dr. Ayala for supporting the Teacher of the Year program and spoke about how she uses her platform to support students and broaden her perspective as an educator. She also showed a brief video about the Teacher of the Year program.

## **COMMISSION ON GOVERNMENT FORECASTING AND ACCOUNTABILITY**

Clayton Klenke, executive director of the Commission on Government Forecasting and Accountability (CGFA), gave an overview of CGFA, its structure, and its function related to the General Assembly.

Jim Muschinski, revenue manager of CGFA, gave an overview on the economy covering the past decade, highlighting Illinois' progress over the decade compared to that of the United States. He also gave an economic forecast of various economic variables for the rest of fiscal year 2020. Despite areas of variance, the overall fiscal year forecast is meeting expectations. Mr. Muschinski also discussed the projected revenues for FY 2021. It is expected that revenue growth will be extremely modest in FY 2021.

## **FY21 BUDGET RECOMMENDATION**

Dr. Benson gave a report on the progress of the Finance and Audit Committee with respect to thinking about the FY 2021 budget. She commended Chairperson Jane Quinlan and agency staff for facilitating the budget hearings and developing the budget recommendation.

Scott Harry, director of Budget and Financial Management, gave an overview of how this year's budget hearings and preliminary budget recommendation compared to previous years. He then laid out the methodology behind the compilation of the FY 2021 proposed budget.

Mr. Harry clarified the relation between the projections from the Governor's Office of Management and Budget and the projections from CGFA. He then summarized the preliminary budget recommendations by line item, highlighting big priority areas for the agency by strategic plan goal. Mr. Harry highlighted that there would be a re-evaluation about adding funding increases for assessments and the rule changes regarding isolated time out/seclusion and restraint.

Dr. Ayala reported that the agency's preliminary staff recommendation regarding Evidence-Based Funding (EBF) fell in the middle of the range of public requests.

Chairperson Reisberg highlighted that the Board seems to agree that EBF is a large priority because of the impact the funds yield for students. Because of this, he stated that if funds are taken from EBF, the line items receiving the funds instead should be supported by tangible results.

Ms. Morrison noted that past budget recommendations have included many details about each line item, especially pertaining to competitive grants and their implementation. She requested that the agency provide substantial amounts of detail so that the Board can meet its goal of allocating as much money as possible to EBF.

Ms. Morrison highlighted that districts presenting the most need often do not have the resources or personnel to craft competitive grant applications, and that the Board should consider the most equitable way to make those funds available.

Dr. Pacione-Zayas commented that more investment is needed in the Birth-to-3<sup>rd</sup> Grade Continuity Project because of the research indicating whole-school improvement where pre-K through third-grade investments are made. She asked how EBF and competitive grants could be leveraged there.

Dr. Leak voiced concern about money being allocated in the form of competitive grants because some higher-need districts may not know they exist, especially in rural schools.

Mr. Harry explained how agency staff formed the recommendation for early childhood funding. Dr. Pacione-Zayas commented that the agency should be anticipating the major early childhood policy changes that would be drafted and disseminated in January and adjusting the budget accordingly using research.

Chairperson Reisberg charged the Board to think about where increases for budget line items would come from. He also asked what is needed from the agency before January in order for the Board to make budget decisions.

Mr. Harry clarified that existing grantees do not have to compete for funding, and that they receive their funds immediately. He stated that it could be a topic of future conversation as to whether their funding would increase to help support teacher recruitment and retention. Dr. Pacione-Zayas expressed her support for the line item increase for educator compensation in the early childhood workforce.

Carisa Hurley, director of Early Childhood, clarified that Early Childhood Block Grant funds administered by the agency were open for district and community-based organizations. Dr. Ayala then reported for other line items in the budget, the agency may be the only funding source available, whereas early childhood has many funding avenues available.

Mr. Harry described the mandated categorical line items in the budget and explained the origins of funding for the Illinois Free Lunch and Breakfast Program.

Mr. Harry described research on the benefits of a diverse teacher workforce and reviewed the line items relating to the recruitment, retention, and recognition of educators. Dr. Ayala commented that the agency prioritized addressing the teacher shortage after EBF and mandated categoricals, due to the critical nature of the issue.

Mr. Harry summarized research and administrative rules related to funding for teacher and principal mentoring line items. Dr. Jason Helfer, deputy officer of Instructional Education, clarified funding minimums and caps for teacher mentors. Dr. Pacione-Zayas remarked that the Board should have input in determining the criteria for mentor selection. Chairperson Reisberg requested the administrative rules from the agency, in the event that Board members have questions. Dr. Leak reported that there are detailed criteria for selection because the grant is competitive.

Mr. Harry discussed the agency's budget recommendation for line items related to diverse educator recruitment. Ms. Latimer and Dr. Leak remarked that the wording of the recommendation seems targeted just to teachers of English Learners, rather than teachers of other backgrounds (such as African-American teachers). Dr. Ayala stated that the agency will re-examine this. Dr. Pacione-Zayas highlighted that the agency should be thinking about the Growing Future Leaders Program and other pipelines to assist students graduating with the Seal of Biliteracy in becoming teachers.

Mr. Harry described the budget line item for Educators Rising and its intended usage by school districts. Dr. Helfer explained that there are agency staff overseeing the work of Educators Rising.

Mr. Harry described the budget line item for Teach for America. Ms. Morrison requested Illinois-specific data on teachers trained and retained in high-need districts. Dr. Pacione-Zayas discussed how Teacher for America markets themselves and the potential impact on the current teacher shortage.

Mr. Harry explained the line item relating to educator misconduct.

Mr. Harry detailed the line item relating to community partnerships for student health and well-being. He highlighted that this was intended to assist with educator training in de-escalation and trauma-informed practices. Chairperson Reisberg expressed that the Board might consider how to pilot these programs and observe their impact before expanding more widely into the state. Mr. Morrison agreed that this would be a good course of action. She also asked whether the agency would consider requiring districts to match competitive grants to ensure their commitment, rather than just receiving money. Dr. Pacione-Zayas highlighted the work of the Illinois ACEs Response Collective. Dr. Leak recommended that the agency identify various existing partnerships to leverage in the case of a pilot expansion.

Mr. Harry explained the line items for Safe Schools and Healthy Learning Environments and agency priorities. Dr. Ayala clarified that while the previous line item was geared toward wrap-around services, this line item was intended for specific areas to be supported. Dr. Leak and Ms. Morrison underscored the importance of ensuring equity in the competitive grant process. Ms. Latimer requested more information on a budget hearing request for psychology interns statewide. Dr. Benson comment on her district's experience with psychology interns. Dr. Leak and Dr. Pacione-Zayas discussed school resource officers and their effectiveness. Trisha Olson, legal officer, stated that due to legislative changes, additional credentialing will be required for school resource officers.

Mr. Harry discussed the line item for the Competency-Based Pilot Study and confirmed the implementation timeline for Chairperson Reisberg.

Mr. Harry detailed the budget line item for Advanced Placement exams, particularly how it reduces costs for low-income students.

Mr. Harry explained the General Revenue Fund Administration Budget line item.

Mr. Harry discussed the line item for Truants' Alternative and Optional Education Program funding.

Ms. Morrison acknowledged the advocates who have approached the Board regarding gifted education and requested that an agency staff member be designation to programming and educator training. Dr. Benson noted that Ms. Quinlan had made this comment in the previous Board meeting as well. Dr. Ayala and Dr. Leak explained to the Board how EBF cost factors impact district funding choices. Ms. Morrison compared agency staff designated for certain student populations compares to gifted students.

Mr. Harry discussed the impact of the disbanding of the Illinois State Charter School Commission in July 2020 on the budget recommendation.

Mr. Harry and Dr. Pacione-Zayas discussed the budget line item for after-school programming and community-based programs. This line item is intended to be used for wrap-around support services. Dr. Pacione-Zayas requested that the Board be able to provide comment in the future.

Mr. Harry detailed the expansion of parent mentoring across the state at the request of Chairperson Reisberg. Ms. Morrison requested evaluation data for this program. Dr. Pacione-Zayas highlighted that a book was published on this program's model.

Chairperson Reisberg thanked the agency for their work compiling the preliminary budget recommendation. He also thanked the Finance and Audit Committee for its work reviewing the budget requests and providing feedback.

## **CLOSED SESSION**

Ms. Robbins moved that the Board enter into closed session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows:

- A. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. 5ILCS 120/2(c)(1)
- B. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2/2(c)(2)
- C. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILSCS 120/2(c)(11)

I further move that Board members may invite anyone they wish to be included in this closed session.

Dr. Leak seconded the motion, and it passed with a unanimous roll call vote.

The open meeting recessed at 12:58 p.m., and the Board went into closed session at 1:15 p.m. The open meeting reconvened at 2:23 p.m.

**CONSENT AGENDA**

Dr. Ayala reviewed the items under the consent agenda.

Susie Morrison moved that the State Board of Education approve the consent agenda, with a correction to the November 22, 2019, minutes.

Dr. Leak seconded the motion, and it passed unanimously with a roll call vote.

The following motions were approved by action taken in the consent agenda motion.

**Approval of Minutes**

Plenary Session Minutes: November 22, 2019

The State Board of Education hereby approved the Nov. 22, 2019, plenary session minutes with a correction.

A correction will be made to denote that Dr. Pacione-Zayas requested disaggregated student demographic data, including early childhood data, for the STAR NET Project, rather than for Part 650 (Charter Schools).

**Rules for Initial Review**

Part 235 (Early Childhood Block Grant)

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Part 235 (Early Childhood Block Grant), including publication of the proposed rules in the *Illinois Register* to elicit public comment.

Part 425 (Voluntary Registration and Recognition of Nonpublic Schools)

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Part 425 (Voluntary Registration and Recognition of Nonpublic Schools), including publication of the proposed rules in the *Illinois Register* to elicit public comment.

**Contracts and Grants Over \$1 Million**

Approval of STAR NET Project (Funding Increase)

The Early Childhood Department requests the Board to authorize the State Superintendent to approve a one-time increase of \$10,000 to each of six STAR NET regions, for a total of \$60,000, to provide three additional trainings related to social-emotional skills. Carryover funds from early childhood discretionary projects will be used to fund the request.

Approval of Summer Migrant Education Program Request for Proposals

The Multilingual Department requests the Board to authorize the State Superintendent to release and award a Request for Proposals to select entities to provide supplemental educational services to migrant children and youth.

Approval of Dissolution of Financial Oversight Panel for Proviso Township High School District 209

The State Board of Education approves the dissolution of the Proviso Township High School District Financial Oversight Panel effective December 31, 2019.

Approval of State Board of Education Annual Report to the General Assembly

The State Board of Education hereby authorizes the State Superintendent to approve the 2019 Annual Report.

Dr. Pacione-Zayas asked the agency to clarify whether the number of students participating in the Early Childhood Block Grant included Preschool for All and the prevention initiative.

FY 2020 Board Meeting Dates

The State Board of Education approves the revised FY 2020 Board of Education meeting schedule.

Approval of ESSA Amendment

The State Board of Education hereby authorizes the State Superintendent to approve changing the summative designation names of the Lowest Performing School to Comprehensive Support School and Underperforming School to Targeted Support School.

## **END OF THE CONSENT AGENDA**

### **DISCUSSION ITEMS**

#### Strategic Plan

John Luczak from Education First gave an update on the development of the agency Strategic Plan and the vision, mission, and equity statements.

Dr. Leak and Ms. Robbins shared the proposed vision, mission, and equity statements, as well as the principles that guided the process of finalizing them. The Board discussed these, as well as the Strategic Plan goals and priority areas.

Mr. Luczak detailed the timeline for stakeholder engagement and reflected upon the feedback from stakeholders. He and Irma Snopek, Policy and Communications officer, noted that stakeholders appreciated the opportunity to give feedback early in this process. Ms. Snopek stated that the Board will have time to receive another update and to provide feedback on the Strategic Plan at the January Board meeting after stakeholder groups have contributed in the first round of input.

Chairperson Reisberg thanked Mr. Luczak and the committee members undertaking the Strategic Plan for their work, especially considering the holidays and quick turnaround.

### **PERKINS V**

#### Perkins V

Dr. Jen Kirmes, executive director of Teaching and Learning, gave an update on the second draft of the Perkins V Plan, which the Board will see in January. She highlighted the improvements that agency staff have made since the first draft. She noted that her team is balancing the priorities of responding to the immediate need for CTE teachers while also creating quality programming for CTE students and helping them to become teachers. Dr. Kirmes reported that the Board will be seeing a third draft of the Perkins V Plan in February and will vote to approve it in March. This will enable the agency to submit a final Perkins V Plan to the U.S. Department of Education by the deadline in April.

### **IL-EMPOWER**

#### IL-EMPOWER UPDATE

Allison Sherman, executive director of ESSA, briefly clarified for Ms. Morrison that the mission and vision for IL-EMPOWER are geared toward the work of schools designated as the Lowest Performing. Ms. Morrison asked whether all schools in Illinois are expected to engage in continuous school improvement. Dr. Ayala stated that the agency wants schools to engage in continuous school improvement, as referenced by the telescope visual of the Strategic Plan.

Ms. Morrison also noted that she wanted IL-EMPOWER's mission and vision to align more closely to the agency Strategic Plan. Ms. Sherman replied that the plan for IL-EMPOWER is to create a plan based on stakeholder feedback in alignment with the Board's final Strategic Plan.

Ms. Sherman reported on five key findings from stakeholder meetings regarding the planning year evaluation. Ms. Sherman also explained the minimum qualifications for school support managers and preferences for candidates, at the request of Dr. Leak. She described what measures ensure quality control for Learning Partners after they are identified and selected by schools, at the request of Chairperson Reisberg.

Ms. Morrison requested information on federal funds provided to IL-EMPOWER in Year 1, particularly the amount of funding provided to Learning Partners versus to schools directly for school improvement.

Dr. Leak expressed that it is imperative for schools to interview potential Learning Partners, in addition to receiving assistance with school support managers, in order to find the best match for schools' continuous improvement goals. Ms. Sherman emphasized that the school support manager is meant to be a support, and that schools are fully expected to actively select Learning Partners.

Ms. Morrison asked for more information on the school support line item in the budget proposal. Ms. Sherman outlined past budget requests versus actual funds allocated for school support and reported that schools have given feedback that funds would be best used in their planning years. In light of this, she outlined the intended usage of the increased budget request in the school support line item. Ms. Morrison asked whether this money would be better allocated to another area of the budget, and whether planning year costs should be as high for schools. Dr. Leak explained how a planning year can create the costs Ms. Sherman reported.

**ASSESSMENT  
REVIEW UPDATE**

Assessment Review Update

Dr. Brenda Dixon, Research and Evaluation officer, and Sue Rasher, director of OER Associates LLC, presented preliminary analyses to support the creation of an innovative and effective student achievement assessment system for Illinois. These insights were gathered from stakeholders in focus groups and survey responses. She also highlighted further points of study and feedback with regard to assessment, as well as an Request for Sealed Proposals (RFSP).

Dr. Leak asked whether other states use computer-adaptive assessments. Dr. Dixon noted that the agency is entertaining the possibility but will not be changing the current language in the RSFP until the need for computer-adaptive assessments is determined. Further study will be conducted, and more feedback will be gathered over the next year.

Dr. Leak expressed concerns about being able to receive the assessment data back in a timely manner. Dr. Ayala remarked that interim assessments aligned to the state assessment and standards should give schools the ability to predict performance on the state summative assessment. Ms. Rasher added that since the summative assessment is required by law under the Every Student Succeeds Act, the assessment team has focused on interim assessments as predictors of summative assessment performance. Dr. Ayala clarified that stakeholders have clearly stated that they do not want to change the entire assessment system, and the agency is working to build in pieces that the field has asked for while remaining in compliance.

Chairperson Reisberg asked how this process would inform additional budget requests. Dr. Ayala stated that the agency is in the process of creating an RSFP based on these preliminary analyses and is currently generating cost estimates to inform the budget.

Dr. Ayala thanked Dr. Dixon, Ms. Rasher, and the Data Assessment and Accountability subcommittee of the P-20 Council for their work.

Dr. Leak requested that as plans for assessments form, a clear communications plan be created for stakeholders.

**UPCOMING BOARD  
ACTIONS**

Part 375 (Student Records)

There were no questions from the Board on this agenda item.

Approval of Intergovernmental Agreement with Illinois State University to Administer the Illinois National Board for Professional Preparation Support System

Dr. Helfer clarified for Ms. Latimer that the funding request was reflected in the preliminary budget proposal, rather than standing alone as an independent funding request.

Approval of Request for Proposals/Notice of Funding Opportunities for the Early Childhood Block Grant - Prevention Initiative 0-3, Preschool for All 3-5, and Preschool for All Expansion 3-5

Dr. Ayala noted that agency staff worked closely with the Governor's Office of Early Childhood Development to craft the Request for Proposals/Notice of Funding Opportunities for the Early Childhood Block Grant.

Approval of Cut Score Recommendations for Redeveloped Licensure Tests

There were no questions from the Board on this agenda item.

Approval of RFSP for Illinois Assessment of Readiness

There were no questions from the Board on this agenda item.

**ANNOUNCEMENTS  
AND REPORTS**

Superintendent/Senior Staff Announcements

Dr. Ayala reported that the Joint Committee on Administrative Rules issued a certificate of no objections to the emergency rules regarding seclusion and restraint. The proposed permanent rules were filed to be published in the *Illinois Register* for public comment. She also highlighted that a joint hearing will be occurring in Chicago on January 7 regarding bills that will prohibit seclusion in Illinois schools.

Chairperson's Report

Chairperson Reisberg had nothing to report at this time.

Member Reports

Dr. Benson thanked the agency for the opportunity to attend the Early Childhood workshop in Bloomington-Normal.

**INFORMATION  
ITEMS**

ISBE Fiscal & Administrative Monthly Reports  
Freedom of Information Act Monthly Report

**MOTION FOR  
ADJOURNMENT**

Dr. Benson moved that the meeting be adjourned.

Ms. Morrison seconded the motion, and it passed with a unanimous voice vote. The meeting adjourned at 4:01 p.m.

Respectfully Submitted,

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Dr. Cristina Pacione-Zayas  
Board Secretary


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Darren Reisberg  
Chair of the Board



**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**January 15, 2020**

**TO:** Illinois State Board of Education

**FROM:** Dr. Carmen I. Ayala, State Superintendent of Education   
Dr. Ernesto Matias, Education Officer   
Irma Snopek, Policy and Communications Officer 

**Agenda Topic:** Part 375 (Student Records)

**Expected Outcome:** Approval to file Part 375 (Student Records) proposed rules in the *Illinois Register* to elicit public comment

**Materials:** Appendix A: Part 375 (Student Records) Proposed Rules

**Staff Contacts:** Krish Mohip, Deputy Officer, Operational Education  
Jeffrey Aranowski, Executive Director, Safe and Healthy Climate  
Cara Wiley, Director, Wellness  
Amanda Elliott, Executive Director, Legislative Affairs  
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

**Purpose of Agenda Item**

The Wellness Department requests the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

**Background Information/History**

This Part is being modified to align with the enactment of Public Act 101-0515, effective August 23, 2019, and Public Act 101-0161, effective January 1, 2020. PA 101-0515 modifies the definition of "Student Temporary Record" to include information contained in service logs maintained by a Local Education Agency under Section 14-8.02f(d) of the School Code. PA 101-0161 provides for different methods a school district may use to notify a parent or student before any school student record is destroyed or information is deleted from that record. This Part must be amended to conform with the changes made by these Public Acts. Other cleanup changes, including School Code and administrative rule references, are made as well.

**Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** Please see "Background Information/History" above.

**Budget Implications:** None.

**Legislative Action:** Bill sponsors will be notified of pending rulemaking.

**Communications:** Upon approval, rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

**Pros and Cons of Various Actions**

**Pros:** The proposed changes incorporate agency policy and practices, as required under the Illinois Administrative Procedure Act (IAPA).

**Cons:** Not proceeding with this rulemaking will cause the agency's rules to conflict with the provisions of the IAPA, which requires that standards and policies of state agencies be set forth in administrative rules.

**Board Member(s) Who Will Abstain:** Unknown.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for:

## Part 375 (Student Records)

Including publication of the proposed rules in the *Illinois Register* to elicit public comment.

### **Next Steps**

Upon Board authorization, agency staff will submit the proposed amendments to the Administrative Code Division for publication in the *Illinois Register* to elicit public comment. Additional means, such as *ISBE's Weekly Message* and the agency's website, will be used to inform interested parties of the opportunity to comment on this rulemaking. Agency staff will inform bill sponsors of pending rulemaking.

**Date of Board Action:** January 15, 2020

TITLE 23: EDUCATION AND CULTURAL RESOURCES  
 SUBTITLE A: EDUCATION  
 CHAPTER I: STATE BOARD OF EDUCATION  
 SUBCHAPTER k: SCHOOL RECORDS

PART 375  
 STUDENT RECORDS

## Section

375.10	Definitions
375.20	Rights of Students
375.30	Notification
375.40	Maintenance and Destruction of School Student Records
375.50	Cost for Copies of Records
375.60	Emergency Release of Information
375.70	Release of Information
375.75	Public and Nonpublic Schools: Transmission of Records for Transfer Students
375.80	Directory Information
375.90	Challenge Procedures
375.100	Implementation
375.110	Enforcement

**AUTHORITY:** Implementing and authorized by the Illinois School Student Records Act [105 ILCS 10] and Sections 2-3.13a and 2-3.64a-5 of the School Code [105 ILCS 5/2-3.13a and 2-3.64a-5].

**SOURCE:** Emergency rule adopted March 24, 1976; codified at 7 Ill. Reg. 12864; amended at 10 Ill. Reg. 12602, effective July 9, 1986; amended at 12 Ill. Reg. 4818, effective February 25, 1988; amended at 20 Ill. Reg. 15304, effective November 18, 1996; amended at 23 Ill. Reg. 13843, effective November 8, 1999; amended at 26 Ill. Reg. 16202, effective October 21, 2002; amended at 29 Ill. Reg. 5467, effective March 29, 2005; amended at 32 Ill. Reg. 7143, effective April 17, 2008; amended at 32 Ill. Reg. 16475, effective September 29, 2008; amended at 36 Ill. Reg. 2220, effective January 24, 2012; amended at 37 Ill. Reg. 9479, effective June 19, 2013; amended at 39 Ill. Reg. 2449, effective February 2, 2015; amended at 40 Ill. Reg. 2287, effective January 13, 2016; amended at 42 Ill. Reg. 5899, effective March 15, 2018; amended at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

**Section 375.10 Definitions**

"Accident Report" means documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event, or when a student is participating in a

school program or school-sponsored activity or on a school bus and that is severe enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or if ~~whether~~ the school nurse has referred the student for a medical evaluation, regardless of whether the parent or, guardian, ~~or~~ student (if 18 years or older), or an unaccompanied ~~homeless~~ youth (as defined by 42 USC 11434a) has followed through on that request.

"Act" means the Illinois School Student Records Act [105 ILCS 10].

"Health Record" means medical documentation necessary for enrollment and proof of having certain examinations, as may be required under Section 27-8.1 of the School Code.

"Health-related Information" means current documentation of a student's health information, not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act [740 ILCS 110] or other privacy laws, that ~~which~~ includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs (e.g., glucose readings), long-term medications administered during school hours, documentation regarding a student athlete's and his or her parent's or guardian's ~~parents'~~ acknowledgement of the district's concussion policy adopted under Section 22-80 ~~pursuant to Sections 10-20.53 and 34-18.45~~ of the School Code, and other health-related information that is relevant to school participation (e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports).

"Official Records Custodian" means the individual appointed in each school in accordance with Section 4 of the Act who has responsibility for the *maintenance, care and security of all school student records, whether or not such ~~the~~ records are in his or her personal custody or control.*

"School Code" or "Code" means 105 ILCS 5.

"School Student Record" has the meaning given to that term ~~shall have the meaning set forth~~ in Section 2(d) of the Act, except that school student records shall not include:

Video or other electronic recordings created and maintained by law enforcement professionals working in the school or for security or safety

reasons or purposes, provided the information was created at least in part for law enforcement or security or safety reasons or purposes;

Electronic recordings made on school buses, as ~~described~~ defined in Section 14-3(m) of the Criminal Code of ~~2012~~ 1961 [720 ILCS 5/14-3]; and

Any information, either written or oral, received pursuant to Section 22-20 of the ~~School~~ Code and Sections 1-7 and 5-905 of the Juvenile Court Act of 1987 [705 ILCS 405/1-7 and 5-905].

The content of a video or other electronic recording may become part of a student's school student record to the extent school officials use and maintain this content for a particular reason (e.g., disciplinary action or compliance with a student's Individualized Education Program) regarding that specific student. Video or other electronic recordings that become part of a student's school record shall not be a public record and shall be released only in conformance with Section 6(a) of the Act and the federal Family Educational Rights and Privacy Act (20 USC 1232g).

"Special Education Records" means school records that relate to identification, evaluation, or placement of, or the provision of a free and appropriate public education to, students with disabilities under the Individuals with Disabilities Education Act (20 USC 1400 et seq.) and Article 14 of the ~~School~~ Code, to include the report of the multidisciplinary staffing conference on which placement or nonplacement was based, and all records and audio recordings in any format relating to special education placement hearings and appeals.

"Student Permanent Record" means and shall consist of the following, as limited by Section 2(d) of the Act:

Basic identifying information, including the student's name and address, birth date and place, and gender, and the names and addresses of the student's parents;

Evidence required under Section 5(b)(1) ~~(5)(b)(1)~~ of the Missing Children ~~Children's~~ Records Act [325 ILCS 50/5**(b)(1)**];

Academic transcript, including:

grades, graduation date, and grade level achieved;

as applicable, and if allowed by district policy, scores received on college entrance examinations if that inclusion is requested in writing by a student, parent, or person who enrolled the student;

the unique student identifier assigned and used by the Student Information System established pursuant to 23 Ill. Adm. Code 1.75 (Student Information System);

as applicable, designation of an Advanced Placement computer science course as a mathematics-based, quantitative course for purposes of meeting State graduation requirements set forth in Section 27-22 of the ~~School~~ Code;

as applicable, designation of the student's achievement of the State Seal of Biliteracy, awarded in accordance with Section ~~2-3.159~~ ~~2-3.157~~ of the ~~School~~ Code and 23 Ill. Adm. Code ~~680 1.442~~ (State Seal of Biliteracy);

as applicable, designation of the student's achievement of the State Commendation Toward Biliteracy, awarded in accordance with 23 Ill. Adm. Code ~~680 1.442~~ (State Seal of Biliteracy); and

as applicable, designation of the student's achievement of the Global Scholar Certification, awarded in accordance Section ~~2-3.169~~ ~~2-3.167~~ of the ~~School~~ Code and 23 Ill. Adm. Code 1.443 (Illinois Global Scholar Certificate);

Attendance record;

Health record;

Record of release of permanent record information in accordance with Section 6(c) of the Act;

Scores received on all State assessment tests administered at the high school level (i.e., grades 9 through 12) (see 105 ILCS 5/2-3.64a-5); and

If not maintained in the temporary record, may also consist of:

Honors and awards received; and

Information concerning participation in school-sponsored activities or

athletics, or offices held in school-sponsored organizations.

No other information shall be placed in the student permanent record.

"Student Temporary Record" means all information not required to be in the student permanent record and shall consist of the following, as limited by Section 2(d) of the Act:

A record of release of temporary record information in accordance with Section 6(c) of the Act;

Scores received on the State assessment tests administered in the elementary grade levels (i.e., kindergarten through grade 8) (see 105 ILCS 5/2-3.64a-5);

The completed home language survey form (see 23 Ill. Adm. Code 228.15 (Identification of Eligible Students));

*Information regarding serious disciplinary infractions (i.e., those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction;*

*Information provided under Section 8.6 of the Abused and Neglected Child Reporting Act [325 ILCS 5/8-6] and information contained in service logs maintained by a local education agency under Section 14-8.02f(d) of the Code (see 105 ILCS 10/2(f));*

Any biometric information that is collected in accordance with Section 10-20.40 or 34-18.34 of the ~~School~~ Code;

Health-related information; and

Accident Reports; and

May also consist of:

Family background information;

Intelligence test scores, group and individual;

Aptitude test scores;

Reports of psychological evaluations, including information on intelligence, personality, and academic information obtained through test administration, observation, or interviews;

Elementary and secondary achievement level test results;

Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations;

Honors and awards received;

Teacher anecdotal records;

Other disciplinary information; or

Special education records;

Records associated with plans developed under section 504 of the federal Rehabilitation Act of 1973 (29 USC 701 et seq.); and

Any verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the education of the student.

(Source: Amended at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

#### **Section 375.40 Maintenance and Destruction of School Student Records**

- a) The provisions within the Act and this Part requiring the official records custodian to separate school student records into permanent and temporary categories shall apply only to records of students who are enrolled in the school on or after the effective date of this Part. Records of students who have graduated or permanently withdrawn prior to the effective date of this Part are not subject to these classifications except:
- 1) In compliance with the request of a parent or eligible student that this categorization occur; and
  - 2) The official records custodian shall ensure that information characterized by the Act and this Part as "temporary" shall not be *disclosed except as provided by Section 5 or 6 of the Act or by court order* [see 105 ILCS 10/4(f)]. For the purposes of this Part, a court order is a document signed by a judge. A subpoena signed by a court clerk, an attorney, or an



administrative agency official shall not be considered a court order unless signed by a judge.




- b) Pursuant to Section 4(g) of the Act [~~105 ILCS 10/4(g)~~], student temporary records shall be reviewed every four years or upon a student's change in attendance centers, whichever occurs first, to verify entries and to eliminate or correct all out-of-date, misleading, inaccurate, unnecessary, or irrelevant information pursuant to Section 375.10 of this Part. The records review is required in any given school year at the time a student first changes attendance centers within a district, but it does not need to be conducted if the student enrolls in a different attendance center later in that same school year.
- c) Upon graduation, transfer, or permanent withdrawal of a student from a school, the school shall notify the parents and the student of the destruction schedule for the student permanent record and the student temporary record and of the right to request a copy of the student's records at any time prior to their destruction. Notification shall consist of the following: date of notification, name of parent, name of official records custodian, name of student, and the scheduled destruction date of temporary and permanent records. A school may provide reasonable prior notice to a parent or student through notice in the school's parent or student handbook, publication in a newspaper published in the school district, or, if no newspaper is published in the school district, in a newspaper of general circulation within the school district, U.S. mail delivered to the last known address of the parent or student, or other means provided the notice is confirmed to have been received (see Section 4(h) of the Act). Biometric information collected pursuant to the district's policy, if any, shall not be subject to the retention requirements applicable to the remainder of students' temporary records under Section 4(f) of the Act, and its destruction shall not be subject to authorization by the appropriate Local Records Commission under Section 7 of the Local Records Act [50 ILCS 205/7]. Instead, the destruction of students' biometric information shall conform to the requirements of Section 10-20.40 or ~~34-18.34~~ ~~34-34.18~~ of the School Code, as applicable.
- d) Upon graduation or permanent withdrawal of a student with a disability, as defined in Article 14 of the School Code [~~105 ILCS 5/Art. 14~~] and 23 Ill. Adm. Code 226: ~~Subpart A~~ (Special Education), special education records, and other information contained in the student temporary record that may be of continued assistance to the student may, after five years, be transferred to the custody of the parent or to the student if the student has succeeded to the rights of the parents. The school shall explain to the student and the parent the future usefulness of these records.

- e) If a certified copy of an order of protection has been filed with a school district, then the district shall notify its school employees that the student records or information in those records of a protected child identified in the order shall not be released to the person against whom the order was issued (see Section 222(f) of the Illinois Domestic Violence Act of 1986 [750 ILCS 60/222(f)]).
- f) Any final finding report required by Section 8.6 of the Abused and Neglected Child Reporting Act that has been filed in a student's temporary record shall be removed from the student's record and returned to the Department of Children and Family Services (Department) upon written request made by the Department pursuant to Section 8.6 of the Abused and Neglected Child Reporting Act. If a school that receives a request from the Department has transferred the report to another school as part of the transfer of the student's records, the sending school shall forward a copy of the Department's request to the receiving school, which shall comply with this subsection (f). No report other than what is required under Section 8.6 of the Abused and Neglected Child Reporting Act shall be placed in the school student record.
- g) School student records shall be maintained for at least the period of time set forth in Section 4 of the Act.
  - 1) The official records custodian shall take all reasonable measures to protect school student records through administrative, technical, and security safeguards against risks, such as unauthorized access, release, or use.
  - 2) With the exception of material eliminated in accordance with subsections (b), (d), and (f) of this Section, the destruction or disposal of any records or information contained in those records shall be subject to the provisions of the Act and authorization by the appropriate Local Records Commission (see Section 7 of the Local Records Act).

(Source: Amended at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**January 15, 2019**

**TO:** Illinois State Board of Education

**FROM:** Dr. Carmen I. Ayala, State Superintendent of Education   
Dr. Ernesto Matias, Education Officer   
Irma Snopek, Policy and Communications Officer 

**Agenda Topic:** Part 650 (Charter Schools)

**Expected Outcome:** Approval to file Part 650 (Charter Schools) proposed rules in the *Illinois Register* to elicit public comment

**Materials:** Appendix A: Part 650 (Charter Schools) Proposed Rules

**Staff Contact(s):** Krish Mohip, Deputy Officer, Operational Education  
Jennifer Saba, Executive Director, Regional Services  
David Turovetz, Acting Director, Charter Schools  
Amanda Elliott, Executive Director, Legislative Affairs  
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

**Purpose of Agenda Item**

The Charter Schools Department requests the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

**Background Information/History**

Each state's charter school law empowers different entities to "authorize" charter schools (i.e., approve, oversee, and determine whether a charter should remain open or close at the end of its contract). Since its inception in 1996, the Illinois Charter Schools Law [105 ILCS 5/Art. 27A] has identified local school districts as the primary authorizer of charter schools. It also allows for a state appeal route when the local school board denies a charter school proposal or closes an existing charter school through revocation or non-renewal of the charter contract. ISBE was responsible for deciding charter school appeals from 1996 through 2011.<sup>1</sup>

The Illinois General Assembly passed legislation in 2011 creating the Illinois State Charter School Commission (Commission), an independent state agency with statewide chartering jurisdiction and authority. The passage of this legislation resulted in the Commission taking over ISBE's responsibilities to hear, investigate, and decide charter school appeals and to oversee and make renewal decisions for charter schools approved through the state appeal process.<sup>2</sup> The legislation that created the Commission empowered it to propose administrative rules to the State Board for matters falling within the responsibility of the Commission. ISBE retained ultimate rulemaking authority for the Commission, but the legislation required ISBE to grant all Commission-requested rule changes that were deemed consistent with the intent of the legislation. These Commission-initiated rules dictate a timeline for processing appeals that is no longer required by statute. The legislation that created the Commission also established new ISBE responsibilities to monitor charter school authorizers. ISBE adopted Section 650.65 of the Part 650 rules to implement this new responsibility. This Section includes language that allows ISBE to transfer charter schools under the authority of local school boards to the Commission in certain circumstances.<sup>3</sup>

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<sup>1</sup> ISBE overturned local school board decisions in three cases within this timeframe, leading to the opening of Prairie Crossing Charter School (Grayslake), Southland College Prep Charter High School (Richton Park), and the now closed Thomas Jefferson High School (Des Plaines). Each of these charter schools opened as an independent Local Education Agency authorized by the Board.

<sup>2</sup> Authorization of Prairie Crossing and Southland also transferred to the Commission. The Commission is currently the authorizer of 11 charter schools (12 charter school campuses) that serve students from six different school districts.

<sup>3</sup> These rules went into effect Nov. 3, 2014.

Public Act 101-0543, signed by Governor Pritzker on Aug. 23, 2019, abolishes the Commission effective July 1, 2020. This change will mean that most of the key duties of the Commission revert back to ISBE, including the responsibility to hear and decide appeals of local school board decisions to close existing charter schools.<sup>4</sup> Those charter schools authorized by the Commission will become the responsibility of ISBE, which must thereafter perform all functions under the Charter Schools Law otherwise performed by the Commission, including making decisions on whether each school should have its charter contract renewed at the end of its current contract term. Moreover, the new legislation requires ISBE to appoint and utilize a hearing officer for charter appeals, which is not addressed in the current Part 650 rules.

ISBE staff is recommending that the Part 650 rules be updated to remove all obsolete references to the Commission. The proposed rules also define the process and timeline that must be followed to appeal a local school board's decision to revoke or not renew a charter school and ISBE's procedures for processing such appeals. Finally, the proposed rules clarify the circumstances under which charter schools authorized by a local school board may have their authorization transferred to the Board.

ISBE staff sent the draft rules to a select group of stakeholders to allow them to provide feedback prior to the rules getting posted in the *Illinois Register* for official comment. The rules have been updated since last shared with the Board, with most of the changes being made in accordance with stakeholder feedback. Many of the changes are technical and non-substantive or involve changes to the timelines within the appeal process. In addition, staff recommends edits to the draft hearing procedures to state that all parties to the appeal can mutually agree to a location other than Springfield or Chicago and to expressly allow either party to cede part of its argument time to any member of the public wishing to speak on the charter school's or local school board's behalf. The draft rules have also been modified to make hearings on charter school appeals open to the public, but not strictly subject to the Open Meetings Act. Finally, the draft rules have been modified to specify the responsibilities of a hearing officer when the parties to the appeal have not requested a hearing.

### **Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** Effective July 1, 2020, ISBE will be the authorizer of 11 charter schools (12 charter school campuses).<sup>5</sup> ISBE will be responsible for defining performance expectations, annual monitoring and interventions, determining whether these schools should be awarded new charter agreements at the end of their contract terms, and hearing and deciding appeals when a charter school is not renewed by its local school district. ISBE may eventually want to update the Part 650 rules to incorporate a performance framework for any charter schools under its jurisdiction. Based on stakeholder feedback, ISBE may also want to consider future rulemaking to define a process by which a charter school authorized by ISBE can return to its local district.

In addition, ISBE became responsible on Aug. 23, 2019, for hearing and deciding appeals of local school board revocation decisions. These appeals are resource intensive, and final decisions of the Board will be subject to administrative review.

**Budget Implications:** PA 101-0543 authorizes ISBE to collect an administrative fee from the charter schools it oversees. This oversight will include at least the Commission's existing schools beginning July 1, 2020.<sup>6</sup> ISBE can also access any money remaining in the State Charter School Commission Fund beginning July 1, 2020. Both funding sources (i.e., the administrative fee collected from currently authorized charter schools and leftover money in the State Charter School Commission Fund) can be leveraged to support the agency's new authorization responsibilities.

**Legislative Action:** Bill sponsors will be informed of pending rulemaking.

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<sup>4</sup> The new law specifies that local school board decisions to deny an application for a new charter school can only be appealed in circuit court.

<sup>5</sup> The number of charter schools transferring to ISBE may be fewer if the Commission closes any of its charter schools between now and July 1, 2020.

<sup>6</sup> The Commission currently has the same authority. It budgeted approximately \$1.2 million in administrative fee revenue in fiscal year 2020.

**Communication:** Upon approval, opportunities for individuals and organizations to submit public comment will be shared via *ISBE's Weekly Message* and the ISBE website. The proposed rules will be published in the *Illinois Register* and on the ISBE website.

**Pros and Cons of Various Actions**

**Pros:** Eliciting public comment is the first necessary step in memorializing the process for accepting, investigating, and deciding charter school appeals.

**Cons:** None.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for:

Part 650 (Charter Schools)

Including publication of the proposed rules in the *Illinois Register* to elicit public comment.

**Next Steps**

Upon Board authorization, agency staff will submit the proposed amendments to the Administrative Code Division for publication in the *Illinois Register* to elicit public comment. Additional means, such as *ISBE's Weekly Message* and the agency's website, will be used to inform interested parties of the opportunity to comment on this rulemaking. Agency staff will inform bill sponsors of pending rulemaking.

**Date of Board Action:** January 15, 2020

TITLE 23: EDUCATION AND CULTURAL RESOURCES  
SUBTITLE A: EDUCATION

SUBTITLE A: EDUCATION  
CHAPTER I: STATE BOARD OF EDUCATION  
SUBCHAPTER o: MISCELLANEOUS

SUBCHAPTER o: MISCELLANEOUS  
PART 650  
CHARTER SCHOOLS

SUBPART A: GENERAL PROVISIONS

- Section
- 650.10 Definitions
- 650.20 Purpose

SUBPART B: ACTIONS OF THE STATE BOARD OF EDUCATION

- Section
- 650.30 Submission to the State Board of Education: ~~Local Boards of Education~~
- 650.35 Submission to the State Board of Education: Commission (Repealed)
- 650.40 Review ~~by the State Superintendent of Education~~ of Local ~~or Commission~~  
Approvals by the State Superintendent of Education
- 650.50 Revision of Certified Charters
- 650.55 Biennial Reporting Requirements
- 650.60 Appeal of Local School Board Decisions (Repealed)
- 650.63 Appeal of Local School Board Decisions
- 650.65 Monitoring of Charter Authorizers by the State Board of Education; Corrective  
Action
- 650.70 Procedures for Closing a Charter School

SUBPART C: ACTIONS OF THE STATE CHARTER SCHOOL COMMISSION

- Section
- 650.100 Appeals to, and Requests for Consideration by, the Commission (Repealed)
- 650.110 Review of Appeals and Requests for Consideration; Decision (Repealed)

SUBPART D: CHARTER SCHOOL REVOLVING LOAN PROGRAM

- Section
- 650.200 Purpose
- 650.210 Use of Funds
- 650.220 Maximum Amount of Loan

- 650.230 Application Procedures
- 650.240 Review of Application and Notification of Loan Award
- 650.250 Repayment Procedures
- 650.260 Terms and Conditions of Loan Agreement

650.APPENDIX A Principles and Standards for Authorizing Charter Schools

AUTHORITY: Implementing and authorized by Article 27A of the School Code [105 ILCS 5/Art. 27A].

SOURCE: Emergency rules adopted at 20 Ill. Reg. 6329, effective April 23, 1996, for a maximum of 150 days; emergency expired; emergency amendment at 20 Ill. Reg. 8677, effective June 25, 1996, for a maximum of 150 days; new Part adopted at 20 Ill. Reg. 15284, effective November 15, 1996; emergency amendments at 22 Ill. Reg. 1479, effective January 1, 1998, for a maximum of 150 days; emergency expired; emergency amendment at 22 Ill. Reg. 5104, effective February 27, 1998, for a maximum of 150 days; emergency expired; amended at 22 Ill. Reg. 16455, effective September 3, 1998; amended at 36 Ill. Reg. 14801, effective September 20, 2012; amended at 38 Ill. Reg. 21916, effective November 3, 2014; amended at 39 Ill. Reg. 8298, effective May 26, 2015; amended at 41 Ill. Reg. 136, effective December 27, 2016; amended at 42 Ill. Reg. 3182, effective January 31, 2018; amended at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

SUBPART A: GENERAL PROVISIONS

**Section 650.10 Definitions**

"Article 27A of the School Code" or the "Charter Schools Law" means 105 ILCS 5/Art. 27A.

"Authorizer" has the meaning set forth in Section 27A-3 of the School Code ~~and includes the Commission.~~

~~"Commission" means the State Charter School Commission (see Section 27A-7.5 of the School Code).~~

"Day" means calendar day, unless otherwise specified in this Part. The time within which any action required under this Part must occur shall be determined in accordance with the provisions of Section 1.11 of the Statute on Statutes [5 ILCS 70/1.11].

"School Code" means 105 ILCS 5.

"State Superintendent" means the State Superintendent of Education.

(Source: Amended at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### Section 650.20 Purpose

Article 27A of the School Code sets forth the requirements for a charter school and the procedure for consideration of a charter school proposal by a local board of education ~~or~~ by two or more local boards of education pursuant to Section 27A-4(e) of the School Code, ~~or by the Commission.~~

- a) This Part sets forth the procedures applicable to reporting to the State Board of Education by local school boards ~~and the Commission~~ of the submission of charter school proposals, as required by Sections 27A-8(f) and 27A-9(e) ~~and (f)~~ of the School Code, and of reporting of data regarding the charter schools under the authorizer, as required by Section 27A-12 of the School Code.
- b) This Part further sets forth procedures for appeals to the State Board of Education ~~Commission~~ of local board of education decisions under Section 27A-9 of the School Code and for the orderly closing of charter schools.
- c) This Part also sets forth the procedures for the State Board of Education to remove the power of authorizers to authorize charter schools as provided under Section 27A-12 of the School Code.

(Source: Amended at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### SUBPART B: ACTIONS OF THE STATE BOARD OF EDUCATION

### Section 650.30 Submission to the State Board of Education: ~~Local Boards of Education~~

Local boards of education shall submit a final report to the State Board of Education as to the action by the local boards of education with regard to an application for, renewal of, or revocation of a charter. A copy of the report shall be provided to the applicant or charter holder at the same time that the report is submitted to the State Board of Education. Reports shall be submitted as follows.

- a) The local board of education shall submit the report to the State Board of Education either by electronic mail or U.S. mail to the address in subsection (f) ~~(e)~~ ~~not~~ later than seven days after the date of the public meeting at which the board acted on the charter request.
  - 1) For reports submitted by U.S. mail, the report must bear a postmark date of no ~~not~~ later than seven days following the meeting date.



- 2) In the case of separate public meetings by each school board involved, the seven days shall begin when the last school board votes on the matter.
- b) Section 27A-6 of the School Code provides that a *proposed contract* to open a new charter school or to renew the charter of an existing charter school *must be submitted to and certified by the State Board before it can take effect.*
- 1) Reports of approved applications or renewals shall consist of the charter school proposal voted upon by each of the local boards of education authorizing the charter school and the contractual agreement.
  - 2) The report also shall be accompanied by each of the forms, to be supplied by the State Superintendent of Education, listed in this subsection (b)(2). Reports lacking one or more of these documents shall be considered incomplete and shall not be reviewed for certification until all required items have been submitted.
    - A) A form attesting to the local board of education's compliance with all of the procedural requirements and application components set forth in Article 27A of the School Code. The form and the proposed contractual agreement shall be signed by the president of each local school board that is a party to the application and the appropriate officers of the charter school governing body.
    - B) A budget narrative and financial schedule for the term of the charter.
    - C) A plan for the provision of special education services to students with disabilities enrolled in the charter school that aligns to the requirements of Article 14 of the School Code [~~105 ILCS 5/Art. 14~~] and 23 Ill. Adm. Code 226 (Special Education), and which, for approved applications, shall at least include, but not be limited to, an explanation of how parents of students with disabilities will be informed of their students' eligibility to participate in the charter school lottery held pursuant to Section 27A-4(h) of the School Code and how the charter school will identify students who may be eligible to receive special education services at the charter school.
    - D) A plan for the provision of educational services for English learners that aligns to the requirements of Article 14C of the School Code [~~105 ILCS 5/Art. 14C~~] and 23 Ill. Adm. Code 228 (Transitional Bilingual Education).

- c) Reports of denials, revocations, or non-renewals shall consist of all of the following:
- 1) The the charter proposal or current charter contract voted upon by each of the local boards of education;
  - 2) A a copy of each board's resolution setting forth the board's action and its reasons for the action;
  - 3) Any other documents upon which each board relied in denying the current proposal or revoking or not renewing the contract.
- d) Reports of revocations or non-renewals must also contain a notice to the applicant or charter holder to the effect that a ~~denial~~, revocation or non-renewal of a charter school application or contract may be appealed to the State Board of Education Commission within 14 30 days from the date that the school board voted to ~~deny the application or~~ revoke or not renew a contract; ~~and any other documents upon which the board relied in denying the current proposal or revoking or not renewing the contract.~~
- e) ~~d)~~ Each submission under subsection (b) or (c) also shall include a certification of publication and a copy of the printed notice of the public meeting for each local board of education involved, as required by Section 27A-8(d) of the School Code.
- f) ~~e)~~ Reports shall be submitted via electronic submission to charter@isbe.net or by certified mail, return receipt requested, addressed to:

Illinois State Board of Education  
Charter Schools  
100 West Randolph Street  
Suite 14-300  
Chicago, Illinois 60601

- ~~f) Reports and other documentation pertaining to denials, revocations or non-renewals also shall be submitted to the Commission within the timeframe set forth in subsection (a) via electronic submission to state.charter.commission@illinois.gov or by certified mail, return receipt requested, addressed to:~~

State Charter School Commission  
Michael A. Bilandic Building  
160 North LaSalle Street, 6<sup>th</sup> Floor

~~Chicago, Illinois 60601~~

(Source: Amended at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 650.35 Submission to the State Board of Education: Commission (Repealed)**

- a) ~~Section 27A-9(f) of the School Code provides that, in the event that the Commission on appeal reverses a local board's decision or if a charter school is approved by referendum, the Commission shall act as the authorized chartering entity for the charter school. The State Board shall determine whether the charter proposal approved by the Commission is consistent with the provisions of Article 27A of the School Code and, if the approved proposal complies, certify the proposal.~~
- 1) ~~The Commission shall submit a final report to the State Board of Education, in the manner set forth in Section 650.30(a), as to any decision to reverse, on appeal, a local school board's determination with respect to a charter application or renewal, or to approve a charter school proposal established by referendum.~~
- 2) ~~Reports of a reversal on appeal or approval of charters established by referendum shall contain the charter school proposal and the contractual agreement. The report also shall be accompanied by each of the forms listed in Section 650.30(b). Forms that require signature shall be signed by the executive director of the Commission and the appropriate officers of the charter school governing body.~~
- b) ~~The Commission also shall submit reports of renewal of its charters in the manner set forth in Section 650.30(a). The report shall be accompanied by each of the forms listed in Section 650.30(b). Forms that require signature shall be signed by the executive director of the Commission and the appropriate officers of the charter school governing body.~~
- c) ~~Reports of denials, revocations or non renewals shall consist of the charter proposal or current charter contract voted upon by the Commission; a copy of the Commission's resolution setting forth its action and the reasons for the action; and any other documents upon which the Commission relied in denying the current proposal or revoking or not renewing the contract.~~

(Source: Repealed at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 650.40 Review of Local Approvals by the State Superintendent of Education of ~~Local or Commission Approvals~~**

- a) The State Superintendent shall review each report of an approved application or renewal to determine whether the statutory requirements have been followed and the proposed contractual agreement is complete and compliant with the provisions of Article 27A of the School Code. Proposed contractual agreements that are complete and compliant with the provisions of Article 27A of the School Code shall be certified by the State Superintendent until the maximum authorized numbers of charter schools have been reached. The State Superintendent shall send a certification of the charter to each local school board that is a party to the application ~~or the Commission, as applicable~~, and the charter school governing body.
- b) If a report is incomplete or a proposed contractual agreement fails to comply with any applicable law, the State Superintendent shall so notify each submitting school board ~~or the Commission, as applicable~~, and the applicant or charter holder, identifying the areas of deficiency that must be remedied before the proposal can be considered for certification.
- c) The State Superintendent shall notify each local school board that is a party to the application ~~or the Commission, as applicable~~, and the applicant or charter holder as to a determination made with respect to a report of an approved application or renewal by certified mail within 30 days after receipt of the report (Section 27A-8(f) of the School Code).

(Source: Amended at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### **Section 650.50 Revision of Certified Charters**

- a) A material revision to a previously certified contract may go into effect immediately upon approval of both the authorizer and the governing body of the charter school. Should either the authorizer or the governing body of the charter school request in writing that the State Superintendent certify the material revision as being consistent with the provisions of Article 27A, the material revision shall not take effect unless and until the State Superintendent so certifies. (Section 27A-6(e) of the School Code)
  - 1) A request for the State Superintendent to certify a material revision shall consist of the revised contractual agreement, any other materials that describe the need for the material revision, and an explanation from the local authorizer ~~or and/or~~ charter school governing body as to any legal concerns raised by the material revision.
  - 2) The request also shall be accompanied by the forms specified in Section 650.30(b)(2)(A) and may include the forms specified in Section

650.30(b)(2)(B), (b)(2)(C) or (b)(2)(D), as applicable to the proposed revision.

- b) A request for certification of a proposed revision shall be submitted to the State Board of Education in the manner set forth in Section 650.30(f) ~~650.30(e)~~. Within 30 days after receiving the request for certification, the State Superintendent shall either:
- 1) Certify that the proposed revision is consistent with the provisions of Article 27A of the School Code; or
  - 2) Request additional information as may be needed to render a decision.
- c) The following revisions to a certified contract or a renewal are considered material for purposes of this Section. Any proposed revision not listed in this subsection (c), except those set forth in subsection (d), should be presumed material and shall be subject to the requirements of this Section.
- 1) Enrollment growth beyond 20 percent or expansion beyond the grade levels listed in the certified charter.
  - 2) Transferring the charter to another non-profit entity.
  - 3) Altering the mission of the charter or the targeted student population.
  - 4) Employing or terminating a management company.
  - 5) Any change to the charter with respect to the National School Lunch Program (7 CFR 210 ~~210.10~~ (2012)).
  - 6) Any change to the charter with respect to the provision of student transportation.
- d) The following revisions to a certified contract are not considered material for purposes of this Section.
- 1) Bylaws.
  - 2) Relocation.
  - 3) The name of the charter school.
  - 4) The articles of incorporation.

- 5) Class sizes as stated in the application.
- 6) Length of school day or and/or academic year.
- 7) Curriculum changes.

(Source: Amended at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### **Section 650.63 Appeal of Local School Board Decisions**

- a) A charter holder may appeal to the State Board of Education a local school board report that revokes or refuses to renew a charter. Any appeal must be submitted to the State Superintendent no later than 14 days after the local school board voted on the charter revocation or non-renewal.
  - 1) The appeal must be submitted electronically to the State Superintendent at charterappeals@isbe.net, with a copy sent by certified mail or electronic mail to the local school board.
  - 2) Based on the information available to the charter holder, the appeal submitted by the charter holder must state the reason why the decision of the local school board should be overturned.
  - 3) Any appeal not submitted within the deadline specified in this subsection shall not be considered by the State Superintendent, and the State Superintendent must notify the applicant that the appeal will not be considered.
- b) The State Superintendent must conduct a documentary review of the materials submitted with any appeal that is filed within the deadline specified in subsection (a), which may, at the State Superintendent's discretion, be conducted by State Board of Education personnel or independent evaluators. The parties must submit any additional information that the State Superintendent determines is necessary to consider the appeal.
- c) Hearings on Charter Appeals
  - 1) The State Superintendent must select a hearing officer no later than 7 days after receipt of any appeals that are timely filed under subsection (a). The State Superintendent must also issue a written Notice of Opportunity for Hearing, which shall be served upon the local school board and the charter holder.



- ii. Oral presentation by the local school board or boards of up to 45 minutes each to address the reasons why the local school board's decision was proper under Article 27A of the School Code. The local board may cede any part of its time to any member of the public who wishes to speak on the local board's behalf.
- iii. Questions to the charter holder to clarify any questions or address any deficiencies noted by State Board of Education personnel or independent evaluators through the documentary review conducted under subsection (b).
- iv. Questions to the local school board to clarify any questions or address any deficiencies noted by State Board of Education personnel or independent evaluators through the documentary review conducted under subsection (b).

7) A hearing conducted under this subsection must be open to the public.

d) Proposed Orders

- 1) In reviewing appeals, the State Board must consider if the charter school subject to closure is in compliance with Article 27A of the School Code and is in the best interests of the students the charter school is designed to serve. (Section 27A-9(e) of the School Code.)
- 2) No later than 14 days after the close of a hearing, the hearing officer must issue proposed findings of fact and conclusions of law and make recommendations by way of a proposed order that complies with Section 10-45 of the Illinois Administrative Procedure Act [5 ILCS 100]. These recommendations must be made upon consideration of the record as a whole or any portion of the record as may be supported by competent, material, and substantial evidence. After the hearing officer issues his or her proposed order to the State Superintendent, the State Superintendent must review the record and the hearing officer's findings of fact, conclusions of law, and recommendations and may accept, reject, or modify the hearing officer's recommendation.
- 3) If no hearing is conducted under this Section, the State Superintendent must review any appeal materials submitted by the parties and any additional analysis conducted by State Board of Education personnel or independent evaluators under subsection (b), and must make a recommendation by way of a proposed order that complies with Section 10-45 of the Illinois Administrative Procedures Act [5 ILCS 100].



- 4) The State Superintendent must forward a copy of the proposed findings of fact, conclusions of law, and recommendations to both the charter holder and the local school board or boards.
- e) Final Decision
  - 1) The State Superintendent must submit his or her findings and recommendation, together with any exceptions or briefs, to the State Board of Education for a final decision.
  - 2) A copy of the final decision must be sent by certified mail to each party no later than 60 days after receipt of the appeal, after receipt of any additional information requested under subsection (b), after the date of the hearing conducted under this Section, or after receipt of any exceptions or briefs filed in accordance with Section 10-45 of the Illinois Administrative Procedures Act [5 ILCS 100], whichever occurs last. The State Board's failure to strictly comply to the time constraints under this paragraph does not invalidate the State Board's final decision.
  - 3) The decision of the State Board of Education is final unless reviewed under the Administrative Review Law [735 ILCS 5/Art. III], as provided in Section 27A-9(e) of the School Code.
- f) Any appeal not finalized by the State Charter School Commission before June 30, 2020 must be determined by the State Board in accordance with this Section. The State Superintendent may extend the time for review as necessary for thorough review, but in no case may the extension exceed the time that would have been available had the appeal been submitted to the State Board on July 1, 2020.

### **Section 650.65 Monitoring of Charter Authorizers by the State Board of Education; Corrective Action**

In accordance with Section 27A-12 of the School Code, the State Board of Education shall rely on information reported by authorizers pursuant to Section 650.55 and *ongoing monitoring of both charter schools and authorizers* to determine whether *to remove the power to authorize from any authorizer in this State if the authorizer does not demonstrate a commitment to high-quality authorization practices and, if necessary, revoke the charters of the chronically low-performing charters authorized by the authorizer at the time the power to authorize is removed.* [105 ILCS 5/27A-12]

- a) A charter school authorizer may be subject to corrective action, including, but not limited to, removal of chartering authority, in the following circumstances:

- 1) Failure to develop chartering policies and practices consistent with the principles and standards set forth in Appendix A (see Section 27A-7.10(e) of the School Code);
- 2) Failure to comply with any State or federal statutory or regulatory requirement for charter authorization;
- 3) Failure to require a plan of remediation pursuant to Section 27A-9(c) of the School Code for, ~~and/or~~ close, charter schools that:
  - A) committed a material violation of any of the conditions, standards, or procedures set forth in the charter; ~~and/or~~
  - B) violated any provision of law from which the charter school was not exempted under Article 27A of the School Code;
- 4) Failure to require a plan of remediation pursuant to Section 27A-9(c) of the School Code for, ~~and/or~~ close, charter schools that:
  - A) have exhibited low student performance as evidenced by:
    - i) a school's student achievement being among the lowest 5 percent of schools in the State, as determined by a three-year average of State assessment results for all students in reading and mathematics;
    - ii) if the charter school is a high school, an average graduation rate of less than 60 percent over the three school years immediately preceding the year in which corrective action is being considered; or
    - iii) receipt of a school improvement grant under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (20 USC 6301 et seq.); ~~and/or~~
  - B) fail to meet performance targets and standards established by the authorizer in a charter school performance plan by the timelines specified in the plan;
- 5) Failure to require a plan of remediation pursuant to Section 27A-9(c) for, ~~and/or~~ close, charter schools for financial mismanagement or failure to meet generally accepted standards of fiscal management; ~~and/or~~

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- 6) A pattern of evidence-based complaints about the authorizer or any of its public charter schools, filed with the State Superintendent of Education in accordance with subsection (b).
- b) A complaint alleging that an authorizer has violated a requirement of Article 27A of the School Code or this Part may be submitted in writing to the State Superintendent of Education no later than one calendar year from the date of the alleged violations.
    - 1) The written complaint shall include:
      - A) A statement as to which provision of law or rules has been violated;
      - B) The date or dates upon which the violation occurred;
      - C) The facts on which the statement is based; and
      - D) The signature and contact information for the complainant.
    - 2) A complaint submitted in accordance with subsection (b)(1) shall be considered by the State Superintendent of Education unless:
      - A) It clearly appears on its face to be frivolous, trivial, or designed or intended primarily to harass the authorizer;
      - B) The State Superintendent of Education has documentation that the authorizer already is satisfactorily addressing issues that are substantially the same as those raised in the complaint;
      - C) Prior to any action by the State Superintendent of Education, the complainant withdraws the complaint; or
      - D) The alleged violation occurred more than one calendar year after the complaint was submitted to the State Superintendent of Education.
    - 3) At the conclusion of any complaint investigation, the State Board shall provide to the complainant a written decision that addresses each allegation in the complaint and contains:
      - A) Findings of fact and conclusions with respect to those allegations;

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- B) The reasons for the State Board of Education's final decision; and
  - C) Orders for any actions or sanctions, including, without limitation, technical assistance activities and negotiation, imposed against the authorizer ~~and~~ or any charter schools under its jurisdiction.
- c) When the State Superintendent of Education has information that the authorizer may meet one or more of the conditions specified in subsection (a), or upon a determination that a complaint submitted pursuant to subsection (b) is within the State Board of Education's jurisdiction (i.e., alleges a violation of Article 27A of the School Code or this Part) and merits consideration (e.g., subsection (b)(2)), the State Superintendent shall provide written notification to the authorizer enumerating the deficiencies found or the particulars of the complaint filed against the authorizer and providing a copy of the complaint, redacting any information that is protected from disclosure under one or more exemptions enumerated in the Illinois Freedom of Information Act [5 ILCS 140].
- 1) The written notification shall be sent by certified mail, return receipt requested, to the authorizer, and a copy of the notification shall be provided by regular U.S. mail to the complainant.
  - 2) Upon receipt of the notification, the authorizer shall have no more than 15 days to provide a written response to the State Board of Education. The authorizer and the State Superintendent of Education may mutually agree to a longer time for response, but in no case shall the response time exceed 45 days. The written response shall be addressed to the General Counsel, Illinois State Board of Education, 100 West Randolph Street, Suite 14-300, Chicago, Illinois 60601.
  - 3) The authorizer's written response shall include a statement addressing any of the deficiencies cited by the State Superintendent of Education or the issues raised in a complaint, as well as any documentation requested by the State Superintendent.
  - 4) The authorizer shall provide a copy of the written response and any supporting documentation to the complainant within the timelines established pursuant to subsection (c)(2).
- d) Reasonable Inquiry
- 1) The State Superintendent of Education may conduct a reasonable inquiry to determine if the authorizer has violated any of the provisions of Article 27A of the School Code or this Part if:

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- A) The authorizer fails to respond to the complaint within the timeframe specified in subsection (c);
  - B) The authorizer denies the allegations in the complaint;
  - C) It cannot otherwise be determined on the face of the complaint and the authorizer's response as to whether the authorizer has violated any Section of the Charter Schools Law or this Part; or
  - D) In the authorizer's initial response, the authorizer concedes noncompliance and agrees to take appropriate remedial action, but:
    - i) The complainant submits additional documentation, either orally or in writing, alleging that no remedial action has occurred or that remediation was not completed within the timeframe committed to by the authorizer; or
    - ii) The State Superintendent of Education finds that no remedial action has occurred or remediation was not completed within the timeframe committed to by the authorizer.
- 2) The reasonable inquiry may include one or more of the following steps, which may be conducted by State Board of Education personnel, or an outside entity, at the State Superintendent of Education's discretion. The State Superintendent shall notify the authorizer in advance of commencing the reasonable inquiry of the identity of any outside entity to be used to conduct the inquiry.
- A) Review of all or selected portions of the authorizer's policies, practices, education records or curriculum;
  - B) Contact with individuals from the authorizer or any charter school under the authorizer's jurisdiction who might reasonably be expected to have information relevant to identified deficiencies or the allegations of the complaint;
  - C) Desk audit, whereby the State Superintendent of Education would require submission or complete access to materials or data from the authorizer or any charter school under the authorizer's jurisdiction that the State Superintendent of Education determines will assist

him or her in responding to the identified deficiencies or the allegations in the complaint; ~~and/or~~

- D) Technical assistance as needed to attempt to bring the authorizer into compliance.
- e) If the reasonable inquiry results in a determination of noncompliance, the State Superintendent shall provide a written notification of noncompliance to the authorizer by certified mail, return receipt requested. The notification of noncompliance shall specify the following:
- 1) All formal findings of noncompliance specific to the statutory or regulatory violations that led to the finding of noncompliance, to include any new allegations raised during the reasonable inquiry conducted pursuant to subsection (d);
  - 2) The timeframe within which the areas of noncompliance must be cured;
  - 3) The technical assistance available to the authorizer, if applicable;
  - 4) The consequences that may be imposed by the State Board of Education should the authorizer fail to address the areas of noncompliance (see subsection (i)); and
  - 5) A statement informing the authorizer that it may seek a conference with representatives of the State Board of Education to dispute the findings of noncompliance, including those resulting from any new allegations raised during the reasonable inquiry conducted pursuant to subsection (d), by submitting a written request to the address specified in subsection (c)(2) within 15 days after receiving the notification of noncompliance.
- f) Within 60 days after the date of receipt of notification of noncompliance issued under subsection (e), or within 60 days after the date of any conference scheduled pursuant to subsection (e)(5), whichever is later, the authorizer shall submit to the State Superintendent a corrective action plan that conforms to the requirements of subsection (g). The authorizer and State Superintendent of Education may mutually agree to a longer time for response, but in no case shall the response time exceed 90 days. The plan must be signed by the president and secretary of the local board of education pursuant to Section 10-7 of the School Code, as evidence that the board adopted a resolution authorizing its submission.
- ~~1) If the authorizer is a local school board, the plan shall be signed by the president and secretary of the local board of education pursuant to Section~~

- ~~10-7 of the School Code, as evidence that the board adopted a resolution authorizing its submission.~~
- ~~2) — If the authorizer is the Commission, the plan shall be signed by the chairman of the Commission as evidence that the Commission adopted a resolution authorizing its submission.~~
- g) The State Superintendent of Education shall approve or disapprove a corrective action plan no later than 30 days after its receipt from the authorizer and shall notify the authorizer in writing of that decision.
- 1) The State Superintendent shall approve a plan if it:
- A) Specifies the steps to be taken by the authorizer that are directly related to the area or areas of noncompliance cited;
- B) Provides evidence that the authorizer has the resources and ability to take the steps described without giving rise to other issues of compliance that would subject the authorizer to corrective action; and
- C) Specifies a timeline for correction of the cited deficiencies that is demonstrably linked to the factors leading to noncompliance and is no longer than needed to correct the identified problems.
- 2) If no plan is submitted, or if no approvable plan is received within the timeframe required under subsection (f), the State Board of Education may impose sanctions against the authorizer in accordance with subsection (i).
- h) If, at any time while a plan for corrective action is in effect, the State Board of Education determines that the agreed-upon actions are not being implemented in accordance with the plan or the underlying areas of noncompliance are not being remedied, the State Board of Education may impose sanctions in accordance with subsection (i).
- i) **Sanctions Against an Authorizer**  
In accordance with Section 27A-12 of the School Code, the State Board of Education may remove an authorizer's power to authorize charter schools. For the purposes of this Section, "removal of the power to authorize" ~~means shall mean~~ removal of an authorizer's power to approve and oversee any new charter schools, ~~and/or~~ removal of an authorizer's power to oversee charter schools already operating that are under the jurisdiction of the authorizer.

- 1) An authorizer that is subject to sanctions pursuant to this Section may make an oral presentation to the State Board. A request to make an oral presentation must be submitted in writing and postmarked no later than 30 days from the date of receipt of notice that sanctions may be imposed, and must identify the specific agency findings with which the authorizer disagrees. The State Board shall consider oral presentations and written documents presented by staff and interested parties prior to rendering a final decision.
  - 2) In the event that chartering authorization is removed, the State Board of Education shall determine the status of each charter school within the authorizer's portfolio. With respect to each charter school, the State Board may:
    - A) Allow the charter school to continue operating under the jurisdiction of the authorizer;
    - B) Terminate the existing charter agreement between the authorizer and the governing board of the charter school and transfer the charter school to the State Board of Education ~~another authorizer~~ in accordance with subsection (j); or
    - C) Terminate the existing charter agreement between the authorizer and the governing board of the charter school and close the charter school in accordance with subsection (k).
- j) Transfer of Charter Schools
- 1) Based upon a recommendation of the State Superintendent of Education, the State Board of Education may order that the authorization for any charter school ~~a change in authorizer for charter schools~~ under the jurisdiction of a local school board ~~an authorizer~~ that has had its power to authorize charter schools removed under this Section be transferred to the State Board. ~~Unless compelling reasons justify a different recommendation:~~
    - A) ~~The State Superintendent shall recommend a transfer to the Commission in the case of sanctions against a local school board authorizer; or~~
    - B) ~~The State Superintendent shall recommend a transfer to the school board for the district or districts of student residency in the case of sanctions against the Commission.~~



- 2) The State Superintendent of Education shall provide written notification of the transfer recommendation by certified mail, return receipt requested, to the governing bodies of any charter school subject to transfer. If the charter school does not consent to the transfer, it must provide written notification to the State Superintendent no later than 14 days after receipt of the transfer recommendation. If the State Superintendent does not receive this notification, he or she must present the transfer recommendation at a meeting of the State Board of Education and the State Board must vote on whether to enter into a charter agreement with the charter school. and the entity recommended to become the authorizer.
- 3) ~~The governing bodies of any charter school that is subject to the transfer recommendation and the entity recommended to become the authorizer shall follow the same process and be subject to the same timelines for review as set forth in Section 27A-8 of the School Code to determine whether to enter into a contractual agreement for authorization. Until the process is complete, the charter school shall remain open under its current authorizer.~~
- A) ~~The~~ If the charter school does not consent to the transfer, the State Board of Education shall order a the charter school that does not consent to a transfer under this subsection to close. Prior to this direction, the State Board of Education shall permit members of the governing board of the charter school subject to closure to present written and oral comments to the State Board of Education.
- B) Any closure of a charter school pursuant to this subsection ~~(j)(3)(A)~~ shall follow the procedures set forth in Section 650.70 ~~(Procedures for Closing a Charter School).~~
- B) ~~If the entity recommended to become the authorizer does not consent to the transfer, the State Board of Education shall direct the State Superintendent of Education to either recommend an alternative authorizer to which the charter school will be transferred in accordance with the requirements of this Section or to close the charter school by following the procedures set forth in Section 650.70.~~
- 3) 4) Except in the case of an emergency that places the health, safety, or education of the charter school's students at risk, the transfer of the charter school to the State Board of Education ~~its new authorizer~~ shall occur at the end of the school year.

4) ~~5)~~ The term of the contract with the State Board of Education ~~a new authorizer~~ after a transfer of authorizers may be for a period not to exceed five years following the date that the State Board of Education voted to assume jurisdiction over the transferred charter school. ~~effective date of the certification of the new charter school in accordance with Article 27A of the School Code and this Part.~~

k) Closure of Charter Schools

- 1) The State Board of Education may order any charter school under the jurisdiction of the authorizer that has had its power to authorize charter schools removed under this Section to close if the State Board of Education clearly demonstrates that the charter school did any of the following or otherwise failed to comply with the requirements of Article 27A of the School Code:
  - A) Exhibited low student performance, as defined in subsection (a)(4)(A), ~~and~~/or failed to meet performance targets and standards established by the charter school's authorizer in a charter school performance plan within the timelines specified in the plan;
  - B) Mismanaged its finances or failed to meet generally accepted standards of fiscal management;
  - C) Violated any provision of law from which the charter school was not exempted pursuant to Section 27A-5 of the School Code; ~~and~~/or
  - D) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- 2) Prior to the State Board of Education's ordering any charter school to close under this subsection (k), the State Superintendent of Education shall provide written notification by certified mail, return receipt requested, to the governing board of the charter school subject to closure. The notice shall summarize the reasons for the closure recommendation and provide, as applicable, the formal opinion pertaining to the recommendation.
- 3) The governing board of the charter school subject to closure shall have seven days from the date of receipt of the State Superintendent's notice to request the opportunity to present written and oral comments to the State Board of Education about the closure recommendation.

- 4) Any closure of a charter school pursuant to this subsection (k) shall follow the procedures set forth in Section 650.70.
- 1) An authorizer that has had its power to authorize charter schools removed pursuant to this Section may petition the State Board of Education for a return of authorizing powers. The State Board of Education shall reinstate the power to authorize to an authorizer if the authorizer clearly demonstrates that:
  - 1) Any noncompliance matters that resulted in the sanctions have been resolved;
  - 2) The authorizer has developed systems and processes to ensure that the noncompliance issues that resulted in the sanctions will not recur; and
  - 3) The authorizer has participated in a State-level or national-level training program designed to develop the capacity and effectiveness of charter school authorizers, ~~including but not limited to any training programs offered by the Commission, provided that the Commission is not the sanctioned authorizer submitting the petition for reinstatement.~~

(Source: Added at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### **Section 650.70 Procedures for Closing a Charter School**

The governing body of a charter school that is closing, whether voluntarily or involuntarily, shall be subject to the requirements of this Section.

- a) Required Notices
  - 1) Except in the case of an emergency, when the health, safety, or education of the charter school's students is at risk, any notice of a charter school's closing required under subsection (a)(2) shall be provided:
    - A) at least 60 days before the end of the school year in which the closure will take place for a charter school that is closing involuntarily (i.e., has had its charter revoked or not renewed); or
    - B) at least 60 days before the scheduled closing date for a charter school that is voluntarily closing.
  - 2) The governing body or its designee shall provide notice of the charter school's closure:

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- A) to the charter school's employees, including the date of closure;
  - B) to the parents or guardians of the students attending the school and to the superintendent of each school district in which any of the charter school's students reside, including:
    - i) the date of closure; and
    - ii) the procedures the parents or guardians should follow in order to continue their children's education within the public schools;
  - C) to the entity that authorized the charter school and to the State Superintendent of Education, submitted by certified mail, return receipt requested, and including:
    - i) the date of closure;
    - ii) the name, address, and telephone number of the person who will be responsible for making arrangements for the closure; and
    - iii) copies of the notices required by subsections (a)(2)(A) and (a)(2)(B) of this Section.
- b) Disposition of Assets  
Any unspent public funds and other property and assets of the charter school shall be disposed of in the manner set forth in Section 27A-10.10 of the School Code.
- c) Student Records  
The governing body or its designee shall transfer its students' permanent and temporary records, as defined in ~~(see 23 Ill. Adm. Code 375.10,; Definitions)~~ to the school's chartering entity or entities, as set forth in 23 Ill. Adm. Code 375.75 ~~(Public and Nonpublic Schools: Transmission of Records for Transfer Students)~~, except that, if the State Board Commission is the chartering entity, each student's permanent record shall be transferred to his or her district of residence.
- d) Other Records  
The governing body or its designee shall prepare all the school's records for transfer to the chartering entity or entities. These records shall include, but need not be limited to:

- 1) the minutes of the meetings of the governing body;
  - 2) the school's policy manual;
  - 3) the manuals setting forth the school's administrative, accounting, and personnel-related procedures;
  - 4) all personnel files, including service records and information regarding teachers' licensure;
  - 5) all teachers' schedules;
  - 6) all inventory records for fixed assets (i.e., tangible property used in operating the charter school);
  - 7) bank statements, including any canceled checks returned by the financial institution;
  - 8) corporate credit card statements and invoices;
  - 9) accounting reports, budgets, journals, ledgers, and registers;
  - 10) annual financial reports prepared by independent auditors;
  - 11) all agreements, contracts, and records of arrangements, including any exhibits, amendments, or other supporting documentation;
  - 12) all Internal Revenue Service forms used and any supporting documentation;
  - 13) all Teachers' Retirement System forms used and any supporting documentation;
  - 14) purchase requisitions and purchase vouchers, including supporting documentation such as vendors' invoices, store receipts, or travel itineraries;
  - 15) vouchers for reimbursement of staff expenses, including travel, with any supporting documentation; and
  - 16) all electronic files containing financial records pertaining to the school.
- e) Requirements for Inventory Records

For each fixed asset of the charter school (i.e., land, buildings, machinery, equipment, furniture, and fixtures), the inventory record shall include the following information:

- 1) a description of the fixed asset;
  - 2) a manufacturer's serial number, model number, federal or national stock number, or other identifying number, if applicable;
  - 3) an indication as to whether local, State, ~~and~~ or federal funds were used to acquire the asset, along with information from which the percentage of State ~~and~~ or federal participation can be calculated;
  - 4) whether title to the asset vests in the charter school, an agency of State government, or the federal government;
  - 5) the acquisition date (or the date received, if the asset was furnished by a donor) and cost;
  - 6) the location and condition of the fixed asset and the date as of which this information was last reported (e.g., the date of the last physical inventory taken by representatives of the charter school);
  - 7) information as to the ultimate disposition of the fixed asset, including the date of disposal and sale price, or, when the charter school has compensated a State or federal agency for its share in the asset, the method used to determine the current fair market value.
- f) Final Financial Accountability
- 1) The governing body or its designee shall cause a final audit of the charter school to be performed by an independent auditor after all the school's assets have been liquidated and its accounts payable have been settled. The governing body or its designee shall provide a copy of the audit report to the chartering entity.
  - 2) If the governing body has been unable to liquidate all the school's accounts payable, the governing body or its designee shall inform the chartering entity or entities of any outstanding obligations. The chartering entity shall not, however, be responsible for any obligation of a charter school not specified in the charter agreement.

- 3) The governing body shall designate an individual who will complete any expenditure reports or other fiscal documentation that may be required by the State Board of Education.

(Source: Amended at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

SUBPART C: ACTIONS OF THE STATE CHARTER SCHOOL COMMISSION

**Section 650.100 Appeals to, and Requests for Consideration by, the Commission  
(Repealed)**

- ~~a) An applicant for a charter or a charter holder may appeal to the Commission a local school board report that denies, revokes or refuses to renew a charter. An applicant for a charter also may submit its proposal to the Commission for consideration in situations in which the local school board fails to act on the proposal within a timely manner. (See Section 27A-8(d) and (e) of the School Code.) Any appeal or request for consideration shall be submitted to the Commission no later than 30 days after:
 
  - ~~1) the date that the school board voted to deny the application; or~~
  - ~~2) the date by which the school board was to, but did not, hold a public meeting (see Section 27A-8(d) of the School Code); or~~
  - ~~3) the date by which the school board was to, but did not, vote on the charter request (see Section 27A-8(e) of the School Code).~~~~
- ~~b) The appeal or request for consideration must be submitted electronically to the Commission at state.charter.commission@illinois.gov, with a copy sent by certified mail or electronic mail to the school board.~~
- ~~e) Appeals of School Board Decisions to Deny, Revoke or not Renew a Charter  
The applicant, to the extent possible, must state the reasons why the decision of the school board should be reversed.~~
- ~~d) Consideration of Requests Due to Local Inaction
 
  - ~~1) The applicant shall state the reasons why the proposal should be granted.~~
  - ~~2) The applicant shall list the date the charter school proposal was submitted to the school board for consideration and, if a public meeting was held in accordance with Section 27A-8(e) of the School Code, the date of the~~~~

~~public meeting and a statement that the school board failed to vote on the request within 30 days after the meeting being held.~~

- ~~e) — The parties shall submit to the Commission any additional information that the Commission determines is necessary to decide the appeal or consider a request submitted due to the local board's inaction.~~
- ~~f) — Any appeal or request for consideration not submitted within the applicable deadline specified in subsection (a) shall not be considered, and the Commission shall provide notification to the applicant to this effect.~~

(Source: Repealed at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 650.110 Review of Appeals and Requests for Consideration; Decision (Repealed)**

- ~~a) — Within seven days after receiving an appeal or a request to consider due to a school board's inaction, the Commission shall inform each party (i.e., charter school applicant and school district) of the following:
 
  - ~~1) — the time, date and location of the public meeting to hear the appeal or consider the request that is scheduled no later than 45 days after the Commission received the appeal or request for consideration;~~
  - ~~2) — a notice provided to both parties that either party may provide a written request for an opportunity to make an oral presentation before the Commission during the public meeting at which the Commission shall hear the appeal or consider the request. This request shall be submitted no later than seven days prior to the date set for the meeting; and~~
  - ~~3) — the time, date and location of any interviews the Commission may wish to schedule with the parties in advance of the public meeting.~~~~
- ~~b) — When practicable, the Commission's designees (e.g., Commission staff, independent evaluators assigned by the Commission) shall conduct any interviews in the presence of both parties. Unless otherwise required by Illinois law, the interviews shall not be open to the public.~~
- ~~c) — In addition to the timeline provided under subsection (a) of this Section, the Commission shall provide each party with a reminder notice at least five days in advance of the public meeting to be held to hear the appeal or consider the request. A public meeting conducted under this subsection (c) shall comply with the Open Meetings Act [5 ILCS 120].~~



- ~~1) If either party has requested an oral presentation, the Commission shall provide each party with an equal amount of time to make the oral presentation to the body and to respond to the Commission's questions.~~
- ~~2) The Commission shall reserve time at the public meeting to take testimony or comments from the public.~~
- ~~3) In so far as possible, the Commission shall hold the public meeting at or near the school district involved in the appeal or request for consideration.~~
- ~~d) The Commission shall render a decision no later than 30 days after the conclusion of the public meeting and shall announce that decision either during the public meeting held to consider the appeal or request for consideration or during another publicly scheduled meeting held within the required 30-day timeline.~~
  - ~~1) In reviewing appeals or whether to grant a charter due to a school district's inaction, the Commission shall consider whether the charter proposal *is in compliance with Article 27A of the School Code and is in the best interests of the students the charter school is designed to serve.* (Section 27A-8(h) of the School Code) In order to determine whether a proposal satisfies both prongs under Section 27A-8(h), the Commission shall conduct a de novo review of the proposal and the district's response. Pursuant to this review, the Commission shall not give deference to any finding of fact or conclusion of law made by the local board of education with respect to the proposal or any information provided by the charter school applicant.~~
  - ~~2) If the appeal or request for consideration, as a matter of law, does not comply with the Charter Schools Law, or if the charter proposal is not in the best interest of the students, the Commission shall issue a final decision to the parties containing the Commission's reasons for denying the appeal or request for consideration.~~
  - ~~3) If the Commission finds that the charter school proposal complies with Article 27A of the School Code and is in the best interest of the students to be served, it shall issue a final decision to the parties containing the Commission's reasons for approving the appeal or request for consideration.~~
  - ~~4) A copy of any decision rendered pursuant to subsection (d)(2) or (d)(3) of this Section shall be provided to each party by certified mail within the timeline set forth in this subsection (d).~~

e) ~~The decision of the Commission is final unless reviewed under the Administrative Review Law [735 ILCS 5/Art. III], as provided in Section 27A-8(h) of the School Code.~~

(Source: Repealed at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 650.APPENDIX A Principles and Standards for Authorizing Charter Schools**

The following principles and standards for charter school authorizers align to Article 27A of the School Code and are based on the "Principles and Standards of Quality Charter School Authorizing" (2012), published by the National Association of Charter School Authorizers (NACSA), 105 West Adams Street, Suite 3500, Chicago IL 60603-6253 and posted at <http://www.qualitycharters.org/publications-resources/principles-standards.html>. No later amendments to or editions of these standards are incorporated. A small number of standards are identified as "advanced" (recommended); all others are considered "essential" (required).

**PRINCIPLES**

A high-quality authorizer engages in responsible oversight of charter schools by ensuring that schools have both the autonomy to which they are entitled and the public accountability for which they are responsible. The following three principles lie at the heart of the authorizing endeavor, and authorizers should be guided by and fulfill these principles in all aspects of their work.

**Principle 1: Maintain High Standards**

Sets high standards for approving charter applicants.

Maintains high standards for the schools it oversees.

Effectively cultivates high-quality charter schools that meet identified educational needs.

Oversees charter schools that meet over time the performance standards and targets on a range of measures and metrics set forth in the charter contracts.

**Principle 2: Uphold School Autonomy**

Honors and preserves core autonomies crucial to school success, including:

Governing board independent from the authorizer;

Personnel;

School vision and culture;

Instructional programming, design and use of time; and

Budgeting.

Minimizes administrative and compliance burdens on schools.

Focuses on holding schools accountable for outcomes rather than processes, while at all times strictly enforcing all applicable statutory and regulatory requirements for charter schools.

### Principle 3: Protect Student and Public Interests

Makes the well-being and interests of students the fundamental value informing all the authorizer's actions and decisions.

Holds schools accountable for fulfilling fundamental public education obligations to all students, which includes providing:

Nonselective, nondiscriminatory access to all eligible students;

Fair treatment in admissions and disciplinary actions for all students; and

Appropriate services for all students, including those with disabilities and who are English learners, in accordance with applicable laws.

Holds schools accountable for fulfilling fundamental obligations to the public, which includes providing:

Sound governance, management and stewardship of public funds;

Public information and operational transparency in accordance with applicable State and federal laws; and

Compliance with all applicable laws and regulations.

Ensures in its own work:

Ethical conduct;

Focus on the mission of chartering high-quality schools;

Clarity, consistency and public transparency in authorizing policies, practices and decisions;

Effective and efficient public stewardship; and

Compliance with all applicable laws and regulations.

## STANDARDS

### Standard 1: Agency Commitment and Capacity

A high-quality authorizer engages in chartering as a means to foster excellent schools that meet identified needs; clearly prioritizes a commitment to excellence in education and in authorizing practices; and creates organizational structures and commits human and financial resources necessary to conduct its authorizing duties effectively and efficiently.

#### 1.1 Standards for Planning and Commitment to Excellence

Supports and advances the purposes of Article 27A of the School Code.

Ensures that the authorizer's governing board, leadership and staff understand and are committed to the principles articulated in this Appendix A.

Defines external relationships and lines of authority to protect the authorizing functions from conflicts of interest and political influence.

Implements policies, processes, and practices that streamline and organize its work toward State goals, and executes its duties efficiently while minimizing administrative burdens on schools.

Evaluates its work regularly against national standards for high-quality authorizing and recognized effective practices and develops and implements timely plans for improvement if these standards and practices are not achieved.

States a clear mission for high-quality authorizing (advanced).

Articulates and implements an intentional strategic vision and plan for chartering, including clear priorities, goals, and timeframes for achievement (advanced).

Evaluates its work regularly against its chartering mission and strategic plan goals, and implements plans for improvement when the mission and strategic plan goals are not achieved (advanced).

Conforms to reporting requirements about its progress and performance in meeting its strategic plan goals, as required by Section 27A-12 of the School Code and Section 650.55 of this Part.

## 1.2 Standards for Human Resources

Enlists expertise and competent leadership for all areas essential to charter school oversight, including, but not limited to, educational leadership; curriculum, instruction, and assessment; special education; English learners and other diverse learning needs; performance management and accountability; law; finance; facilities; and nonprofit governance and management through the use of staff, contractual relationships, ~~and~~ or intra-agency or inter-agency collaborations.

Employs competent personnel at a staffing level that is appropriate and sufficient, commensurate with the size of the charter school portfolio, to carry out all authorizing responsibilities in accordance with the principles and standards set forth in this Appendix A.

Provides for regular professional development for the authorizer's leadership and staff to achieve and maintain high standards of professional authorizing practice and to enable continual improvement.

## 1.3 Standards for Financial Resources

Determines the financial needs of the authorizing office and devotes sufficient financial resources to fulfill its authorizing responsibilities in accordance with the principles and standards set forth in this Appendix A and commensurate with the scale of the charter school portfolio.

Tracks operating costs and expenses associated with the performance of the powers and duties enumerated in Section 27A-7.10(a) of the School Code and any additional duties set forth in the terms of each charter contract.

When making decisions pertaining to approving or renewing a charter school, considers whether the terms of the charter, as proposed, are economically sound for both the charter school and the school district. (See Section 27A-7(a) of the School Code.)

Provides funding to all charter schools in compliance with the requirements of Article 27A of the School Code and submits to the State Board of Education information about the budget and financial schedule as may be required.

Structures funding in such a way as to avoid conflicts of interest, inducements, incentives or disincentives that might compromise its judgment in charter approval and accountability decision-making.

Deploys funds effectively and efficiently and maintains the public's interests when doing so.

## Standard 2: Application Process and Decision-Making

A high-quality authorizer implements a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; and grants charters only to applicants who demonstrate a strong capacity to establish and operate a high-quality charter school.

### 2.1 Standards for Proposal Information, Questions, and Guidance

Maintains a charter application information packet or, if actively soliciting proposals, issues a request for proposals (RFP) that:

States any chartering priorities the authorizer may have established;

Articulates comprehensive application questions to elicit the information needed for a rigorous evaluation of the applicant's plans and capacities; and

Provides clear guidance and requirements for the content and format of the application and the evaluation criteria that will be used when considering the application.

Welcomes proposals from first-time charter applicants, as well as existing school operators or replicators, and appropriately distinguishes between the two types of developers in proposal requirements and evaluation criteria.

To the extent it is determined to be economically sound for the district and the charter school, encourages expansion and replication of charter schools that demonstrate success and capacity for growth.

Is open to considering diverse educational philosophies and approaches, and expresses a commitment to serve students with diverse needs.

To the extent it is determined to be economically sound for the district and the charter school, broadly invites and solicits charter applications, while publicizing the authorizer's strategic vision and chartering priorities without restricting or refusing to review applications that propose to fulfill other goals (advanced).

## 2.2 Standards for Fair, Transparent, Quality-Focused Procedures

Implements a charter application process that is open, well-publicized, and transparent, and is organized around timelines that are clear, realistic, and compliant with the timelines for review of charter proposals set forth in Section 27A-8 of the School Code.

Allows sufficient time in the application process so that each stage of the application review and school pre-opening processes are carried out with integrity and attention to high quality.

Explains how each stage of the application process is conducted and evaluated.

Informs applicants of their rights and responsibilities and promptly notifies applicants in writing of approval or denial, while explaining the factors that determined the decision.

In compliance with Sections 27A-8(f) and 27A-9(e) of the School Code and Section 650.30 of this Part (~~Submission to the State Board of Education~~), submits all required documentation pertaining to charter school approvals, denials, revocations, or non-renewals to the State Board of Education, ~~and all required documentation pertaining to denials, revocations or non-renewals to the State Board of Education and the Commission.~~

## 2.3 Standards for Rigorous Approval Criteria

Requires all applicants to submit a charter school proposal that is complete and fully addresses all required elements under Section 27A-7(a) of the School Code, including, but not limited to, a clear and compelling mission; a high-quality educational program; a solid business plan; a transportation plan to meet the needs of low-income and at-risk students; effective governance and management structures and systems; founding team members who demonstrate diverse and necessary capabilities; and clear evidence of the applicant's capacity to execute its plan successfully.

Establishes distinct requirements and criteria for applicants that are existing school operators and those that are replicators.

Establishes distinct requirements and criteria for applicants proposing to contract with education service or management providers.

To the extent that these schools are permitted under Article 27A of the School Code, establishes distinct requirements for applicants proposing to operate schools devoted exclusively to students from low-performing or overcrowded schools.

To the extent that these schools are permitted under Article 27A of the School Code, establishes distinct requirements for applicants proposing to operate schools devoted exclusively to re-enrolled high school dropouts ~~and/or~~ students 16 or 15 years old who are at risk of dropping out.

To the extent that these schools are permitted under Article 27A of the School Code, establishes distinct requirements and criteria for applicants proposing to operate virtual or online charter schools.

#### 2.4 Standards for Rigorous Decision-Making

Grants charters only to applicants that have demonstrated competence and capacity to succeed in all aspects of the school, consistent with the stated approval criteria.

Rigorously evaluates each application through the use of knowledgeable and competent evaluators who employ some combination of a thorough review of the written proposal, a substantive in-person interview with the applicant group, the public meeting required under Section 27A-8(c) of the School Code for gathering more information to assist in determining whether to grant or deny the charter school proposal, and other due diligence to examine the applicant's experience and capacity.

Engages, for both written application reviews and any applicant interviews, highly competent teams of internal and external evaluators with relevant educational, organizational (governance and management), financial, and legal expertise, as well as thorough understanding of the provisions of Article 27A of the School Code and the essential principles of charter school autonomy and accountability.

Provides orientation or training to application evaluators (including interviewers) to ensure the use of consistent evaluation standards and practices, observance of essential protocols, and fair treatment of applicants.

Ensures that the application review process and decision-making are free of conflicts of interest, and requires full disclosure of any potential or perceived conflicts of interest between reviewers or decision-makers and applicants.

#### Standard 3: Performance Contracting



A high-quality authorizer executes contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences and other material terms. The contract is an essential document, separate from the charter application, that establishes the legally binding agreement and terms under which the school will operate and be held accountable.

### 3.1 Standards for Contract Term, Negotiation, and Execution

Executes a contract with a legally incorporated governing board of a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois that is completely independent of the authorizer.

Executes all charter agreements within 120 days after the charter's approval and at least 30 days before the start of school, whichever date comes first.

Ensures that all charter school agreements have been certified by the State Board of Education in accordance with Section 650.40 prior to the date on which the charter school opens or begins its renewal term.

Defines material terms of the contract.

Ensures mutual understanding and acceptance of the contract by the school's governing board prior to authorization or charter granting by the authorizing board.

Allows, and requires contract amendments for, occasional material changes to the school's plan, but does not require amending the contract for non-material modifications.

### 3.2 Standards for Rights and Responsibilities

Executes charter school contracts that clearly:

State the rights and responsibilities of the school and the authorizer;

State and respect the autonomies to which charter schools are entitled, based on statute, waiver, or authorizer policy, including those relating to the school's authority over educational programming, staffing, budgeting, and scheduling;

Define performance standards, criteria, and conditions for renewal, intervention, revocation, and non-renewal, while establishing the consequences for meeting or not meeting standards or conditions;

State the statutory, regulatory, and procedural terms and conditions for the school's operation, including a clearly defined list of all health and safety requirements applicable to all public schools under the laws of the State of Illinois;

State reasonable pre-opening requirements or conditions for new schools to ensure that they meet all health, safety, and other legal requirements prior to opening and are prepared to open smoothly;

State the responsibility and commitment of the school to adhere to essential public education obligations, including admitting and serving all eligible students so long as space is available, and not expelling or counseling out students except pursuant to a discipline policy approved by the authorizer; and

State the responsibilities of the school and the authorizer in the event of school closures.

Ensures that any fee-based services that the authorizer provides are set forth in a services agreement that respects charter school autonomy and treats the charter school equitably compared to district schools, if applicable; and ensures that purchasing these services is explicitly not a condition of charter approval, continuation, or renewal.

### 3.3 Standards for Charter Performance Standards

Executes charter contracts that plainly:

Establish the performance standards under which schools will be evaluated, using objective and verifiable measures of student achievement as the primary measure of school quality;

Include expectations for appropriate access, education, support services, and outcomes for students with disabilities;

Define clear, measurable, and attainable academic, financial, and organizational performance standards and targets that the school must meet as a condition of renewal, including, but not limited to required State and federal measures;

~~Make increases in student academic achievement for all groups of students described in section 6311(b)(2)(C)(v) of the Elementary and Secondary Education Act (20 USC 6301 et seq.) the most important factor to be considered for charter renewal or revocation decision making;~~

Define the sources of academic data that will form the evidence base for ongoing and renewal evaluation, including State-mandated and other standardized assessments, student academic growth measures, internal assessments, qualitative reviews, and performance comparisons with other comparable public schools in the district and State;

Define the sources of financial data that will form the evidence base for ongoing and renewal evaluation, grounded in professional standards for sound financial operations and sustainability;

Define the sources of organizational data that will form the evidence base for ongoing and renewal evaluation, focusing on fulfillment of legal obligations, fiduciary duties, and sound public stewardship; and

Include clear, measurable performance standards to judge the effectiveness of alternative schools, if applicable, requiring and appropriately weighting rigorous mission-specific performance measures and metrics that credibly demonstrate each school's success in fulfilling its mission and serving its special population.

#### 3.4 Standards for Education Service or Management Contracts (if applicable)

For any school that contracts with an external (third-party) provider for education design and operation or management, includes additional contractual provisions that ensure rigorous, independent contract oversight by the charter school governing board and the school's financial independence from the external provider. In determining whether a charter school is independent of the external provider, the authorizer shall consider the criteria listed in Q & A (B-13) of the U.S. Department of Education, Charter Schools Program, Title V, Part B of the ESEA, Nonregulatory Guidance (Published ~~January 2014~~ April 2011) and posted at <http://www2.ed.gov/programs/charter/fy14cspnonregguidance.doc>.  
~~[http://www2.ed.gov/programs/charter/nonregulatory\\_guidance.doc](http://www2.ed.gov/programs/charter/nonregulatory_guidance.doc).~~

Reviews the proposed third-party contract as a condition of charter approval to ensure that it is consistent with applicable laws, authorizer policy, and the public interest.

#### Standard 4: Ongoing Oversight and Evaluation

A high-quality authorizer conducts contract oversight that competently evaluates performance and monitors compliance; ensures schools' legally entitled autonomy; protects student rights; informs intervention, revocation, and renewal decisions; and provides regular public reports on school performance.

#### 4.1 Standards for Performance Evaluation and Compliance Monitoring

Implements a comprehensive performance accountability and compliance monitoring system that is defined by the charter contract and provides the information necessary to make rigorous and standards-based renewal, revocation, and intervention decisions.

Defines and communicates to schools the process, methods, and timing of gathering and reporting school performance and compliance data.

Implements an accountability system that effectively streamlines local, State, and federal performance expectations and compliance requirements, while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens.

Provides clear technical guidance to schools, as needed, to ensure timely compliance with applicable regulations.

Visits each school as appropriate and necessary for collecting data that cannot be obtained otherwise and in accordance with the contract, while ensuring that the frequency, purposes, and methods of these visits respect school autonomy and avoid operational interference.

Evaluates each school annually on its performance and progress toward meeting the standards and targets stated in the charter contract, including essential compliance requirements, and clearly communicates evaluation results to the school's governing body and leadership.

In accordance with Section 27A-5(f) of the School Code, requires and reviews annual financial audits of schools conducted by a qualified independent auditor.

Communicates regularly with schools as needed, including both the school leaders and governing boards, and provides timely notice of contract violations or performance deficiencies.

Provides an annual written report to each school, summarizing its performance and compliance to date and identifying areas of strength and areas needing improvement.

Articulates and enforces stated consequences for failing to meet performance expectations or compliance requirements.

#### 4.2 Standards for Respecting School Autonomy

Respects the school's authority over its day-to-day operations.

Collects information from the school in a manner that minimizes administrative burdens on the school, while ensuring that performance and compliance information is sufficiently detailed and timely to protect student and public interests.

Periodically reviews compliance requirements and evaluates the potential to increase school autonomy based on flexibility in the law, streamlining requirements, demonstrated school performance, or other considerations.

Refrains from directing or participating in the educational decisions or choices that are appropriately within a school's purview under Article 27A of the School Code or the contract.

#### 4.3 Standards for Protecting Student Rights

In accordance with Section 27A-4(d) and (h) of the School Code, ensures that schools admit students through a random selection that is open to all students who reside within the geographic boundaries of the areas served by the local school board, is publicly verifiable, and does not establish undue barriers to application (such as mandatory information meetings, mandated volunteer service, or parent contracts) that exclude students based on socioeconomic, family, or language background; prior academic performance; special education status; or parental involvement.

Ensures that schools provide access and services to students with disabilities, as required by applicable State and federal laws, including compliance with individualized education programs and section 504 plans, access to facilities, and educational opportunities.

Ensures clarity in the roles and responsibilities of all parties involved in serving students with disabilities.

Ensures that schools provide access to and appropriately serve other special populations of students, including English learners, homeless students, and gifted students, as required by State and federal law.

Ensures that schools' student discipline policies and actions comply with applicable State and federal laws regarding discipline, are fair, and ensure that no student is expelled or counseled out of a school outside of the process set forth in those policies.

#### 4.4 Standards for Intervention

Establishes, and makes available to schools as they are chartered, an intervention policy that states the general conditions that may trigger intervention and the types of actions and consequences that may ensue.

Gives schools clear, adequate, evidence-based, and timely notice of contract violations or performance deficiencies.

Allows schools reasonable time and opportunity for remediation in non-emergency situations.

When intervention is needed, engages in intervention strategies that clearly preserve school autonomy and responsibility (identifying what the school must remedy without prescribing solutions).

#### 4.5 Standards for Public Reporting

Produces regular public reports that provide clear, accurate performance data for the charter schools overseen by the authorizer, reporting on individual school and overall portfolio performance according to the framework set forth in the charter contract. (Also see Section 650.55.)

### Standard 5: Revocation and Renewal Decision-Making

A high-quality authorizer designs and implements a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions and revokes charters when necessary to protect student and public interests.

#### 5.1 Standards for Revocation

Adheres to all notice and corrective action requirements for revocation of a charter school, as set forth in Section 27A-9 of the School Code.

#### 5.2 Standards for Renewal Decisions Based on Merit and Inclusive Evidence

Bases the renewal process and renewal decisions on thorough analyses of a comprehensive body of objective evidence defined by the performance framework in the charter contract.

Grants renewal only to schools that have achieved the standards and targets stated in the charter contract, are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law.

Does not make renewal decisions, including granting probationary or short-term renewals, on the basis of political or community pressure or solely on promises of future improvement.

### 5.3 Standards for Cumulative Report and Renewal Application

Provides to each school, in advance of the renewal decision, a cumulative performance report that:

Summarizes the school's performance record over the charter term; and

States the authorizer's summative findings concerning the school's performance and its prospects for renewal.

Requires any school seeking renewal to apply through the use of a renewal application, which should provide the school with a meaningful opportunity and reasonable time to respond to the cumulative performance report, to correct the record, if needed, and to present additional evidence regarding its performance.

### 5.4 Standards for Fair, Transparent Process

Clearly communicates to schools the criteria for charter revocation, renewal and non-renewal decisions that are consistent with the charter contract and Article 27A of the School Code.

Promptly notifies each school of its renewal (or, if applicable, revocation) decision, including a written explanation of the reasons for the decision.

Promptly communicates renewal or revocation decisions to the school community and public within a timeframe that allows parents and students to exercise choices for the coming school year.

Explains in writing any available rights of legal or administrative appeal through which a school may challenge the authorizer's decision.

In compliance with Sections 27A-8(f) and 27A-9(e) of the School Code and Section 650.30 of this Part, submits all required documentation pertaining to charter school renewals, revocations, or non-renewals to the State Board of Education, ~~and all required documentation pertaining to revocations or non-renewals to the State Board of Education and the Commission.~~

Regularly updates and publishes the process for renewal decision-making, including guidance regarding required content and format for renewal applications.

#### 5.5 Standards for Closure

In the event of a school closure, oversees and works with the school's governing board and leadership in carrying out a detailed closure protocol that complies with Section 650.70 and all applicable State laws.

(Source: Amended at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)



**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**January 15, 2020**

**TO:** Illinois State Board of Education

**FROM:** Dr. Carmen I. Ayala, State Superintendent of Education   
Dr. Ernesto Matias, Education Officer 

**Agenda Topic:** Approval of the Intergovernmental Agreement with Illinois State University to Administer the Illinois National Board Professional Preparation Support System

**Expected Outcome:** The Board will approve the intergovernmental agreement

**Materials:** None

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Officer, Instructional Education  
Dr. Jennifer Kirmes, Executive Director, Teaching and Learning  
Emily Fox, Director, Educator Effectiveness

**Purpose of Agenda Item**

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to enter into an intergovernmental agreement (IGA) with the National Board Resource Center (NBRC) at Illinois State University (ISU). The IGA will extend from July 1, 2020, to June 30, 2021, with the option of four one-year renewals to extend the agreement through June 30, 2025.

**Background Information/History**

The National Board for Professional Teaching Standards (NBPTS) contract, which is between ISBE and the NBRC at ISU, provides funds for supporting the recruitment, training, and mentoring of teachers who are seeking National Board Certification. The contract is used to cover administrative costs (staff resources, recruitment events, recruitment-related travel) for implementing the Illinois Teaching Excellence Program, which sets forth provisions for obtaining and renewing NBPTS certification in Illinois and is outlined in Section 21B-70 of the Illinois School Code and Section 25.444 of Illinois Administrative Code. NBRC serves as ISBE's fiscal agent for the Illinois Teaching Excellence Program grant. ISBE requested general revenue funding from the General Assembly in fiscal year 2020 to support the Illinois Teaching Excellence Program. Subsequently, \$1.5 million was allocated as a line item in the state budget to provide support to educators who are undergoing the certification process. Funds appropriated for the Illinois Teaching Excellence Program must be used to provide monetary assistance and incentives for qualified educators who have or who are in the process of obtaining licensure through the National Board for Professional Teaching Standards.

Public Act 101-0333, effective Jan. 1, 2020, changed how funding is utilized through the Illinois Teaching Excellence Program. The goal of the program is to improve instruction and student performance. Previously, the law did not recognize teachers working in Tier 1 or Tier 2 school districts as identified through Evidence-Based Funding; rather, teachers were categorized as working in "poverty" or "low-performing" schools identified as priority schools under Section 2-3.25d-5 of the Illinois School Code or schools in which 50 percent or more of its students are eligible for free or reduced-price school lunches. Under PA 101-0333, teachers working in a Tier 1 school district will have priority for receiving the subsidies outlined in PA 101-0333. These subsidies consist of \$2,000 for initial certification, \$1,500 for serving as a mentor, and \$1,000 for certificate renewal. A new one-time incentive of \$3,000 will be awarded to all National Board Certified Teachers (NBCTs) who work in a Tier 1 rural or remote school district. Additionally, the new law recognizes and provides incentives for NBCTs, rural or remote candidate cohort facilitators, and rural or remote liaisons.

The National Board Resource Center at ISU has managed the Illinois Teaching Excellence Program since FY 2003. The NBRC at ISU, one of five national centers established by NBPTS, partners with Illinois National Board Certified Teachers, Regional Offices of Education/Intermediate Service Centers, and school districts in all regions of the state to arrange services to recruit and support candidates in targeted schools and counties. ISU maintains close communications with the Educator Effectiveness Department at ISBE to collaboratively solve problems, maintain records, monitor candidate progress, and share relevant data and strategies.

- **Current Status:** An IGA for this work is currently in place with ISU but is due to expire June 30, 2020.
- **Relevant Data:** There currently are 6,711 National Board Certified Teachers in the State of Illinois. As of 2018, Illinois ranked fifth in the nation with the most National Board Certified Teachers.

Only three Illinois counties, each with only one district, do not have a National Board Certified Teacher. The National Board Resource Center continues to recruit teachers from all 102 counties in the State of Illinois, with the goal of having NBCTs in each county.

- Table 1 reflects the ethnic diversity in the National Board program over the last five years. The percentage of non-white NBCTs nearly mirrors the diversity of our state’s teachers, and the NBRC is continuing to focus on recruiting diverse teachers to pursue National Board Certification.

**Table 1: NBCTs in Illinois**

Ethnicity	Number of NBCTs	Percent of NBCTs	Percent of Illinois Teachers Overall
White	4,965	76.0%	82.6%
Hispanic or Latino	384	5.9%	6.7%
Black or African American	391	6.0%	5.9%
Asian	159	2.4%	1.6%
Two or more races	7	0.1%	0.8%
Other	25	0.4%	--
American Indian or Alaska Native	18	0.3%	0.2%
Prefer not to answer	584	8.9%	--

**Table 2: Distribution of Newly certified NBCTs by EBF Tier 2018-2019**

EBF Tier	2018 Number of new NBCTs	2019 Number of new NBCTs	Percentage of NBCTs by Tier
Tier IV	53	32	24%
Tier III	7	4	3%
Tier II	72	55	36%
Tier I	47	84	37%

**Relationship to the State Board’s Strategic Plan and Implications for the Agency and School Districts**

The IGA between ISBE and ISU will support the Educator Preparation, Support, and Success priority.

The National Board Resource Center ensures:

- All teachers are committed to their students and their learning,
- Teachers know the subjects they teach and how to teach those subjects to students,
- Teachers are responsible for managing and monitoring student learning,
- Teachers think systematically about their practice and learn from experience, and
- Teachers are members of learning communities.

**Financial Background**

ISBE entered the current IGA with ISU on July 30, 2010, to recruit and support candidates in Illinois.

This request is to enter a new IGA effective July 1, 2020, through June 30, 2021, and to request an additional \$298,000 in funding for FY 2021. This agreement would bring the total amount of federal funding awarded to \$3,458,929. The funding will come from Teacher Quality Leadership – Title II federal dollars.

The financial background of this contract is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY11 <sup>1</sup>	\$0	\$380,624.80		\$0	\$0	<b>\$380,625.00</b>
FY12	\$0	\$372,807.63		\$0	\$0	<b>\$372,808.00</b>
FY13	\$0	\$277,143.00		\$0	\$0	<b>\$277,143.00</b>
FY14	\$0	\$342,352.86		\$0	\$0	<b>\$342,353.00</b>
FY15	\$0	\$297,117.36		\$0	\$0	<b>\$298,000.00</b>
FY16	\$0	\$297,360.68		\$0	\$0	<b>\$298,000.00</b>
FY17	\$0	\$298,000.00		\$0	\$0	<b>\$298,000.00</b>
FY18	\$0	\$298,000.00		\$0	\$0	<b>\$298,000.00</b>
FY19	\$0	\$298,000.00		\$0	\$0	<b>\$298,000.00</b>
FY20	\$0	\$298,000.00		\$0	\$0	<b>\$298,000.00</b>
FY21	\$0	\$0		\$0	\$298,000.00	<b>\$298,000.00</b>
<b>Total</b>	<b>\$0</b>	<b>\$3,159,406.33</b>		<b>\$0</b>	<b>\$298,000.00</b>	<b>\$3,458,929.00</b>

### **Business Enterprise Program**

Not applicable.

### **Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** Approval of the contract with the National Board Resource Center at Illinois State University will allow the Illinois National Board Initiative to continue to grow and increase the number of National Board Certified Teachers in Illinois. Additionally, Part 25.444 of Rule will be updated, per the new legislation that goes into effect Jan. 1, 2020.

**Budget Implications:** Funding for the Illinois National Board Initiative is dependent upon federal Title II money and if the state appropriates monies to a line item to support educators who apply for National Board Certification in its FY 2021 budget.

**Legislative Action:** None required.

**Communication:** Approvals and updates will be shared with ISU.

### **Pros and Cons of Various Actions**

**Pros:** Approval will allow the Illinois National Board Initiative to continue to grow and increase the number of diverse National Board Certified Teachers serving in Illinois classrooms statewide.

**Cons:** None.

**Board Member(s) Who Will Abstain:** None

### **Recommendations:**

I recommend that the following motion be adopted:



The State Board of Education hereby authorizes the State Superintendent to enter into an intergovernmental agreement with the National Board Resource Center at Illinois State University from July 1, 2020, to June 30, 2021, with the option of four one-year renewals to extend the agreement through June 30, 2025.

**Date of Board Action:** January 15, 2020

<sup>1</sup> The increased allocations in FY 2011, FY 2012, and FY 2014 were due to the fact that there were more candidate mentors than there are now. There were 62, 53, and 40 candidate mentors during the aforementioned fiscal years. We have 36 in FY 2020. Also, there was a pilot program running during these years, which increased administrative costs.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**January 15, 2020**

**TO:** Illinois State Board of Education

**FROM:** Dr. Carmen I. Ayala, State Superintendent of Education   
Dr. Ernesto Matias, Education Officer 

**Agenda Topic:** Cut Score Recommendations for Redeveloped Licensure Tests

**Expected Outcome:** The recommended cut scores will be approved

**Materials:** Appendix A, B, C, and D

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Officer, Instructional Education  
Dr. Jennifer Kirmes, Executive Director, Teaching and Learning  
Emily Fox, Director, Educator Effectiveness

**Purpose of Agenda Item**

The Center for Teaching and Learning requests the Board approve cut score recommendations for the Phase IV Groups 4 and 5 field content exams.

**Background Information/History**

Teacher candidates in Illinois must successfully complete an exam in their respective content area prior to receiving a teaching license, among other requirements (e.g., student teaching, successful completion of an approved program). The Illinois State Board of Education (ISBE) contracts with Evaluation Systems Group of Pearson to develop and deliver various content exams required for licensure. Evaluation Systems Group of Pearson worked with ISBE from 2016-18 to continue the redevelopment for 23 Illinois Licensure Testing System (ILTS) test fields in nine phases, with three phases completed. This work continues in 2019. Development of the revised tests in the ILTS program ensures alignment to relevant state and national standards and the inclusion of content-specific pedagogy and reading literacy in the content areas. The last major redevelopment of tests in the ILTS program prior to the current work occurred during 2001-05 (See Appendix A for the test development process).

A standard-setting panel, which consists of higher education faculty and teachers with expertise in the content-specific fields, was established for each of the 10 revised tests as the final step in the redevelopment process. (This is similar to the process explained in Appendix A.) The standard-setting conference, held in June 2019, resulted in cut score recommendations for each test. The panels, which were diverse in terms of ethnicity, gender, and school setting (e.g., urban, rural, small, large), were composed of practicing Illinois educators who held endorsements in the respective areas and educator preparation faculty who are preparing future Illinois teachers in the 10 fields. (See Appendix B for the composition of each panel.)

**Round 1 and Round 2 Standard Setting: Multiple Choice, Item-by-Item Ratings**

Evaluation Systems Group of Pearson provided training in the passing score recommendation process. Panelists were first instructed on the expectations of the Just Acceptably Qualified Candidate (JAQC). A modified Angoff standard-setting model was used for establishing the recommended raw passing scores for each subtest. This standard-setting model conforms to accepted industry practice and is used by the State Board of Education in establishing passing scores for all licensure tests. The method relies on raters estimating the difficulty of each item for a hypothetical group of minimally competent or (just acceptably qualified) examinees. Raters were asked to estimate the percent of just acceptably qualified examinees that would get each item correct.

Panelists were provided with detailed descriptors of JAQC and were asked to refer to the descriptors several times throughout the conference. Using the test frameworks, panel members discussed the level

of professional knowledge and skills this group of candidates would need to perform the job of entry-level educators in these fields in Illinois public schools. The discussion included a focus on the level of knowledge and skills required to be an effective educator in Illinois and fulfill the requirements of the respective Illinois license/endorsement. The discussion also revolved around differentiating those who are just above the “qualified” line separating qualified and unqualified candidates (the JAQC) and those who are much higher above the line separating qualified and unqualified candidates. Facilitators reminded panel members in these discussions that JAQCs, while ready to enter their roles as entry-level educators, will gain more experience, knowledge, and skills as their careers develop over time.

Next, panelists began item-rating activities following the JAQC discussions. This work occurred through multiple rounds. Each round resulted in a more refined judgment on test questions. Committee members were provided training in Rounds 1 and 2 on how to make judgments for each scorable multiple choice question considering the expected performance level of “just acceptably qualified” entry-level candidates in Illinois. These JAQCs are those candidates who are just above the boundary line between qualified and unqualified candidates.

Specifically, when thinking about the expected performance level of the JAQC in Illinois, panelists were asked to rate how this hypothetical group of individuals would perform by answering the following question for each scorable multiple choice item on the first test form.

*Imagine a hypothetical group of individuals who are just at the level of professional knowledge and skills required to perform the job of an entry-level educator in this field in Illinois public schools.*

What percentage of this group would answer the item correctly?

0% – 10%	=	1	51% – 60%	=	6
11% – 20%	=	2	61% – 70%	=	7
21% – 30%	=	3	71% – 80%	=	8
31% – 40%	=	4	81% – 90%	=	9
41% – 50%	=	5	91% – 100%	=	10

Once the Round 1 ratings were complete, Evaluation Systems analyzed the data and provided panelists with summaries of their Round 1 results for their respective content exam. After discussing the rating summaries, panel members had an opportunity to revise their Round 1 item level judgments during Round 2, based upon additional instructions and training provided by the facilitators.

### **Round 3 Standard Setting: Multiple Choice, Confirmatory Ratings**

In Round 3, the results of the Round 2 ratings were provided to each panelist. The facilitators explained how to read and interpret the Round 2 Multiple Choice Item-Based Passing Score Summaries. The Round 2 individual item ratings were calculated and a test-based passing score for each test was provided. The passing scores were described and discussed in preparation for a final Round 3 test-level rating. Based on the information provided in Round 3, panel members were then asked to provide Round 3 multiple choice passing score judgments for their test by responding to the questions below.

*Imagine a hypothetical individual who is just at the level of knowledge and skills required to perform the job of an entry-level educator in this field in Illinois public schools.*

*What is the number of multiple choice items on the test that would be answered correctly by this individual?*

### **Rounds 1, 2, and 3 Standard Setting: Constructed-Response Ratings (Foreign Languages only)**

There are two constructed-response items on each of the two foreign language tests. The first is a presentational speaking assignment that consists of a two-minute (maximum) recorded oral response. The second is a presentational writing assignment with a suggested length of 300-400 words.

In Round 1, the facilitator reviewed the performance characteristics, the score scale, and the scoring process for each of the foreign language assignments with the panelists. Panelists were provided with actual representative responses (based upon the pilot test) at each of the four score points for each assignment. They were then asked to estimate the score that a JAQC would achieve on each assignment by asking themselves the following question and selecting one of the sample responses.

Specifically, “[i]magine a hypothetical group of individuals who are just at the level of knowledge and skills required to perform the job of an entry-level educator in this field in Illinois public schools. Which of the points on the score scale represents the level of response that would be achieved by this group?”

Panelists were then asked to double the score associated with the response they selected and enter a number between two and eight that represented the total score each panelist thought the JAQC would achieve.

In Round 2, panelists were provided with the results of their Round 1 selections. The panelists were then asked once again to select a response that represents how a JAQC would perform. This activity was completed for each constructed-response assignment.

In Round 3, the Round 2 results were reviewed and discussed. In Round 3, panelists could provide a more precise rating by predicting that the JAQC would receive one score by one reviewer and a different score by the second reviewer.

The recommended cut scores were shared with the State Educator Preparation and Licensure Board (SEPLB). SEPLB recommended on Oct. 4, 2019, that ISBE adopt panel-recommended cut scores for each test. The panel-recommended cut scores are listed in Appendix C.

- **Current Status:** Review and redevelopment of most of the existing ILTS tests began in 2016 to ensure alignment to relevant content standards and national standards and to include content-specific pedagogy and reading literacy in the content areas, where applicable. This redevelopment is divided into nine phases, with Phase III tests going live starting in 2018 and tests included in the later phases going live starting in 2019, 2020, and 2021. These Phase IV tests align to relevant national content standards and are required for licensure. Additionally, allowances were made in spring 2019 to provide for both versions of tests to remain “live” concurrently for one year. This allows candidates the opportunity to take either version and to give leeway to programs updating their curricula to the new tests. Test frameworks are also being made available to institutions of higher learning about a year prior to launch, which is an extension of three-four months from previous practice.
- **Relevant Data:** These tests are new, and no data exists for them.

#### **Relationship to the State Board’s Strategic Plan and Implications for the Agency and School Districts**

*Licensure content tests support the Educator Preparation, Support, and Success component of the agency’s proposed strategic plan.*

#### **Financial Background**

Not applicable.

#### **Business Enterprise Program**

Not applicable.

**Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** Approving the cut scores will ensure that candidates are able to complete most current tests aligned to most current standards outlined in 23 Illinois Administrative Code.

**Budget Implications:** This is a no-cost contract. ILTS content tests are between \$99 and \$162 per test. Pearson’s revenue from test administration and support totaled \$2.4 million (32,062 tests) in 2018.

**Legislative Action:** Not applicable.

**Communication:** Communication to the field will include information regarding the redevelopment of the exams and dates as to when the tests become operational.

**Pros and Cons of Various Actions**

**Pros:** Approving the cut score recommendations will allow educators who take the exam to obtain a score to satisfy a licensure requirement.

**Cons:** Educators who take the exam will not be able to enroll in student teaching until cut score recommendations are approved. A passing score on the content test is required prior to student teaching, per 23 Illinois Administrative Code 25.720.

**Board Member(s) Who Will Abstain:** None.

**Recommendations:**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to approve the panel-recommended cut scores for the following licensure content tests: Dance, Family and Consumer Sciences, Library Information Specialist, Reading Teacher, Technology Specialist, Chief School Business Official, School Counselor, English as a New Language, World Language: Italian, and World Language: Russian.

**Date of Board Action:** January 15, 2020

## **Appendix A**

### **Illinois Licensure Testing System**

#### **Test Development Process**

##### **Program Planning and Advisory Committees**

Evaluation Systems staff meets with ISBE representatives to discuss and formulate plans for the development and administration components of Illinois Licensure Testing System (ILTS) redevelopment. A management planning document is developed by Evaluation Systems and serves as the basis for the discussions for each test development cycle. A Content Advisory Committee (CAC) is established for each field to review test materials primarily from the standpoint of content accuracy and appropriateness. A Bias Review Committee (BRC) is established to review test materials for issues of potential bias and diversity.

##### **Develop Test Frameworks**

The content of each test is documented in the test frameworks. The test frameworks define the content eligible for testing. Appropriate state and/or national standards, as indicated by ISBE, form the basis of each test framework. Each framework is divided into sub-areas (content domains). Each sub-area contains objectives aligned to the standards, and each objective is further defined by a set of descriptive statements that further delineate the content within each objective.

##### **Framework Review**

Illinois teachers and teacher educators are recruited to serve on the BRC and CAC. These committees meet with Pearson facilitators/trainers to review the test frameworks and revise them according to ILTS CAC and BRC review criteria.

##### **Job Analysis Study**

A three-part job analysis study is conducted after a content validation survey is compiled. First, a list of educator tasks is developed and subsequently reviewed by Illinois educators and college faculty. Second, a sample of Illinois educators participates in a task survey rating the importance of and time spent on each task. Third, members of the CAC participate in a "linking study" to establish a formal link between the educator tasks and the objectives in the test framework.

##### **Content Validation Survey**

A content validation survey of the objectives within the test framework is conducted after the test framework review. This is an important step in the validation of those objectives. A sample of Illinois educators and college faculty are asked to rate the importance of each objective to the job of an entry level educator in Illinois. The test frameworks are finalized based upon the results of the content validation survey and scheduled to be posted to the ILTS website.

##### **Item Development**

A set of draft test items is developed to assess the content defined by the validated test objectives. Content specialists, item development specialists, content and bias reviewers, and psychometricians are involved in developing test items for the ILTS to align the validated test objectives within each test framework.

##### **Item Review Conference**



The Illinois BRC and CAC meet to review the test items and revise them according to ILTS review criteria.

**Field Testing**

Reviewed and validated test items are field-tested by a number of Illinois educator preparation candidates to collect item performance data to determine if the items have acceptable statistical and qualitative characteristics and can be included on operational test forms.

**Marker Response Selection** (constructed response fields only)

A panel of CAC members reviews and selects marker responses from the field tests. The panel selects a set of responses that represents each score point description for each type of constructed-response assignment. This set of responses is used as “marker” responses in scorer training and calibration activities.

**Standard Setting/Passing Score Review**

The last step in the test development process calls for members of the CAC to be trained to provide standard-setting judgments that will result in a passing score recommendation for each field. These recommendations are used by the Illinois State Board of Education to set the passing score for each test.

**Appendix B**  
**Faculty/Public School Educator Composition of Content Committees**

Test Field	Race/Ethnicity	Geographic Region	Faculty	Public School Educator	Total
Dance (209)	Black/African Am.= 2 White=4	Chicago=6	1	5	6
Family and Consumer Sciences (217)	Black/African Am.= 1 White=6 Not Reported=4	Chicago=1 Northwest=1 East Central=3 West Central=4 Southwest=2	2	9	11
Library Information Specialist (220)	White=7 Hispanic or Latino=1 Not Reported=3	Chicago=2 Northeast=4 Northwest=3 West Central=2	-	11	11
Reading Teacher (222)	White=5 Not Reported=1	Chicago=2 Northeast=2 East Central=1 Southwest=1	2	4	6
Technology Specialist (223)	Black/African Am.=1 White=7 Asian=1 Not Reported=1	Chicago=3 Northeast=2 Northwest=2 West Central=1 East Central=2	1	9	10
Chief School Business Official (224)	White=6 Not Reported=3	Chicago=1 Northeast=4	1	8	9

		Northwest=3 West Central=1			
School Counselor (235)	Black/African Am.=3 White=6	Chicago=3 Northeast=3 Northwest=2 Southeast=1	3	6	9
English as a New Language (250)	Black/African Am.=2 White=5 Hispanic or Latino=2	Chicago=3 Northeast=1 Northwest=2 East Central=2 Southwest=1	1	8	9
World Language: Italian (255)	White=2 Other=1	Chicago=3	3	-	3
World Language: Russian (259)	White=5 Two or More Races=1	Chicago=3 Northwest=2 Southeast=1	-	6	6

**Appendix C**  
**Panel-Recommended Cut Scores**  
**with Standard Error of Measurement (SEM) Adjustments**  
**multiple choice-only fields**

<b>Field</b>	<b>-2 SEM</b>	<b>-1 SEM</b>	<b>Panel-Recommended Cut Score</b>	<b>+1 SEM</b>	<b>+2 SEM</b>
<b>Dance (209)</b>	44	49	53/80	57	62
<b>Family and Consumer Sciences (217)</b>	43	47	52/80	56	60
<b>Library Information Specialist (220)</b>	50	54	58/80	62	66
<b>Reading Teacher (222)</b>	43	48	52/80	56	61
<b>Technology Specialist (223)</b>	47	51	55/80	59	63
<b>Chief School Business Official (224)</b>	48	52	56/80	60	64
<b>School Counselor (235)</b>	50	54	58/80	62	66
<b>English as a New Language (250)</b>	46	50	54/80	58	63

**Appendix D**  
**World Languages (Italian and Russian)**  
**Panel-Recommended Cut Scores (PRC) with SEM**  
**Adjustments<sup>1</sup>**



Field	-2 SEM	-1 SEM	PRC	+1 SEM	+2 SEM
<b>World Language: Italian (255) Multiple Choice</b>	27	31	34/5 2	37	41
<b>Constructed-Response 1 Presentational Writing</b>	3	4	5/8	6	7
<b>Constructed-Response 2 Presentational Speaking</b>	4	5	6/8	7	8
<b>World Language: Russian (259) Multiple Choice</b>	30	33	36/5 2	40	43
<b>Constructed-Response 1 Presentational Writing</b>	4	5	6/8	7	8
<b>Constructed-Response 2 Presentational Speaking</b>	5	6	7/8	8	9

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<sup>1</sup> Constructed-Response Score scale is 1-4. Responses are scored by two independent reviewers. A candidate's final score for each constructed-response assignment is the sum of the two scores received from the reviewers.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**January 15, 2020**

**TO:** Illinois State Board of Education

**FROM:** Dr. Carmen I. Ayala, State Superintendent of Education   
Dr. Brenda M. Dixon, Research and Evaluation Officer 

**Agenda Topic:** Approval of RFSP for Illinois Assessment of Readiness

**Expected Outcome:** The Board will authorize the State Superintendent to release a Request for Sealed Proposals

**Materials:** None

**Staff Contact(s):** A. Rae Clementz, Acting Director, Assessment  
Daniel Brown, Supervisor, Assessment  
Jim Palmer, Principal Consultant, IAR Coordinator

**Purpose of Agenda Item**

The Assessment Department requests the Board to authorize the State Superintendent to release a Request for Sealed Proposals (RFSP) for the Grades 3-8 Illinois Assessment of Readiness (IAR) Administration Contractor and to enter into a contract with the successful bidder for an initial term of five years from July 1, 2020, to June 30, 2025, with an optional three-year renewal (ending June 30, 2028) and an optional two-year renewal (ending June 30, 2030) for an amount not to exceed \$360 million.

**Background Information/History**

The Every Student Succeeds Act (ESSA) requires that states test students in reading or language arts and math annually in grades 3-8. ISBE has been seeking feedback about state assessment programs; this memo has been updated with such information since the December Board meeting.

The IAR was first administered in the 2018-19 school year, but the RFSP intended to procure the administration vendor for it was not deemed successful. The original RFSP was released on May 8, 2018; bids were due June 21, 2018. Three bids were received and were evaluated by a team of seven evaluators -- two ISBE content experts and five external reviewers. This review, including pre- and post-evaluation meetings, was conducted in July and August of 2018, and an award was posted on Sept. 17, 2018.

A timely protest to the procurement was received on Oct. 1, 2018. ISBE's legal and procurement teams worked diligently to respond to the content of the protest, filing a formal response on Nov. 7, 2018. The protest remained under review of the state Chief Procurement Office until Jan. 4, 2019. Unfortunately, the Chief Procurement Office's decision and remedy came too late, which placed the spring 2019 administration in significant jeopardy. Thus, on Jan. 16, 2019, the Board authorized ISBE to contract for a single year of assessment administration services under a competitive, multi-state procurement that was authored and conducted by the District of Columbia. Illinois was a contributor to that multi-state effort. The terms of the award could be accessed by interested states (including Illinois), which then licensed content through New Meridian. A second year of these services was approved by the Board on May 15, 2019, in the interests of ensuring a smoother 2020 administration. Newly appointed State Superintendent Dr. Carmen Ayala announced her intent to conduct a comprehensive statewide evaluation of the entire assessment system. The continuation of the contract procured by the District of Columbia ensured stability while the evaluation was being conducted.

The original RFSP was written to address stakeholder feedback about the outcomes most needed from the administration of a state accountability assessment. The RFSP had five main components. Bidders were asked to:

1. Administer a standards-aligned test on the PARCC scale using content from ISBE's content vendor, reporting preliminary machine-scored results within one week and preliminary human-scored results within one month of the end of the assessment window.
2. Transition from a fixed form assessment to a computer adaptive assessment, while maintaining comparability at the cohort level between year-to-year administrations.
3. Develop fully native language assessment options for mathematics. Fully native language assessment development was differentiated from translated or trans-adapted Spanish math forms currently available.
4. Develop fully aligned interim assessment(s) or assessment tool(s) that could be optionally administered by schools or districts in the fall and/or winter to measure student growth over time toward proficiency on the spring summative assessment.
5. Provide a single-platform solution that would flexibly host, score, and report assessments of other subject areas or grade levels (e.g., science, high school), which ISBE could optionally contract for.

The new RFSP differs from the one issued two years ago in the following ways:

1. It focuses on the online administration, scoring, and printed reporting of the Illinois accountability assessment of English language arts and mathematics in grades 3-8. If the results of the statewide assessment evaluation indicate that additional item development is needed beyond what is contained in the existing content development contract, it will be addressed through a separate, future RFSP. This provides ISBE with an opportunity to gather additional feedback from stakeholders regarding appropriate assessment content.
2. For the present, the assessments will continue to consist of two online forms per grade and content area as well as additional accommodation assessments. It allows for the flexibility to transition to a computer adaptive assessment, if the results of the statewide assessment evaluation indicate that is still highly desired by the field.
3. Timely return of results remains a high priority within the RFSP. The RFSP requires the return of preliminary machine-scored results within one week of the close of the administration window and preliminary human-scored results, along with final student reports, within one month of the close of the administration window. In addition, administrators and educators will benefit from the enhanced quality of reporting, which will at minimum include the incorporation of Lexile and Quantile correlates.
4. The current trans-adaptive mathematics assessment appears to be working well and, according to stakeholder feedback, needs no changes at this time. The development of a Spanish language arts assessment or other supports for English Learners on the language arts portion of the exam will be addressed through a separate, future RFSP when sufficient research and stakeholder engagement can determine what the most effective path forward will be.
5. Stakeholder feedback indicates there is no interest in bringing multiple assessments to a single platform. The new RFSP removes the options for a single platform. This provides much more flexibility if further study and stakeholder feedback indicate interest in moving toward computer adaptive or interim assessments.

There are important similarities in both procurements. At the core of both procurements are the services and deliverables necessary to smoothly and successfully administer, score, and report the state summative assessment, and to do so in a way that maintains high levels of support and accommodations for students with disabilities and English Learners. It also retains the option of interim assessments aligned to the summative assessment.

These improvements represent an investment in making our existing required assessments more actionable and valuable to the field. In FY2020 the IAR had a known contract cost of \$24 per student. These improvements led us to an estimated FY2021 cost of \$40 per student. This \$16 estimated increase represents an increase in services and supports, as well as fundamental redesign of core reporting elements to ensure results are more timely, actionable and connected to local interim assessments.

Increase	Component
\$5	Timelier return of results through dynamic reporting (This doubles scoring efforts returning both a preliminary score & a final score)
\$3	Actionable results with a significant expansion and redesign of reporting options for parents and educators (Estimated from previous ISBE contracts)
\$3	Professional learning and support tools or materials for effective use of assessment data to improve student learning (Estimated from previous ISBE contracts)
\$2	Lower contract volumes than D.C. multi-state contract (including D.C., New Jersey, DoDEA, from the existing D.C. contract)
\$1	An annual license for Lexile and Quantile mapping to connect the summative results with local interim assessment products (From known MetaMetrics values)
\$1	Future transition of the assessment to a computer adaptive model (Estimated administrative costs)
\$1	Interim Assessment aligned to the summative assessment (Estimated general administrative costs to integrate reporting with summative reporting)
<b>\$16</b>	<b>TOTAL</b>

As the statewide assessment evaluation preliminary results indicate, stability of the assessment program over time is critical. As such, this RFSP establishes an initial five-year term and includes an optional three-year renewal and an optional two-year renewal to allow for a total 10-year program commitment. Respondents requested longitudinal data in the form of meaningful measures that are comparable across many years, as well as across other assessments administered by districts. This RFSP combines these efforts through the length of the contract and Item 3 in the second list above to support student progress/proficiency and student gains/growth scores that permit comparisons with optional interim assessments and yearly IAR assessments over a longer period of time (more trend data).

Finally, this RFSP is limited to grades 3-8 summative assessments required by ESSA. ISBE will work with key stakeholders to review the detailed survey and focus group results to guide the design a system that creates a healthy balance between federally required (ESSA) year-end summative testing and optional but valuable interim and formative assessments that actively support teaching and learning. Depending on the final results of the evaluation of the assessment system, a separate RFSP will be developed and released for K-2 assessment, as needed.

- **Current Status:** The current grades 3-8 assessment vendor contract ends June 30, 2020. The anticipated timeline for a procurement is no less than six months.
- **Pros and Cons:**
  - Pros**
    - Establishes a long-term agreement that incorporates preliminary feedback from the field via the statewide assessment survey.
    - Trims the scope of work to better position this procurement to meet the needs of the ESSA summative assessment program while highlighting potential future procurements to address additional assessment enhancements.
    - Maintains supports for Spanish test versions.
  - Cons**
    - Potentially adds more vendors to the assessment process, which may require additional ISBE staff to coordinate the various efforts.
    - Requires additional future procurements, which must then be carefully aligned to the outcome of this procurement to reduce risk of misalignment.



### **Financial Background**

The original IAR approved amount included fiscal years 2021-24. The Assessment Department requests that fiscal years 2025-30 be added to maximize the procurement and assure the field that the program will remain in place, allowing for the collection of additional trend data.

The financial background of this contract/grant is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY21	\$18,000,000	\$18,000,000		\$0	\$0	\$0
FY22	\$18,000,000	\$18,000,000		\$0	\$0	\$0
FY23	\$18,000,000	\$18,000,000		\$0	\$0	\$0
FY24	\$18,000,000	\$18,000,000		\$0	\$0	\$0
FY25	\$0	\$0		\$18,000,000	\$18,000,000	\$0
FY26	\$0	\$0		\$18,000,000	\$18,000,000	\$0
FY27	\$0	\$0		\$18,000,000	\$18,000,000	\$0
FY28	\$0	\$0		\$18,000,000	\$18,000,000	\$0
FY29	\$0	\$0		\$18,000,000	\$18,000,000	\$0
FY30	\$0	\$0		\$18,000,000	\$18,000,000	\$0
<b>Total</b>	<b>\$72,000,000</b>	<b>\$72,000,000</b>		<b>\$108,000,000</b>	<b>\$108,000,000</b>	<b>\$360,000,000</b>

### **Business Enterprise Program**

The Business Enterprise Program (BEP) goal is initially set at 20 percent. ISBE will finalize this with the BEP Council prior to posting the RFSP.

### **Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** The products and services associated with this contract are necessary to fulfill the federal requirement to annually assess all students in grades 3-8 in English language arts and mathematics under ESSA to maintain Illinois' eligibility for receipt of approximately \$678 million annually in federal Title funds. These services are also critical to the statewide accountability system and are reported on the Illinois Report Card.

**Budget Implications:** The contract is in line with prior assessment contracts. It will be partially funded with state General Revenue Funds estimated at \$180 million.

**Legislative Action:** None.

**Communication:** Assessment Department staff will begin communicating to districts and schools regarding the administration platform and support materials applicable to administration of the spring 2021 assessment.

### **Pros and Cons of Various Actions**

**Pros:** This action fulfills the federal mandate to assess students in grades 3-8 annually, which averts the consequences identified as cons. It provides standards-aligned information to teachers to guide instructional decision-making. It maintains stability within the accountability system and allows for modest system improvements while conforming to broader timelines regarding the evaluation of the assessment system.

**Cons:** Failure to deliver the federally required grades 3-8 assessment would impact the implementation of our accountability system for years. This system drives monetary support to schools and students, meaning students in underperforming schools would possibly not receive needed supports. Failure places Illinois at risk for sanctions, including the loss or restriction of approximately \$678 million in federal Title funds, and imposes additional federal monitoring demands and/or corrective actions requiring agency resources.

**Recommendations:**



I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release a Request for Sealed Proposals (RFSP) for the Grades 3-8 Illinois Assessment of Readiness (IAR) Administration Contractor and to enter into a contract with the successful bidder for an initial term of five years from July 1, 2020, to June 30, 2025, with an optional three-year renewal (ending June 30, 2028) and an optional two-year renewal (ending June 30, 2030) for an amount not to exceed \$360 million.

**Date of Board Action:** January 15, 2020

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**January 15, 2020**

**TO:** Illinois State Board of Education

**FROM:** Dr. Carmen I. Ayala, State Superintendent of Education   
Dr. Ernesto Matias, Education Officer 

**Agenda Topic:** Request for Proposals/Notice of Funding Opportunities Early Childhood Block Grant - Prevention Initiative 0-3, Preschool for All 3-5, and Preschool for All Expansion 3-5

**Expected Outcome:** Approval to release a Request for Proposals/Notice of Funding Opportunities Early Childhood Block Grant - Prevention Initiative 0-3, Preschool for All 3-5, and Preschool for All Expansion 3-5

**Materials:** None

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Officer, Instructional Education  
Heather Calomese, Executive Director, Programs  
Carisa Hurley, Director, Early Childhood

**Purpose of Agenda Item**

The Department of Program Services requests the Board to authorize the State Superintendent to release and award a fiscal year 2021 Request for Proposals (RFP)/Notice of Funding Opportunities (NOFO) for Prevention Initiative 0-3, Preschool for All 3-5, and Preschool for All 3-5 Expansion. Funding for the RFP/NOFO is subject to appropriation by the Illinois General Assembly.<sup>i</sup>

The initial term of the grants will begin July 1, 2020, and extend through June 30, 2021. There will be two one-year renewals to align with the FY 2019 competition contingent upon sufficient appropriation and satisfactory performance (e.g., meeting grant requirements, service levels, and the like) in each preceding grant year.

**Background Information/History**

The Early Childhood Block Grant (ECBG) consists of three programs: Preschool for All (PFA), Preschool for All Expansion (PFAE), and Prevention Initiative (PI).

*Preschool for All Children*

Section 2-3.71(a)(4.5) of the School Code (105 ILCS 5/2-3.71(a)(4.5)) establishes a program with the goal of providing “Preschool for All Children.” The program replaces the Prekindergarten Program for Children at Risk of Academic Failure. Eligible applicants for the PFA, PFAE, and PI programs include public school districts, university laboratory schools approved by the Illinois State Board of Education, charter schools, area vocational centers, and public or private not-for-profit or for-profit entities with experience in providing educational, health, social, and/or child development services to young children and their families.

The Preschool for All program provides half-day or full-day educational services to all 3- to 5-year-old children whose families choose to participate. The program focuses on providing high-quality educational programs for children determined to be at risk. The PFA program serves only 3- to 5-year-old children who are not age-eligible for kindergarten (i.e., age 5 on or before Sept. 1 of the school year in which the program is to be implemented).

*Preschool for All Expansion Program<sup>ii</sup>*

The Preschool for All Expansion program provides a full-day program, meets all the requirements of 23 Illinois Administrative Code Part 235, and provides additional quality components and comprehensive services as outlined in the federal Preschool Development Grant – Expansion Grant model. These quality components include comprehensive services and an instructional leader, a parent educator, mental health services, community partnerships, and family education opportunities. Preschool for All Expansion emphasizes increasing the number of classrooms that align with the Preschool Expansion Model to meet the federal match for the Preschool Expansion Grant, as well as increasing the number of full-day, high-quality comprehensive preschool slots for at-risk children in Illinois.

### *Prevention Initiative Program*

Section 2-3.89 of the School Code [105 ILCS 5/2-3.89] establishes specific requirements for Early Childhood Block Grant programs that offer coordinated services to at-risk infants and toddlers and their families. These programs are commonly referred to as the Prevention Initiative. The Prevention Initiative provides voluntary, continuous, intensive, research-based, and comprehensive child development and family support services for expecting parents and families with children from birth to age 3 to help them build a strong foundation for learning and to prepare children for later school success. Specifically, Prevention Initiative programs must include a parent education program relating to the development and nurturing of infants and toddlers and case management services to coordinate existing services available within the region served by the program. Program services are provided through the implementation of an Individual Family Service Plan to guide and support each family based on a needs assessment. Finally, there must be a community involvement component to provide coordination within the service system.

The RFP/NOFO for PFA, PFAE, and PI will be released in January 2020. Proposals will be given priority based on the area to be served as defined by a Tier 1 or Tier 2 school district. Factors that are considered include adequacy rate,<sup>iii</sup> the quality of the proposal, the need for services in the communities to be served, and the population of children birth to age 5 in need of services. Writers and reviewers of the RFP/NOFO will use a list of Tier 1 and Tier 2 districts made public via the ISBE website. It is important to note that 37 percent of funds must be allocated to Chicago Public Schools (CPS) and 25 percent of those funds must be dedicated to PI programming.

Based on conversations with the Governor's Office, ISBE's first step toward closing early childhood service gaps is to identify the number of classrooms necessary to serve all eligible children. Additionally, it is a goal for ISBE to increase the per pupil amount that programs receive, which will provide currently funded programs additional dollars to support quality components (such as mental health consultation, transportation, and salary increases for staff). Staff also met in early December with members of the Early Learning Council executive committee who made recommendations, including eliminating the early childhood "deserts" by awarding grants in areas that do not have enough slots to serve eligible children in the community, providing priority points for programs offering to provide center-based Prevention Initiative services, increasing the percentage of ECBG funds that support PI programs, and providing opportunities for a district to increase its per pupil amount and/or transition from Preschool for All to Preschool for All Expansion in the ECBG process.

- **Current Status:** The Early Childhood Department finalized the FY 2021 RFP/NOFO and will release it after Board approval.
- **Relevant Data:** The ECBG appropriation was insufficient to fund all awardable applications in FY 2019 and FY 2020. Additional funds above and beyond the appropriation enacted in the FY 2019 budget were received in FY 2019 from the Department of Human Services to award those applications. This support enabled all awardable applications in FY 2019 to be funded. These programs were included in the FY 2020 ECBG appropriation. In FY 2020, however, there were 84 awardable applications totaling more than \$31 million that could not be funded. This makes a total of 5,849 unfunded slots (PFA 2,661, PFAE 376, PI-[Home Visiting Program] 2,278, PI-[Center Based Program] 534) in the state.

The allocation for new programs (prior to awarding them) in FY 2021 would need to include all mandates (37 percent CPS, 10M loss of one time funding, 25 percent PI) and funding for the FY 2019 and FY 2020 programs. If, for instance, \$100 million was appropriated for the ECBG, there will be approximately \$39 million left for new slots after the aforementioned mandates and extant programs are funded. Twenty-five percent of this \$39 million will be awarded to currently funded programs to increase quality supports of the programs grant. The remainder of the funding would allow for an increase of approximately 10775 slots (3000, CPS, 5100 PFA, 975 PFAE, 1000 [home visit] PI, 700 [center based] PI) in the state.

- **Pros:** Assuming a sufficient state appropriation for the ECBG, approving the release and award of the ECBG RFP/NOFO will ensure applications are reviewed and awards are released upon the approval of a state budget. This will allow districts and community-based organizations to begin recruiting children into their respective program(s) in the early summer and prior to the beginning of the 2020-21 school year.

Allowing for the award and release of the ECBG RFP/NOFO and prioritizing districts with fewer resources will assist in ensuring that children in these areas are able to access early childhood programming to prepare them for primary grade education.

- **Cons:** Not approving the release and award of the ECBG RFP/NOFO until a budget is enacted will significantly delay the awarding of programs and delivery of services to children and communities.

**Financial Background**

The release of the RFP/NOFO prior to knowing an actual amount for programming is to ensure that services can commence as soon as possible after a budget is signed into law. The initial term of the grants will begin July 1, 2020, and extend through June 30, 2021. There will be two one-year renewals to align with the FY 2019 competition contingent upon sufficient appropriation and satisfactory performance (e.g., meeting grant requirements, service levels, and the like) in each preceding grant year.

The financial background of this contract/grant is illustrated in the table below:

	Current Grant State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Grant per Fiscal Year
FY19	\$493,738,100	\$0		\$0	\$0	\$493,738,100
FY20	\$543,738,100	\$0		\$0	\$0	\$543,738,100
FY21	--- \$	\$0		\$0	\$0	--- \$
<b>Total</b>	<b>--- \$</b>	<b>\$0</b>		<b>\$0</b>	<b>\$0</b>	<b>\$1,037,477,200</b>

**Business Enterprise Program (BEP)**

This RFP/NOFO will not have a BEP goal because it is a grant.

**Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** Part 235 (Early Childhood Block Grant) requires that programs must score a minimum of 60 to be eligible for funding. Should the appropriation not be enough to meet all awardable applications, then some programs scoring 60 or above will not be funded.

**Budget Implications:** The Early Childhood Block Grant is funded by State General Revenue Funds.

**Legislative Action:** Not applicable.

**Communication:** The RFP/NOFO will be posted on the ISBE Early Childhood website with a link to the application. Information is also posted in *ISBE's Weekly Message*, as well as forwarded to and passed on by early childhood advocacy agencies and members of the Early Learning Council. There will be a bidder's webinar provided after the RFP/NOFO is released. Upon release, the application window will be open for 60 days.

**Pros and Cons of Various Actions**

**Pros:** Programs will have funding to provide birth – age 3 and preschool programs throughout Illinois, with a priority on those service areas with fewer resources. An increased appropriation will allow for the addition of new programs as well as an increase in the per pupil cost for extant programs.

**Cons:** The children of Illinois with have fewer resources to ensure educational success and kindergarten readiness if this request is not approved.

**Board Member(s) Who Will Abstain:** Dr. Donna Leak.

**Recommendations:**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release and award the fiscal year 2021 Request for Proposals/Notice of Funding Opportunities for Prevention Initiative 0-3, Preschool for All 3-5, and Preschool for All 3-5 Expansion. Funding for the RFP/NOFO is subject to appropriation by the Illinois General Assembly.

**Date of Board Action:** January 15, 2020

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<sup>i</sup> The requested approval, assuming sufficient appropriation, will allow ISBE to release an RFP/NOFO and award applicants that meet the scoring threshold identified in 23 Illinois Administrative Code 235.55(b) once a budget is signed into law. This will allow awardees to receive funding to begin the delivery of services in FY 2021.

<sup>ii</sup> A Federal Preschool Development Grant - Expansion Grant was awarded to Illinois in 2014 and included a commitment to increase funding for the Early Childhood Block Grant by \$50 million through FY 2020. These increases were approved by the State Board at its September 2014 meeting. The FY 2016 increase was \$25 million, the FY 2017 increase was \$75 million, and the FY 2018 and FY 2019 increases were \$50 million each year.

<sup>iii</sup> Evidence-Based Funding (EBF) uses a formula to place districts in one of four tiers based upon percentage of adequacy. Districts in Tier I are <67.4% adequacy, Tier II are between 67.4%-<90% adequacy, Tier III districts are between 90%-<100% adequacy, and Tier IV districts are <100% adequacy. Ninety-nine percent of any new EBF funds are allocated to Tier I and Tier II districts. See <https://www.isbe.net/Documents/FY20-EBF-At-a-Glance.pdf>.

# Illinois State Plan for the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V)

JULY 1, 2020-JUNE 30, 2024



**Illinois  
State Board of  
Education**



The following document is a draft of the Illinois State Plan for Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) shared for public comment and review.

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DRAFT 2 - December 2019



# Introduction

## Illinois' Perkins V State Plan (State Plan)

This document details Illinois' State Plan for the administration of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) for State Fiscal Years (SFY) 2021-24 (July 1, 2020- June 30, 2024). Congress passed the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in 2018. This Act, which became Public Law 115-224, reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and became effective July 1, 2019. This plan meets all requirements set forth by the U.S. Department of Education, Office of Career, Technical, and Adult Education in the Guide for Submission of the State Plans (OMB 1830-0029).

The State Plan will guide the strategic partnership and alignment between the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) as they administer the federal Perkins program. The State Plan describes the processes and policies that will be carried out by ISBE, ICCB, the Local Education Agencies (LEAs), community colleges, and other state and local partners responsible for local administration of Perkins funds. Activities within the State Plan are aligned to the state's career and technical education (CTE) vision and mission and other statewide workforce development goals and plans, which aim to create an educated and skilled workforce.

Illinois is submitting the Perkins V State Plan and the Workforce Innovation Opportunity Act (WIOA) Unified Plan separately. ISBE, ICCB, and WIOA agencies, such as the Department of Commerce and Economic Opportunity (DCEO), have collaborated in the development of each plan. Activities and services, which are coordinated and aligned, are described in both plans.

### Vision

Illinois will empower and support all our students to achieve their life and career goals through an aligned, equitable, and high-quality career pathway system.

### Mission

Illinois' career and technical education system will promote success for students in their communities by fostering pathways that:

1. Align to current and projected future industry and community needs;
2. Support students to navigate and complete a personalized pathway based on their interests and goals;
3. Combine rigorous classroom and career-connected learning opportunities to build students essential and technical employability skills<sup>1</sup>;
4. Provide targeted supports to students of a broad range of backgrounds and skills; and
5. Incorporate entry and exit points to progressively advance through higher levels of education, training, and employment success.

Illinois will support the achievement of this vision and mission through the implementation of activities aligned to five goals grounded upon one foundational tenet:

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<sup>1</sup> Essential employability skills are those general skills that are required to be successful in all sectors of the labor market and are separate from the technical skills attained in career pathways or academic skills, such as math and reading. Essential Employability Skills Framework

### **Foundational Tenet**

Increase educational equity for members of special populations, as defined by Perkins V, and others who are marginalized by our current education systems.

### **Goals**

1. Increase the percentage of students who obtain a postsecondary certificate, degree, or industry-recognized credential
2. Strengthen CTE offerings by improving program quality and increasing smooth transitions between education and workforce systems and programs
3. Increase participation in CTE dual credit coursework
4. Increase responsiveness to local, regional, and state workforce needs based on labor market information and employer input
5. Recruit and retain a robust and sustainable pipeline of CTE educators

Illinois aims to place equity at the forefront of decisions made regarding CTE programming, though the State acknowledges that there is an achievement and opportunity gap that points to a previous lack of prioritization of equity and access, especially for members of special populations. Perkins V affords Illinois the opportunity for an increased focus on meeting the needs of members of special populations through improved systems to identify and understand equity gaps, resources to develop aligned strategies, and professional learning to support the implementation of CTE programs that work for all students. It is through the deliberate alignment between the K-12, postsecondary, and workforce system in ensuring educational equity within our career pathways.

Perkins V is the most important piece of federal legislation affecting CTE in Illinois. The purpose of the law is to more fully develop the academic knowledge and technical and employability skills of secondary and postsecondary education students who elect to enroll in CTE programs and programs of study. Perkins V facilitates this purpose through emphasis on local flexibility, comprehensive stakeholder engagement and collaborative planning, innovation, equity and accountability, and alignment with other education and workforce programs. This State Plan builds off the progress made during SFY 2020, under the direction of the Illinois Transition Plan, and aligns with other statewide goals and initiatives, which include, but are not limited to, the following:

- Adult Education and Literacy Strategic Plan;
- Dual Credit Quality Act;
- Every Student Succeeds Act (ESSA) Plan;
- Executive Order 2019-03 signed by Governor JB Pritzker in 2019 emphasizing the imperative of workforce development for emerging growth industries in the state (see Appendix X);
- Expansion of work-based learning, including Illinois' recent National Governor's Association Grant and the work of the Workforce Innovation Board's Apprenticeship Committee;
- Illinois' Postsecondary education attainment goal of 60 percent of adults earning a certificate or degree by 2025;

- P-20 Higher Education Equity Targets;
- Postsecondary and Workforce Readiness Act;
- WIOA Unified State Plan; and
- Workforce Education Strategic Plan.

The CTE delivery system in Illinois is a partnership between secondary and postsecondary schools and supported by ISBE and ICCB. The Illinois State Board of Education oversees secondary CTE (grades 5-12) by providing state-level leadership and technical assistance. This work is further operationalized through the use of the regional CTE consortium system (Education for Employment System or EFE) accountable (See Appendix X). The EFE system is a consortia of school districts responsible for providing planning, support, and delivery of resources to 852 local school districts and 24 Area Career Centers. In Illinois, there are 56 EFE systems, including three systems organized by state agencies that serve secondary students as part of their responsibilities: the Illinois Department of Juvenile Justice (IDJJ); the Illinois Department of Human Services (IDHS) Office of Mental Health Services; and IDHS Division of Rehabilitation Services.

Postsecondary CTE is coordinated at the state level by the ICCB and at the local level by each community college district. ICCB approves and monitors CTE programs and programs of study offered at Illinois community colleges and provides state-level leadership and technical assistance to the community college system. The Illinois community college system, which is composed of 39 locally controlled community college districts and 48 colleges, is the third-largest community college system in the country. In addition, the Illinois Department of Corrections, in partnership with the community college system, offers postsecondary CTE coursework at Illinois correctional centers.

This Perkins V State Plan for Illinois will be administered by both the ISBE and the ICCB and was developed through a collaborative statewide effort.

## A. Plan Development and Consultation

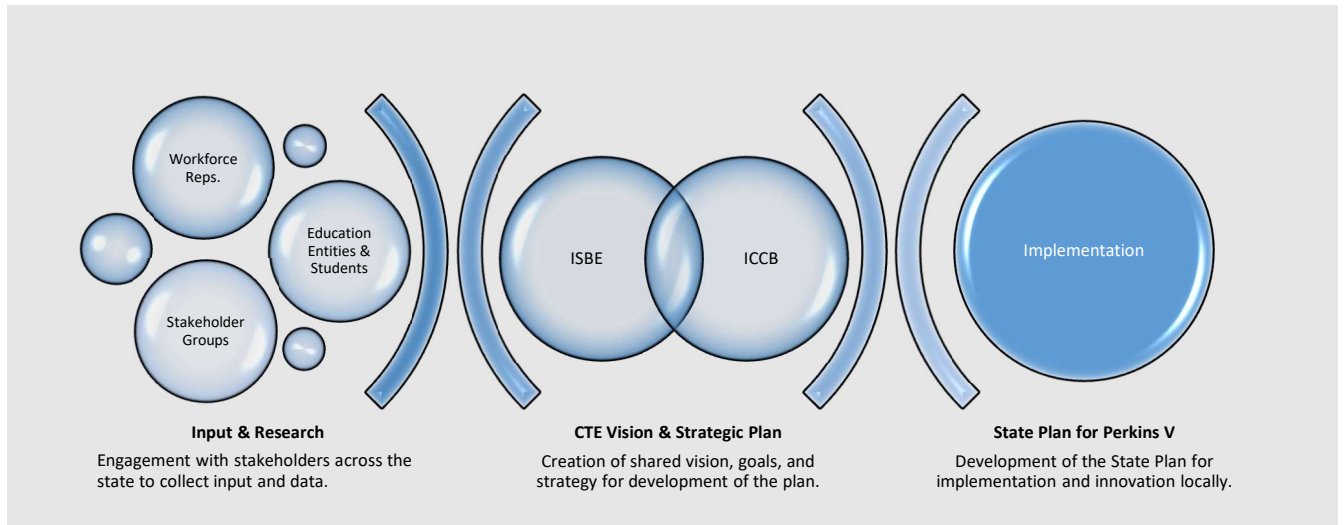
### **How was the State Plan developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V?**

Perkins V requires secondary and postsecondary schools, business and industry, and other stakeholders to work together to strengthen CTE programming for students. ISBE and ICCB intentionally engaged all stakeholders in the process of Perkins V planning through a variety of methods. First the board picture of stakeholder engagement for the development of the State Plan is illustrated. Next, a timeline of plan development that informed the development of the plan is shared, followed by an explanation of the core planning team for Perkins. Finally, the approach used to ensure comprehensive feedback from stakeholders is detailed.

#### ***Stakeholder Engagement***

In order to ensure that the voices of all who are affected by the reauthorization of Perkins, ICCB and ISBE identified an approach that include multiple entry points for individuals and organizations to share feedback as well regular feedback loops in which agency staff collected, reflected, and drafted three drafts of the plan (Figure 1: Stakeholder Engagement). First, identification of those stakeholders and sectors whose experiences and expertise would assist Illinois in developing a comprehensive state plan that captured the vision and values of the state needed to occur. Both ICCB and ISBE agreed that this needed to be an iterative process aligned with the development of multiple drafts of the plan. This process would initially focus on teaching about the requirements and opportunities within the law as well as hearing the ideas, commitments, concerns, and the like from stakeholders in regard to vision, mission, and goals. Throughout the process, ICCB and ISBE took the information shared and drafted vision and mission statements and shared goals. There were also opportunities for stakeholders to provide feedback on performance targets. As the drafting continued, the feedback loop included listening and learning from stakeholders about specific aspects of the plan draft (e.g., how to best structure opportunities for special populations, ideas about how to best define size, scope, and quality, the comprehensive local needs assessment, and approaches to funding, among others). Finally, as the final draft of the plan was constructed, particular attention was focused on ensuring a plan that could be operationalized.

Figure 1: Stakeholder Engagement



### ***Timeline of Development***

The timeline of plan development provides additional detail to the aforementioned. In particular, the timeline of development and state-level approval processes for ISBE and ICCB began during September 2018 and culminating with submission to the US Department of Education (Table 1: Timeline of Development of the Illinois Perkins V State Plan). One of the first determinations resulting from the collaboration between ICCB and ISBE was the need of a core planning team that would meet regularly to strategize and plan for the work of collecting multiple rounds of feedback via a variety of means (see the subsequent part of section A on Comprehensive Feedback). The result of this was the Perkins Core Planning Team.

Table 1: Timeline of Development of the Illinois Perkins V State Plan

Phase of Planning	Approximate Dates	Activities
First Draft Input	September 2018 – August 2019	ReThink CTE <sup>2</sup> , gathering Illinois CTE Strengths and Growth Opportunities - Open Webinars, Regional Road Shows, State Plan Work Group, and Agency Meetings
Perkins V Presentations to ISBE and ICCB Boards	September 2019	Minutes of ISBE <sup>3</sup> and ICCB <sup>4</sup> Board meetings posted on respective websites

<sup>2</sup>For additional information on ReThink CTE, please access <https://www.isbe.net/Documents/Perkins-Overview-Webinar-9-27-18.pdf>

<sup>3</sup> <https://www.isbe.net/Lists/ISBECalendar/DisplayForm.aspx?ID=4561>

<sup>4</sup> <https://www.iccb.org/iccb/board-information/board-meetings/board-meeting-september-20-2019/>

<b>First Draft Public Comment</b>	September – November 2019	Posted on ISBE <sup>5</sup> and ICCB <sup>6</sup> Websites, Regional Road Shows <sup>7</sup> , Open Webinars, Focus Groups, and Agency Meetings
<b>Second Draft Development</b>	November – December 2019	Joint efforts of ICCB and ISBE
<b>Second Draft Presented to ISBE and ICCB Boards</b>	January 2020	Minutes of ISBE <sup>8</sup> and ICCB <sup>9</sup> Board meetings posted on respective websites
<b>Second Draft Presented to Illinois Governor and Stakeholders</b>	January – February 2020	Delivered to Governor and Posted on ISBE and ICCB Websites
<b>Third and Final Draft Development</b>	February 2020	Joint efforts of ICCB and ISBE
<b>Final Draft Presented to ISBE and ICCB Board for Approval</b>	March 2020	Minutes of ISBE <sup>10</sup> and ICCB <sup>11</sup> Board meetings posted on respective websites

### ***Perkins V Core Team:***<sup>12</sup>

To provide leadership throughout the writing of the transition plan and completion of the Perkins State Plan for Illinois, ISBE and ICCB created a Perkins V Core Team. The Core Team identified stakeholder engagement strategies, outlined statewide priorities, identified areas for workforce and education coordination and alignment, and made recommendations to ISBE and ICCB on Perkins-related action steps (Table 2: Illinois Perkins Core Team Meeting Details). Additional details of Core Team meetings are provided in Appendix X

The Core Team included representatives from:

- Illinois State Board of Education
  - CTE and Innovation Department
  - Curriculum and Instruction Department
  - Special Education Department

<sup>5</sup> <https://www.isbe.net/perkins>

<sup>6</sup> <http://www.iccb.org/cte/perkins/>

<sup>7</sup> Regional Road Shows are...

<sup>8</sup> <https://www.isbe.net/Lists/ISBECalendar/DisplayForm.aspx?ID=4484>

<sup>9</sup> <https://www.iccb.org/iccb/board-information/board-meetings/>

<sup>10</sup> <https://www.isbe.net/Lists/ISBECalendar/DisplayForm.aspx?ID=4559>

<sup>11</sup> <https://www.isbe.net/Lists/ISBECalendar/DisplayForm.aspx?ID=4559>

<sup>11</sup> <https://www.iccb.org/iccb/board-information/board-meetings/>

<sup>12</sup> Additionally, the Perkins V Core Team formed a subcommittee for Data and a subcommittee for Communications. The Data Subcommittee analyzed performance trends for both secondary and postsecondary CTE, aligned indicators as appropriate, and identified performance target recommendations for the accountability system. The Communications Subcommittee worked to determine the rebranding of CTE in Illinois to include a joint logo, defined the most appropriate communication methods and strategies for engaging with partners and the public, and created press releases, flyers, and logos to aid in communication of CTE and Perkins planning to the public.

- Data Department
- Legislative Affairs Department
- Communications Department
- Illinois Community College Board
  - Career and Technical Education Department
  - Adult Education Department
  - Institutional Effectiveness Department
  - Legislative and External Affairs Department
- The Governor’s Office
- Illinois Workforce Innovation Board
- Department of Commerce and Economic Opportunity (WIOA Title I)

Table 2: Illinois Perkins Core Team Meeting Details

Table 2: Illinois Perkins Core Team Meeting Details		
Meeting Date	Purpose	Representatives
20 November 2018	Planning for development of Perkins Transition Plan	ISBE, ICCB, IWIB, DCEO
07 February 2019	Review of stakeholder input and review of Transition Plan draft	ISBE, ICCB, IWIB, DCEO, contractors coordinating stakeholder engagement
30 May 2019	Review of stakeholder input and development of State Plan first draft	ISBE, ICCB, IWIB, DCEO, Governor’s Office
30 July 2019	Review first draft of State Plan	ISBE, ICCB, IWIB, DCEO, Governor’s Office
21 November 2019	Review of the comments	ISBE, ICCB
09 December 2019	Revision to the second draft	ISBE, ICCB, EFE

The breadth of perspectives of the Core Planning Team Perkins was essential in responding to House Resolution 371. In response to Perkins V reauthorization, the Illinois General Assembly passed House Resolution 371 in May 2019. The resolution made specific recommendations for the State Plan and specified that the P-20 Council<sup>13</sup> shall subsequently review the draft Perkins and WIOA plans, as well as the responses to the recommendations, and provide feedback to ISBE, ICCB, and IWIB to consider for the Perkins V State Plan and WIOA Unified State Plan.<sup>14</sup> Members of the Perkins V Core Team also engaged directly with members of the Illinois General Assembly throughout the drafting process. So too, ISBE and ICCB staff participated in a Perkins V legislative briefing to General Assembly members and their staff on October 30, 2019. Members

<sup>13</sup> The Illinois P-20 Council is an important Illinois stakeholder group that provided input and feedback on the plan. The council is a statewide coordinating council established in 2009 by Illinois Public Act 98-463 to study and make recommendations concerning education at all levels. The objective of the Illinois P-20 Council is to develop a statewide agenda that will move the state toward the common goals of improving academic achievement, increasing college access and success, improving use of existing data and measurements, developing improved accountability, fostering innovative approaches to education, promoting lifelong learning, easing the transition to college, and reducing remediation. The College and Career Readiness Committee’s subcommittee on Perkins V, which includes a broad range of stakeholders, underwent an extensive review and feedback process throughout draft development to ensure the plan is aligned to existing frameworks and policies.

<sup>14</sup> ISBE, ICCB, DCEO, and IWIB representatives submitted a report regarding the recommendations to the General Assembly and the P-20 Council on November 27, 2019, as required by the HR 371 (See Appendix X)

requested additional information regarding current program funding, participation, and outcomes and reiterated the importance of equity and continued stakeholder engagement.

***Comprehensive Stakeholder Engagement***

ISBE, ICCB, and the Core Planning Team worked to provide the opportunity for all required stakeholders to be involved throughout the development of the Perkins V State Plan. Stakeholder engagement efforts are summarized below (Table 3:). Stakeholders will continue to be consulted regularly during the implementation of the State Plan through SFY 2021 through 2024.

<b>Table 3: Illinois Perkins V State Plan Stakeholder Engagement</b>				
	<b>Pre-Draft Consultation</b>	<b>First Draft Input and Feedback</b>	<b>Second Draft Input and Feedback</b>	<b>Continued Consultation</b>
Secondary & Postsecondary CTE Programs	X	X	X	X
2-Year Minority Serving Institutions	X	X	X	X
Adult CTE Providers	X	X	X	X
Charter Schools	X	X	X	X
<b>Teachers, Faculty, &amp; School Leaders</b>	X	X	X	X
Specialized Instructional Support Personnel	X	Invite & NR	X	X
Career and Academic Guidance Counselors	X	X	X	X
Paraprofessionals	Invite & NR	Invite & NR	X	X
Parents	Invite & NR	Invite & NR	X	X
Students	X	X	X	X
Community Organizations	X	Invite & NR	X	X
State Workforce Development Boards	X	X	X	X
Members and Representatives of Special Populations	Invite & NR	Invite & NR	X	X
Business and Industry, including Small Businesses	Invite & NR	X	X	X
Industry and Sector Partnerships	Invite & NR	X	X	X
Labor Organizations	Invite & NR	X	X	X
Agencies Representing Out-of-School Youth	Invite & NR	Invite & NR	X	X
Agencies Representing Homeless Children and Youth	Invite & NR	Invite & NR	X	X
State Coordinator for Education of Homeless Children and Youths designated under McKinney-Vento Homeless Assistance Act	Invite & NR	X	X	X
Indian Tribes and Tribal Organizations	-	-	X	X
Individuals with Disabilities	Invite & NR	Invite & NR	X	X
Note: "Invite & NR" indicates that an invitation was sent, however no representative was present to provide in-person feedback or input				

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In subsequent sections, additional detail is provided regarding the mechanisms through which stakeholders were engaged. In particular, input prior to the drafting of the initial plan, feedback in the drafting process, and approaches to ensuring comprehensive feedback throughout the process.

***Input prior to drafting the initial plan***

ISBE and ICCB hosted multiple, in person opportunities across regions of the state in order to elicit feedback. These regional road shows provided stakeholders from across the state were engaged to learn about Perkins V and give input to inform the first draft before the Core Team began the writing process.

- Informational Regional Road Show Sessions (December 2018)** – In late 2018, ISBE and ICCB conducted Regional Road Show sessions at four locations across the state, with one statewide open webinar held online (Table x: ). The purpose of the first round of Regional Road Shows was to share information with local communities, required state and local partners, parents, students, and community organizations on career and technical education and explain new opportunities made available through reauthorization of the Perkins Act. In addition, the Regional Road Show format provided an opportunity to share expectations and opportunities for stakeholder engagement and local planning and to collect feedback from participants to inform statewide planning. During the sessions, surveys were disseminated to participants to identify barriers within the current CTE system, highlight successes/effective practices to support, and collect feedback on state leadership funding priorities. This feedback informed the initial drafting of the Full State Plan. The Regional Road Shows engaged more than 300 participants. Details of the meetings are detailed in the table below. Attendance and minutes from the focus group meetings can be found in Appendix X.

<b>Meeting Date</b>	<b>Location</b>	<b>Participants</b>
<b>04 December 2018</b>	Palos Hills: Moraine Valley Community College	75
<b>06 December 2018</b>	Springfield: Crowne Plaza Hotel	46
<b>10 December 2018</b>	Mount Vernon: Mount Vernon High School	36
<b>12 December 2018</b>	Elgin: Elgin High School	25
<b>18 December 2018</b>	Statewide: Open Webinar	125

- Perkins V State Plan Work Group** – The State Plan Work Group was formed to consult with external stakeholders in the development of the State Perkins V Plan. This group included representatives from industry, CTE students, CTE educators, and administrators and other workforce representatives. This process was designed to ensure diverse external stakeholder voices were considered and that identifying statewide goals, objectives, and actions steps to inform the drafting of the State Plan was a collaborative effort. Participants in this work group were invited to an in-person meeting on February 21, 2019. More than 100 participants representing all required partners as identified in Section 122(c)(2) of the Act were invited. A full list of attendees and affiliations can be found in Appendix X. Participants were assigned among six committees based on their area of expertise, and

interest. The committees are listed below in Figure 2.

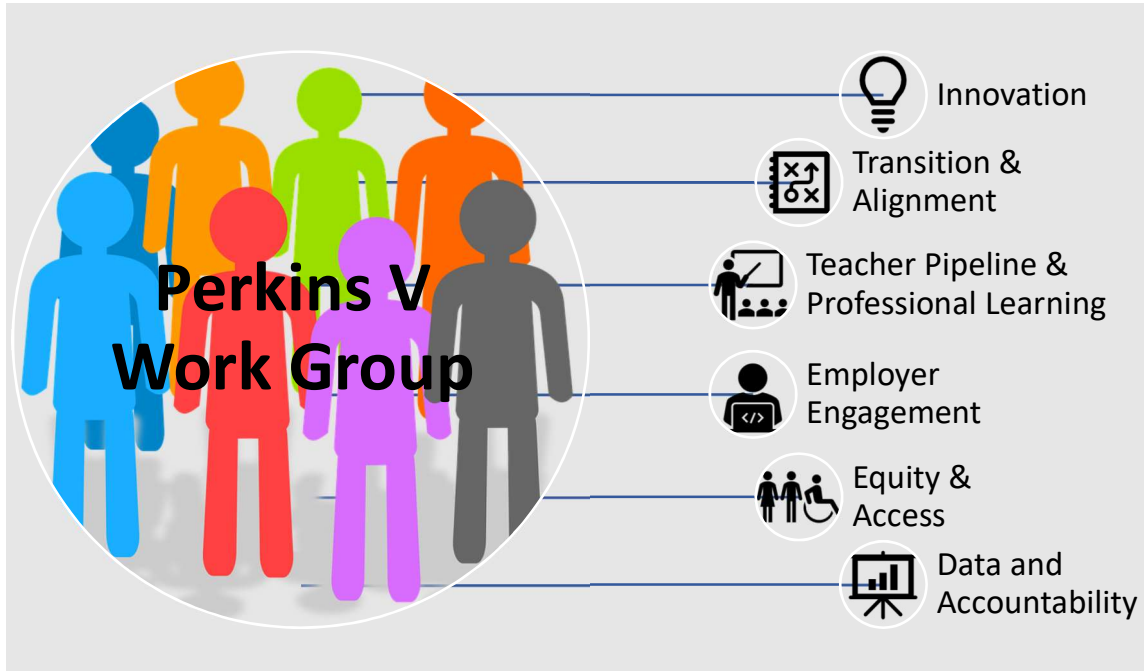


Figure 2: Perkins V Work Groups

Each committee of the Perkins V Work Group met three times (virtually) following the in-person meeting to identify recommendations to be considered for inclusion in the State Plan. The recommendations considered for inclusion are found integrated within the strategies and activities of the State Plan. See Appendix X for a full list of the Work Group committee recommendations.

***Feedback in the drafting process (September 2019 – February 2020) –***

***Draft One (September 2019-November 2019)***

Once the Core Team completed the first draft of the plan, a second round of Regional Road Shows, student and employer focus groups, and a public survey were used to garner additional feedback.

- The Regional Road Shows engaged more than 200 participants (Table x:). More details, including the presentation that was provided and a summary of the feedback that was collected, can be found in Appendix X

Table 6: Illinois Perkins State Plan First Draft Regional Road Show Meeting Details			
Meeting Date	Location	Participants	Topics
07 October 2019	Buffalo Grove: Buffalo Grove High School	30	Teacher licensure Feedback on vision Reserve funding Needs assessment
10 October 2019	Romeoville: Wilco Area Career Center	65	Rural programs Size scope and quality Engage 4-year universities

			Teacher licensure
23 October 2019	Decatur: Richland Community College	54	System alignment Dual credit Teacher pipeline
24 October 2019	Centralia: Kaskaskia College	54	Recruitment of teachers Advisory councils
20 November 2019	Chicago: Malcom X College	12	Support for community colleges Needs assessment

- **Student Focus Group** –. On behalf of ISBE and ICCB, the Joyce Foundation contracted with an external partner to facilitate focus groups with high school and community college students, including adult education students, across the state (Table x). The final report from the focus groups can be found in Appendix X:

Table 7: Illinois Perkins Student Focus Group Details		
Meeting Date	Location	Key Recommendations
19 September 2019	Belleville: St. Clair Regional Office of Education	<ul style="list-style-type: none"> <li>•Reimagine CTE course structure</li> <li>•Deepen work-based learning opportunities</li> <li>•Expand employers for internships</li> <li>•Advisers to help navigate decisions</li> <li>•Reduce CTE stigma</li> <li>•Ensure student entry into CTE is intentional</li> </ul>
27 September 2019	Peoria: Woodruff High School	
01 October 2019	Rockford: Rock Valley College	
07 October 2019	Buffalo Grove: Buffalo Grove High School	
08 October 2019	Galesburg: Carl Sandburg College	

**Employer Focus Group** – Business and industry engagement occurred through employer focus groups (Table x:). These groups, supported by the Joyce Foundation, sought to determine how the CTE system in Illinois can be more responsive to employer needs. The final report from the focus groups can be found in Appendix X:

Table 8: Illinois Perkins Employer Engagement Focus Group Details		
Meeting Date	Location	Key Recommendations
19 September 2019	Belleville: St. Clair Regional Office of Education	<ul style="list-style-type: none"> <li>• Forge relationships between employers and education</li> <li>• Raise the profile of skilled trades and technical careers</li> <li>• Expand work-based learning opportunities</li> <li>• Prioritize the development of students’ soft skills</li> <li>• Capitalize on employers’ desire to contribute</li> </ul>
27 September 2019	Peoria: Woodruff High School	
01 October 2019	Rockford: Rock Valley College	
07 October 2019	Buffalo Grove: Buffalo Grove High School	
08 October 2019	Galesburg: Carl Sandburg College	

- **First Draft Public Comment Feedback Survey** – A survey to allow for feedback was embedded in the ISBE and ICCB webpages, where the first draft of the State Plan was posted online. The survey included multiple choice options and open-ended responses. Fifty-six survey responses were received and considered during the development of the

second draft of the plan and can be found in Appendix X

***Continued Consultation Throughout***

What follows include additional means of receiving feedback. While Opportunities for engagement were offered in many formats (e.g., face to face, electronic, surveys),<sup>15</sup> many of these opportunities were in response to questions and identified needs from the field.<sup>16</sup> While they were not necessarily part of the initial stakeholder engagement plan outlined in a previous section of this part, the interaction with and feedback from these groups was important in creating a thoughtful and durable state plan.

- **EFE and Engagement** –ISBE CTE staff conducted regional training sessions with secondary school administrators, school support staff, CTE educators, and EFE directors around the state. These provided an opportunity for these key stakeholders to provide additional feedback to inform Perkins V planning.
- **Community Colleges** – Through the planning and development of the State Plan, ICCB disseminated information about Perkins V and engaged community college leaders, administrators, and faculty.
- **Individual Engagement with Stakeholders through Presentations and Meetings** – ISBE and ICCB staff sought input from key stakeholders through various extant meetings and conferences, as well as requested presentations on Perkins reauthorization, Illinois’ Perkins V planning efforts, and Illinois’ proposed vision and goals for CTE. Presentations and meeting information were tailored to each audience to ensure that every group heard relevant content and that enough dedicated time was reserved to receive feedback from participants. Also, ICCB and ISBE developed and delivered a webinar series to explain the law, opportunities in it, as well as other topics (Table 9). More detail on these presentations and meeting is available in Appendix X, but generally they included the following:
  - Secondary system and CTE meetings, associations, and conferences
  - Postsecondary CTE and community college meetings, associations, and conferences
  - P-20 Council
  - Adult education-related meetings and conferences
  - State and Local Workforce Innovation Boards
  - Interagency Work Groups responsible for drafting the WIOA Unified State Plan
  - Webinars, social media and web-based communications (e.g., email blasts on listservs, flyers, press releases, webinars, and social media posts) were open to all stakeholders.

Table 9: Illinois Perkins Open Webinar Details		
Date	Title	Attendance
27 September 2018	Perkins Reauthorization Overview	79

<sup>15</sup> These opportunities occurred in four different timeframes -- December 2018, spring 2019, fall 2019, and January/February 2020 and engaged all required stakeholders. The responses from these engagements are incorporated into the State Plan.

<sup>16</sup> The exceptions to this are the webinar series, webpages, and dedicated email accounts.

18 December 2018	Inform Five-Year Plan on Career-Connected Learning	200
12 March 2019	Perkins V & Special Populations – What is on the Horizon?	52
27 March 2019	Perkins V Deep Dive	105
25 April 2019	What is a Program of Study?	41
18 April 2019	Nontraditional Occupations – What is New for Perkins V?	37
29 October 2019	Perkins Listening Tour	45

**Dedicated Perkins V Websites and Email Accounts** – Stakeholders could also submit questions or feedback via email beginning in December 2018. A total of 131 emails were received from senders providing input and feedback while the first draft of the State Plan was open for public comment; another X emails were received while the second draft of the plan was open for comment in January 2020. In addition to responding to the emails, staff from ICCB and ISBE grouped submissions into four categories based on content (Table x:). Both agencies developed websites dedicated to Perkins V to support stakeholder engagement via electronic means and promote Illinois’ development of the State Plan. The website addresses are:

- ISBE Perkins V Website - [www.isbe.net/perkins](http://www.isbe.net/perkins)
- ICCB Perkins V Website - [www.iccb.org/cte/](http://www.iccb.org/cte/)

Theme	Number of Emails
Fiscal	100
Program Administration and Program of Study	49
CTE Impact	14
Program Quality Indicator	16

From the beginning of the development of the Perkins V State Plan for Illinois, ISBE and ICCB provided stakeholders a variety of means to share ideas. These ideas, weaved throughout the Perkins state plan for Illinois, best ensure a plan that when implemented will lead to increased educational equity for members of special populations others who are marginalized by our current education systems.

**Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State Plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary.**

ISBE, the eligible agency representing secondary education, and ICCB, the eligible agency representing the community college system and adult education, co-led the efforts to develop and coordinate Illinois’ Perkins State Plan to meet the state’s education and workforce needs.

Any objections and corresponding responses will be included in Appendix X will be filed with the final State Plan submitted to the Secretary.

### **Opportunities for Public Comment (Section 122(d)(14) of Perkins V)**

ISBE and ICCB convened a second series of Regional Road Shows in fall 2019 to invite in-person feedback on the first draft of the State Plan. ISBE and ICCB leadership presented the goals, priorities, and activities incorporated into the draft State Plan to carry out Illinois' vision for CTE at each forum, like the Regional Road Shows held in December 2018. The second half of each event dedicated time to participant feedback. Additional opportunities to comment on the second draft of the State Plan were provided from January through March 2020.

Board members of ISBE and ICCB were the first to provide feedback on the first draft of the State Plan at their regularly scheduled September meetings. ISBE and ICCB posted a draft version of the State Plan their respective Perkins websites on October 17, 2019. Also included on each site was a link to the plan feedback survey. The first draft public comment period from all external stakeholders was from October through November 7, 2019. The State Plan was also translated and available in the top five non-English languages spoken in Illinois.<sup>17</sup> ISBE and ICCB received feedback from 131 participants via email and 56 participants via survey. The P-20 Council and Governor's Office both provided formal feedback to the first draft of the State Plan to be considered while revisions were completed for the second draft.

## **B. Program Administration and Implementation**

### **1. State Vision for Education and Workforce Development**

- a. Summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State as identified by the State workforce development board. (Section 122(d)(1) of Perkins V)**

Illinois supports a variety of workforce development activities, including education and training. The degree to which the state's career and technical education programs and programs of study are aligned with and address the education and skill needs of employers are explicitly identified within each set of activities.

**Activities under the Workforce Innovation and Opportunity (WIOA) Act** – The vision for implementation of workforce development activities under WIOA is to promote business-driven talent solutions that integrate education, workforce, and economic development resources across systems to provide businesses, students, and communities the opportunity to prosper and contribute to growing the state's economy. WIOA is administered by four agencies: the Illinois Department of Commerce and Economic Opportunity, the Illinois Community College Board, the Illinois Department of Employment Security, and the Illinois Department of Human Services Division of

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<sup>17</sup> As of December 2019, the top five languages spoken in Illinois are: Arabic, Polish, Spanish, Tagalog, and Urdu.

Vocational Rehabilitation Services. Each administers a Title of WIOA. These activities, under the direction of the Governor and IWIB, are coordinated through several WIOA-specific committees and work groups dedicated to the successful implementation of WIOA and the spirit of collaboration. Postsecondary Perkins was included in the 2014 passage of WIOA as one of the required partners and is represented in all One-Stop Centers<sup>18</sup> across the state.

**WIOA Title I – Workforce, administered by the Illinois Department of Commerce and Economic Opportunity:** The Illinois Department of Commerce and Economic Opportunity (DCEO) is the state agency that leads economic and workforce development efforts for Illinois. DCEO works with businesses, local governments, and community organizations to advance economic development and improve the state’s competitiveness in the global economy. Supporting innovative workforce programs that connect employers and a highly skilled workforce is central to Illinois’ commitment to ensure that businesses thrive in Illinois. In this role, DCEO acts as the administrative agency for the workforce development services that include statewide activities, rapid response services, and the training component of the Trade Adjustment Assistance Act Program<sup>19</sup>. The reauthorization of Perkins presents an opportunity to more fully integrate CTE services within the workforce system. As education and workforce partnerships increase, the ability to leverage WIOA statewide activities funds and Title IB dollars exists. Leveraging funds will create opportunities to coordinate career pathways that include work-based learning and apprenticeship programs. Approaches that connect secondary and postsecondary CTE with students receiving workforce services ensure learners can access the programs and support they need to more fully prepare for their careers. Moving forward, other points of coordination can occur through the Youth Career Pathways Program<sup>20</sup> or projects that place a priority on serving special populations/students with barriers to employment. These strategies can embed CTE in projects that address state priorities that combine workforce, education, and economic development services to break down barriers to training and work. Successful projects will inform a framework for the development of sustainable career pathways throughout the state.

**WIOA Title II - Adult Education and Literacy, administered by the Illinois Community College Board:** Economic changes and demographic shifts toward a more diverse workforce are dramatically increasing the need for adult education, literacy, and English as a Second Language (ESL) programs. The scope and variety of need for adult education and literacy skills ranges from English language learning to employability skills for both students and employers. This expanding need requires a strategy involving a variety of providers. Community colleges, public schools, community-based organizations, and others each are uniquely suited to provide the education and services needed by this diverse group of adult learners. This increased emphasis on adult education students transitioning into postsecondary education and gainful employment offers a unique opportunity for postsecondary CTE programming to meet those goals.

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<sup>18</sup> <https://www.careeronestop.org/LocalHelp/EmploymentAndTraining/find-WIOA-training-programs.aspx>

<sup>19</sup> <https://www.doleta.gov/tradeact/>

<sup>20</sup> <https://www.illinoisworknet.com/youthcareerpathwaysnofo>

Illinois is a leader in its implementation of Integrated Education and Training<sup>21</sup> through its Integrated Career and Academic Preparation System (ICAPS)<sup>22</sup>. ICAPS aims to provide an integrated pathway in CTE for college credit and program certificate opportunities for adult education and literacy students who lack basic academic skills. ICAPS programs allow students to complete their high school equivalency and be co-enrolled in credit CTE courses or certificates through an integrated instructional model. This model is supplemented by comprehensive student supportive services, including academic support courses delivered through a team-teaching model that includes CTE faculty and basic skills instructors. The model provides career pathway/employment opportunities for students while enabling their transition into additional postsecondary certificate or degree programs.

**WIOA Title III - Wagner-Peyser Program, administered by the Illinois Department of Employment Security (IDES):** The intent of the Wagner-Peyser Program is to sustain economic growth by meeting the needs of job seekers, increasing awareness of resource providers, and expanding employment opportunities. IDES collaborates with local workforce partners, community-based organizations, faith-based organizations, local/state representatives, educational institutions, and other organizations to assist job seekers in finding employment and helping employers find qualified workers. IDES provides labor market information to inform LEAs, EFEs, and community colleges on program offerings. However, moving forward, ICCB and IDES will collaborate to support local partnerships with the community colleges through their veterans coordinators and local IDES veterans employment specialists to connect veterans with education, training, and employment opportunities.

**WIOA Title IV - Vocational Rehabilitation, administered by the Department of Human Services:** The main focus of the Illinois Department of Human Services Division of Rehabilitation Services is to assist students with significant disabilities in obtaining and retaining competitive employment. Vocational rehabilitation services are designed to prepare an individual for employment through an individualized planning process. ISBE and ICCB coordinates with the Department of Vocational Rehabilitation to support secondary and postsecondary collaboration with local providers that provide support for students with disabilities in finding and maintaining meaningful employment. In addition, ISBE and ICCB utilize many strategies identified in the U.S. Department of Education's Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities<sup>23</sup>, which is focused on providing support to local recipients. This increases opportunities for students with disabilities to participate in career exploration, dual credit, and work-based learning opportunities.

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<sup>21</sup> Integrated Education and Training is defined as “a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.” (Final WIOA regulations at 34 CFR §463.35)

<sup>22</sup> <https://www.icapsillinois.com/>

<sup>23</sup> [Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities](#)



**Activities under the Workforce Education Strategic Plan (WESP)<sup>24</sup>, directed by the Illinois Community College Board:** WESP ensures education and economic competitiveness for the system at the local and state levels in meeting all other strategic directions of the Plan which center on public-private partnerships, alignment to the labor market, and addressing employability skills. With ICCB leading this effort, postsecondary CTE is essential in meeting all strategic directions of the Plan. Secondary CTE is also an integral component in achieving the goals described in the WESP. Strategies identified in the WESP that align with priorities and strategies within this Perkins V Plan include elementary-level CTE, through its career exploration activities now occurring as early as fifth grade, can help achieve the goals identified in the WESP's *Strategic Direction 1: Increase Early Career-Related Education and Exposure*.

**Activities under the Postsecondary and Workforce Readiness (PWR) Act:** The PWR Act takes a student-centered and competency-based approach to support four strategies to help high school students prepare for postsecondary and workforce opportunities:

- 1.) **Offering a Postsecondary and Career Expectations (PaCE) framework.** The Postsecondary and Career Expectations framework outlines what students should know and actions they should take from middle school through 12<sup>th</sup> grade to select the right postsecondary option, prepare for careers, and access financial aid opportunities. The framework is organized around three key areas: career exploration and development; postsecondary education exploration, preparation, and selection; and financial aid and literacy. (Appendix X)
- 2.) **Piloting competency-based high school graduation requirements.** Competency-based programs assess and advance students based on their demonstrated mastery of skills and knowledge, removing the constraints of "seat time" and allowing for student-centered learning. This approach can make education more relevant both to students and employers by situating learning in the context of real work. Students can attain career-related competencies beyond those needed for high school graduation. ISBE currently has 47 school districts participating in a competency-based education pilot.
- 3.) **Implementing and scaling transitional math and English instruction in the senior year to reduce remediation needs once in college.** Employers have commented that employees are coming to them with limited math skills. Transitional math and English instruction provide high school students a means to address college readiness in mathematics and English before high school graduation. This instruction enables students to earn guaranteed placement into college-level math and English classes at all Illinois community colleges and accepting universities. Transitional math and English instruction also prepare students for entry into a career by strengthening core academic skills that employers say are necessary for new employees to have.
- 4.) **College and Career Pathways Endorsements on high school diplomas.** The PWR Act includes a voluntary process for school districts to award College and Career Pathway Endorsements on diplomas of high school graduates. Students earn endorsements by completing an individualized learning plan, a career-focused instructional sequence, and

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<sup>24</sup> <https://www.iccb.org/iccb/wp-content/pdfs/workforce/WESP.pdf>

professional learning opportunities. Endorsements signify that a student is ready to pursue postsecondary education or enter a career related to the pathway endorsement industry area. Endorsements incentivize career exploration and development; include technical and employability competencies; and are available in eight sector areas, including a multidisciplinary option<sup>25</sup>.



Figure 3: PWR Strategies

- b. The State's strategic vision and set of goals for preparing an educated and skilled workforce including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)**

What follows are the vision, mission, and goals for CTE in Illinois under Perkins V.

<sup>25</sup> <https://www.isbe.net/Documents/EDS-PWRARReport.pdf>

**Vision:** Illinois will empower and support all our students to achieve their life and career goals through an aligned, equitable, and high-quality career pathway system.

**Mission:** Illinois' career and technical education system will promote success for students and their communities by fostering career pathways that:

Align to current and projected future industry and community needs;

Support students to navigate and complete a personalized pathway based on their interests and goals;

Combine rigorous classroom and career-connected learning opportunities to build students' essential and technical employability skills;

Provide targeted supports to students of a broad range of backgrounds and skills; and,

Incorporate entry and exit points to progressively advance through higher levels of education, training, and employment success.

Figure 4: CTE Vision and Mission

DRAFT 2 - December

## 2020-24 Integrated CTE Goals for the State Perkins Plan for Illinois

### Equity as a Foundational Tenet:

Increase educational equity for members of special populations, as defined by Perkins V, and others who are marginalized by our current education systems.

- Illinois aims to place equity at the forefront of decisions made regarding CTE programming, while acknowledging an opportunity gap that points to a previous lack of prioritization on equity and access, especially for members of special populations.
- An increased focus on meeting the needs for members of special populations through educator professional learning is critical to level the playing field for all students.

### Goal 1: Increase the percentage of individuals who obtain a postsecondary certificate, degree, or industry-recognized credential

- Through integrating strategic and high-value credentials for high-wage, high-skill, and in-demand sectors throughout the CTE pathways at secondary and postsecondary levels, our CTE system can advance equitable postsecondary attainment and work to meet the needs of employers by narrowing the skills gap.
- This goal aligns with the state-wide objective for 60% of adults obtaining a postsecondary certificate, degree, or industry recognized credential by 2025 set by the legislated P-20 Council.

### Goal 2: Strengthen CTE offerings by improving program quality and increasing smooth transitions between education and workforce systems and programs

- Illinois aims to expand career pathway opportunities with multiple entry and exit points, allowing for accelerated progression and seamless transitions to and through programming. This will include the expansion of innovative strategies such as competency-based education.
- Essential to this aim is aligning integrated programs of study that use applied coursework and work-based learning to develop enhanced employability skills, integrate industry-recognized credentials, and improve employment and earning potential of participants.
- Illinois will expand integrated education and training programs to increase access to postsecondary education for low-skilled adult learners, accelerating their progression to high-skill, high-wage, in-demand employment.

### Goal 3: Increase participation in CTE dual credit coursework

- Illinois will to expand credit transfer opportunities through CTE dual credit courses strategically embedded into a comprehensive secondary to postsecondary college and career pathways system.
- ISBE and ICCB are jointly committed to expanding participation in quality dual credit coursework in order to reduce college costs, speed time to completion, facilitate the transition between high school and college, and offer opportunities for improving degree attainment for underserved populations (students of color, students from low-income families, and students with disabilities).

### Goal 4: Increase Responsiveness to local, regional, and state workforce needs based on labor market information and employer input

- ISBE and ICCB will prioritize strategies and CTE programming that have a central focus on current and future in-demand sectors that are high-wage and high-skill.
- Embedded within the college and career pathways system will be college and career advising and a continuum of work-based learning to empower students with labor market information and skill development to inform postsecondary decisions.

### Goal 5: Recruit and retain a sustainable pipeline of CTE educators

- Illinois aims to recruit and retain highly qualified teachers for every CTE classroom and pathway through coordinated recruitment activities and providing needs-based professional learning opportunities for faculty and staff of CTE programs.
- Essential to this goal is increased coordination among and between state agencies and stakeholders such as ISBE, ICCB, IBHE, teacher preparation programs, CTE teachers' associations, and IWIB.
- ISBE and ICCB will support strategies to recruit and retain educators who are underrepresented among CTE educators.
- ISBE and ICCB will provide professional learning opportunities on culturally responsive teaching.

- c. **Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals (Section 122(d)(3) of Perkins V)**

In addition to the coordination efforts described in *Section B (a) - Coordination of State-Supported Workforce Development Activities of the WIOA Unified State Plan*, ISBE and ICCB will continue to collaborate with WIOA partners (DCEO, IDES, and the Illinois Department of Human Services) and other education and workforce agencies during SFY 2021 to advance the statewide vision for Illinois CTE and progress toward achieving the goals outlined above for creating an educated and skilled workforce. The following strategies will be implemented through the administration of both state plans during SFY 2021 through 2024:

### **WIOA’s Core Partners and other Education and Workforce Agencies.**

1. **Adopting Common Definitions and Frameworks:** The adoption of common definitions and common language is critical to effectively communicate and provide sustainable support structures for career pathway systems. In the spirit of collaboration, the education and workforce agencies in Illinois approved career pathway-related definitions and guidance<sup>26</sup> to ensure common language is used with all programs and recipients. These common definitions, particularly for the work-based learning continuum, will be used to inform implementation and data collection activities outside of this plan. Most core partners and agencies adopted the Illinois Employability Skills Framework, but there still is an opportunity to increase the integration of the framework and other resources, such as the College and Career Pathway competencies (as defined under the PWR Act). The College and Career Pathway Endorsement framework under the PWR Act provides a research- and best practice-based framework for college and career pathway systems that will be integrated into local program of study design under the Perkins State Plan for Illinois.
2. **Coordination of key stakeholder groups to accelerate and expand career pathways:** Perkins V promotes the expansion of career pathways, formally adopting the definition as defined in WIOA. Beyond supporting the seamless transition between secondary and postsecondary through programs of study, ISBE and ICCB will support strategies to accelerate and expand career pathways. Programs will feature multiple entry and exit points to allow individuals to access and successfully transition out of a program.
  - a. Support the strengthening of integrated education and training programs that are collaborations among postsecondary CTE and adult education to

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<sup>26</sup> Illinois Career Pathways Dictionary: [https://edsystems.wpengine.com/wp-content/uploads/2018/11/CP\\_Dictionary\\_11-13-18\\_\\_FINAL.pdf](https://edsystems.wpengine.com/wp-content/uploads/2018/11/CP_Dictionary_11-13-18__FINAL.pdf)

allow adults who do not have a high school diploma or its equivalent to accelerate into and through postsecondary education.

- b. The integration of credentials that are stackable where appropriate at the secondary and postsecondary levels<sup>27</sup>. Stackable credentials are defined by the Department of Labor as “part of a sequence of credentials that can be accumulated over time to build up an individual’s qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying job”<sup>28</sup>.
- c. Other examples include programs leading to a baccalaureate degree and scaling of competency-based education and prior learning assessment for veterans returning to education.

**3. Coordinated Professional Learning:** Illinois utilizes several mechanisms to facilitate collaboration among education and workforce partners at the local level. Coordinated professional learning is utilized to share a common message, allow for cross-training, and provide networking opportunities. The following professional learning events are supported by collaborations between state agencies.

- a. Forum for Excellence is Illinois’ premier CTE and adult education professional learning event, which is designed to highlight educational initiatives and effective practices impacting career pathway development, implementation, and expansion.
- b. WIOA Summit is an annual statewide event that is designed for leadership of the WIOA and other workforce partners with the intent of fostering collaboration and service integration.
- c. WIOA Regional Workshops and Webinars are held in coordination with the WIOA Summit to expand learning and continue fostering collaboration.
- d. Transitions Academy is an ongoing professional learning series designed to assist colleges and partnerships that are working to develop, implement, and evaluate bridge and integrated education and training programs.

**4. Incentivizing Local Alignment:** ISBE, ICCB, and WIOA core partners collaborated during SFY 2020 to provide resources and professional learning to foster collaboration in these local communities. This professional learning and technical assistance will continue throughout the administration of this State Plan. SFY 2021 marks a unique opportunity for collaborative planning in regions and local communities around the state. Secondary CTE, community colleges, and local workforce innovation areas will begin implementation of their four-year local plans under WIOA and Perkins V. The Comprehensive Local Needs

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<sup>27</sup> <https://cte.ed.gov/initiatives/community-college-stackable-credentials>

<sup>28</sup> <https://wdr.doleta.gov/directives/attach/TEGL15-10.pdf>

Assessment (CLNA) serves as the lever to facilitate this collaboration. The CLNA will incorporate local, regional, and state labor market information and disaggregated program data to drive the development, implementation, and revision of program of study offerings. The CLNA process will also strengthen alignment and engagement between local education and workforce entities. This process will provide an opportunity to build stronger relationships with industry and business partners; to further develop and expand career pathways; and to provide greater opportunities for all students, including special populations, through work-based learning and other employer informed program opportunities.

**5. Coordinated Efforts to Address Inequities.** Addressing inequities in our education and workforce systems is a top priority in Illinois, as demonstrated by Governor Pritzker’s Executive Order 3<sup>29</sup>. The P-20 Council is in the process of setting higher education equity goals, WIOA partners are considering workforce equity goals, and ISBE is crafting an equity statement as part of its strategic planning process scheduled to conclude in 2020. Partnerships among local recipients (secondary and postsecondary), education and workforce entities under WIOA, and community-based organizations will be central to achieving equity goals and expanding access to and supporting persistence in CTE programming for special populations through smooth transitions and coordination of services. ISBE and ICCB will focus, particularly during the administration of the State Plan, on the recruitment and retention of special populations students, as well as students of color, by various means, including improved professional learning, career and academic advising, and other supports outlined in the Preparing Teachers and Faculty and Meeting the Needs of Special Populations sections of this plan.

**d. How will the eligible agency use State leadership funds? (made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act)**

State leadership funds are used to support a variety of initiatives and programs that align with Illinois’ vision and statewide goals for CTE. Stakeholders were asked to identify barriers and prioritize where state leadership funds should be utilized. Illinois remains flexible in its ability to leverage any of the 25 uses of funds described in Section 124(a) however, the following uses were identified by stakeholders to address statewide goals.

**Required State Leadership Activities** per the Perkins Act Sec. 124 will occur during the administration of the State Plan:

**Promoting Gender Equity:** Illinois is dedicated to advancing educational equity for CTE

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<sup>29</sup> Governor Pritzker’s Executive Order 3 effective in January of 2019, entitled “Strengthening the State’s Commitment to Workforce Development and Job Creation” outlines priorities and tasks to be completed to create jobs and enhance workforce development in Illinois: [https://www2.illinois.gov/Pages/government/execorders/2019\\_3.aspx](https://www2.illinois.gov/Pages/government/execorders/2019_3.aspx)

students. Providing support for students preparing for nontraditional fields<sup>1</sup> is critical to increasing access to high-wage career opportunities for all people and diversifying our workforce. Leadership funding will support professional learning and targeted technical assistance for local recipients specifically in the areas of gender equity, micro aggressions<sup>30</sup>, stereotype threat<sup>31</sup>, and effective practices for recruiting and retaining students preparing for nontraditional careers. ISBE and ICCB coordinate to provide professional learning and technical assistance regarding support for special populations. These include a Nontraditional Occupations Summit, the Postsecondary Special Populations Academy, and resource development to provide local partners with assistance in recruiting and retaining students pursuing nontraditional occupations.

**Expanding CTE for Students in State Institutions:** Increasing high-quality educational opportunities for students in state institutions is a priority among Illinois' state leaders for the purposes of advancing educational equity, ensuring the ability to fully participate in society, reducing recidivism, and increasing re-entry success.<sup>32</sup> Illinois will allocate up to the allowed 2 percent of leadership funding to support CTE programming for students in state correctional institutions, including juvenile justice facilities, and educational institutions that serve students with disabilities. Leadership funding will support CTE credit-bearing instruction, curriculum development, professional learning, equipment, and instructional supplies.

**Developing a Strong CTE Teacher Pipeline:** Illinois recognizes the need to recruit and retain high-quality CTE teachers. Specific activities for teacher pipeline development are further described in the Preparing Teaching and Faculty section of this plan, but in short, leadership activities will include collaboration with stakeholders to remove barriers to licensure for qualified individuals, professional learning to support new CTE teachers so that they experience success and remain in the profession, and opportunities for teachers licensed in core academic areas to add endorsements in CTE.

**Providing Targeted Technical Assistance:** ISBE and ICCB will continue to use leadership funds to support local recipients in the administration of their CTE plans. These provisions include comprehensive, evidence-based professional learning and targeted technical assistance (e.g., advisory councils, teachers working with students from special populations, including students preparing for nontraditional occupations). This targeted work will be done collaboratively with the Multilingual and Special Education Departments at ISBE.

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<sup>30</sup> Micro aggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults -- whether intentional or unintentional -- that communicate hostile, derogatory, or negative messages to students based solely upon their marginalized group membership. Micro aggressions repeat or affirm stereotypes about a minority group, and they tend to minimize the existence of discrimination or bias, intentional or not (<https://diversity.nih.gov/sociocultural-factors/microaggressions>)

<sup>31</sup> Stereotype threat is defined as a “socially premised psychological threat that arises when one is in a situation or doing something for which a negative stereotype about one's group applies” (Steele and Aronson, 1995). According to stereotype threat, members of a marginalized group acknowledge that a negative stereotype exists in reference to their group, and they demonstrate apprehension about confirming the negative stereotype by engaging in particular activities. (<https://diversity.nih.gov/sociocultural-factors/stereotype-threat>)

<sup>32</sup> Castro, E. L., and Zamani-Gallaher, E.M. (2018). Expanding quality higher education for currently and formerly incarcerated people: Committing to equity and protecting against exploitation. Commissioned *ASHE-NITE Report*. Retrieved from: <https://www.indiana.edu/~cece/wordpress/2018/11/21/ashe-nite-paper-series-release-expanding-quality-higher-education-for-currently-and-formerly-incarcerated-people-committing-to-equity-and-protecting-against-exploitation/>



**Conducting Continuous Quality Improvement Activities:** Analysis of the state-determined levels of performance at the local, regional, and state level is essential to understanding the level of effectiveness of strategies and uses of funds in achieving identified goals. This analysis will result in support for local areas that are not achieving the levels of performance and assist them in their quality improvement plans. Support may include technical assistance, professional learning, or targeted funding.

**Other State Leadership Activities** that are listed below were identified by stakeholders as areas to focus on during SFY 2021-24:

**Program of Study Development:** Perkins V presents a prime opportunity for evaluation and improvement of Illinois' systems, policies, and support for locally developed programs of study. State leadership funds will support the following programs of study activities:

- ISBE and ICCB will create new statewide program of study models, each from different career clusters, to assist secondary and postsecondary recipients in development of their own programs of study. Four program of study models will be developed by June 30, 2020.
- CTE dual credit opportunities and articulation agreements between community colleges and four-year institutions within programs of study will be expanded to smooth transitions to and through postsecondary education.
- Local or joint program advisory committees among LEAs, institutions of higher education, adult education providers, and employers will be established.
- Policies and structures that support work-based learning opportunities will be improved.

**Dual Credit Enhancement:** ISBE and ICCB are placing significant focus on increasing meaningful and intentional CTE dual credit opportunities. At the secondary level, ISBE will support collaboration among secondary CTE programs and postsecondary institutions by requiring that an advisory committee review programs of study, with a goal of increasing dual credit offerings beginning in SFY 2020. ICCB will use state leadership funds in SFY 2021-24 to issue competitive and/or need-based formula grants that support the growth and alignment of dual credit opportunities that address inequities in access to such critical programming.

**Comprehensive Professional Learning:** Illinois supports a comprehensive practitioner-focused approach to professional learning that includes the following:

- *Connections Conference:* ISBE sponsors an annual statewide/regional conference with the goal of engaging teachers and paraprofessionals by submitting proposals to offer sessions that share evidence-based effective practices to improve CTE classroom instruction, including strands for teachers of grades 5-8 in the form of career exploration, as well as opportunities for any secondary and postsecondary educators to learn more about CTE.
- *Forum for Excellence:* The premier postsecondary CTE and adult education professional learning event in Illinois is sponsored by the ICCB. The forum is designed to highlight educational initiatives and effective practices that impact career pathway implementation and expansion.
- *Illinois Association for Career and Technical Education Annual Conference:* ISBE uses state

leadership grant funding to support the efforts of the Illinois Association for Career and Technical Education (IACTE), which is the statewide professional association for CTE teachers. IACTE organizes an annual CTE conference, which is jointly planned by IACTE affiliates<sup>33</sup> who represent seven organizations for the CTE advisers. Leadership training is provided to the IACTE Board, IACTE affiliates, and at a conference breakout session on a yearly basis. The leadership training focuses on leadership strengths and how to use them within the organization and within the classroom.

- *Transitions Academy*: This academy is designed to assist colleges and community-based organizations that are developing bridge and integrated education and training programs.
- *CTE Professional Development Network*: Postsecondary CTE administrators and educators are invited to participate in a variety of externally offered webinars on topics that are highlighted by ICCB. Participants are asked to complete evaluations following engagement to ensure effective educator professional learning. ICCB also leads a monthly CTE learning community that provides a platform for networking through local effective practice and shared implementation strategies. Additionally, ICCB supports evidence-based research through partnerships to assist community colleges in implementing a continuous improvement model that improve partnerships, programs, and access for students.
- *Counselor Academy*: ISBE and ICCB collaborate on a counselor academy that provides focused professional learning for school counselors and community college advisers. The academy provides opportunities for participants to network and gain additional knowledge and skills related to educational and career opportunities for students. The necessity of this Academy is developed based on research conducted by Advance CTE and the American School Counselor Association that found that school counselors are often the gatekeepers to career pathways for students<sup>34</sup>. ISBE and ICCB set the theme and prioritize topics for presentation based on needs indicated through discussions with the Illinois School Counselor Association, regional CTE consortium director, and ISBE and ICCB staff.

**Expansion of Integrated Education and Training (IET):** ICCB is dedicated to expanding CTE opportunities for all students in Illinois, including those without a high school diploma or its equivalent through the ICAPS/IET models. State leadership funding will be used in SFY 2021-24 to support CTE programming for adults and out-of-school youth, concurrent with their completion of their secondary school education in a school or other educational setting. Competitive grant opportunities will be made available through ICCB for community colleges to develop or scale IET programming.

**Expanding Innovative Delivery Models:** Leadership funds will be used to support the creation and evaluation of innovative delivery models. These may include, but are not limited to, strategies that support competency-based curricula across the CTE system and distance learning (particularly to address rural barriers) and accelerate pathways.

**Improving Career Guidance and Academic Counseling:** Leadership funds are being used in

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<sup>33</sup> <https://www.iacte.org/cpages/affiliates>

<sup>34</sup> [https://www.education.ne.gov/wp-content/uploads/2017/07/Counselors\\_as\\_CTE\\_Stakeholders.pdf](https://www.education.ne.gov/wp-content/uploads/2017/07/Counselors_as_CTE_Stakeholders.pdf)

this transition year of SFY 2020 to improve career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling.

**Open Educational Resources:** Illinois supports removing barriers for students and educators to access high-quality instructional resources. Open educational resources (OER) are any teaching, learning, and research materials in any medium -- digital or otherwise -- that reside in the public domain and offer no-cost access, use, adaptation, and redistribution by others with no or limited restrictions<sup>35</sup>. Existing OER resources can be found in various online repositories, including Illinois' Open Education Resource<sup>36</sup> repository. The creation or curation of OER resources by educators to support specific CTE programs is an approvable activity through Perkins. ISBE will encourage its grantees to use Perkins funding to support OER efforts at the school level through professional learning to increase awareness and utilization. Both ISBE and ICCB are exploring options of the expansion of open educational resources to address gaps in existing curriculum, improve alignment to learning standards, and promote culturally responsive teaching and effective instruction for special populations.

**Enhancing Data Accountability Systems:** ISBE and ICCB are committed to developing or adopting valid and reliable assessments of competencies and technical skills and to enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes by SFY2023. ISBE will utilize Ed360, its current educator data visualization dashboard, Ed360 as the platform for this work. Ed360 enables districts to access their CTE data monitor progress toward meeting state-identified performance levels and to make informed decisions about their programs. ICCB will utilize funding to enhance postsecondary data systems as needed throughout the implementation of the State Plan.

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<sup>35</sup> <https://en.unesco.org/themes/building-knowledge-societies/oer>

<sup>36</sup> [www.ilsharedlearning.org](http://www.ilsharedlearning.org)

## 2. Implementing Career and Technical Education Programs and Programs of Study

### a. What career and technical education programs or programs of study will be supported, developed, or improved at the state level and made available for adoption by eligible recipients? (Section 122(d)(4)(A) of Perkins V)

Illinois secondary and postsecondary education will continue to organize and support programs of study that are developed from the 16 career clusters as outlined by Advance CTE, and from the seven endorsement areas under the PWR Act. In addition to these 16 career clusters, Illinois has included energy as a state-specific industry. The figure below outlines the intersection between the clusters and the endorsement areas in white and blue, respectively.

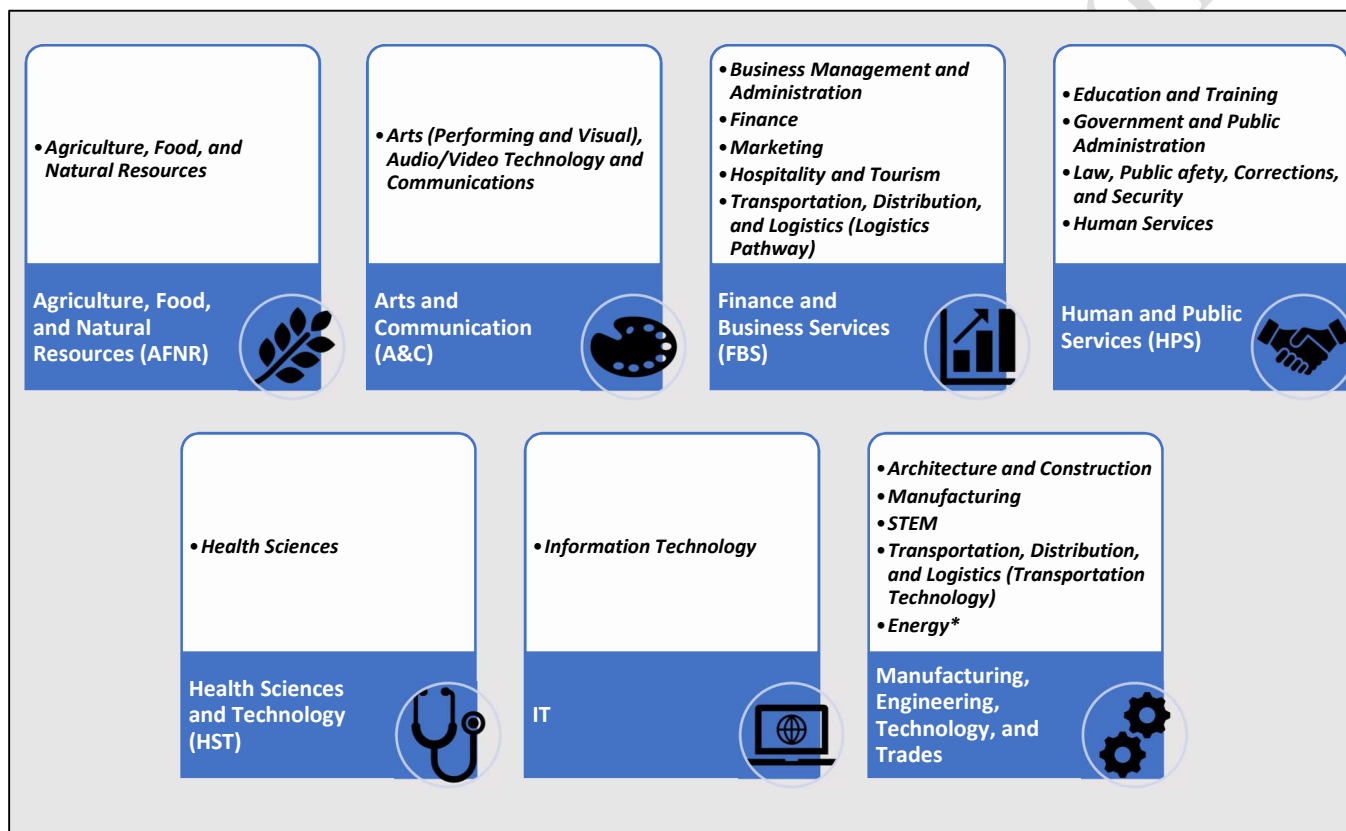


Figure 6. Illinois Cluster and Pathway Intersection

Illinois is a large state with many diverse economic interests that vary by region and locale. This diversity means local entities require the ability to customize programs of study to meet the unique needs of the educational and career opportunities that arise in the respective regions and locales. ISBE and ICCB support these efforts as described below.

*Secondary Level:* During SFY 2019, ISBE supported 81 unique instructional programs offered by 773 of the 823 Illinois public high schools and 24 Area Career Centers, which each serve multiple local districts. During SFY 2020, ISBE is evaluating all currently approved programs of study to ensure their continued relevance and alignment with state and local workforce needs. Programs of study may be retired or added in response to the analysis of local workforce needs. Secondary instructional programs that are currently undergoing evaluation are identified in Appendix X.

Additionally, ISBE is working to support innovation in CTE through the development of model programs of study that are cross-cluster. An example of a cross-cluster program of study planned for development at the secondary level is Veterinary Technician Assistant. This model program of study will include coursework from both Health Sciences and Technology and Agriculture, Food, and Natural Resources (AFNR). In SFY 2020, ISBE is developing a Program Quality Review (PQR) rubric that aligns to the local program of study approval process and Advance CTE's Quality CTE Program of Study Framework<sup>37</sup> to support secondary CTE programs as they refine and further develop high-quality programs of study at the local level.

*Postsecondary Level:* Collectively, the Illinois Community College System has more than 4,265 active, approved CTE programs spanning across all career clusters. These programs are approved by ICCB. Each community college is required to publish all program offerings on an annual basis. Beginning in SFY 2020 community colleges will work with secondary partners and other stakeholders to further develop programs of study that meet the requirements of Perkins V and Illinois' definition of size, scope, and quality.

*Joint efforts:* ISBE and ICCB will partner to support approved programs of study and work to improve them in accordance with the goals and priorities of this plan. Additionally, during SFY 2020, the state will develop four editable program of study models from different career clusters: Health Care, Information Technology, Manufacturing, and Education. These models will serve as examples for local programs to adopt or utilize as they develop their own programs of study for approval in SFY21.

The specific program of study models within the career clusters listed above will be determined and developed during SFY 2020 via the following process:

1. Use the WIOA Unified State Plan to identify Leading and Emerging Sectors and occupations that are high-skill, high-wage, and in-demand.
2. Identify "promising" credentials at both the community college and four-year level that align to occupations that are high-skill, high-wage, and in-demand.
3. Map the stackable credentials that progress to the promising credentials, identifying a stackable credential that can be attained in high school where possible.
4. Identify the "strategic" dual credit courses that are foundational across the maximum number of stackable/promising credentials.
5. Map a three-year secondary sequence that incorporates strategic dual credit, and
  - a. At the secondary level includes a six-year secondary sequence and describes the aligned College and Career Pathway Endorsement; or
  - b. At the postsecondary level leads to a College and Career Pathway Endorsement.
6. Define technical competencies within dual credit courses.

Thirteen additional model programs of study will be developed using this same process and made

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<sup>37</sup> <https://careertech.org/resource/quality-cte-program-of-study-framework>

available during the implementation of the State Plan from SFY 2021-24.

ISBE, ICCB, and DCEO will work together to align and strengthen programs of study to ensure program offerings include industry-recognized credentials and entry and exit points. ISBE and ICCB will also provide written and active guidance for local recipients on strategies to engage all required partners and stakeholders and to foster a collaborative approach to development and implementation of programs of study. The primary guidance will be provided through revisions to the postsecondary Advisory Committee. This collaborative approach will include and emphasize aligned academic and CTE courses, alignment to the local labor market, and a focus on transitions from secondary to postsecondary education.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1327 will—**
  - i. promote continuous improvement in academic achievement and technical skill attainment;**
  - ii. expand access to career and technical education for special populations; and**
  - iii. support the inclusion of employability skills in programs of study and career pathways.**

All state-approved programs of study, new and existing, will complete the Program Quality Review process within two years of receiving Perkins funding, then every four years after initial approval. In addition to the requirements outlined in Section 3(41) of Perkins V, CTE programs of study in Illinois must meet, at a minimum, the following four additional criteria that will be evaluated at the time of completion of the program of study approval process:

- 1. Labor Market Need:** A CTE program must be responsive to community employment needs that are informed by labor market information and are designed to meet current, intermediate, or long-term labor market projections. Labor market information is available from the Illinois Department of Employment Security, Bureau Labor of Statistics, or other labor market analytic sources. A grantee must conduct a review of the local labor market as part of completing the CLNA, and that must be considered when determining what programs are to be offered.
- 2. Cost-Effectiveness:** The grantee must possess the fiscal resources to support the CTE program of study in a cost-effective manner. Additionally, grantees must document the financial feasibility of the proposed program of study.
- 3. Quality:** All CTE programs of study must be comprehensive. They must align with postsecondary attainment requirements and with rigorous academic and industry standards, and they must prepare learners for opportunities in high-skill, high-wage, and in-demand fields. Perkins grantees must demonstrate the development of quality curricula that aligns with federal, state, and local requirements; is responsive to local workforce needs; and will prepare graduates with the appropriate level of skill to meet their educational and employment goals. Other quality components include qualified

instructors, academic alignment to the core content standards, secondary-postsecondary alignment, employer engagement, and employability skills.

- 4. Equitable Access:** CTE programs of study must include specific plans for expanding equal access and equitable program outcomes across demographic subgroups and special populations. This includes, but is not limited to, comprehensive support services to assist students in overcoming barriers to participating or remaining in CTE programs.

**Secondary Program of Study Approval Process:** The process for development of local programs of study at the secondary level will be initiated by the appropriate CTE advisory committee. These committees can be organized on the local level or at a regional level with multiple LEAs collaborating to bring together a group to advise specific programs of study or career pathways. Representatives on the advisory committees should include, at a minimum, employers, industry labor unions, postsecondary institutions, members of special populations, parents, educators, school administrators, and students. The CTE advisory committees (local or regional) will promote and support program of study development and implementation. Collaboration among secondary education, postsecondary institutions, and industry representatives in the development of programs of study will be required, while joint advisory committees will be encouraged. All state-approved programs of study, new and existing, will complete the Program Quality Review (PQR) process within two years of receiving Perkins funding, then every four years after initial approval.

The approval process and provision for appeals for locally developed programs of study or career pathways at the secondary level is summarized in the following figure:

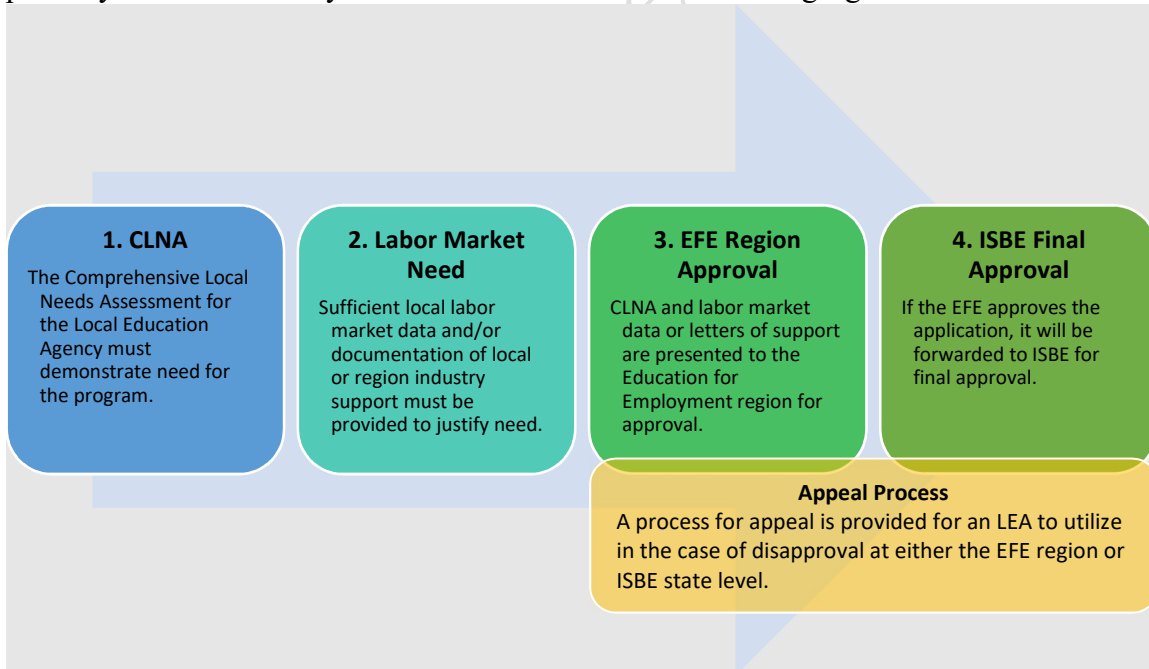


Figure 7: ISBE Approval Process for Locally Developed Programs of Study

ISBE recognizes that local programs of study are at various states of implementation, and that schools require differentiation to progress on the continuum of high-quality CTE programming. To support schools in this work, ISBE created a *Local CTE Dashboard*<sup>38</sup> for LEAs to utilize

<sup>38</sup> LINK TO CTE DASHBOARD WEBSITE

throughout the application process. One component of this dashboard is the program review process, which includes the PQR rubric.<sup>39</sup> The PQR guides LEAs through a series of performance descriptors, allowing the locals to indicate where they fall on the performance level continuum. The PQR serves as a tool for reflection at the local level and as a data collection point for ISBE. Listed below are the ISBE-identified PQR components. The full rubric can be found in Appendix X.

- Access and Equity, with a specific focus on special populations
- Data and Program Improvement
- Recruitment, Retention, and Training of Effective CTE Staff
- Appropriate Facilities, Equipment, Technology, and Materials
- Stakeholder Engagement
- Rigorous Academic and Relevant Technical Curriculum
  - Standards Aligned and Integrated Curriculum
  - Sequencing and Articulation
- Continuum of Career Development
  - Work-Based Learning
  - Student Career Development (employability skills)
  - Career and Technical Student Organizations
  - Multiple Entry and Exit Points

The Access and Equity component of the PQR includes discrete items that explicitly speak to expanding access for special populations students. Grantees must evaluate programming in the following ways:

- Curriculum, instruction, materials, assessments, and career guidance are free from bias, inclusive, non-discriminatory, and offered in a way that ensures all students are able to access the opportunity and achieve success in the program of study, including necessary accommodations per Individualized Education Program (IEP) or Section 504 plan (references Section 504 of the Rehabilitation Act of 1972), as appropriate.
- The program of study is promoted to all potential participants and their parents/guardians (as appropriate) in a manner that is free from bias, inclusive, and non-discriminatory.
- Facilities, equipment, technology, and materials in the delivery of the program are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX of the Civil Rights Act of 1964 and Title II of the Americans with Disabilities Act of 2010.
- Appropriate actions are taken to eliminate barriers to extended learning opportunities for all students, including special populations.

Districts will be able to access technical assistance to improve their CTE programs throughout the CLNA and local application processes during SFY 2020-22.

**Postsecondary Program of Study Approval Process:** All programs of study requested for ICCB

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<sup>39</sup> The PQR rubric was adapted from the research-based ACTE Quality CTE Program of Study Framework and aligns, where appropriate, with ICCB's program review requirements.



approval must meet all six<sup>40</sup> required Perkins V components of a program of study, as well as the additional criteria of need, cost, and quality. The postsecondary Program of Study Approval form was revised in SFY 2020 to align with the elements of a high-quality CTE program outlined in Advance CTE's Policy Benchmarking Tool. Postsecondary recipients must document how their programs of study meet the minimum standards as set forth in the Act through completion of the approval form. Several criteria must be met before submitting a program of study to ICCB for approval:

- The program of study developed and submitted for approval must be from a previously approved CTE program offered by the college.
- The program must meet or be working toward fulfilling the federal and state requirements of a program of study in order to be supported, in whole or part, by federal Perkins funding.

Community colleges may submit programs of study for approval with their local application or throughout the grant cycle; however, colleges will be required to identify a program of study that will be developed, evaluated, or improved each fiscal year. ICCB will continue to assess community colleges' progress in increasing academic and technical skill attainment through several different processes, including, but not limited to, grant monitoring and technical assistance procedures (Appendix X); ICCB's Statewide Program Review Process;<sup>41</sup> and other continuous improvement processes, such as Pathways to Results. Additionally, ICCB will continue to assess the extent to which CTE programs and programs of study will expand access for special populations students. Ensuring equitable access requires enhanced use of data, particularly disaggregated data, to understand where disparities exist in CTE programming and subsequently enacting evidence-based strategies and activities to address the identified disparities. These activities will occur on an annual basis, if not more frequently. This is not a new practice for community colleges, but Perkins V requires disaggregated data to be reported to the U.S. Department of Education, as well as be available for public viewing.

Local recipients will be required to review and report program-level data, including disaggregated data, on an annual basis to appropriately analyze these activities. Local recipients will be required to submit a Performance Improvement Plan for all fiscal years in which their performance does not meet the state-adjusted performance targets, in addition to their local application for SFY 2021-24 and the CLNA completed prior to SFY 2021 and SFY 2023. The local application will require recipients to demonstrate and provide evidence of how approved programs of study and career pathways will expand access for special populations specifically in the following areas:

- Accessibility to programs, services, and activities;
- Preparation for employment;
- Training and assistance in overcoming barriers that may limit opportunities for success; and
- Anti-discrimination efforts.

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<sup>40</sup> A.) Incorporates challenging state academic standards, B.) addresses both academic and technical knowledge and skills including employability skills, C.) aligned with the needs of industry, D.) progresses in specificity, E.) has multiple entry and exit points that incorporate credentialing, and F.) culminates in the attainment of a recognized postsecondary credential.

<sup>41</sup> [https://www.iccb.org/iccb/wp-content/pdfs/manuals/program\\_review/ICCB\\_Program\\_Review\\_2017-2021\\_Revised\\_6\\_13\\_19\\_FINAL.pdf](https://www.iccb.org/iccb/wp-content/pdfs/manuals/program_review/ICCB_Program_Review_2017-2021_Revised_6_13_19_FINAL.pdf)

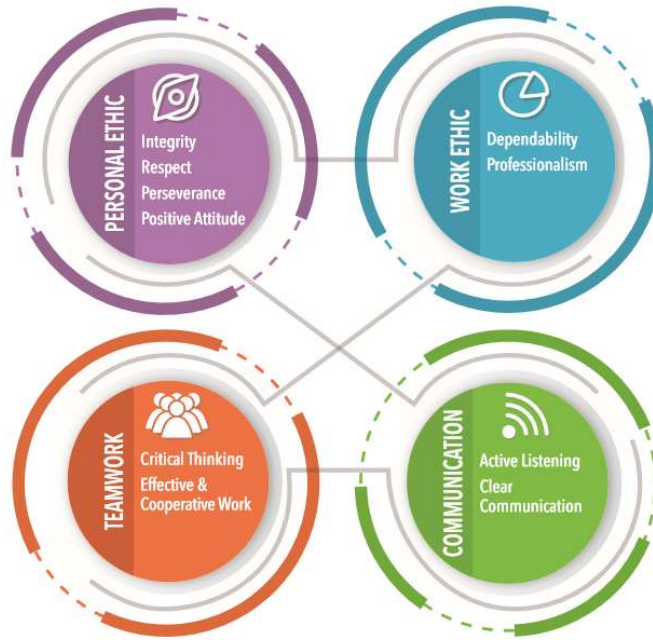
See ISBE's Program Approval Process (Appendix X) and ICCB's Program Approval Process (Appendix X) for full program approval policies and processes.

**State Support for Local Program of Study Collaboration:** Partnerships among local recipients (secondary and postsecondary), education and workforce entities under WIOA, and community-based organizations will be essential to the development, implementation, and evaluation of programs of study. These partnerships can allow for smooth transitions and coordination of services to increase student success by expanding access to and supporting persistence in CTE programming for special populations. Secondary and postsecondary recipients will be required to obtain signatures from all partners consulted as a part of the completion of the CLNA and local applications to ensure that there is coordination among stakeholders. ISBE and ICCB will facilitate these collaborative efforts by providing support and guidance on the development and implementation of local and joint CTE Advisory Committees. These efforts include updates to the existing Advisory Committee Guidebook maintained by ICCB to include focused guidance for administration of advisory committees at the secondary level during SFY 2020. ISBE and ICCB will also begin providing technical assistance for secondary recipients during SFY 2020 as they are developing their CTE Advisory Committees.

**Employability Skills:** Recipients will be required to describe within their local application how they plan to integrate employability skills into the core coursework of each CTE program of study. The process for ensuring the inclusion of employability skills leverages *The Illinois Essential Employability Skills Framework and Self-Assessment*, Appendix X, developed with input from secondary and postsecondary educators and leaders, adult education leadership and providers, business partners, workforce representatives, and informed by the Office of Career, Technical, and Adult Education's Employability Framework. The four components of the framework are detailed within the figure following figure. This framework, bolstered by self-assessment tools and accompanying professional learning, supports local CTE programs as they design and integrate employability skills into curriculum and activities. The self-assessment section allows instructors to map the relationship between classroom activities and employability skills to facilitate more intentional integration that will lead to increased retention. The tool also includes a separate administrator self-assessment that focuses on examining programmatic elements to ensure that employability skills are integrated at all levels and that all students can strengthen these skills. The four components of the framework<sup>42</sup> are detailed within the figure below.

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<sup>42</sup> Illinois Essential Employability Skills Framework and Self-Assessment <https://icsps.illinoisstate.edu/wp-content/uploads/2017/07/Essential-Handout-2.pdf>



This graphic illustrates the interconnected nature of employability skills by providing an overview of the elements of the Essential Employability Skills Framework and actions or behaviors that demonstrate competency in those elements.

Figure 8: Employability Framework

Additionally, the Top 10 Cross-Sector Essential Employability Competencies<sup>43</sup> were created by the P-20 Council and integrated within the College and Career Pathway Endorsement (CCPE) under the PWR Act. The CCPE was developed in July 2018. (See Appendix X). A crosswalk of the two frameworks for employability skills offered in Illinois is provided in figure that follows.

ILLINOIS ESSENTIAL EMPLOYABILITY SKILLS FRAMEWORK	PWR ACT CCPE ESSENTIAL EMPLOYABILITY COMPETENCIES
<b>Personal Ethic:</b> Integrity, Respect, Perseverance, Positive Attitude	Decision Making, Critical Thinking, Adaptability and Flexibility, Reliability and Accountability
<b>Work Ethic:</b> Dependability, Professionalism	Initiative and Self-Drive, Planning and Organizing
<b>Teamwork:</b> Critical Thinking, Effective and Cooperative Work	Teamwork and Conflict Resolution Problem Solving, Cultural Competence
<b>Communication:</b> Active Listening, Clear Communication	<b>Communication:</b> Written, Verbal, and Digital

Figure 9: Employability Skill Framework and PWR Employability Competencies Crosswalk

<sup>43</sup> Recommended Technical and Essential Employability Competencies <http://pwract.org/wp-content/uploads/2019/07/Recommended-Technical-and-Essential-Employability-Competencies.-April-2019.pdf>

ISBE and ICCB are exploring ways to use both the Illinois Essential Employability Skills Framework and the PWR Act CCPE Essential Employability Competencies to ensure programs of study are responsive to the industry-identified employability skills needed by completers of CTE programs for implementation in SFY 2021. Integration of these frameworks will give CTE program administrators implementation and assessment resources in addition to guidelines for a self-assessment process to promote continuous program improvement in implementation of employability skills.

**c. Describe how the eligible agency will--**

- i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand.**

*Secondary:* ISBE shares relevant information through listservs to EFE directors and school counselors. Additionally, ISBE communicates with a broader audience through *ISBE's Weekly Message* and frequently updated social media accounts on Facebook and Twitter, allow for more direct communication with students and parents. ISBE will develop and maintain a listserv of CTE teachers and administrators to provide updates on information, such as innovative practices and parent community strategies, beginning in SFY 2021.

ISBE redesigned its CTE webpages in SFY 2020 to align to the 16 federal career clusters (with the inclusion of the soon-to-be-developed energy cluster) and the endorsements in the PWR Act<sup>44</sup>. The webpages provide details on approved programs of study and career pathways available to secondary students in Illinois and will be vetted for language and accessibility. The new school counselor webpage, along with the Student Voices page, focuses on career-connected learning across all grade levels and provides resources for career exploration, dual or concurrent enrollment programs, and work-based learning. Links to career exploration activities, a parents' guide to secondary/postsecondary concerns, a sample Postsecondary and Career Expectations (PaCE) framework, and current career trend data are included for students and parents.

Students, parents, and representatives from secondary and postsecondary institutions can also access ISBE's statewide career guide as a hard copy or in digital format.<sup>45</sup> Both formats will be translated into other languages and accessible through assistive technology to allow expanded access by special populations in SFY 2021. The career guide is organized around the nationally recognized career clusters. Information for each cluster is provided related to programs of study, entry and exit points connecting secondary to postsecondary opportunities, current labor market data, and statewide business and industry partners.

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<sup>44</sup> <https://www.isbe.net/Pages/Career-Technical-Education.aspx>

<sup>45</sup> <https://www.ilcareerguide.com/>

*Postsecondary:* In addition to listservs, ICCB disseminates information to higher education leaders and CTE practitioners through a monthly newsletter, which is distributed via the agency website and social media accounts. The newsletter highlights exemplary CTE programs, shares effective practices, and distributes important guidance. ICCB also continues to share information about career pathways, work-based learning, and career exploration through webinars, learning communities, and professional learning opportunities. The ICCB's Directory of Programs website<sup>46</sup> provides the public with information on available programs of study at Illinois community colleges. Students can search by college or by program of study. Students are provided information on the available programs of study that colleges offer, the degree or certificate type, and the required number of hours for completion. A ZIP code locator is offered to assist students in finding their local community college. Contact information for the colleges is also provided.

**ii. How will the eligible agency facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points?**

ISBE and ICCB facilitate collaboration among eligible recipients throughout the development, evaluation, and coordination of CTE programs and programs of study and career pathways. Specifically, ISBE and ICCB will utilize the local planning process to facilitate collaboration among secondary and postsecondary grantees. The local planning process includes the completion of the CLNA and the local application. ISBE and ICCB have designed respective CLNAs and local applications so that collaboration is conducive for our secondary and postsecondary grantees. Additionally, other stakeholders, including adult education providers, local workforce boards and community-based organizations are required to participate in local planning efforts. The following strategies will promote collaboration among eligible recipients<sup>(b)(6)</sup> in the development and coordination of CTE programs and programs of study and career pathways that include multiple entry and exit points:

- Through the implementation of the State Plan, ISBE and ICCB will provide technical assistance and resources to promote the use of joint advisory committees inclusive of all required partners to reduce duplication and increase local collaboration. Joint advisory committees will provide a structured way to engage key stakeholders regularly regarding the quality and impact of local CTE programs.
- In SFY2020, ISBE and ICCB collaborated with the core partners of WIOA to align local planning guidance. Local workforce areas, under WIOA, will also be developing 4-year local plans for the period of July 1, 2020- June 30, 2024. Specifically, labor market information will be provided by local workforce boards to inform local WIOA and Perkins plans, while the results of the CLNA from secondary and postsecondary grantees will be provided to local workforce boards to inform local WIOA plans. These collaborations will inform program of study and career pathway development and alignment. Throughout the implementation of the State Plan and the Unified WIOA Plan, ISBE, ICCB, and WIOA agencies will work together to provide guidance and technical assistance to local grantees as they implement their local plans.
- Quality programs of study and career pathways require the use of multiple entry

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<sup>46</sup> <http://iccbdsrv.iccb.org/dop/home.cfm>

and exit points; therefore, this is a component of ISBE's Program Quality Review rubric and ICCB's CTE program of study approval policy. Furthermore, requiring that LEAs collaborate with their secondary or postsecondary counterpart(s) to complete the CLNA creates another opportunity for both entities to review programs of study for alignment across systems of entry and exit points.

- iii. **Describe how the eligible agency will--use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate.**

An initial assessment of the extent to which local programming is addressing workforce needs will occur through the local applications and programs of study submitted for approval at both the secondary and postsecondary levels.

*Secondary:* ISBE through the program of study approval process requires eligible recipients at the secondary level to provide documentation of engagement with a local or joint advisory committee that has reviewed labor market data and alignment of the CTE programs of study with local or regional industry needs and in-demand sectors.

*Postsecondary:* Postsecondary CTE is a required partner of the Workforce Innovation and Opportunity Act (WIOA); therefore, local postsecondary CTE recipients will be actively engaged in regional and local WIOA planning processes<sup>47</sup>. ICCB serves on the state-level team that reviews regional and local WIOA plans. Information gleaned from these plans will inform ICCB's review of the community colleges' Perkins Plans. Several other review processes are in place to ensure labor market alignment is maintained, including the ICCB Program Review process.

*Joint Efforts:* ISBE and ICCB will utilize labor market information collected and provided by the Illinois Department of Employment Security (IDES) to understand statewide and regional workforce projections and trends. ISBE and ICCB will also be able to utilize the State WIOA Unified Plan, alongside the regional and local WIOA plans to ensure local CTE programs are aligned to labor market needs, as appropriate. Lastly, ISBE and ICCB will continue to collaborate with the state's Workforce Innovation Board to identify other emerging in-demand sectors or occupations. ISBE and ICCB are actively engaged on the Board and its committees.

- iv. **How will the eligible agency ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations?**

**Ensuring Equal Access.** Local recipients will be required in the local application and the program of study approval process to address how equal access for special populations students will be ensured in their CTE programs of study and activities that will be assisted under Perkins V. The

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<sup>47</sup> Program Year 2020 WIOA Regional and Local Planning: <https://www.illinoisworknet.com/WIOA/RegPlanning>

activities described in their local application will be driven by the results of the Comprehensive Local Needs Assessment and the use of disaggregated data to determine disparities and gaps in performance and to make concrete plans for addressing those gaps. It is critical that recipients utilize the data gleaned from the CLNA to determine where, if any, gaps exist in providing academic and support services. Utilizing the program review process and targeted programmatic monitoring practices will allow ISBE and ICCB to ensure that eligible recipients are doing their due diligence in providing equal and equitable access to all students, specifically students who are members of special populations.

*Secondary Level:* LEAs will be required to utilize data disaggregated by special population subgroups to complete a CLNA and local application. Local grantees will provide a plan for addressing all achievement and opportunity gaps. These strategic plans will then guide the appropriate uses of federal and state CTE funds for the LEAs. Information gathered through this process will allow state and federal CTE funds to be used to directly support local efforts that address achievement gaps.

Additionally, ISBE maintains a website<sup>48</sup> that provides tools and resources for school districts to assist in complying with the federal civil rights laws, promoting equitable learning environments, and understanding accessibility. In addition, ISBE presents this information at relevant conferences and meetings to ensure compliance with civil rights laws is understood as an opportunity to articulate our commitment to ensuring access and opportunity for all.

*Postsecondary Level:* Community colleges in Illinois are open access institutions, meaning that all students are eligible to receive academic and support services. In tandem to submitting a local application for SFY 2021-24 and completing the CLNA prior to SFY 2021 and SFY 2023, local recipients will also be required to submit a Performance Improvement Plan (PIP) for all fiscal years in which their performance does not meet the state-adjusted performance targets. PIPs must identify disparities based on disaggregated data and utilize that data to develop and implement specific, evidence-based strategies or activities to address the identified disparities. Failure to create meaningful, targeted activities may result in disapproval of the recipients' local application or related programmatic monitoring compliance findings.

ICCB maintains a website<sup>49</sup> as an online tool designed to provide information, direct links to legislation, and helpful resources related to civil rights. In addition, ICCB provides statewide professional learning and technical assistance to the colleges on the importance and relevance of civil rights laws and anti-discrimination efforts. These opportunities present in several ways, including stand-alone workshops wherein colleges receive a simulated on-site civil rights review and as breakout sessions at larger conferences like the Forum for Excellence.

**Supporting Equal Access.** To reduce barriers and expand access for special populations, opportunities for professional learning will be identified and provided to the local recipients based on a statewide analysis of performance of special populations conducted by ISBE and ICCB as informed by the gaps and common trends identified in the Comprehensive Local Needs Assessments.

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<sup>48</sup> [www.ilequity.com](http://www.ilequity.com)

<sup>49</sup> [www.ilcivilrightsreview.com](http://www.ilcivilrightsreview.com)

Guidance documents will be developed to provide professional learning and technical assistance so local programs can respond to these gaps. Examples of resources include:

- Special Population Recruitment and Support Strategies Briefs<sup>50</sup> will be updated during SFY 2020 with current research and new special populations as defined by Perkins V.
- ICCB will provide guidance documents and webinars throughout the duration of the implementation of the State Plan to assist local recipients in strengthening multiple entry and exit points for learners who experience barriers to obtaining high school diplomas in traditional education systems, students with disabilities, and members of other special populations to and through postsecondary education and employment.

v. **Describe how the eligible agency will--coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate.**

Career pathways for Illinois are outlined at a website<sup>51</sup> maintained by the Illinois Department of Commerce and Economic Opportunity. The Illinois WorkNet Portal and Program is a collaboration with multiple partners from state, local, and private sectors, including ISBE, ICCB, and the Governor’s Illinois Workforce Innovation Board (IWIB). Representatives from ISBE and ICCB are active members of the IWIB. The inclusion of staff from ISBE and ICCB allows for strategic alignment with business-driven IWIB initiatives. Coordination and collaborative activities among ICCB, ISBE, and IWIB are illustrated in the following figure.

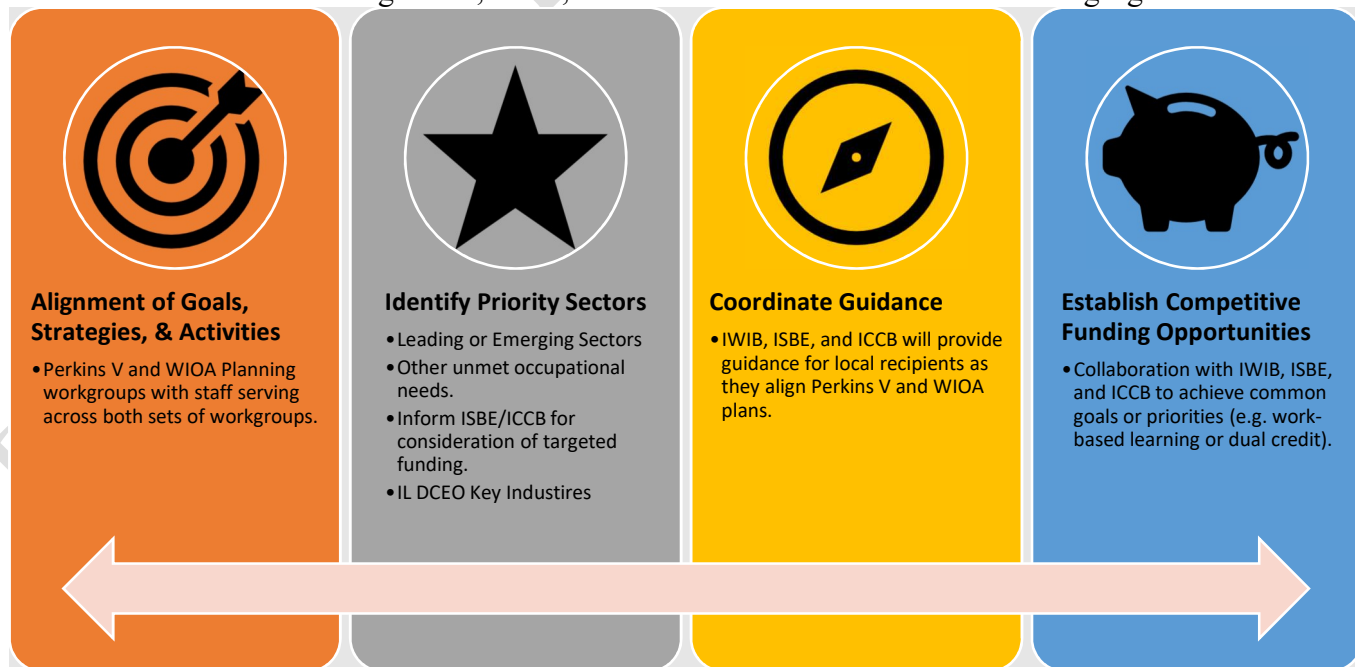


Figure 10: Workforce Coordination

<sup>50</sup> <https://icsps.illinoisstate.edu/2016/10/special-population-recruitment-and-retention-support-strategies-documents/>

<sup>51</sup> <http://www.illinoisworknet.com/>



The coordination of local development of career pathways is designed to be an iterative annual process in which the entities involved are continuously working to ensure the programs of study and career pathways are responsive to current and future workforce and industry needs.

- vi. **Describe how the eligible agency will--support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities.**

The initial means through which ISBE and ICCB will support collaboration among secondary schools, postsecondary institutions, and employers occur through the program of study approval process and completion of the CLNA and local application, which begin in January 2020. The driving force behind the facilitation of these collaborations is to ensure students participating in CTE programming will be provided with program offerings, with seamless transitions and multiple entry and exit points, that will prepare them with a deep understanding of and meaningful work-based experiences in the industry they are preparing to enter. Figure 11 highlights the steps in which secondary schools will collaborate with postsecondary institutions and employers.

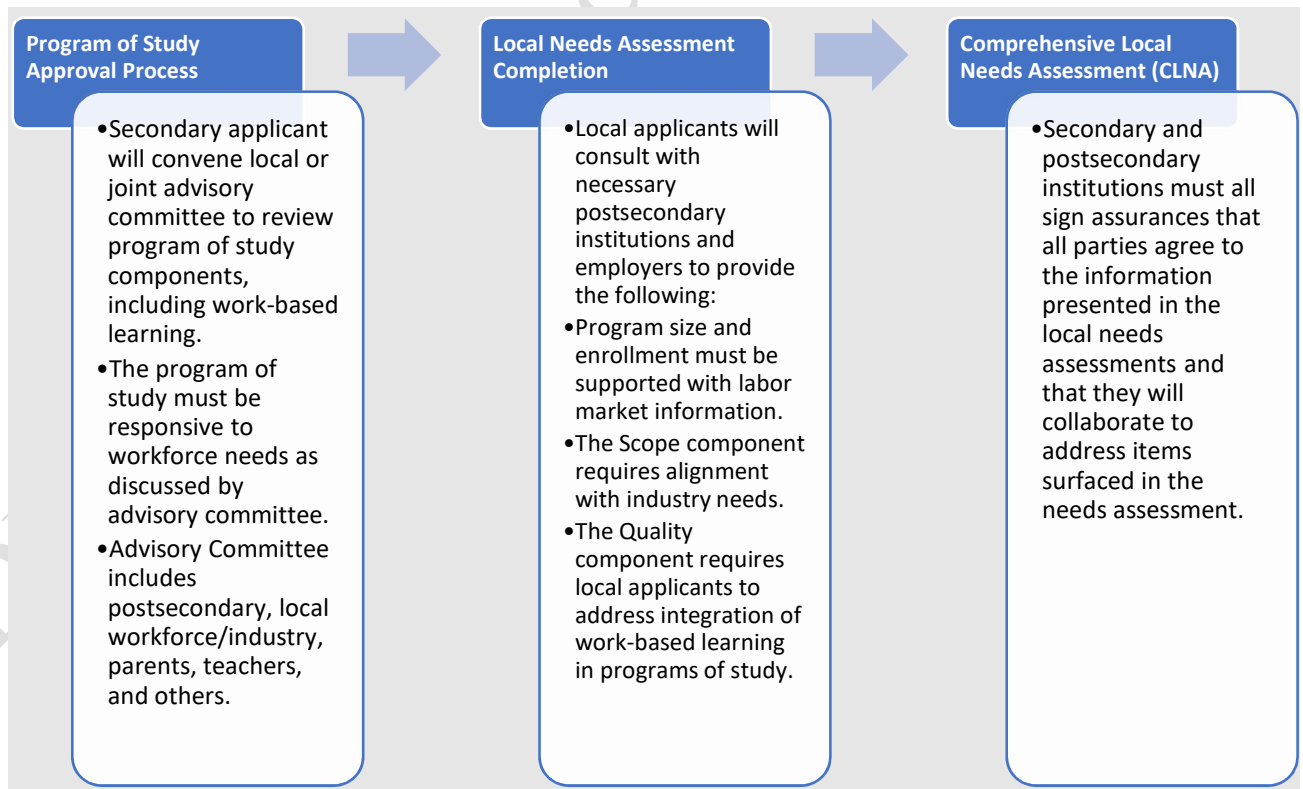


Figure 11: Education and Employer Program Approval Collaboration

ISBE and ICCB have identified several additional strategies to support effective and

meaningful collaboration between secondary schools, postsecondary institutions, and employers.

1. **Braiding of Funding to Support Local Collaboration:** Postsecondary Perkins funding and Adult Education and Family Literacy funding (WIOA Title II) will continue to support the local collaboration of postsecondary CTE and adult education providers to develop, implement, and scale Integrated Education and Training programs. Additionally, ISBE and ICCB are exploring another competitive grant opportunity with the Department of Commerce and Economic Opportunity (administrator for WIOA Title I). The goal of this competitive grant is to support the partnerships of secondary and postsecondary CTE with local workforce boards, inclusive of business and industry, to develop and implement career exploration, work-based learning opportunities; dual credit opportunities that are aligned to in-demand, high-skill, high-wage occupations; and mentorship. This grant opportunity would allow local partnerships to choose from a menu of options to fit the needs of their local communities. Feasibility of this grant program will be discussed during SFY 2020, with the intent to implement in SFY 2021.
2. **Regional Networking and Planning Events:** ISBE and DCEO will host and facilitate ten regional networking events across the state in spring 2020. The events will be structured opportunities for secondary schools, postsecondary institutions, and employers to share region-specific needs and opportunities and to initiate collaborative efforts to provide students with greater exposure to aspects of industry through contextualized learning through work-based learning and other hands-on activities.
3. **Technical Assistance through Development of Local Resources:** ISBE and ICCB will continue to develop resources to support meaningful, local collaboration for advisory committees and related to program of study implementation so that students can be provided with experience in, and understanding of, all aspects of an industry.
  - **Advisory Committee Guidebook:** During SFY2020 ISBE and ICCB set forth the expectation that a local or regional advisory committee, which includes local employers and other relevant stakeholders, including community-based organizations and students, provide input on all CTE programs of study. This guidebook was developed by ICCB to provide guidance for postsecondary CTE programs as they work to improve their advisory committees. Future plans for SFY2021 involve ensuring an advisory committee guidebook includes guidance for secondary grantees.
  - **Career Development Experience Toolkit<sup>52</sup>:** This toolkit helps to facilitate collaboration between secondary school and industry by highlighting best practices for facilitating career development experiences. It includes examples of how organizations are accomplishing this and spark innovation for other communities on how these examples might be modified to fit into their own unique context.

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<sup>52</sup> <https://edsystemsniu.org/career-development-experience-toolkit/>

Throughout the duration of the implementation of the State Plan, employers will receive training on the toolkit along with the school districts and community colleges.

4. ***Programs of Study Expectations Tool:*** The Illinois Programs of Study Expectations Tool<sup>53</sup> is designed to be an interactive instrument to help educational partners ensure they are meeting both the federal Program of Study requirements and the high standards set in Illinois. It is intended to guide a partnership team, or an internal self-review team, through the various Expectations and quality indicators.
5. **Professional Learning and Facilitated Networking Opportunities**
  - ***Career Connections Conference:*** In the Spring, ISBE in collaboration with ICCB, sponsors an annual practitioner-focused statewide conference with the goal of engaging teachers and paraprofessionals in sharing effective, evidence-based practices to improve CTE classroom instruction. Conference activities provide high-quality professional learning opportunities, appropriate for secondary and postsecondary CTE educators, administrators, and counselors. Additionally, the conference includes strands for grade 5-8 teachers in the form of career-connected exploration.
  - ***Forum for Excellence:*** In the Fall, the Forum for Excellence is Illinois' premier CTE and Adult Education (AE) professional learning event sponsored by the ICCB in collaboration with partners. The Forum is designed to highlight educational initiatives and effective practices impacting career pathway implementation and expansion. Additionally, the conference strives to build the foundation of partnership, showcasing local, regional, and national models that impact and improve opportunities for all students access to high quality CTE programs. The conference supports administrators of CTE including but not limited to: postsecondary Perkins Administrators, CTE faculty, Adult Education Administrators/Coordinators, Deans, Chief Academic Officers, ABE/ASE/ESL Instructors, and workforce partners. Resources from the FY2019 Forum for Excellence can be accessed here<sup>54</sup>.
  - ***Illinois Transitions Academy:*** The Transitions Academy is designed to assist program teams working towards developing Bridge and Integrated Education and Training (IET) programs. The Transitions Academy provides technical assistance, online and in person professional learning, and product development to support programs as they work to develop, scale, and improve their ICAPS/IET programs. The Illinois Transitions Academy occurs once in the fall and once in the spring and is hosted through the partnership between the Southern Illinois Professional Development Center (SIPDC) and the Illinois Center for Specialized Professional Support (ICSPS) and supported by ICCB.
  - ***Professional Development Network:*** The CTE Professional Development Network serves as a platform for regional collaboration amongst, community college CTE

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<sup>53</sup> Illinois Programs of Study Expectations Tool: <https://www.iccb.org/cte/programs-of-study/illinois-programs-of-study-expectations-tool/>

<sup>54</sup> FY2019 Forum for Excellence resources: <https://icsps.illinoisstate.edu/2019/09/forum-for-excellence-2019/>

administrators, coordinators, and faculty, and Perkins Administrators. The intent is to ensure that community college CTE programs continue to focus effectively on student outcomes, strengthen the connections between secondary and postsecondary education, and improve program accountability. Professional development through this network is offered throughout the year.

**vii. Describe how the eligible agency will--improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)**

To assist local recipients in improving outcome and reducing performance gaps, including for those who are members of special populations, starting in SFY20, ICCB and ISBE will provide professional learning and targeted technical assistance. The professional learning and targeted technical assistance strategies are described above and in Sections B3 and B4 of this plan. Local recipients will be required to submit a Performance Improvement Plan for all fiscal years in which their performance is not above the state-adjusted performance targets. These plans must identify the disparities based on disaggregated data and describe evidence-based strategies or activities to address the identified disparities including members from special populations. Recipients will be required to show a concerted effort in making strides toward reducing and eliminating any identified disparities and gaps throughout the ensuing fiscal years in order to maintain eligibility.

**d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)**

Dual credit instruction allows academically prepared high school students to simultaneously earn credits that count toward a high school diploma and a college degree. There is a growing emphasis among policy makers regarding the value of dual credit enrollment for all students and especially those who are traditionally underserved in higher education. The Dual Credit Quality Act legislates dual credit in Illinois. As amended, effective January 1, 2019, the Dual Credit Quality Act provides for the creation of formal partnership agreements between public secondary schools and community colleges. Partnership agreements outline the specific details of dual credit course delivery between systems, including responsibilities of the high school and community college, required faculty qualifications, instructional standards, and costs.

The community college system is the largest dual credit provider in Illinois. There were more than 117,000 secondary students enrolled in community college dual credit across all 48 community colleges during academic year 2017-18. Specifically, 44,622 dual credit course enrollments took place in 4,350 CTE dual credit courses. The most popular CTE courses were welding, certified nursing assistant, and construction trades.

ICCB and ISBE plan to support and expand dual credit utilizing the following strategies to build upon the system's success in dual credit:

- ***Enhance high-quality credentialing opportunities:*** The continued expansion of

stackable credentials and the integration of industry-recognized credentials within CTE programs are paramount to effective, high-quality CTE programming. Tying relevant dual credit opportunities directly to high-skill, high-wage, in-demand occupations allow students to meet their career goals with the maximum level of preparation and the maximum amount of credentials to validate that preparation, whether they intend to transition directly to the workforce or continue their education at the community college or a four-year institution.

- ***Improve access to higher education through dual credit:*** Inequitable participation among racial minorities and many special populations, as defined by Perkins V, exists in dual credit programming. Specifically, Hispanic and African American students are underrepresented in dual credit participation.<sup>55</sup> Additionally, while nearly 50 percent of students are identified as low income, only a third of the students participating in dual credit are low income. Beginning in SFY 2020, ISBE and ICCB will utilize disaggregated data to identify and provide targeted technical assistance, more effective resource allocation, and enhanced continuous quality improvement efforts to address equity gaps. This also requires better communication to underrepresented students and their families regarding dual credit options, including the courses offered, the impact on a student's career trajectory, and the related career opportunities that align with each program. The goal is to increase awareness, access, and participation in dual credit opportunities, specifically for students underrepresented in dual credit and higher education programming.
- ***Examine and Scale the Impact of Dual Credit on Student Success:*** Equity is a foundational tenet of Perkins, so considering dual credit through the lens of equity is essential. It is paramount to understand the factors that contribute to access to and student success in dual credit courses. Focusing on both access and student success through a disaggregated lens and in-demand career fields allows for curricular adjustments, student supports, and overall programmatic enhancements to be implemented. ISBE and ICCB connect de-identified dual credit student data via Illinois Longitudinal Data System<sup>56</sup> efforts. They will continue to expand this effort to measure the impact of dual credit via student success outcomes, such as persistence, retention, and graduation rates.

Throughout the implementation of the State Plan, ICCB will provide competitive grant opportunities through Perkins Leadership funding to support the development, enhanced delivery, and articulation of local dual credit programs and to expand student access to higher education while maintaining high academic standards.

**e. How will the eligible agency involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and**

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<sup>55</sup> Illinois Community College System Dual Credit Report FY 2018, Illinois School Report Card

<sup>56</sup> <https://www.illinoisworknet.com/ILDS/Pages/default.aspx>

**representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs? (Section 122(d)(12) of Perkins V)**

ISBE and ICCB engage stakeholders, including parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations, in state and local-level efforts in the planning, development, implementation, and evaluation of secondary and postsecondary CTE programs.

### **State-Level Efforts**

- ICCB and ISBE will bring together stakeholders across the state, including CTE instructors, administrators, career guidance and academic counselors, and business and industry representatives, to develop model programs of study for local adoption, particularly in high-skill, high-wage, in-demand occupations. Four programs of study are being developed in SFY2020 and additional program of study models will be developed in coordination with these stakeholders in SFY2021-2024.
- ISBE is developing a Statewide Secondary CTE Advisory Committee that will meet at least annually with additional meetings as needed, to begin in SFY 2020. The committee will be composed of student and parent participants, including, but not limited to, members of the Student Advisory Council, student leaders from Career and Technical Student Organizations, students nominated to be Illinois CTE Presidential Scholars, and students and parents of special populations, who will provide feedback in the planning, development, implementation, and evaluation and ongoing improvement of its career and technical education programs.
- ISBE and ICCB will provide technical assistance and develop resources throughout the implementation of the State Plan during SFY 2020 to encourage and foster local engagement among these stakeholders in the implementation of CTE programs. The Advisory Committee Guidebook created by the ICCB is an example of a resource that can assist local community colleges in engaging business, industry, and labor organization representatives, in addition to other stakeholders such as career guidance and academic counselors, community-based organizations, and secondary institutions, in the implementation of CTE programming. Regional and local professional learning was conducted to support LEAs as they work to improve their advisory committees.
- Survey results from ISBE's 5Essentials Survey<sup>57</sup> will inform continuous improvement by identifying strengths, weaknesses, and implications of programming with the inclusion of CTE-specific items to be integrated for SFY 2021. This survey is administered in grades

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<sup>57</sup> <https://www.isbe.net/Pages/5Essentials-Survey.aspx>

K-12, and additional questions will be added to allow for the collection of data related to CTE in grades 5-12. The survey, based on more than 20 years of research by the University of Chicago Consortium on School Research, focuses on five domains, including effective leaders, collaborative teachers, involved families, supportive environments, and ambitious instruction.

- The ICCB created the Program Review Advisory Committee in 2019, which is made up of college administrators, faculty, and a student. The Program Review Advisory Committee is charged with 1) improving the efficiency and effectiveness of the program review process by identifying challenges, redundancies, and omissions and providing recommendations for refining the process; 2) identifying, developing, and/or refining professional learning, technical support processes, and supplemental materials that reinforce and improve outcomes associated with program review; and 3) creating opportunities for institutions across the state to share experiences, procedures, and resources, as well as to provide feedback about the program review process. One specific recommendation of this committee that will be implemented moving forward is to institute a faculty peer-review system of program evaluation across the community college system. This system will be piloted in SFY 2021. Employers, community members, students, and other stakeholders are engaged in the program review process at their respective institutions. Resources, such as the *Creating a Space for Student Voice in Advancing Program Review*,<sup>58</sup> will be developed, in SFY 2021 to assist local recipients in engaging key stakeholders in the evaluation of CTE programs.

### **Local Support for Stakeholder Engagement**

- At the secondary level, local and/or joint advisory committees with representatives from secondary and postsecondary CTE programs, business and industry, community-based organizations, and other partners serve in advisory capacity at the local level to inform program development, implementation, and evaluation.
- Throughout the implementation of the State Plan, ICCB will create a variety of resources, such as communication and facilitation guides and planning templates, to encourage and foster local engagement among these stakeholders in the evaluation of CTE programming. Additional resources, such as the CTE Networking Directory (an online directory of secondary and postsecondary CTE administrators, local workforce board staff, adult education administrators, and organizations that support groups, such as veterans and students with disabilities) was created in SFY2020 to provide a direct connection among these groups. This Directory was created in response to requests from secondary and postsecondary grantees who are not aware of some of these organizations, and it will be helpful to new secondary and postsecondary CTE administrators. In addition, the Advance CTE Stakeholder Engagement tool is being used in Illinois to

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<sup>58</sup> <https://occrll.illinois.edu/docs/librariesprovider4/program-review/student-voice-brief.pdf>

implement professional learning regarding the engagement of stakeholders.

**f. Copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.**

As secondary and postsecondary grantees are supported by different state agencies, there are two versions of the local application template. ISBE oversees the administration of the local secondary funds and developed a local application and process for the secondary regional consortium. ICCB oversees the administration of the local postsecondary funds and has developed a local application and process for the community colleges. ISBE and ICCB require that local applications are informed by the CLNA, which will be completed in advance of the local applications.

Secondary Local Application- Appendix X  
Postsecondary Local Application- Appendix X

**g. Copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V.**

At the secondary level, the EFE regions works with local school districts to conduct the CLNA. At the postsecondary level, CLNAs are conducted by community colleges.

The EFE regions and community colleges are equal partners that lead the completion of the CLNA for their region or local area. Each recipient in a consortium model must produce a CLNA and a local application.

The EFE system director and Postsecondary Perkins administrator are responsible for collaborating and coordinating efforts to engage internal and external stakeholders and complete the CLNA as well as the local application.

Secondary Local Needs Assessment Template - Appendix X  
Secondary Comprehensive Needs Assessment Template - Appendix X  
Postsecondary Comprehensive Needs Assessment Template and Guidelines - Appendix X  
CLNA Guidance Document - Appendix X

**h. Eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.**

ISBE and ICCB jointly defined size, scope, and quality. The definition for size, scope, and quality and its elements will apply to all eligible recipients -- secondary and postsecondary -- unless specifically noted. *These definitions are in draft form until public comment has commenced and the State Plan has been approved by the U.S. Department of Education.*



## Size

- Local recipients must implement and offer at least one state-approved CTE program of study in one of the nationally recognized 16 career clusters.
- All programs of study are aligned to state, regional, or local in-demand sectors using labor market information.
- Postsecondary recipients: must follow local board policies on class size.
- Secondary recipients: Class and program enrollment minimums and maximums should be justified by the program of study local advisory committee as appropriate to meet industry labor market and economy needs as presented in the CLNA. Ideally, secondary recipients would meet the recommended minimum number of CTE programs of study indicated in the table below. This is not a requirement; however, enrollment irregularities should be addressed in the CLNA and a component of the continuous improvement plan for the LEA.

Size of LEA District (No. of students)	Recommended Minimum Number of CTE Programs of Study
501 – 2,000	Two Programs
2,001-3,000	Three Programs
3,001 – 4,000	Four Programs
4,001 and above	Five Programs

Figure 11. Size of Secondary Program Recommendations

## Scope

As defined in Perkins V, a program of study is a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- a. Incorporates challenging state academic standards;
- b. Addresses both academic and technical knowledge and skills, including employability skills;
- c. Is aligned with the needs of industries in the economy of the state, region, tribal community or local area;
- d. Progresses in specificity;
- e. Has multiple entry and exit points that incorporate credentialing; and
- f. Culminates in the attainment of a recognized postsecondary credential.

A program of study provides students with a strong experience in and comprehensive understanding of all aspects of an industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with all stakeholders, including business and industry.

## Quality

Programs of study must meet all of the following quality criteria. Most criterion should be met at the time of initial application; all criterion must be met no later than the start of Year 3 of the local plan, including specific strategies to address the unmet criterion in Years 1 and 2. ISBE or ICCB ultimately determines the extent to which programs meet the quality and may require accelerated timelines or provide extensions for additional time based on local efforts. This framework addresses K-12 and postsecondary and its application to local program development is required to receive Perkins funding as well as any additional CTE funding provided by the

state.

- 1. Development and Engagement:**<sup>59</sup> All programs of study must be developed through close K-12 and postsecondary collaboration, respond to the analysis and findings of the CLNA, and be informed by external stakeholders, including, but not limited to, business and industry, local workforce boards, adult education providers, and community-based organizations. The advisory committee must meet at least annually to review and support programs of study (and/or to consider multiple programs of study within a cluster or related cluster grouping). The advisory committee must review labor market information; provide input on current industry practices; identify high-skill, high-wage, and in-demand occupations and related competencies within the region; consider long-term industry trends and future of work; and participate in the continuous improvement process described in Criterion 9.
- 2. Employer-Informed Competencies and Skills:** The program of study must align instruction and experiences to a progression of employer-informed employability competencies that lead to readiness for employment or further education for high-skill, high-wage, and in-demand occupations identified during the engagement process.
- 3. Academic Instruction and Supports:** The program of study must include challenging academic instruction and student supports and interventions to facilitate successful student progressions into and through required coursework and avoid remediation to the extent possible. The programs of study instruction must be by a qualified teacher as defined by ISBE or a community college in compliance with ICCB Administrative Rules and accrediting bodies.
- 4. Recruitment and Access:** Beginning in SFY 2021, districts and colleges must develop a student recruitment and retention plan through the CLNA to address equity gaps that are evident into middle school. Programs of study must ensure access is equitable and all students are able to receive support to persist and succeed in CTE courses and opportunities.
- 5. Instructional Sequence.** Programs of study must provide a non-duplicative, fully articulated sequence of courses from K-12 through postsecondary (including four-year transitions, where appropriate). There must be multiple entry and exit points and stackable credentials must be incorporated.

*Middle School and Secondary:* The middle school and secondary program of study course sequence must, at minimum:

- Provide guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest prior to a cluster-specific orientation course that includes career exploration;

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<sup>59</sup> Currently, all postsecondary POS are required to have an advisory committee that meets, at minimum, annually. The ICCB continues to stress collaboration with secondary partners for these advisory committees.

- Include an orientation course providing a broad understanding of the specific cluster or cluster grouping that applies to the program of study in which the student is enrolled;
- Include an advanced course developing competencies and skills needed for entry-level employment or further postsecondary education;
- Incorporate credit transfer opportunities (e.g., dual credit, articulation agreement) and/or training for an industry-recognized credential; and
- Include instruction and evaluation in safety as appropriate within the curriculum

*Postsecondary.* The postsecondary programs of study course sequence must, at minimum:

- Encompass alignment of content between secondary and postsecondary coursework and curricula and include opportunities for dual credit or articulated credit in applicable academic and technical areas;
  - Include stackable credentials;
  - Specify how the program is structured or articulated to provide educational opportunities for students beyond community college;
  - Describe how work-based learning is incorporated into the curricula;
  - Describe how employability skills are incorporated into the content of the program; and
  - Ensure access and smooth transitions through programming for all students.
- 6. Work-Based Learning<sup>60</sup>:** Programs of study must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:
- Team-based challenges and/or CTSOs; and
  - One or more of the following: Internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships, student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement, or research apprenticeship<sup>61</sup>.
- 7. Instructors:** Instructors within programs of study are:
- Qualified,
  - Collaborate with industry professionals,
  - Engaged in applicable professional learning.
- 8. Facilities and Equipment:** Programs of study are offered in appropriate and accessible facilities that use industry standard technology and equipment.
- 9. Continuous Improvement:** The district and college use a continuous improvement process that evaluates and improves the program of study in collaboration with those stakeholders and the local or joint advisory committee

<sup>60</sup> <https://www.illinoisworknet.com/wbl/Documents/WBL%20POS%20Report%20Final%20Illinois%20Pathways.pdf>

<sup>61</sup> <https://www.isbe.net/Documents/IL-Career-Pathways-Dictionary.PDF>

described in Section D.

## Preparing Teachers and Faculty

- a. **Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)**

### Recruitment and Preparation

Recruiting, retaining, and supporting strong educators and faculty is critical to the success of high-quality CTE programs. Illinois developed specific strategies to address teacher recruitment and preparation as required in Perkins V.

- **Educator Preparation Pathways in High Schools.** CTE in Illinois plays a critical role in addressing the statewide teacher shortage through the recruitment and early preparation of high school students for careers in education. The CTE Education Career Pathway State Grant, a competitive grant that will be released in spring 2020, will provide funding directly to LEAs to support planning and implementation of a CTE Education Career Pathway or program of study directly connecting students to teacher preparation programs in any content areas delivered through institutions of higher education in Illinois. Funded programs will provide students opportunities to earn dual credit and the State Seal of Biliteracy (as appropriate); participate in work-based learning opportunities and internships; experience coursework along a program of study continuum leading to matriculation into a higher education teacher preparation program; receipt of an industry certification, such as paraprofessional license and/or high school career endorsement or micro-credential. Districts may apply for a regional collaboration with a consortium of districts and universities and/or community colleges to strengthen opportunities. The expansion of the educator preparation pathway programs will enable the recruitment and preparation of more educators for a variety of positions in education, including teaching CTE courses, in the long term.
- **Licensure Rule Revisions.** Illinois is enacting recommendations from *Teach Illinois*<sup>62</sup>, developed with generous support from the Joyce Foundation, to address a teacher shortage in the short term. The *Teach Illinois* project was established to investigate and report on the contributing issues and sustainable solutions to the educator shortage. The Teach Illinois collaboration of key participants resulted in seven recommendations<sup>63</sup> that have implications for teacher preparation,

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<sup>62</sup> <https://www.isbe.net/Documents/Teach-Illinois-Memo.pdf>

<sup>63</sup> <https://www.isbe.net/Documents/Teach-Illinois-Approved-Recommendations.pdf>

collaboration, future initiatives, and teacher leader development. The second recommendation, which suggests exploration of unique pathways to licensure, is of greatest relevance to CTE. ISBE is responding to this recommendation by convening a group of stakeholders in early 2020 to review and update current CTE licensure rules to reduce barriers to entry for qualified teacher candidates as well as consider avenues for short-term approvals in career and technical education to allow districts facing shortages greater flexibility in utilizing qualified teachers.

- **Bridge Program.** One innovative approach Illinois is considering is the development of a bridge program to increase the number of licensed CTE teachers by recruiting and preparing educators holding a teaching license in another content area to teach CTE. Current program options being considered include two summer externships in industry and co-teaching and mentoring opportunities with an experienced, licensed CTE teacher, feasibility will be evaluated during SFY 2020.
- **Collaboration with Partners.** Additional recruitment and retention efforts focus specifically on teachers of color. Illinois was invited to participate in the Diverse and Learner Ready Teacher initiative, spearheaded by the Council of Chief State School Officers, commenced in spring of 2018 and is devoted to diversifying the teacher workforce and ensuring all educators engage in culturally responsive teaching. Illinois is in the process of finalizing the development of culturally responsive teaching standards to inform the development of culturally responsive competencies for pre-service and in-service educators. Beginning in 2020, the standards/competencies will be incorporated into professional learning for in-service educators and into preparation programs for aspiring teachers, as well as used to drive the creation of recruitment and retention plans for teacher candidates within institutions of higher education and for teachers within Illinois public schools. CTE teachers will be included in this work.

### **Ongoing Support and Professional Learning for CTE Educators**

Perkins V implementation in Illinois will emphasize professional learning as a crucial element to program quality and specific supports for students exiting the private sector and entering teaching. Examples of the professional learning available to CTE teachers are outlined below.

- **Induction Programming for K-12 Teachers:** ISBE is partnering with the state CTE teachers' professional organizations to streamline and integrate CTE teacher induction programming statewide. One of the primary goals of this process is to differentiate sessions for novice educators who are entering with a traditional teacher preparation background and for those who are alternatively licensed, transitioning from careers in industry. This induction program, typically held early September, includes a kick-off event with professional learning carousels and trainings based on needs identified by new teachers and the teacher preparation institutions. An in-field mentoring program is being developed for pilot in early spring of 2020, with plans

for coordination through the regional and state CTE consortiums. A pre-conference session offering additional induction programming is planned for the Career Connections Conference in spring of 2020 that will be hosted in three locations throughout the state.

- **Induction Programming for Postsecondary Educators:** ICCB responded to the need for professional learning for novice educators and requests from community colleges by contracting with Illinois State University to develop curriculum and professional learning modules designed for business and industry representatives entering teaching, specifically CTE faculty. These modules will not be required but will supplement any on-campus training and professional learning. Modules will be created and piloted in SFY 2020 and released online in SFY 2021.
- **Postsecondary CTE Administrator Learning Communities:** The Perkins Administrator Cohort is comprised of postsecondary CTE subrecipients of the Perkins grant. It is designed to update and inform such administrators and to build awareness and understanding of the processes, compliance, and best practices for implementing the Perkins grant. The cohort structure utilizes a networking model to disseminate information, share resources, and provide details on opportunities for professional learning. ICCB facilitates monthly learning community virtual meetings to provide a platform where Perkins administrators can share effective practices within their institutions and programs and troubleshoot concerns/issues in relation to local Perkins grant implementation and CTE programs.
- **Learning Opportunities for All CTE Educators:** ISBE and ICCB will continue to collaborate to provide meaningful and relevant professional learning for all CTE educators statewide. These opportunities will be delivered at statewide conferences, such as the Career Connections Conference (annually held in the spring) and the Forum for Excellence (annually held in the fall), while others will be ongoing opportunities presented by ISBE and ICCB. Sessions related to the topics listed below are already in progress.
  - Facilitation of effective work-based learning
  - Supporting postsecondary planning
  - Integration of core academic and CTE standards
  - Teacher leadership in CTE
  - Differentiated instruction in the CTE classroom
  - Trainings for administrators who work with CTE to further develop data collection and analytical skills
  - CTE Counseling Academy to support statewide implementation of best practices in career counseling and advising

## **Professional Learning and Structures to Improve Instruction for Special Populations**

It is a priority of ISBE and ICCB to serve every student. Therefore, professional learning for all educators, local CTE directors, EFE system directors, and ISBE staff that focuses on recruitment, retention, and working with learners from special populations will be developed and delivered beginning in SFY 2020. ISBE and ICCB will also embed its focus on meeting the needs of special population into systems and structures that support CTE work. Specific plans related to these efforts are outlined below.

- ISBE will provide professional learning during SFY 2020 and beyond for EFE system directors and CTE faculty and staff focused on strategies for improving instruction for students who are members of special populations. Strategies include, but are not limited to, Universal Design for Learning (UDL), differentiated instruction, and culturally responsive teaching.
- ISBE staff will continue efforts begun in SFY 2020 to work with grantees to communicate the statewide priority for professional learning to improve instruction for special populations. Beginning in SFY 2021, eligible applicants will be required to submit plans for educator development to improve instruction to meet the needs of special populations as part of the local application. The plans must include indicators for how recipients provide access to professional learning on special populations, barriers to CTE implementation, as well as how teachers will learn and practice research-based strategies for meeting the diverse needs of members of special populations. ISBE staff who review CTE funding applications will also receive training to ensure that proposals are evaluated correctly with regard to data collection, interpretation, and application, in particular the inclusion of professional learning to help teachers meet the needs of special populations.
- ICCB requires colleges to conduct activities that focus on recruiting and retaining CTE faculty and staff, including those from underrepresented groups. ICCB also requires colleges to conduct activities that will provide professional learning opportunities to faculty, counselors, and administrators on the following topic areas: utilizing the UDL framework, integrating academics and CTE, providing the appropriate accommodations for special populations students, and teaching skills that include promising practices to close gaps in student participation and performance.
- ISBE and ICCB will continue to emphasize the priority to meet the needs of members of special populations in all existing professional learning opportunities, such as the CTE Counseling Academy, Administrator Academies<sup>64</sup>, and Career Connections Conference. Every professional learning opportunity offered to CTE educators will include explicit strategies for supporting and expanding opportunities and improving instruction for students who are members of special populations.

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<sup>64</sup> Specific professional learning opportunities for school administrators in Illinois.

### **3. Meeting the Needs of Special Populations**

**b. Describe the eligible agencies' program strategies for special populations, including a description of how students who are members of special populations—**

- i. will be provided with equal access to activities assisted under this Act;**
- ii. will not be discriminated against on the basis of status as a member of a special population;**
- iii. will be provided with programs designed to enable students who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;**
- iv. will be provided with appropriate accommodations;**
- v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment.**

Illinois recognizes the importance of equity, diversity, and inclusion throughout all aspects of a student's educational experience. Illinois also acknowledges that historically marginalized students, including students from special populations<sup>65</sup> as defined in Perkins V (see Appendix X for definitions), have not had equitable access to, or participation in, educational programming, including CTE. CTE courses and programs shall be offered equitably, with an absence of discrimination, in order to ensure access with appropriate accommodations for students through collaborative efforts and supports. The following guiding principles, developed by the Equity and Access Committee of the Perkins V Stakeholder Work Group, serve as the foundation for reducing inequities in CTE:

1. Illinois CTE will provide equitable access for all students beginning in fifth grade and continuing throughout their schooling with career exploration, career preparation, and academic and social support.
2. Illinois CTE will provide targeted support services, informed by evidenced-based practice, for special populations in collaboration with secondary and postsecondary districts and community-based organizations.
3. Illinois CTE will provide evidenced-based professional learning and resources to support programs in collecting and using data to critique and improve activities and services for those who are members of special populations, which will benefit all students.
4. Secondary and postsecondary CTE will collaborate with community-based organizations, business partners, and families to build a partnership that supports our students, create programs that ensure equitable access and supports, create opportunities for work-based learning, and ensure access to high quality programming.

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<sup>65</sup> Special Populations — students with disabilities; students from economically disadvantaged families, including low-income youth and adults; students preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English Learners; homeless students described in 725 of the McKinney-Vento Homeless Assistance Act; youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.



ISBE and ICCB will employ a variety of strategies to promote access and success for special populations students. There are many overarching strategies, such as professional learning and continuous improvement processes, that inform program strategies that may positively affect all members of special populations. These are detailed below. ISBE and ICCB have outlined specific strategies for each special population group that the agencies will support and promote to address equity gaps.

## **Overarching Strategies to Meet the Needs of Special Populations Students**

### ***Utilizing State Leadership Funds to Support Special Populations***

Both ISBE and ICCB are required to utilize state leadership funds to provide preparation for nontraditional fields and expose members of special populations to high-skill, high-wage and in-demand occupations. These activities are described in section D.

### ***Local Funding Opportunities***

1. ISBE and ICCB are committed to educational equity and will take advantage of the flexibility afforded to states to utilize State Leadership and Reserve funds to support special populations in districts where disaggregated data does not reflect improved outcomes for students in special populations. Funding opportunities may be formula-driven or competitive-based to support local recipients in carrying out evidenced-based strategies to address inequities in CTE programs and activities. Funding may support the support of effective teachers, faculty, specialized instructional support personnel, and paraprofessionals through personalized professional learning communities, micro-credentials, cohorts, and virtual learning opportunities directly related to special populations. Other specific, evidenced-based strategies that will be supported by ISBE and ICCB throughout the implementation of the State Plan are detailed beginning on page 62.
2. Special Population Leadership Academies for EFE directors, district and building-level administrators, and community college administrators so they can learn to drive change at the local level through the development of an equity action plan. Funding will be provided to research and enact evidenced-based strategies to address performance gaps, with a follow-up workshop wherein participants will share innovative practices and results.
3. Support for programs and activities, including facilities and equipment that increase access, student engagement, and success in science, technology, engineering, and mathematics fields, particularly for students who are members of groups underrepresented in such subject fields and members of special populations.
4. The expansion of competency-based education opportunities to meet the needs of members of special populations.
5. Opportunities for students to access and participate in Career and Technical Student Organizations.

6. Expansion of open educational resources, particularly those that are culturally responsive to the students being served.
7. Equity-driven, continuous quality improvement processes to evaluate programs, services, and activities to identify disparity gaps and inform actionable change.

### *Professional Learning to Support Special Populations Students*

During SFY20-SFY24, ISBE and ICCB will support professional learning opportunities for both secondary and postsecondary education systems. Professional learning will be targeted to administrators, instructors, paraprofessionals, academic and career advisers and counselors, and student leadership groups. Professional learning will be offered through conferences, in-person workshops, webinars, and virtual meetings. Additionally, resources that are created to support professional learning will be widely distributed via the implementation of the State Plan. Specific professional learning will be offered on:

- a. Legislative changes related to special populations;
- b. Data analysis, data literacy, disaggregation, and action planning;
- c. Equity-driven change through continuous improvement processes, such as the CLNA and ICCB and ISBE program reviews;
- d. Universal Design for Learning, as well as differentiated instruction;
- e. Multi-tiered systems of support, including response to intervention and Positive Behavioral Interventions and Support (secondary only);<sup>66</sup>
- f. Evidenced-based strategies to support special population students, including highlighting local effective practices;
- g. The recruitment and retention of instructors who are underrepresented in the teaching profession;
- h. Gender equity, micro aggressions,<sup>67</sup> and stereotype threat;<sup>68</sup> and
- i. Culturally responsive pedagogy and practices<sup>69</sup>.

### *Work-based Learning Opportunities*

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<sup>66</sup> For more information see [www.pbis.org](http://www.pbis.org)

<sup>67</sup> Micro aggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults -- whether intentional or unintentional -- that communicate hostile, derogatory, or negative messages to students based solely upon their marginalized group membership. Micro aggressions repeat or affirm stereotypes about a minority group, and they tend to minimize the existence of discrimination or bias, intentional or not.

<sup>68</sup> Stereotype threat is defined as a “socially premised psychological threat that arises when one is in a situation or doing something for which a negative stereotype about one’s group applies” (Steele and Aronson, 1995). According to stereotype threat, members of a marginalized group acknowledge that a negative stereotype exists in reference to their group, and they demonstrate apprehension about confirming the negative stereotype by engaging in particular activities. (<https://diversity.nih.gov/sociocultural-factors/stereotype-threat>)

<sup>69</sup> <http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx>

Illinois supports the expansion of innovative work-based learning opportunities to increase availability to all students, to include, but not be limited to, internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships.

More particularly, ISBE is exploring opportunities within the work-based continuum to create equitable opportunities across the state for all students. Unpaid work-based learning opportunities often serve as a barrier to low-income students or students with dependents, so to increase equity in work-based learning opportunities, ICCB will continue to support efforts for paid work-based learning such as pre-apprenticeships and Registered Apprenticeships throughout the implementation of the State Plan.. Additionally, ICCB will utilize Perkins Leadership funds to supplement activities within Illinois' Customized Apprenticeship Programming in Information Technology grant whereas the following populations are being targeted for participation and support: low-skilled adults, veterans, and individuals with disabilities. These groups are underrepresented in apprenticeship programming.

### ***Accountability***

#### ***Continuous Quality Improvement***

ISBE and ICCB are committed to the use of a data-driven approach to create programs of support for students. Perkins V requires states, school districts, and community colleges to continually progress toward improving access and performance for all CTE students, including racial and ethnic subgroups, as well as special populations. Ensuring equity and access for students in Perkins V begins with continuous quality improvement, such as conducting the comprehensive local needs assessment (CLNA) prior to completing the local application. The CLNA requires a collaborative effort between secondary institutions, postsecondary institutions, and various other partners, including representation of students from the special populations. The CLNA process, through the use of disaggregated data, is instrumental to uncover equity gaps and, based upon data, to identify conditions that may be hindering access and success of students participating in CTE programs. Other equity-driven processes include program review processes required by ISBE and ICCB as well as the latter's Pathways to Results process. Particularly, these continuous quality improvement processes identify disparities between special populations<sup>70</sup> and in the areas of enrollment, persistence, performance, and success. See section D for more information on continuous quality improvement.

All educational opportunities in Illinois must be nondiscriminatory. Any institution receiving federal funds must:

- Designate a person(s) to coordinate compliance efforts for Title IX, Section 504, and the American Disabilities Act
- Adopt and publish grievance procedures, which are made available to students, parents, employees, and the general public, to address complaints of discrimination and harassment. Such procedures must include a specified timeline for prompt attention and resolution.

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<sup>70</sup> Disaggregated by race, gender, economically disadvantaged, youth who are in or have aged out of the foster care system, students with disabilities, English learners, migrant students, homeless students, students with a parent in the active military, single parents (including single pregnant women), out-of-work individuals, and students pursuing nontraditional careers.

- Provide an annual notice of nondiscrimination and a continuous notice of nondiscrimination, including information for filing complaints, for its CTE programs.

The *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs* require that institutions receiving federal funds must provide programs of study and related activities without discrimination on the basis of race, color, national origin, sex, age or disability. ISBE and ICCB contribute to this effort by conducting civil rights compliance reviews of select subrecipients, as determined by targeting plans approved by the U.S. Department of Education Office of Civil Rights. The purpose of the on-site review is to determine the entity’s compliance with the *Guidelines* and applicable federal laws and regulations related to Title VI, Title IX, Section 504, and Title II. These visits result in recipients being issued a letter of findings; they are required to address/correct findings through a plan of correction.

Starting in SFY 2021, ISBE will provide increased technical assistance and training to LEAs related to the *Guidelines*, including the annual notice of nondiscrimination, the continuous notice of nondiscrimination, and grievance procedures. ISBE will increase technical assistance and training related to the civil rights review process and all LEAs are asked to complete a civil rights self-assessment<sup>71</sup>. Completion of the self-assessment provides an opportunity for LEAs to plan modification of policies and procedures to eliminate discriminatory practices. Robust technical assistance on the *Guidelines* and the Office of Civil Rights process will continue for community colleges as this is longstanding practice of the ICCB.

### **Specific Program Strategies to Support the Needs of Students from Special Populations**

ISBE and ICCB requires recipients of Perkins funds to provide information on their local applications regarding activities that support students from special populations. The Transition Plan permitted both agencies to allow increased flexibility and innovation with funds to meet the needs of students, starting in SFY 2020. This helped reduce out-of-pocket expenses for special populations participating in CTE (particularly postsecondary), including, but not limited to, those participating in dual credit, through reduction or elimination of the costs associated with fees, transportation, child care, etc.

ISBE and ICCB will support the following strategies to assist secondary schools and community colleges in providing equitable access and participation for each identified special population.

### **Students with Disabilities**

1. *Providing appropriate accommodations*: ISBE and ICCB will continue to provide significant guidance, technical assistance, and professional learning to local recipients on providing appropriate accommodations for students with disabilities, in accordance with IEPs and 504 plans, so they may equitably access and participate in CTE programming.
  - a. LEAs and community colleges may refer to “Supporting Students with Disabilities: Recruitment Super Strategies” for guidance and direction.<sup>72</sup> The super strategies

<sup>71</sup> Link to self-assessment

<sup>72</sup> <https://icsps.illinoisstate.edu/wp-content/uploads/2016/10/Disabilities-recruit-and-retention-1.pdf>

documents will be updated by the start of SFY 2021. These include services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices.

- b. ISBE in collaboration with ICCB will create a CTE Best Practices Toolkit by the fall of 2021 that will provide creative strategies to meet the needs of diverse learners, including instructional best practice for technical skill attainment, academic integration, other differentiated instruction strategies with a focus on career skills, employability skills, and literacy.
- c. Explore and expand professional learning opportunities related to best practices to close equity gaps, including the implementation of Universal Design for Learning, multi-tier systems of support including response to intervention, and differentiated instruction.

2. *Transition Planning: Facilitating transitions to and through postsecondary education and employment* – Students with disabilities transition to higher education and enter employment at much lower rates than students without disabilities. Supporting these transition points are crucial to student success. ISBE and ICCB will coordinate with the Illinois Department of Human Services Division of Vocational Rehabilitation and DCEO to improve local connections between high schools, community colleges, and appropriate local providers that support students with disabilities in finding and maintaining meaningful employment. In addition, ISBE and ICCB will provide support to local recipients to utilize effective strategies identified in the *U.S. Department of Education's Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities*<sup>73</sup>, such as career exploration, advising, dual credit, work-based learning opportunities, and transition services.

### **Low-Income Youth and Adults**

1. *Providing broader flexibility for local recipients to support low-income students in overcoming financial barriers:* ISBE allowed for more flexibility with state and federal funding starting in SFY 2020 to reduce barriers for special populations. This funding can be used to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs. The ICCB has traditionally allowed flexibility in providing limited direct student support; however, previous U.S. Department of Education guidance had limited direct student support. This guidance has been suspended under Perkins V. Additional flexibility will be afforded to the colleges moving forward to assist low-income students in participating and persisting in their CTE program of study.

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<sup>73</sup> <https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-2017.pdf>

Examples of what local funding can support include:

- Textbook loan libraries,
  - Transportation,
  - Childcare,
  - Supplies (e.g., uniforms, required tools and supplies, etc.), and
  - Accommodations.
2. *Expansion of paid work-based learning opportunities:* Work-based learning opportunities, such as internships, are meaningful learning experiences for students that create direct connections to potential careers. Unfortunately, many work-based learning opportunities are unpaid, creating additional barriers and disincentives for low-income students to participate. Participation in apprenticeships, which require a paid component and culminate in an employment opportunity, is increasing in Illinois. ISBE and ICCB will increase support for the development and growth of high-quality youth and registered apprenticeships<sup>74</sup> available to students in high school and college, particularly prioritizing support for low-income students or students who are traditionally underserved in these type of opportunities. This support is provided by ICCB through Perkins Leadership funding.

### **Students Preparing for Nontraditional Fields**

*Advancing gender equity:* Illinois is dedicated to advancing educational equity for students entering nontraditional fields. Retaining students in nontraditional fields is particularly important for advancing gender equity; gendered career selection has been proven to exacerbate the existing pay equity gap, particularly for women. Illinois will continue to seek advisement and consultation from the Gender Equity Advisory Committee to guide and support the work related to students pursuing nontraditional fields. LEAs and community colleges may refer to *Supporting Students in Nontraditional Careers: Recruitment Super Strategies*<sup>75</sup> and *Informing and Supporting Students Interested in Nontraditional Fields*<sup>76</sup> for guidance and direction. These documents will be updated by the start of SFY 2021. Funding will support professional learning and targeted technical assistance for local recipients specifically in the areas of gender equity, micro aggressions<sup>77</sup>, stereotype threat<sup>78</sup>, and effective practices for recruiting and retaining students preparing for

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<sup>74</sup> An apprenticeship registered with the U.S. Department of Labor (DOL) meeting the standards defined by DOL, which includes the five required components: 1) Business Involvement, 2) Structured On-the-Job Training, 3) Related Instruction, 4) Rewards for Skill Gains, and 5) Industry Credentials. See the Career Pathway Dictionary for more work-based learning definitions at <https://www.isbe.net/Documents/IL-Career-PathwaysDictionary.PDF>.

<sup>75</sup> <https://icsps.illinoisstate.edu/wp-content/uploads/2016/10/NON-TRAD-Recruitment-and-Retention-1.pdf>

<sup>76</sup> <https://icsps.illinoisstate.edu/wp-content/uploads/2018/11/NTO-Super-Strategies-ISBE.pdf>

<sup>77</sup> Micro aggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults -- whether intentional or unintentional -- that communicate hostile, derogatory, or negative messages to students based solely upon their marginalized group membership. Micro aggressions repeat or affirm stereotypes about a minority group, and they tend to minimize the existence of discrimination or bias, intentional or not.

<sup>78</sup> Stereotype threat is defined as a “socially premised psychological threat that arises when one is in a situation or doing something for which a negative stereotype about one's group applies” (Steele and Aronson, 1995). According to stereotype threat, members of a marginalized group acknowledge that a negative stereotype exists in reference to their group, and they demonstrate

nontraditional careers.

### **Single Parents, Including Pregnant Women and Parenting Teens**

*Access to affordable and flexible supports, including child care:* Many single parents, including pregnant women and parenting teens, face significant barriers to participating in CTE programming. ISBE and ICCB will continue throughout the implementation of the State Plan to support professional learning to local recipients on how to assist these students in overcoming barriers to participation. Specifically, ICCB will continue to provide guidance to community colleges on serving single parents and pregnant women, including providing upfront information about assistance related to child care services, transportation, high school equivalency certification (if needed), and financial resources that would allow greater access to CTE programs. Colleges should also connect with community networks to provide families with additional assistance. Single parents who also experience financial barriers can access supports noted above for low-income youth and adults. Flexible scheduling options are encouraged to better serve single parents who are balancing familial and other responsibilities.

### **Out-of-Workforce Individuals**

1. *Career pathway opportunities:* ICCB will support the development of stackable credentials and short-term certificates throughout the implementation of the State Plan to accelerate the education and training necessary to gain meaningful employment. Specifically, the ICCB will support the development of seamless transitions and articulation between non-credit and credit CTE programs. Additionally, the ICCB will support funding opportunities that promote competency-based education and prior learning assessments that accelerate progression through career pathways.
2. *Integrated education and training:* Out-of-workforce individuals without a high school diploma or its equivalency work to complete their high school equivalency and are co-enrolled in credit CTE courses/certificates through an integrated instructional model that is supplemented by support courses (supplemental instruction) and comprehensive student supportive services and augmented by team teaching that includes CTE faculty and basic skills instructors. The model provides career pathway/employment opportunities for students while enabling their transition into additional postsecondary certificate/degree programs. ICCB will support the development, implementation, and evaluation of integrated education and training programs throughout the implementation of the State Plan.

### **English Learners**

1. *Appropriate accommodations:* English Learners must be provided appropriate accommodations and not be barred access or participation in CTE programming or

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apprehension about confirming the negative stereotype by engaging in particular activities.  
(<https://diversity.nih.gov/sociocultural-factors/stereotype-threat>)

activities due to the development of their English language Skills. Guidance and technical assistance are provided in the current *Supporting Students with Limited English Proficiency: Recruitment Super Strategies*.<sup>79</sup> These documents will be updated by the start of SFY 2021. ISBE will explore opportunities between now and April of 2022 to increase career and technical education opportunities with the Illinois Migrant Education Program (MEP). The goal of MEP is to reduce the impact of educational disruptions and other challenges faced by migratory children and youth by providing supplemental educational and supportive services to migratory children.

3. *Innovative program models that accelerate learning*: ICCB supports innovative programming to address the needs of English Learners. Some colleges deliver curriculum in the students' native language, as well as bilingual curriculum, to accelerate the time it takes for English Learners to complete ESL and CTE coursework.

### Students Experiencing Homelessness

1. *McKinney-Vento*: In accordance with the McKinney-Vento Act, ISBE identified procedures to ensure that homeless children and youth are afforded the same educational opportunities to be successful learners as all other children and youth, including opportunities to participate fully in CTE programming.<sup>80</sup>
  - a. Barriers (e.g., lack of immunization and health records, birth certificates, school records and other documents, residency documents required for non-homeless students, guardianship issues) must be removed and homeless children and youth must be immediately enrolled in a public school. LEAs may refer to the *Education for Homeless Children and Youths Program Non-Regulatory Guidance*<sup>81</sup> for further information
  - b. ISBE prepared and created guidance documents for LEAs related to the McKinney-Vento Act<sup>82</sup>.
  - c. LEAs are allowed increased flexibility in budgeting to meet the needs of homeless children and youth. For example, funds can now be used for fees associated with CTE coursework and items such as class materials, uniform fees, lab fees, transportation, and mandated charges for entry into programs (e.g., background checks, physicals, etc.).
  - d. LEAs shall provide assistance to unaccompanied homeless youth and teens related to FAFSA completion for those interested in postsecondary opportunities.
  - e. School districts should work closely with their designated homeless education liaison or contact the ISBE Wellness Department or CTE and Innovation for

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<sup>79</sup> <https://icsps.illinoisstate.edu/wp-content/uploads/2016/10/LEP-Reruit-and-retention-1.pdf>

<sup>80</sup> <https://nche.ed.gov/wp-content/uploads/2018/11/labor-ed-collab.pdf>

<sup>81</sup> <https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716.pdf>

<sup>82</sup> <https://www.isbe.net/pages/homeless.aspx>



technical assistance and guidance, as needed.

2. *Addressing food and home insecurity among community college students:* The ICCB will utilize evidence-based research to provide technical assistance to community colleges regarding students who experience homelessness. Specifically, the ICCB will assist community colleges in collaborating with local resources, such as the Supplemental Nutrition Assistance Program Employment and Training program through the Department of Human Services<sup>83</sup>, to expand access of federal food assistance benefits to college students participating in CTE programs.

**Youth who are in or have aged out of the foster care system:** Youth who are in or have aged out of the foster care system are a new subpopulation to the special populations identified by Perkins V. Illinois has the third-highest rate of foster youth aging out of the system.<sup>84</sup> Foster youth are less likely to matriculate into postsecondary education than their peers, reducing meaningful career opportunities in the future. Eighty-six percent of foster youth indicate that they want to attend college, but only 3 percent complete a college degree. Instead, many are unemployed, experience homelessness, or are incarcerated<sup>85</sup>

1. ISBE and ICCB will employ strategies through this State Plan to increase career pathway opportunities for youth in care or those who are transitioning out of care. By May 2021, ISBE and ICCB will align with services provided under Perkins V to seek advisement and partnerships with agencies, councils, boards, and other affiliates to develop further guidance. Specifically, the ICCB contracted with the Office of Community College Research and Leadership (OCCRL) in SFY 2019 to conduct an environmental scan to understand the extent to which foster youth (or former foster youth) participate in postsecondary education, including CTE programming in Illinois. OCCRL will reference the environmental scan to conduct an exploratory study in SFY 2021 on support services and student experiences of former foster youth in community college programs of study. These data will inform statewide planning efforts, strategies, and resource investment and will be shared with the postsecondary CTE community in SFY 2022.
2. By May 2021, ISBE and ICCB will provide technical assistance and guidance documents related to diagnostic measures to recognize at-risk youth, targeted interventions, schoolwide interventions, and other career-related services to supports, including professional learning opportunities related to trauma-informed care.
3. ISBE and ICCB will connect districts with individualized, wraparound supports for youth, targeting services for students based on individual needs. Both ISBE and ICCB

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<sup>83</sup> Government Accountability Office. (2018). Food insecurity: Better information could help eligible college students access federal food assistance benefits

<sup>84</sup> Foster Progress (n.d.). Retrieved from: <http://www.foster-progress.org/>

<sup>85</sup> Foster Progress (n.d.). Retrieved from: <http://www.foster-progress.org/>

are allowing increased flexibility with funding to meet the needs of members of special populations.

### **Youth with a parent who is a member of the armed forces and is on active duty**

1. This is a new special population, so ISBE will collaborate with related partners to determine the resources and possible wraparound supports for youth with a parent who is a member of the armed forces and is on active duty.
  - a. Considerations for resource development shall be related to academic, social, emotional, and behavior supports to meet the needs of students participating career and technical education.
  - b. Provide guidance to LEA and EFEs on supports for these students as they move from school to school.

### **C. Fiscal Responsibility**

#### **Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—**

The secondary CTE delivery system currently consists of 56 regional EFE systems. Each EFE includes a board of control, which is made up of the district superintendents who established an intergovernmental agreement (IGA) between the districts within the EFE system to help govern their system. The function of the EFE system is to help in the delivery of career and technical education by:

- 1) Addressing the principles of quality, access, and efficiency
- 2) Serving adequate population bases
- 3) Utilizing labor market information
- 4) Collaborating with postsecondary institutions
- 5) Collaborating with business and industry
- 6) Collaborating with other public and private agencies

ISBE will be evaluating the EFE system in SFY21. During spring 2020, ISBE will work with EFE system directors to define the scope of the evaluation. Changes to the system may be recommended to the Illinois State Board of Education, depending upon the findings of the evaluation.

All 39 districts in the Illinois community college system are eligible for postsecondary CTE services. See Appendix X for a list of all community college districts.

Each eligible secondary and postsecondary recipient must submit a four-year local application in order for ISBE or the ICCB to approve funding. The local application must include the following:

1. Comprehensive Local Needs Assessment: A fully completed CLNA (Appendix X), including assurances that all required partners were appropriately engaged, will be submitted prior to SFY 2021 and in SFY 2023.

2. Program Plan: The narrative or work plan should include a description of the activities and programs provided by the eligible recipient and should meet the requirements under Section 134 of the Perkins Act. The program plan should be informed by the results of the CLNA.
3. Annual Budget: Grantees will submit a budget on an annual basis identifying each fiscal year's proposed expenditures and rationale for expenditures. Allocations for secondary and postsecondary recipients are determined through a formula detailed in Sections 2-7 of this plan.
4. State Determined Levels of Performance: Eligible recipients not meeting the state determined levels of performance in any of SFY 2022, 2023, and 2024 will complete and submit a Performance Improvement Plan. Budget allocations should adequately support performance improvement activities.

The local application will be submitted in spring of 2020, and revisions may be submitted annually after the first program year. Revisions may be submitted as a result of the CLNA conducted in SFY2022, other continuous quality improvement processes undertaken in other years. If local allocations significantly change from year to year, rationale, supported by data, for changes to programs and activities must be provided.

Each eligible recipient receiving funds must complete annually a Programmatic Risk Assessment per the Illinois Grant Accountability and Transparency Act (GATA)<sup>86</sup> and the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200). The programmatic risk assessment framework (listed below) and specific program questions assess the applicant's ability to successfully execute the specified program.

- Limited program experience, protocols and internal controls governing program delivery increase an applicant's programmatic risk profile
- Programmatic risk assessment questions assess the applicant's ability to successfully execute the specified program
- The programmatic risk profile may require additional conditions (e.g. monthly reporting) within the grant award to develop the entity's capacity to deliver and/or administer the grant program

**a. each eligible recipient will promote academic achievement;**

Each eligible recipient will complete and submit a Comprehensive Local Needs Assessment and a local application requiring the eligible recipient to demonstrate how it will promote academic achievement. ISBE will specifically require information regarding integration of core academic standards and skills in programs of study and professional learning opportunities for CTE teachers related to individualized instructional approaches. In addition, should a student group not meet identified performance targets, recipients will submit a Performance Improvement Plan on their strategies for addressing any deficient performance measures. Specifically, ICCB will require community colleges to describe their efforts regarding academic and support services,

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<sup>86</sup> <http://ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

advisement, student retention, and persistence, among other activities that promote academic achievement

**b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and**

The Comprehensive Local Needs Assessment and the local application will require the eligible recipient to use data to describe how they will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential. For secondary programs, ISBE requires applicants to describe how they will provide students with opportunities that lead to a recognized postsecondary credential, including: work-based learning, dual credit, integration of industry-recognized credentials. ICCB will require community colleges to describe their efforts regarding work-based learning, curriculum, contextualization, student retention and persistence, among other activities that promote skill attainment leading to a recognized postsecondary credential. Attainment of recognized postsecondary credential is measured through the postsecondary State determined level of performance 1P1.

**c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

The Comprehensive Local Needs Assessment will require eligible recipients to analyze local economic and education needs, including a thorough labor market analysis of in-demand sectors and occupations, in addition to other criteria as described in Section 134 of Perkins V. This analysis will inform program offerings to be supported by Perkins funding. Secondary and postsecondary grantees will complete their CLNAs by spring 2020 to inform their local applications covering SFY 2021-24. Secondary and postsecondary recipients will be required to complete the CLNA process every two years after the local application has been submitted.

**Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**

Illinois will allocate funds for career and technical education in the following ways in accordance with Section 111 of the Act:

- A minimum of 85 percent (\$32,313,273), less any funds reserved up to 15 percent (\$5,702,342), will be distributed to local eligible grantees at the secondary and postsecondary levels in accordance with the prescribed formula;
- Not more than 10 percent (\$4,472,425) to be used for state leadership activities, including 2 percent (894,485) to serve students in state institutions;
- Not less than \$60,000 and not more than \$150,000 for services preparing Nontraditional Training and Employment, and
- A total of \$50,000 to recruit students in special populations.
- Not more than 5 percent of the funds will be used for state administration of the plan. These state administrative funds will provide leadership activities and

support for secondary and postsecondary education.

- a. **among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace;**

Historically, the distribution between secondary and postsecondary institutions has been 60/40. ISBE and ICCB leadership will explore and consider whether this distribution is adequate in meeting the needs of secondary and postsecondary education while also considering state priorities.

- b. **among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

The Board of Control for each EFE, which consists of the district superintendents in the region, develop an Intergovernmental Agreement (IGA) between districts and the EFE. In following the guidelines of the IGA, data provided by the EFE director and the CLNA, the district superintendents will decide how the funds are to be distributed in the region to ensure that students will be provided the necessary educational skill development opportunities to be successful in the workplace.

**For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)**

Eligible recipient allocations will be determined in accordance with the guidelines prescribed by Perkins V.

Perkins V secondary distribution will be \$22,809,369 for career and technical education programs and regional consortia that serve eligible secondary schools, based on past allocations and maintenance of the current memorandum of understanding (MOU) for SFY 2020. Area career centers do not generate Perkins funds because secondary serving schools are the eligible recipients that pay tuition to area career centers. Juvenile justice/state institutions will receive \$536,691. Each eligible institution's allocation amount will be loaded in the electronic Grant Management System (eGMS). Institutions should submit their application (including their budget) to ISBE for approval.

Funds will be distributed by the Illinois Comptroller's Office directly to grantees following allocation indicated in eGMS. All distributions of funds are subject to completion of all pre-

grant requirements, including the CLNA. The secondary portion of the state allocation is distributed to the secondary eligible institutions and consortia of eligible institutions through eGMS based on formula.

**For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.**

The Perkins V postsecondary distribution will be \$15,206,246 and the Corrections distribution will be \$357,794, based on past allocations and maintenance of the current MOU. The postsecondary portion of the state allocation is distributed by formula. The allocations to the community college districts are determined by the following formula: Each eligible institution or consortium of eligible institutions shall be allocated an amount that bears the same relationship to the portion of funds made available under Section 112(a)(1) to carry out this section for any state fiscal year as the sum of the number of students who are federal Pell Grant recipients enrolled in a CTE programs by such institution in the preceding state fiscal year bears to the sum of the number of such recipients enrolled in such programs within the state for such year.

The community colleges receive grant guidelines and allocations from ICCB. In determining the scope of work and budget, they must obtain approval from their governing boards on their proposal and how the funds will be spent according to the local grant guidelines and the results of the CLNA. The community colleges must submit their grant proposals to ICCB for approval. No community college shall receive an allocation in an amount less than \$50,000.

See Appendix X for SFY 2021 allocations to community colleges.

**Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)**

Each year ISBE examines the data from the Census Bureau and adjusts the allocation to accommodate for the changes in population and poverty. All state charter schools<sup>87</sup> serve as their own LEA, while all other charter schools<sup>88</sup> are served within a school district. ISBE will ensure that the state charter schools serving students in grades 5-12 in career and technical education are included. Should school district boundaries change, a correlated adjustment will be made to regional CTE consortium that will lead to an adjustment of the allocation provided.

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<sup>87</sup> Illinois State Charter Schools are administered under the Illinois State Charter School Commission and can apply for any funding opportunity a Public School District would be eligible for. <https://www.isbe.net/Pages/Illinois-State-Charter-School-Commission.aspx>

<sup>88</sup> Charter Schools are administered under a Public School District and are considered a part of the district for funding eligibility.

**If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**

- a. include a proposal for such an alternative formula; and**
- b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)**

**Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).**

Illinois will not submit a waiver to modify the secondary allocation.

**If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**

- c. include a proposal for such an alternative formula; and**
- d. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged students and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)**

**Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).**

Illinois will not submit a waiver to modify the postsecondary allocation.

**Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)**

ISBE will determine during SFY 2020 if the MOE level will be a continuance of SFY 2019 level or if a new level will be established. The most recently submitted MOE was for SFY 2018, with an aggregate expenditure of \$57,056,651, which is a continuing level. The baseline for the fiscal effort per student was \$924.

#### D. Accountability for Results

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
  - a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;
  - b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
  - c. the percentage of CTE concentrators graduating from high school having participated in work- based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Illinois will measure the percentage of CTE concentrators graduating high school who attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement to determine the secondary program quality performance indicator.

Illinois will calculate:

**Numerator:** The unduplicated number of CTE exiting concentrators who have successfully passed any dual credit course (any subject during their ninth-12th grade years)

**Denominator:** The total number of exiting concentrators<sup>89</sup>

ISBE chose this secondary program quality performance indicator based on Executive Order 3, feedback from stakeholders, and because this metric is currently tracked in the Illinois’ Student Information System (SIS)<sup>90</sup> and through a data-sharing agreement with ICCB. ICCB supports

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<sup>89</sup> Exiting concentrator is defined as an 11<sup>th</sup>-grader who is graduating early or any student who is in their fourth year or greater since first being identified as a ninth-grader.

<sup>90</sup> The Every Student Succeeds Act increased accountability and reporting requirements regarding student academic achievement. In order to better respond to these and other federal and state reporting requirements, ISBE and the IBM Corp.



the selection of this program quality indicator.

School year 2018-19 is the first year that Illinois secondary schools were able to track postsecondary credentials earned and participation in work-based learning by students in SIS. Currently, state-level baseline data is unavailable. Starting in 2019-20, ISBE is requiring Illinois secondary schools to track both postsecondary credentials and work-based participation by students through SIS as part of the ESSA College and Career Readiness Indicator.

2. Provide on the form in Section V.B. for each year covered by the State plan beginning in FY 2020, State determined performance level of each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(I)(I) of Perkins V):
3. and postsecondary, as well as state calculation business rules.

**State Determined Levels of Performance**

<b>Table 12: Secondary Performance Indicators and Performance Levels for FFY20-FFY23</b>					
	Baseline Level FY16-18)	Performance Levels			
		FFY 2020 SFY2021	FFY 2021 SFY2022	FFY 2022 SFY2023	FFY 2023 SFY2024
<b>Secondary Indicators</b>					
<b>IS1: Four-Year Graduation Rate:</b> The percentage of students who meet the state’s graduation or completion requirements within four years of entering high school.	95.7	95.7	96.2	96.7	96.2
<b>IS2: Extended Graduation Rate:</b> The percentage of students who meet the state’s graduation or completion requirements within six years of entering high	97.1	97.1	97.6	98.1	97.6

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developed a state-level student information system. The project assigns a unique identification number to a student. All data to and from the state will use that unique identifier. For more information, go to <https://www.isbe.net/Pages/Student-Information-System.aspx>.

school.					
<b>2S1: Academic Proficiency in Reading:</b> Language Arts: CTE concentrator proficiency as measured by state assessments.	36.3	36.3	37.0	37.6	37.0
<b>2S2: Academic Proficiency in Mathematics:</b> CTE concentrator proficiency as measured by state assessments.	27.3	27.3	28.8	30.3	28.8
<b>2S3: Academic Proficiency in Science:</b> CTE concentrator proficiency as measured by state assessments.	34.2	34.2	35.9	37.7	35.9
<b>3S1: Post-Program Placement:</b> The percentage of CTE concentrators who, in the second quarter after exiting high school, are in postsecondary education or advanced training, military service, volunteers, or are employed.	44.4	44.4	44.6	44.8	44.6
<b>4S1: Nontraditional Program:</b> Concentration: The percentage of CTE concentrators in CTE programs and programs of study that lead to fields in which their gender is underrepresented.	40.7	40.7	40.7	40.7	40.7
<b>5S2: Program Quality – Attained Postsecondary Credits:</b> The number of CTE concentrators who earn a diploma or certificate in the reporting year and who have earned dual credit in any course during their high school career.	45.2	45.2	45.2	45.3	45.2

**Secondary**

Appendix X contains key terminology and laymen interpretation of the secondary CTE core indicator definitions detailed below:

**Secondary 1S1: Four-Year Graduation Rate**

The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in Section 8101 of the Elementary and Secondary Education Act [ESEA] of 1965).

**Numerator:** The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year and were reported as a first-year, first-time grade 9 student in any year between the report year and the reporting year minus three.

**Denominator:** The unduplicated number of exiting CTE concentrators in the reporting year with a qualifying exit code.

**Secondary 1S2: Extended (Six-Year) Graduation Rate**

The percentage of CTE concentrators who graduate high school, as measured by an extended-year adjusted cohort graduation rate (defined in Section 8101 of the ESEA of 1965).

**Numerator:** The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year and were reported as a first year, first time grade nine student in any year between the report year and the reporting year minus five.

**Denominator:** The unduplicated number of exiting CTE concentrators in the reporting year with a qualifying exit code.

**Secondary 2S1: Academic Proficiency in Reading/Language Arts**

CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.

**Numerator:** The unduplicated number of CTE concentrators with a “proficient” or “advanced” score in the reading/language arts section on a statewide high school assessment exam.

**Denominator:** The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.

**Secondary 2S2: Academic Proficiency in Mathematics**

CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.

**Numerator:** The unduplicated number of CTE concentrators with a “proficient” or “advanced” score in the mathematics section on a statewide high school assessment exam.

**Denominator:** The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.

**Secondary 2S3: Academic Proficiency in Science**

CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in

science as described in Section 1111(b)(2) of such Act.

**Numerator:** The unduplicated number of CTE concentrators with a “proficient” or “advanced” score in the mathematics section on a statewide high school assessment exam.

**Denominator:** The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.

**Secondary 3S1: Postsecondary Placement**

The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

**Numerator:** The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year minus one and are reported as enrolled in a postsecondary institution within six months (two quarters) of July 31 of the reporting year minus one.

**Denominator:** The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year minus one.

**Secondary 4S1: Nontraditional Program Enrollment**

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.

**Numerator:** The unduplicated number of CTE concentrators in a CTE cluster area that is identified as nontraditional to the student’s reported gender. (If a student achieves concentrator status in multiple clusters and is considered nontraditional in any of them, that is the student’s official designation.)

**Denominator:** The unduplicated number of CTE concentrators enrolled during the reporting year.

**Secondary 5S2: Program Quality – Attained Postsecondary Credits**

The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

**Numerator:** The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year and who have a passing grade in a course identified as dual credit. (Dual credit courses must have a postsecondary institution’s Integrated Postsecondary Education Data System code to be accepted in SIS.)

**Denominator:** The unduplicated number of CTE concentrators who received a diploma or certificate of completion in the reporting year.

**Postsecondary Performance Indicators and Performance Levels for FFY20-FFY23**

<b>Table 13: Postsecondary Performance Indicators and Performance Levels for FFY20-FFY23</b>					
<b>Indicators</b>	<b>Baseline Level</b>	<b>Performance Levels</b>			
		<b>FFY 2020 SFY2021</b>	<b>FFY 2021 SFY2022</b>	<b>FFY 2022 SFY2023</b>	<b>FFY 2023 SFY2024</b>
<b>Postsecondary Indicators</b>					
<b>1P1: Post-Program Placement</b>	68.8	69	69.4	69.8	70.4
<b>2P1: Earned Recognized Postsecondary Credential</b>	69.5	70.1	70.5	70.9	71.3
<b>3P1: Nontraditional Program Concentration</b>	9.5	9.6	9.8	9.9	10.1

**Postsecondary**

Definitions of postsecondary CTE core indicators are detailed below:

**Postsecondary 1P1: Postsecondary Retention and Placement**

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

**Numerator:** Number of students in the denominator who in the second quarter after program completion are in a postsecondary education of advance training, military service, or a service program that receives assistance under Title I of the National Community Service Act or are employed.

**Denominator:** Number of students earning 12 credits in CTE via course level submission to ICCB (AC) OR who completed a CTE degree or certificate but earned fewer than 12 CTE credits in a cohort year.

### **Postsecondary 2P1: Credential, Certificate, or Diploma**

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.

**Numerator:** Number of CTE concentrators from the denominator who have received a degree, certificate, or industry credential approved for a specific CTE program in the prior reporting year or within one year of program completion.

**Denominator:** Number of students earning 12 credits in CTE via course level submission to ICCB (AC) OR who completed a CTE degree or certificate but earned less than 12 CTE credits in a cohort year.

### **Postsecondary 3P1: Nontraditional Program Enrollment**

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.

**Numerator:** Number of under-represented CTE concentrators in nontraditional CTE programs during the reporting year.

**Denominator:** Number of students earning 12 credits in CTE via course level submission to ICCB (AC) OR who completed a CTE degree or certificate but earned less than 12 CTE credits in a cohort year.

**Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V which at the minimum shall include**

- a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined levels under section 113(b)(3)(B) of Perkins V);**
- b. An explanation for the State determined levels of performance; and**
- c. A description of how the state determined levels of performance set by the eligible agency align with the levels, goals, and objectives of other Federal and State laws; and**
- d. As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.**

The state determined level of performance, related data, and feedback instructions were released for public comment to stakeholders for no less than a period of 60 days. ICCB released postsecondary state determined levels of performance in October 2019. ISBE released secondary state determined levels of performance in December 2019. ISBE and ICCB will carefully review and analyze the responses categorically and by stakeholders before making a final determination of the state determined levels of performance as described below. The

comments and the written response to stakeholders will be included in the final State Plan.

Pursuant to any change of performance levels, the state shall:

- Explore how the levels involved compare with the state levels of performance established for other states with similar demographics, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program and the services or instruction to be provided;
- Ensure that the performance levels are higher than the average actual performance of the two most recently completed program years;
- Consider the extent to which the state determined levels of performance advance the eligible agency's goals, as set forth by the State Plan; and
- Ensure that revised levels are submitted to the Secretary for approval and then will be incorporated into the State Plan.

In the event of unanticipated circumstances in the state or changes occur related to the improvements in data or measurement approaches, the agency may revise the state determined levels of performance after required public comment. The agency shall submit such evidence supporting the revision to the Secretary, and the Secretary shall approve any such revision if the revision meets the requirement as described in the law.

### **Considerations for Secondary State Determined Levels of Performance**

The secondary SDPL set by Illinois align with many of the ISBE's levels, goals, and objectives, as well as with the other Federal and State laws such as the approved College and Career Readiness Indicator in the ESSA state plan for Illinois, WIOA, and State Postsecondary Workforce Readiness Act, 60 x 2025 goal, Dual Credit Quality Act, Executive Order #3. ISBE's mission is to provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students. ISBE's focus on quality, equity, collaboration, and community, ISBE maximizes all students' educational attainment, opportunities for success in the workforce, and contributions to their communities, and thus strengthens the whole state.

Careful consideration was given during the process of determining the selected state determined levels of performance as to how the targets meet the requirements set forth in the law; how the targets would support the improvement of CTE concentrators, including subgroups and special populations; as well how the targets support the education and workforce needs of communities. Most importantly, the selection of the state determined levels of performance was determined in respect of the need for equitable access to the students of Illinois.

In addition to the monitoring and reporting progress of core academics (reading/language arts, mathematics, and science), ISBE selected the following as its program quality indicator: *indicator percentage of CTE concentrators graduating from high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another transfer agreement.*

Annually, this indicator will be collected and reported to the U.S Department of Education (ED). Currently, Illinois has the most complete data for this indicator. Illinois at this time does not have baseline data on:

- The *percentage of CTE concentrators graduating from high school having participated in work-based learning, and*
- The *percentage of CTE concentrators having attained a recognized postsecondary credential.*

Data for these indicators will be collected but not used for the purposes of accountability. The collection will allow Illinois to further explore and expand work-based learning and credential opportunities for secondary students. These indicators assist Illinois in understanding the college and career readiness of various student populations and provide targeted technical assistance and professional learning opportunities to EFEs and school districts.

Illinois secondary CTE performance targets will be expressed in a percentage of CTE concentrators who met the requirement for each of the defined indicators outlined in Perkins V. A Prior 3-Year Rate (baseline level) calculates the average outcome Illinois observed in the last three years using the Perkins V requirements and sets the Target Rate for the first year of Perkins V (SFY 2021/FFY 2020). This is intended to extend the trend Illinois witnessed in the last three years to the first three years of Perkins V. The forecasts starting at SFY 2024 (FFY 2023) follow this same pattern of applying a three-year average growth rate. To allow for systematic program improvement, ISBE will report disaggregated data by subgroups and special populations, as well as by CTE programs or programs of study.

### **Considerations for Postsecondary State Determined Levels of Performance**

The state determined levels of performance for postsecondary indicators are established in accordance with Perkins V, utilizing the definitions provided and statutory requirements. The levels of performance were determined from analysis of prior performance under Perkins IV and baseline data for Perkins V. The baseline data shows continuous improvement and progress for each subsequent year. Postsecondary state determined levels of performance, specifically 1P1, align with board goals of the ICCB and Illinois' goal to see 60 percent of the state's residents with a recognized postsecondary credential by 2025. The federal reauthorization of the Perkins Act contains opportunities to increase students' industry connections, better align education and workforce systems, increase success of underserved students, and expand and support innovative practices.

Prior to the third year of the Illinois Perkin's V plan, attention will be given to the need for revision of the postsecondary performance levels, meeting all the requirements as specified by the law, including public comments. Changes are allowed per the law, with exception of the



execution of an improvement plan, which is required due to lack of progress toward meeting performance targets.

**Provide a written response to the comments provided during the public comment period described in section 113(b)(3)(B) of the Act. (Section 113(b)(3)(B)(iii) of Perkins V)**

Public comment will occur in fall 2019-winter 2020. Once public comment periods have commenced, written response will be provided.

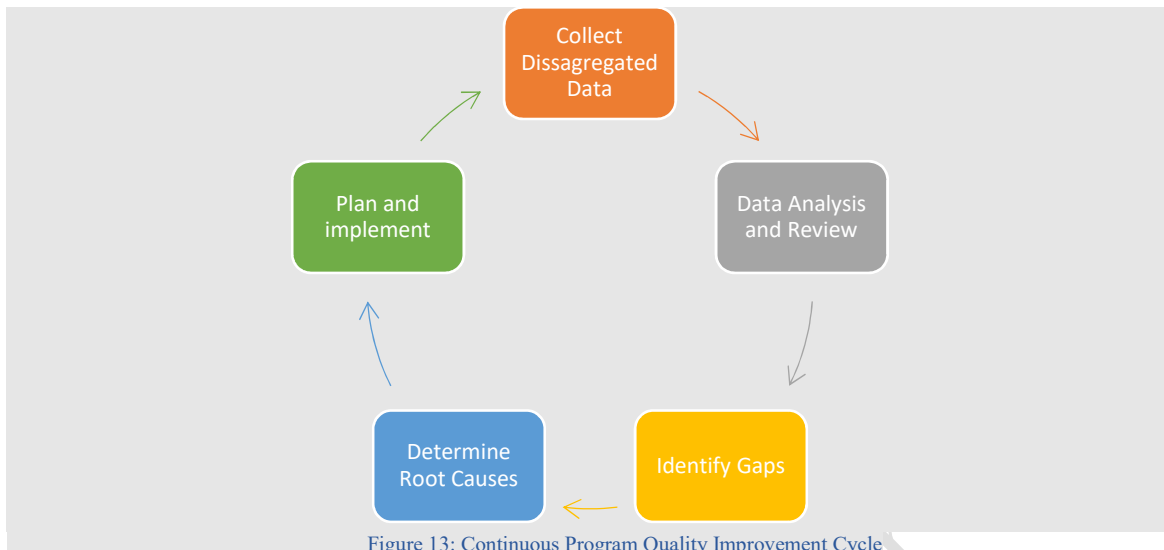
**Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),<sup>8</sup> the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State Plan prior to the third program year in order to address this requirement.**

The Continuous Program Quality Improvement Cycle adapted from the National Alliance for Partnerships in Equity model for Program Improvement Process for Equity<sup>91</sup> will be implemented in all of Illinois CTE programming to ensure continuous movement toward statewide commitment to providing high-quality programming for all Illinois students. ICCB will continue to support Pathways to Results<sup>92</sup> and other continuous improvement processes. Additionally, improvements and enhancements to ISBE and ICCB CTE data systems and dashboards will allow continual monitoring by ISBE and ICCB, as well as secondary and postsecondary eligible recipients. The enhanced monitoring offers opportunity for early identification of disparities and gaps in performance to ensure meaningful progress in performance. The Continuous Program Quality Improvement Cycle to be implemented at all levels to include local, regional, and state is detailed below:

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<sup>91</sup> <https://napequity.org/professional-development/institutions/>

<sup>92</sup> <https://occrll.illinois.edu/ptr/ptr-introduction>



1. *Disaggregation of Data:* Cluster or program-level data is collected and disaggregated to identify disparities. Data will be collected and disaggregated for race, gender, economic disadvantage, youth who are in or have aged out of the foster care systems, students with disabilities, English learners, migrant students, homeless students, students with a parent in the active military, single parents, including (single pregnant women), out-of-work individuals, and students pursuing non-traditional careers. The aforementioned is not exhaustive as grantees may disaggregate the data by other variable, as appropriate.
2. *Data Analysis and Review:* analyze and review data for findings among special populations, CTE program subgroup, and career cluster.
3. *Identify Gaps in Equity and Outcomes:* Subgroups showing a gap from comparison groups will be identified to determine if the problem is consistent across all programs, specific to particular programs, subgroups/special populations, etc.
4. *Determine Potential Root Causes and Conduct Action Research:* Theories for why gaps exist will be developed and action research conducted to contextualize and clarify the root causes to be targeted for intervention.
5. *Plan and Implement:* Select interventions aligned with the identified root causes and implement interventions with fidelity. This step enables practitioners to use their knowledge of gaps in student outcomes to solve problems in practice and identify the primary contributing factors that act as impediments to effectively supporting student outcomes and/or limit improvement to processes and practices. Following implementation, the cycle of continuous improvement would be re-entered.

### ***Secondary Level***

ISBE SIS is an integral part of the Illinois Longitudinal Data System (P-20) initiative through the Educator (Ed360) Dashboard. District and school administration, school counselors, and educators can view student data in Ed360 to help them make data-informed instructional decisions. The dashboard added CTE participant and concentrator labels throughout 2018 to applicable student profiles; allowed district and school administrators to

preview these labels linked to student profiles, CTE aggregate data, and current CTE courses for their district/school; and ISBE-accepted feedback on these features. The full CTE dashboard was released at the beginning in SFY 2019 to district and school administrators, as well as Regional Office of Education administrators. Preparations continue for Perkins secondary local eligible recipients' access, EFE Regional Delivery Systems. ISBE anticipates EFE access and potential enhancement using CLNA data in SFY 2021 and 2022.

By the end of SFY 2021, ISBE CTE and Innovation, Information Systems, and Technology Support and Infrastructure Departments plan to develop a real-time performance indicator dashboard through Microsoft PowerBI software, utilizing existing data from ISBE's SIS, the Illinois State Course System<sup>93</sup>, data-sharing agreements with other state agencies, the National Student Clearinghouse, and CLNA data. The dashboard will allow the ISBE CTE and Innovation Department to monitor state-level, EFE-level, school district, and school performance indicator data disaggregated by the subgroups of students in ESEA and the special population categories in Perkins V. The data will also be available by CTE program or career cluster, unless the student population size is too low. ISBE CTE and Innovation staff will monitor data quarterly in conjunction with quarterly EFE GATA reporting. Monitoring by ISBE staff will identify disparities and gaps sooner and allow ISBE CTE and Innovation staff to provide timely technical assistance based on evidence-based research.

By the winter/spring of 2021, ISBE will develop and deliver a formalized process for program improvement. The plan will identify:

- a. The system to alert low-performing LEAs.
- b. The required use of a specified percent of the Perkins allocation to implement programs with the targeted subgroups to close the gap. (ISBE is in consultation to determine this amount.)
- c. Any additional sanctions that may be required if LEAs fails to meet equity benchmarks.

Annually, ISBE will provide EFE systems actual performance levels disaggregated by student subgroups and special populations down to the CTE program or career cluster, unless the student population size is too low. Based on these metrics, EFE systems will prepare an annual report identifying disparities or gaps in performance. If no meaningful progress is

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<sup>93</sup> The goal of ISBE's Illinois State Course System (ISCS) is to provide a means of collecting timely and accurate CTE data from local secondary schools for reporting courses and enrollments. The ISCS is directly tied to ISBE SIS, which is designed to assign a unique Student Identifier to each student; collect demographic, performance, and program participation data for each student; track secondary students from school to school and district to district within Illinois; and report timely and accurate information and data through standardized reporting capabilities. This system serves as the vehicle to collect student-related information electronically from school districts. The result of successful implementation is the ability to provide the state educational agency, state, and federal entities, the education community, and the public with timely and accurate data collection and reporting for students, schools, school districts, and the state. Integrations of ISCS with other CTE data dashboards will continually improve CTE data transparency.

achieved by the third program year, the EFE system will develop a plan of support in consultation with ISBE to identify evidence-based professional learning, strategies, and technical assistance activities to eliminate these disparities or gaps.

Each year the grantees will be monitored either through a desk monitoring or an on-site monitoring. The on-site programmatic monitoring will be based on a risk assessment. Each fiscal year, half of the EFE systems will receive on-site monitoring visits.<sup>94</sup> Target areas will be identified through the review of several reports including, but not limited to, the previous year's annual local report, the current Perkins local application, quarterly GATA risk conditions, and Continuous Improvement Program Quality system. EFEs may also request specific technical assistance, as necessary.

### ***Postsecondary Level***

The ICCB requires each community college to review its most recent performance data obtained through the Perkins Online Data System. Pursuant to the Act, colleges will be required to disaggregate the data for each special population and other subpopulations to identify equity gaps utilizing continuous improvement processes, such as Pathways to Results as described above. Colleges will be required to utilize the data to create a Performance Improvement Plan. The Performance Improvement Plan will be required to target activities that address any performance measures not meeting the state determined levels of performance, specifically focusing on disparities. A CTE dashboard similar to ISBE's will be available in SFY 2021, so that college staff can easily analyze available data.

The ICCB will monitor community college progress annually through on-site monitoring and technical assistance. On-site monitoring is determined through a risk-based cycle (where on-site visits occur no less than every five years), but every community college will receive technical assistance annually. The ICCB will provide professional learning and technical assistance on analyzing Perkins data, creating a Performance Improvement Plan, and evidenced-based strategies for correcting disparities between student groups.

### ***Joint Efforts for Accountability***

State and local recipients' reported data will be disaggregated by program or career cluster and by gender, race, ethnicity, each of the special population groups and migrant students for every performance measure, identifying disparities or gaps in performance between any subgroup and the performance of all CTE concentrators. Both ISBE and ICCB will require the LEAs and colleges to develop and submit a performance improvement plan if they do not meet state determined levels of performance. Subsequently, ISBE and ICCB will monitor local recipients and the implementation of performance improvement plans for three years.

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<sup>94</sup> ISBE will revise monitoring procedures for the secondary EFE system and LEAs to include a closer look at special populations.



# Illinois State Board of Education

## Educator Support, Recruitment, and Preparation Updates

January 15, 2020

# Eliminating Barriers, Ensuring Quality



# Recruitment

- Budget Requests

Program	Budget Request	Timeline
Teach for America	\$2 million	July 1, 2020
Diverse Educator Recruitment	\$5 million	July 1, 2020
Educator Preparation Pathways	\$10 million	July 1, 2020
Educators Rising	\$1 million	July 1, 2020



# Recruitment

- Agency Activities

Activity	Timeline
Part 25 Rule Revisions	April 2020
International Recruiter	February 2020
Diverse and Learner Ready Teacher Educator Preparation, Recruitment, and Retention	April 2020
Job Board	Discussions begin January 2020
Legislative Revisions	August 2020 (earliest)



# Retention

- Budget Requests

Program	Budget Request	Timeline
New Teacher Mentoring	\$8 million	2020-2021 SY
New Principal Mentoring	\$1 million	2020-2021 SY
National Board for Professional Teaching Standards	\$1.5 million	July 1, 2020


# Retention

- Agency Activities

Activity	Timeline
Teacher Residencies Grants	July 1, 2020
Teacher Leadership Problems of Practice Grants	July 1, 2020
Professional Learning: Quality, Accessibility, and Accountability	Ongoing

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**January 15, 2020**

**TO:** Illinois State Board of Education

**FROM:** Dr. Carmen I. Ayala, State Superintendent of Education  
Irma Snopek, Policy and Communications Officer 

**Agenda Topic:** Legislative Update

**Expected Outcome:** For the Board to be informed regarding the spring 2020 legislative session

**Materials:** None

**Staff Contact(s):** Amanda Elliott, Executive Director, Legislative Affairs

**Purpose of Agenda Item**

The purpose of this agenda item is for the Board to be informed about the spring 2020 legislative session.

**Background Information**

The Board approved several legislative proposals at its October meeting. A summary of each proposal is below. Placeholder proposals were approved for Student Assessment and Continuous Improvement. Legislation is not needed for these proposals at this time.

**Educator Recruitment, Preparation and Support – Licensure**

This proposal would make multiple modifications to School Code to support educator recruitment, preparation and support. Current recommendations include:

- Make licenses endorsed for visiting international educators valid for five years (currently three).
- Allow CTE educators to renew their licenses with a test of workplace proficiency, not just educators whose license was issued July 1, 2015, or later.
- Allow for prorated National Board mentor stipends.
- Update language to conform with current licensure nomenclature.

**Healthy, Safe and Inclusive Schools – Educator Misconduct**

This proposal would make multiple changes to the School Code to ensure ISBE has access to information to support safe and healthy learning environments.

- Require the local state's attorney to notify ISBE when charges are filed against an individual who holds a license issued by ISBE to align with changes made by Public Act 101-0531.
- Require Regional Offices of Education and Intermediate Service Centers to submit rap backs (updated background check hits) to ISBE, notify the employer (if applicable), and update an educator's ELIS account within 10 business days of receipt of the rap back.

**Transparency and Efficiency – Task Force Cleanup**

This initiative would be a continuation of ISBE's efforts to streamline School Code provisions and amend or repeal outdated or otherwise problematic provisions of the School Code. ISBE has introduced similar pieces of legislation over the last several years.

- Eliminate statutorily required groups that no longer meet.
- Remove annual meeting requirement for Chicago Educational Facilities Task Force.
- Remove State Charter School Commission chairperson as a member of the Attendance Commission.
- Consolidate Annual Report and Report Card.



**Transparency and Efficiency – Funding Cleanup**

This initiative would be a continuation of ISBE's efforts to streamline School Code provisions and amend or repeal outdated or otherwise problematic provisions of the School Code. ISBE has introduced similar pieces of legislation over the last several years.

- Move the special education child count from December 1 to October 1 to better align with Fall Enrollment Counts.
- Clarify that clerks should calculate future tax extensions for districts receiving Property Tax Relief Pool Grants as if there were no abatement in the two years following the year in which a grant is received. This adjustment would help ensure that two years of abatement do not impair future tax extension growth.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**January 15, 2020**

**TO:** Illinois State Board of Education

**FROM:** Dr. Carmen I. Ayala, State Superintendent of Education   
Robert Wolfe, Financial Officer 

**Agenda Topic:** Fiscal Year 2021 Budget Recommendation on behalf of birth through 12<sup>th</sup> grade educational service providers

**Expected Outcome:** Board Approval of Fiscal Year 2021 Budget Recommendation

**Materials:** Exhibit A – FY 2021 – Superintendent’s Recommendations  
Exhibit B – Recommended Assessment Appropriation Detail  
Exhibit C – FY 2020 – Superintendent’s Supplemental Recommendations

**Staff Contact:** Scott Harry, Director, Budget

**Purpose of Agenda Item**

The purpose of this item is to present the Superintendent’s FY 2021 Budget Recommendations to the Board and request their approval. Educators, parents, families, and community and business leaders submitted 363 funding requests for Illinois State Board of Education’s (ISBE) programs in the FY 2021 education budget. The Board will also be requested to approve the FY 2020 supplemental recommendations of approximately \$11.2 million for Special Education Orphanage and \$1.1 million for a new operations line, the Student Care Department, to administer the emergency and proposed rules for time out and restraint to protect the safety of all students and staff in Illinois schools.

**Relationship to the State Board’s Strategic Plan and Implications for the Agency and School Districts**

The State Board of Education is working to reshape systems of teaching and learning in Illinois by focusing all its work through a new strategic plan. ISBE’s proposed goals for its emerging strategic plan are:

1. Student Learning – Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
2. Learning Conditions – All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
3. Elevating Educators – Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

The Board is also developing strategic plan priority areas to align to these goals. The proposed priority areas are Resource Allocation; Student Assessment; Educator Support, Recruitment, and Preparation; and System of Support.

The first goal will prioritize the alignment of standards, assessments, curricula, instruction, and strong systems of support for all schools. Work will be prioritized to develop and support an aligned preK-12 assessment system within four years that enables every student to accurately demonstrate their ability. It will also prioritize a system of support to provide all schools with the level of support necessary to propel efforts to continuously improve.

The second goal will prioritize achieving fiscal adequacy and equity through Evidence-Based Funding and ensuring school districts meet the needs of all students, including low-income students, students with disabilities, and English Learners. Work will be prioritized to provide districts with the tools and supports to ensure that Evidence-Based Funding is used to address inequities, close achievement gaps, and improve

the achievement of every student. It will also prioritize a system of support so all schools will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

The third goal will prioritize educator support, recruitment, and preparation. Work in this area will be focused to increase the number of educators who meet the needs of local context and increase educator diversity in Illinois public schools. ISBE remains committed to strengthening the teacher pipeline and profession so all students have an effective educator in every class, every day.

### **Superintendent's Budget Recommendations Aligned to Emerging Strategic Plan's Proposed Goals**

The Superintendent's recommended investment in public education for FY 2021 aligns with the Board's emerging strategic plan and associated proposed goals. Recommendations to fund ISBE programs are grouped and presented by the proposed goal for each program.

## **ALL GOALS**

### **Evidence-Based Funding**

Proposed Priority Area: Resource Allocation

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

The new distribution system created a hold harmless payment and provides for increases in funding to be delivered to districts most in need. The hold harmless, labeled the Base Funding Minimum, pays districts their actual gross payment amounts from FY 2017 for each of the five grants combined into EBF. The one exception is amounts paid for Special Education Summer School, which reflect full claim amounts. Amounts paid to districts in excess of the hold harmless are based on how they rank when comparing local wealth to district need.

The Base Funding Minimum grows annually by the tier funding paid in the prior year. The Base Funding Minimum in FY 2020 is equal to the Base Funding Minimum paid in FY 2019, plus amounts from the FY 2019 tier funding and the FY 2019 Property Tax Relief Grant. The Base Funding Minimum in FY 2020 for programs operated by Regional Offices of Education also includes supplemental funding that was paid to those programs in FY 2018 and FY 2019 per Public Act 101-0010.

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

Districts are annually assigned to one of four funding tiers based on their percentage of adequacy. Districts in Tier 1 are those most in need of state assistance. Districts qualify for Tier 1 if their percentage of adequacy is less than the Tier 1 Target Ratio. That ratio is calculated so that 50 percent of increased funding is distributed to Tier 1 districts. Tier 2 districts have a percentage of adequacy that is greater than or equal to the Tier 1 Target Ratio and less than 90 percent. Tier 2 districts receive 49 percent of the allocated tier funding. Tier 3 districts have a percentage of adequacy greater than or equal to 90 percent and less than 100 percent. Tier 3 districts receive 0.9 percent of the tier funding allocation. Tier 4 districts have a percentage of adequacy greater than or equal to 100 percent and receive 0.1 percent of the tier funding allocation.

A total of nearly \$1.0 billion has been distributed through tier funding since the enactment of EBF. Tier 1 districts have increased their average percentage of adequacy from 59.2 percent in FY 2018 to 63.5 percent in FY 2020. Unfortunately, eight out of 10 students attend a school in districts that have an adequacy percentage less than 90 percent.

Significant progress to improve equity has been achieved through the enactment of EBF, but the gap to 90 percent adequacy for all Tier 1 and Tier 2 districts, per the FY 2020 EBF calculations, is still \$4.54 billion after FY 2020 tier funding was distributed. The state would need to commit to an annual increase of \$656 million for tier distributions, or \$706 million when including \$50 million for Property Tax Relief Pool Funds, for the next seven fiscal years for all Tier 1 and 2 districts to reach 90 percent adequacy by June 2027. Included in this amount is a 1 percent allocation for tier distribution for Tier 3 and 4 districts per the statutory formula. These estimates are based on current FY 2020 EBF data; future funding projections will be affected by changes to student enrollment, student demographics, local resources, recalibration of the cost factors, and recommendations from the EBF Professional Review Panel that are enacted through the legislative process.

Advocates testified at the public budget hearings that the enactment of EBF has brought stability to school district finances. Many district superintendents provided testimony that included examples of how his/her districts have improved student learning, learning conditions, and educator quality through their district's tier funding allocations since FY 2018. Most advocates recognize that the state cannot fully fund the EBF formula in next year's budget, so they requested an EBF funding increase ranging from \$400 million to \$700 million in FY 2021. The mode of EBF funding increases from advocate requests is \$500 million.

EBF received a \$375 million increase in FY 2020 compared to the FY 2019 appropriation. Based on FY 2020 EBF data, the impact of allocating an additional \$125 million in tier funding in FY 2020 (in addition to the \$312.5 million in FY 2020 tier distributions) would have increased the average Tier 1 allocation by an additional \$376 per student or more than \$7,500 for a classroom of 20 students.

The Superintendent recommends a \$7.724 billion appropriation for Evidence-Based Funding for FY 2021. This is a \$510 million increase over FY 2020.

### **Early Childhood Education**

Proposed Priority Area: System of Support

The Early Childhood Block Grant (ECBG) funds the Preschool for All Children (PFA), Preschool for All Expansion (PFAE), and Prevention Initiative (PI) programs. These programs enable Illinois students to receive the benefits of kindergarten readiness and high-quality comprehensive services. They also help families to prepare children for later success.

### **Preschool for All Children**

The Preschool for All Children program provides half-day or full-day educational services to 3- to 5-year-old children who are not age-eligible for kindergarten. The program focuses on providing high-quality educational programs for children who have been determined to be at risk.

The Illinois State Board of Education must address two mandated priorities when awarding Preschool for All Children grants:

1. Applicants that propose to serve primarily children identified as being at risk; and
2. Applicants proposing to serve primarily children whose family's income is less than four times the poverty guidelines identified in the *Federal Register*.

### **Preschool for All Expansion**

The goal of the Preschool for All Expansion program is to provide high-quality preschool programs that reach and serve 3- to 5-year-old children in high-need communities and include a full school day of instruction and comprehensive services in the areas of medical, dental, and mental health. The PFAE program provides additional quality components that include an instructional leader, a parent educator, community partnerships, and family education opportunities.

### **Prevention Initiative**

Prevention Initiative provides voluntary, continuous, intensive, research-based, and comprehensive child development and family support services for expectant parents and families with children from birth to age 3. The program offers coordinated services through a network of child and family service providers and promotes the development of at-risk infants and toddlers up to age 3. PI is offered at both home and center-based facilities, allowing children to be taught in safe and healthy environments rooted in their local community.

Early Childhood programs produce significant outcomes for children and families across the state. Lisa Kallal, PFAE program director for Calhoun Community Unit School District 40 in Hardin, shared their recent success about a new student who was homeless because his mother fled an abusive and threatening situation. Calhoun’s Early Childhood staff worked to get the child immediately screened, enrolled, and formally observed by their special education provider. The child started Calhoun’s full-day program, providing a stable and loving environment for him. A family educator then reached out and began helping the mother find housing, a medical home, and community recourses. As a result, the student found success and friendship and excelled as a member of his new classroom.

Jump Start Program Manager Christine Sparks says of Program Initiative, “We are beyond grateful and blessed as a program to have spent the past year working hard with and for our families in our Easter Seals Jump Start Home Visiting Program. A proud accomplishment is that we have increased the amount of communitywide birth to 3 screenings in collaboration with Child and Family Connections #15 and #16 -- over 200 screenings! In addition, our staff worked together to cover maternity leaves and provide training to our new staff, getting us closer to providing services to young children at our max capacity. Home visitors have also been diligent in videotaping parent-child interactions during all home visits, helping families identify the specific interactions they are having with their young children, which promotes school readiness. This is not to say we do not have challenges. Of course, we do! However, we reflect, cry, and celebrate during our infant mental health consultations. This allows us to be stronger, more confident, and ready to give our communities, our families, our funders, and ourselves the best work, love, and dedication we can to the home visiting field.”

Competitive grants will continue to be awarded through a Request for Proposals process, as in previous years. Eligible applicants for the ECBG programs include Regional Offices of Education, public school districts, university laboratory schools approved by the Illinois State Board of Education, charter schools, area vocational centers, and public or private not-for-profit or for-profit entities with experience in providing educational, health, social, and/or child development services to young children and their families. Preliminary estimates for FY 2021 allocations based on a \$100 million increase for early childhood education programs are provided in Table 1:

**Table 1**

<b>Item</b>	<b>FY 2021 Preliminary Estimate (\$millions)</b>	<b>Notes</b>
Chicago Public Schools	\$37	Statutory Requirement – 37%
One-Time Funding Sources in FY 2020	\$10	Loss of federal funds and FY 2019 carryforward of state funds
Downstate Grants	\$52	25% or \$13 million is allocated to Prevention Initiative per statutory requirement; 25% of the remaining balance, or \$9.75 million, is allocated to quality support funding for existing programs; and the remaining \$29.25 million is allocated to PFA and PFAE programs
Admin/Infrastructure Support	\$1	Operational Support/Monitoring
<b>Total</b>	<b>\$100</b>	

The Superintendent recommends a \$643,738,100 appropriation for the Early Childhood Block Grant program for FY 2021. This is an increase of \$100 million compared to FY 2020. Increasing the early childhood line by this amount will allow the program to serve an estimated 10,775 more children in FY 2021. ISBE must allocate 37 percent of the ECBG appropriation to Chicago Public Schools (CPS) per statute, which equates to \$37 million of the increased amount for this line. The increase to CPS is estimated to serve an additional 3,000 children in FY 2021. In addition, statute requires 25 percent of the balance of any fiscal year increase to be allocated to Prevention Initiative programs. ISBE estimates an additional 1,675 children would be served from an increase of \$13 million for new or expanded downstate Prevention Initiative programs. ISBE also intends to allocate 25 percent of the remaining balance of the increase, or \$9.75 million, to quality support funding for existing programs. The \$29.5 million of the increase allocated to support new or expanded Preschool for All and Preschool for All Expansion programs would serve an estimated additional 6,100 children in FY 2021.

### **Philip J. Rock Center and School**

Proposed Priority Area: System of Support

The Philip J. Rock Center and School (PRC) was established to provide educational services to districts, schools, students, and parents by highly prepared and effective teachers in a safe and healthy environment for students who are both deaf and blind and require highly specialized accommodations and resources. The PRC is one of the few public schools in the country that provides services exclusively to students who are deaf-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. PRC serves qualified Illinois students. The school is also authorized by ISBE to accept qualified students who are not from Illinois according to a tuition rate established by ISBE.

During FY 2019, 10 students received residential and educational services (e.g., full-time care, room and board, attended classes during the day). The same number of children are estimated to be served in FY 2020. State funds support salaries and benefits for 31 full-time and 14 part-time employees, transportation, food, and lodging associated with residential placement, staff training, community access, and educational services for students.

The funding requested for the PRC ensures that deaf-blind students are provided a free appropriate public education. This is a basic, fundamental right of all students with disabilities. Currently, the College of DuPage continues to support the PRC by offering a partnership between the Photography Department and the center to create its first-ever yearbook in 2020. In addition, students attending PRC visit local libraries and restaurants, which allows them to generalize skills that they learn in the classroom into the community. The positive impact that PRC has on students and families is evidenced in some of the supportive comments made by families. One family has stated, "We've seen lots of positive changes start to happen. We all need to continue to work together and keep this going. Philip Rock is more than a residential school; it's where my son lives, learns, and is growing into an adult. He is becoming more and more part of the community. PRC staff is there for our son, and with that said, they are a part of our lives."

The Superintendent recommends a \$4,218,600 appropriation for the Philip J. Rock Center and School for FY 2021. This is an increase of \$440,800 compared to FY 2020. The additional funds will support hiring of additional personnel to provide social work and other therapeutic services, allow an increase in wages for paraprofessionals to improve recruitment and decrease overtime expenses, provide for equipment updates, and fund increases in transportation costs.

### **State and District Technology Support**

Proposed Priority Area: System of Support

The Learning Technology Center (LTC) and the Illinois Virtual Course Catalog (IVCC) programs increase access to technology literacy, improve educational opportunities, and support student achievement. In FY 2020, the total appropriation is \$2,443,800. LTC programs received \$1.4 million and the Illinois Virtual School (IVS)/IVCC received \$1.0438 million. The Learning Technology Center works with Regional Offices of Education, Intermediate Service Centers, special education partners, vocational education partners, and



directly with districts to implement high-quality, digital-age learning. Additionally, the LTC provides technology readiness support for districts and schools for online assessments, E-rate funding applications, and professional learning focused on integration of technology in classrooms. In the first half of the 2019-20 school year, the LTC facilitated 119 training sessions in locations throughout the state that assisted districts with implementation of technology in their classrooms. The LTC will be hosting a K-12 Data and Security Summit in FY 2020 to assist districts with learning best practices for data privacy and network security in an educational setting. The LTC continues to provide support to expand quality learning opportunities for educators and students statewide.

In the first half of FY 2020, the Illinois Virtual School provided online, teacher-facilitated courses to students in grades 5-12 as well as online professional development to Illinois educators. An Invitation for Bid was released in the fall of 2019 to ensure a competitive process results in the continued provision of high-quality online services to students and educators. Six providers have responded to the solicitation, and it is expected that the multiple provider model, or Illinois Virtual Course Catalog, will provide additional choice for Illinois school districts. The new IVCC expands virtual course offerings by 775 classes. In FY 2020, reimbursements are expected to be made to school districts for students engaged in online learning during second semester, with greater reimbursement amounts provided to Tier I and Tier 2 districts. During the 2018-19 school year, the IVS provided online teacher-facilitated courses to 5,576 students in grades 5-12. Due to the new Illinois Virtual Course Catalog model implemented in January 2020, it is anticipated that demand for online courses will grow as new providers will be offering courses not previously available.

The Superintendent recommends a \$3,350,000 appropriation for State and District Technology Support for FY 2021. This is an increase of \$906,200 compared to FY 2020. The increase supports the anticipated higher demand for reimbursements to districts for courses taken through the Illinois Virtual Course Catalog. The recommended funding will accommodate expected increases in demand for online learning opportunities, such as transitional math, with anticipated increases in offerings through the Illinois Virtual Course Catalog.

### **Other Programs**

The Superintendent recommends level funding for FY 2021 compared to FY 2020 for the following programs aligned to all goals: Agriculture Education, District Intervention, Grant Accountability and Transparency Act and Budgeting for Results, and Tax Equivalent Grants.

## **STUDENT LEARNING AND LEARNING CONDITIONS**

### **Mandated Categorical Reimbursements**

Proposed Priority Area: System of Support

EBF articulates the need to fund all Illinois schools and students, but the budget also reflects specific student needs addressed through targeted line items. These line items aim to ensure that these students receive a more equitable education according to their needs. Historically, many of these line items were clustered under Mandated Categorical Programs (MCATs). Some MCATs have been integrated into EBF; the remaining MCATs in the recommended FY 2021 budget continue the important work of providing districts and other Local Education Agencies (LEAs) with the financial supports needed to assist each child in achieving his or her greatest potential.

Funding limitations have resulted in the proration of MCAT payments in recent years. Table 2 on the next page illustrates the degree of proration for the various MCAT lines for FY 2017 through FY 2020.

**Table 2****MCAT Proration Level History**

<b>Program Name</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Sp. Ed. - Private Tuition	96%	90%	80%	80%
Sp. Ed. – Orphanage*	100%	100%	100%	100%(est.)
Sp. Ed. - Transportation	92%	91%	86%	83%
Transportation - Regular/Vocational	71%	84%	82%	84%
Ill Free Lunch & Breakfast	22%	30%	31%	29%(est.)
Regular Orphanage 18-3	100%	100%	100%	100%(est.)

\*FY 2020 estimate of 100% assumes a supplemental is received for \$11.2 million.

**Transportation Reimbursement – Regular/Vocational and Special Education****Regular/Vocational**

The Regular/Vocational Transportation program reimburses school districts and vocational centers a portion of the costs incurred in transporting students who reside more than 1.5 miles from the school attended or live less than 1.5 miles where conditions are such that walking, either to or from the school to which the student is assigned for attendance or to or from a pickup point or bus stop, constitutes a serious safety concern due to a vehicular hazard as determined by the Illinois Department of Transportation.

Public Act 100-1142, enacted November 30, 2018, expanded the ability for districts to provide free transportation for students who would otherwise walk through areas plagued with criminal gang activity. Specifically, free transportation may be provided for any student who resides within 1.5 miles of the school they attend where conditions are such that walking, either to or from their school, pickup point, or bus stop that constitutes a serious hazard to the safety of the student due to a course or pattern of criminal gang activity, as defined in Section 10 of the Illinois Street Gang Terrorism Omnibus Prevention Act. Districts may seek approval by conducting a study to determine the “course or pattern of criminal activity” in coordination with local law enforcement. If approved, the completed petition is presented to ISBE staff, who must review and approve or disapprove the petition that a safety hazard exists within 30 days of receipt.

The state program reimburses allowable costs less an offset computed based on a qualifying percent rate dictated by the district type (i.e., Elementary, High School or Unit) multiplied by the district’s property wealth or Equalized Assessed Valuation. Vocational costs are reimbursed at a maximum of 4/5<sup>ths</sup> (80 percent) of the district’s costs for transporting students to a vocational center.

There are vast differences in the commuting challenges throughout Illinois for schoolchildren, from long commute distances in rural areas to traffic congestion and areas where crime rates are high in urban and suburban areas. The Regular/Vocational Transportation program provides equity in its scope by providing access and opportunity for every student to be safely transported to school and ensure their right and ability to learn and achieve success. In the 2018-19 school year, 851 districts, eight state charter schools, and 30 vocational centers filed claims for reimbursement processed in FY 2020.

The Regular/Vocational Transportation program is essential because child safety is the priority of school transportation. There is no question that transportation has inherently significant costs that include costs for drivers, vehicles, insurance, fuel, and maintenance. However, school transportation via the traditional yellow school bus provides the safest and most dependable means for students to reach school and ensure that they can thrive and achieve his or her maximum education potential. Many students have limited to no means to get to their school without this transportation.

The Regular/Vocational Transportation program appropriation has not been fully funded since FY 2010, resulting in a reduction of all claims or “proration” that averaged 73 percent through FY 2017. Proration improved to 84 percent in FY 2018 due to a \$57 million appropriation increase in that year but fell slightly to 82 percent in FY 2019 due to a level appropriation. A \$26.3 million appropriation increase from FY 2019 to FY 2020 improved the overall proration back to 84 percent.

Statewide proration is applied by the same percentage across all districts. The current statutory formula for Regular Transportation does provide a variable of equalization based on property wealth, but the impact of proration is more detrimental to those districts where available local resources are not as abundant. Therefore, proration has a greater negative impact to local district budgets that are further away from adequacy based on the EBF funding formula.

The Superintendent recommends a \$320,166,200 appropriation for the Regular/Vocational Transportation program for FY 2021, an increase of \$30,965,400 or 10.7 percent as compared to FY 2020. The Superintendent's recommended increase is anticipated to raise proration from 84 percent to 90 percent.

### **Special Education**

The Special Education Transportation program reimburses school districts and special education cooperatives a portion of the costs incurred to transport students with disabilities who have special transportation needs. As part of the mandate of a free appropriate public education, related services are required, such as specialized transportation, when determined necessary to assist a child with a disability to benefit from special education services. Transportation as defined in the Individuals with Disabilities Education Improvement Act (IDEIA) includes:

1. Travel to and from school and between schools;
2. Travel in and around school buildings; and
3. Specialized equipment such as special or adaptive buses, lifts, and ramps, if required to provide special education for a child with a disability.

The state program pays a maximum of  $\frac{4}{5}$ <sup>ths</sup> (80 percent) of the district's allowable costs for transporting eligible students. Districts are reimbursed quarterly for their claims against prior-year expenses.

The importance and full funding for the Special Education Transportation program cannot be understated as it is a mandate for all districts and is an essential State funding source to serve eligible students. The program provides equity in its scope by providing access and opportunity for every student to be safely transported to school and ensure their right and ability to learn and achieve success.

As the case with Regular Transportation, State appropriations for the Special Education Transportation program have been insufficient to reimburse the required 80 percent for eligible local education costs since FY 2012. Increased annual costs but flat State appropriations in FY 2018 through 2020 has resulted in lower prorations from 91 percent in FY 2018, 86 percent in FY 2019, and 83 percent in FY 2020. In the 2017-18 school year, 88,038 special education students were reported as transported. Full reimbursement for eligible costs at 80 percent per statute were \$452,978,191. In the 2018-19 school year, 87,275 special education students were reported. Full reimbursement for eligible costs were \$469,857,329.

Although statewide proration is applied by the same percentage across all districts, the statutory formula for Special Education Transportation does not contain an equalization factor; therefore, proration is more detrimental to those districts where available local resources are not as abundant and has a greater negative impact to local budgets of districts that are further away from adequacy based on the EBF formula.

The Superintendent recommends a \$410,477,200 appropriation for the Special Education Transportation program for FY 2021, an increase of \$22,794,600 or 5.9 percent as compared to FY 2020. The Superintendent's recommended increase is anticipated to raise proration from 83 percent to 84 percent and provide critical reimbursement needed to transport students with specialized transportation needs safely.

## **Regular and Special Education Orphanage Reimbursements**

### **Regular Education Orphanage Tuition**

The Regular Education Orphanage Tuition program provides full reimbursement to districts in the current school year for the education costs incurred on behalf of students who reside in a licensed children's home, State residential facility, or placed temporarily in a county detention center. This line item includes regular term and summer term. All students must be verified as a youth in care of the State to be eligible for funding via a cross-check with the Illinois Department of Children and Family Services (DCFS).

The Regular Education Orphanage program is essential to support and serve children at risk of not meeting their full potential who are either in the care and custody of the DCFS Guardianship Administrator or have been temporarily placed in a county detention center. DCFS youth in care are placed in a licensed group home. District budgets are impacted as they are required to enroll and provide the full range of general education services for children who are classified as youth in care by the State of Illinois. In the 2017-18 school year, 37 districts submitted claims for 5,046 students and in the 2018-19 school year, 32 districts submitted claims for 4,958 students. Districts received 100 percent reimbursement.

The Superintendent recommends a \$9,900,000 appropriation for the Regular Education Orphanage program for FY 2021, a decrease of \$200,000 compared to FY 2020. The decrease is due to a leveling of claims with only slight increases in overall claim costs in the last two years. Continued full funding support for this vulnerable population is critical to reimburse districts whose budgets have been impacted by the placement of these students.

### **Special Education Orphanage Tuition**

The Special Education Orphanage program provides full reimbursement to districts in the current school year for the education costs incurred on behalf of students with disabilities who are educated in a district, special education cooperative or private facility day program. These students are primarily under the care and custody of the Illinois Department of Children and Family Services Guardianship Administrator. As such, these youths in care are placed with a foster family or in a licensed group home. This line item provides funding for the regular school term and summer term if extended year services are required as well as any specialized transportation services. If a state agency (e.g. DCFS) places a pupil in a state-owned institution, the district where the facility is located becomes the student's district of residence and is required to fulfill the provisions outlined in their Individualized Education Program.

The Special Education Orphanage program is essential to support and serve children at risk of not meeting their fullest potential. District budgets are impacted as they are required to enroll and provide the full range of general and/or special education services for children who are classified as youth in care by the State of Illinois. In the 2017-18 school year, 507 districts submitted regular term claims totaling \$69,669,131 and 150 districts submitted summer term claims totaling \$3,575,659. In the 2018-19 school year, 517 districts submitted regular term claims totaling \$75,636,095 and 158 districts submitted summer term claims totaling \$3,673,303.

The Superintendent recommends an \$91,700,000 appropriation for the Special Education Orphanage Tuition program for FY 2021 and a FY 2020 supplemental of \$11,200,000 to the current FY 2020 appropriation of \$80,500,000 for a revised total of \$91,700,000. If the FY 2020 supplemental is received, the Superintendent's FY 2021 request will level fund the appropriation from FY 2020. The supplemental for FY 2020 and request for FY 2021 is due to a higher than anticipated claim cost in school years 2018 and 2019. Per statutory language that is limited to the two Orphanage programs, a total of \$6,473,238 was utilized from the fiscal year 2020 appropriation to ensure 100 percent reimbursement of claims in 2019. Continued full funding support for this vulnerable population is critical to reimburse districts whose budgets have been impacted by the placement of these students.

### **Special Education Private Facility Reimbursement**

The Special Education Private Facility Tuition line item provides reimbursement for a portion of the tuition costs paid by districts that elect to place a student with a disability in an approved in-state or out-of-state private facility as determined by the district to meet the student's Individualized Education Program (IEP).

The private tuition reimbursement formula states that the district is obligated to pay two per capita tuition charges, with the State reimbursing the remaining tuition in excess of this amount. Student tuition claims are submitted annually by Aug. 15 per statute. Reimbursement is paid quarterly in the following fiscal year.

Equity for this vulnerable population equates to providing each child with the individualized supports needed to achieve high academic standards. Special education private facilities provide a critical alternative learning opportunity for those who are not able to be successfully educated in the regular education environment. Locally, IEP teams explore options for private placements when the full range of education needs for the student are so severe that they cannot be met within the district. Accordingly, private facilities serve a very special and particular purpose in serving these most-high-needs students.

Annually, on Dec. 1, Illinois counts the number of special education students ages 3-21. Of the 297,960 students counted on Dec. 1, 2018, 7,713 or 2.6 percent were educated in an approved in-state or out-of-state special education private facility. According to the National Association of Private Special Education Centers, there are 6.6 million students with disabilities being served through the Individuals with Disabilities Education Act. Of these students, 3.4 percent are being served in private specialized day and/or residential programs.

The Special Education Private Facility Tuition program is an essential state funding source for districts to offset a portion of the costs incurred for educating a student with a disability in a state-approved nonpublic private facility. In the 2017-18 school year, the average tuition per diem paid was \$268.12 or \$47,189 annually for a student enrolled for 176 days, with the highest per diem paid being \$755.64 or \$132,992 annually. In the 2018-19 school year, the average tuition per diem paid was \$276.61 or \$48,683 annually for a student enrolled for 176 days, with the highest per diem paid being \$763.27 or \$134,335 annually. A \$17 million increase in the FY 2020 appropriation of \$152,320,000 was insufficient to reimburse the districts at 100 percent but kept the proration percent level at 80 percent, which matched the level from FY 2019.

The Superintendent recommends a \$173,760,000 appropriation for the Special Education Private Tuition program for FY 2021, an increase of \$21,440,000 or 14 percent compared to FY 2020. The increase is anticipated to keep proration equal to final proration for FY 2020 of 80 percent. Increased funding will provide the critical financial resources necessary for districts to ensure that students have equitable opportunities to thrive, as well as support the foundation for them to grow into socially and economically secure adults.

#### **Illinois Free Lunch and Breakfast**

The purpose of the Illinois Free Lunch/Breakfast funding is to provide school districts reimbursement for a portion of the costs for providing a quality nutritious breakfast and/or lunch to all students who meet the free income guidelines established for the National School Lunch Program.

Illinois Free Lunch/Breakfast is modeled after the federal food assistance program. It is designed to provide additional funding to school districts to provide nutritious meals to needy children, with the most reimbursement flowing to school districts operating in areas of highest poverty and serving the largest number of children and families in need of assistance.

Every public school, including special education facilities, must have a free lunch program that provides free lunch (and breakfast if a school offers breakfast) to students eligible to receive free meals, per 105 ILCS 125/1 and 125/4 and 23 Illinois Administrative Code 305.10. Reimbursement is available to school districts enrolled in Illinois Free Lunch/Breakfast Programs that serve a reimbursable meal to eligible students. Per the requirement listed, reimbursement was established to be 15 cents per meal. However, in recent years the funding has been prorated to as little as 2 ¾ cents per meal.

Illinois Free Lunch/Breakfast funding for nutritious meals ensures a safe and healthy learning environment regardless of the location. It helps satisfy a basic need for children, preparing them to excel in the classroom and further enabling them to succeed. A No Kid Hungry Micro Report indicates that 95 percent of teachers cite breakfast as important to academic achievement and 62 percent of teachers say coming to school hungry leads to behavior issues. In addition, school breakfast and lunch often are the only meals children in high-poverty or high-risk areas receive on a daily basis. Statistics provided by Feeding America indicate that there are 453,260 food-insecure children living in Illinois and that one in six children do not know where their next meal is coming from.

The Superintendent recommends a \$9,000,000 appropriation for the Illinois Free Lunch/Breakfast reimbursement line for FY 2021. This is the same amount as FY 2020 and is estimated to have a proration level of 29 percent in FY 2021.

#### **Fiscal Year 2021 MCAT Programs – Recommended Funding**

The Superintendent recommends \$1,015,003,400 for MCAT lines for FY 2021 as presented in Table 3. This is an increase of \$75,000,000 compared to FY 2020 assuming the \$11.2 million FY 2020 supplemental request for Special Education-Orphanage Tuition is appropriated. Children should be provided with the

necessary financial supports from these programs to meet their needs, whether for special services, proper nutrition, safe transportation to school, and/or optimal opportunities for youth in care of the state to achieve their potential and meet high education standards.

**Table 3**

Program Name	FY 2021 Recommended (\$000's)	FY 2021 Projected Proration	Increase (Decrease) Over FY 2020 (\$000's)
Special Education – Private Tuition	\$173,760.0	80%	\$21,440.0
Special Education – Orphanage*	\$91,700.0	100%	\$0.0
Special Education – Transportation	\$410,477.2	84%	\$22,794.6
<b>Sub-Total Special Education</b>	<b>\$675,937.2</b>		<b>\$44,234.6</b>
Transportation – Regular/Vocational	\$320,166.2	90%	\$30,965.4
Ill Free Lunch and Breakfast	\$9,000.0	29%	\$0.0
Regular Orphanage 18-3	\$9,900.0	100%	(\$200.0)
<b>Total Mandated Categorical Programs</b>	<b>\$1,015,003.4</b>		<b>\$75,000.0</b>

\*This line assumes there will be no increase from FY 2020 to FY 2021 assuming the supplemental request of \$11.2 million is appropriated for FY 2020.

**ELEVATING EDUCATORS/STUDENT LEARNING**

**Career and Technical Education**

Proposed Priority Area: Resource Allocation

Career and Technical Education (CTE) programs in Illinois strengthen students' technical skills; facilitate transitions to postsecondary training programs and employment, or both; and helps students meet the Illinois Learning Standards. CTE programs create personalized and innovative learning opportunities that engage students' strengths and interests, affording them opportunities to engage in career exploration, work-based learning, and pre-apprenticeships. Students preparing for careers in nontraditional fields as well as students in special populations, such as individuals receiving special education services, English Learners, and students in the juvenile justice system receive support via CTE programming. Participation in CTE increases students' opportunities for careers in high-wage, high-skill, and in-demand occupations.

In FY 2019, 290,861 students participated in Career and Technical Education across Illinois, representing 47.5 percent of all Illinois students enrolled in public secondary schools (grades 9-12). In FY 2019, 632 out of 713 Illinois high schools participated in CTE programs and 774 high schools offered one or more on-site CTE programs. There are 24 Area Career Centers, which provide programs for students who would otherwise not have access. Currently, a CTE concentrator is a secondary student who has earned three or more credits in a single CTE program area (e.g., health care or business services) or two credits in a single CTE program area, but only in those program areas where two credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.

There were 20,738 CTE concentrators in FY 2019 as seen in Table 4. Students are classified into special populations and demographic groups. Some of these students are duplicated under more than one category.

**Table 4**

Special Population/Demographic Group	Percent of Concentrators
Students with disabilities	12.5
Students who are economically disadvantaged	42.2
English Learners	3.2
African American students	13.0

Hispanic students	21.8
Asian students	3.9
White students	58.6
Male students	61.7
Female students	38.2

The recommended amount for CTE in FY 2021 is a \$10 million increase from FY 2020. The \$10 million increase in FY 2021 will be allocated to two competitive grants as follows: \$5 million for districts with high schools to develop or expand participation in educator pathways programming and \$5 million to fund the development of career exploration programs specific to preparing students in grades K-12 for careers in teaching/education. This bifurcated approach to distributing the additional funds affords ISBE the opportunity to support programs that are formalized via a CTE pathway as well as more flexible offerings focused on exploration in education that will reach more students across all of K-12. Grants will be awarded through a competitive process and will result in multiple awards based upon program size, so the federal maintenance of effort requirement will not increase for this program.

The Superintendent recommends an appropriation of \$53,062,100 for Career and Technical Education for FY 2021, a \$10 million increase compared to the FY 2020 appropriation. The additional \$10 million will be used to build a robust pipeline to increase the number endorsed teachers through competitive grants.

### ELEVATING EDUCATORS

Every child in the State of Illinois deserves to be taught and supported by effective teachers and school leaders. So, too, every child deserves to feel supported and valued by caring adults and challenged by relevant and rigorous content. Research indicates that teacher quality has the greatest positive impact on student achievement and emerging research suggests student belonging in schools also plays an important role. In order to meet our ambitious goals for student achievement in Illinois, we must make investments in elevating educators.

As a state, Illinois must provide equity, access, and opportunity for every student as they are supported by effective teachers and leaders. This is a challenge in Illinois because of the educator shortage. More specifically, in the 2018-2019 school year, there were more than 1,400 unfilled teaching positions. As of January 2020, there are currently more than 1,800 unfilled teaching positions as shown in Table 5.

**Table 5**

Teaching Endorsement Area	January 2020 Unfilled positions
Classroom Teacher (e.g., individuals endorsed in ECE, Elementary, Middle Level, High School, and K-12)	894
Special Education	736
ESL/Bilingual	229
<b>Total</b>	<b>1,859</b>

ISBE has developed a comprehensive approach that leverages actions regarding educator support, recruitment, and preparation to tackle this issue. Within each of these categories is a series of legislative, regulatory, and programmatic opportunities that will positively impact the educator shortage in the short, medium, and long term.

By simultaneously focusing on educator recognition, recruitment, and retention as well as other legislative, regulatory, and programmatic opportunities, ISBE is prepared to tackle the issues inherent within the problem of the educator shortage in Illinois. This can only occur, however, through investing in the support of programming for individuals from first experience as a candidate to entering into the profession through development from novice to expert educator. The Superintendent recommends investing an increase of

\$41.25 million for elevating educators initiatives in FY 2021, which include grants for Teach for America, New Teacher Mentoring, New Principal Mentoring, Diverse Educator Recruitment, Educators Rising, Illinois School Psychology Internship Consortium, Teacher of the Year, and the Golden Apple Scholars of Illinois.

The Superintendent recommends \$43.75 million in FY 2021 funding for programs aligned specifically to the Elevating Educator goal. This represents 0.45 percent of the Superintendent's total General Funds recommendation for FY 2021.

### ***Recognition***

Recognition refers to programming that recognize the important work that teachers do every day. ISBE sponsors the Teacher of the Year program and, beginning in the 2020-21 school year, the Milken Educator of the Year Program. In FY 2021, the Superintendent is recommending \$200,000 to support the Teacher of the Year program, specifically to cover the cost of salary and benefits, substitute teachers, conference expenses, and travel during the year that an educator serves as the Teacher of the Year. ISBE also recognizes the work of those teachers who complete National Board Certification. This program, essential for both teacher recognition and retention, received an appropriation of \$1.5 million in FY 2020; the Superintendent recommends the same amount in FY 2021. These are immediate or short-term solutions in that they encourage teachers who are already teaching to remain in the profession in Illinois.

### **Teacher of the Year**

Proposed Priority Area: Educator Support, Recruitment, and Preparation

The Illinois Teacher of the Year Program has recognized exceptional educators since 1971. Educators selected as Teacher of the Year represent Illinois as the nominee for the national equivalent. Illinois Teachers of the Year serve as mentors for future nominees and award winners through the Illinois State Teacher of the Year organization. The program shows how our state recognizes educators and acknowledges the importance of going above and beyond in and outside of the classroom. It celebrates the best of what Illinois educators do every day in elevating our students not only academically, but also socially and emotionally. In publicly recognizing these individuals and what they represent, the program promotes the profession and increases the recruiting potential these individuals represent to future educators. The Teacher of the Year participates in a yearlong ambassadorship on behalf of the agency that involves fulfilling numerous speaking engagements and participating in activities throughout the state.

The current lack of state funding means the costs for travel expenses, lodging, etc. associated with these activities are underwritten by either the school district wishing to host the Teacher of the Year or the Teacher of the Year themselves. Additionally, the costs for substitute teachers to fill the day-to-day vacancy left when the Teacher of the Year is traveling fall solely on the district in which he/she works. Finally, previous Teachers of the Year have expressed concern that under the current arrangement they felt torn between their teaching assignment and their duties associated with being the Teacher of the Year. The proposed funding is intended is to make a yearlong sabbatical (July 1-June 30) possible for the Teacher of the Year, with the dollars being used to pay costs that would be incurred to replace the teacher with a recent graduate from an approved Illinois educator preparation program. The Teacher of the Year, when available, would help mentor the first-year teacher during the term. The replacement teacher would apply for this position with the understanding that it would only be a one-year assignment that would end upon the return of the Teacher of the Year to his/her original role.

Funding the program will remove time and travel restrictions for the Teacher of the Year. He/she thus will have more opportunities to schedule travel, greatly expanding their freedom to experience the diversity inherent in Illinois schools and districts. This also will provide a more equitable opportunity for all school districts to participate in this program and increase the prospect that more educators and students will engage with the Teacher of the Year. The proposed arrangement also would allow the Teacher of the Year to fully immerse themselves in the ambassadorship instead of the current situation in which they must split demands and expectations while simultaneously teaching and serving as Teacher of the Year. It would provide the Teacher of the Year's home district an opportunity to staff a fully credentialed replacement for the Teacher of the Year, as opposed to employing longtime substitute teachers, which potentially lessens the quality of education in the classroom. A sabbatical would allow Teachers of the Year to fully focus on



sharing their valuable knowledge and experiences without feeling as though they are compromising their students' education.

"The irony about being named 'Illinois Teacher of the Year' without being granted a sabbatical is that one is, inadvertently, forced to be the worst teacher they have ever been," says Lindsey Jensen, 2018 Illinois Teacher of the Year. "During my year, I was gone from my classroom, on average, two to three days a week. This average doesn't include the three full weeks of class that I missed due to required Council of Chief State School Officers trips. Consequently, this resulted in a significant amount of guilt and stress on my part, as it was especially difficult teaching Advance Placement English III and IV while simultaneously serving as the Illinois Teacher of the Year. No teacher has the capacity to serve both roles and to do them both well. A sabbatical would allow the Illinois Teacher of the Year to focus solely on elevating the profession, which is something that could have a major influence on the teacher shortage Illinois is currently experiencing."

The Superintendent recommends a new appropriation of \$200,000 for fiscal year 2021 to fund the travel expenses, salary, benefits, substitute costs, and conferences for the Teacher of the Year.

### ***Recruitment***

Educator recruitment focuses upon the various avenues of entry through which an individual is prepared as a teacher. ISBE is committed to both increasing the number of educators in the field as well as ensuring that students are taught by individuals who reflect the linguistic, racial, economic, and cultural diversity in Illinois. Historically, the teaching profession is white and female. In Illinois, 83 percent of teachers are white and 77 percent are female, although 52 percent of the state's students are of color. A growing body of research suggests all students, regardless of race, benefit from having one or more teachers of color. Further, that students of color especially benefit from teachers who are of their own race or ethnicity (Center for American Progress, 2017). These teachers are uniquely positioned to improve performance of non-white students by serving as role models, mentors advocates, and cultural translators. To this end, the Superintendent recommends \$5 million to identify and support those individuals from diverse backgrounds who wish to become teachers. More broadly, the Superintendent recommends a \$10 million increase to its state Career and Technical Education line to develop and support educator preparation pathways as provided in the Elevating Educators/Student Learning section. The Superintendent also recommends a \$1 million appropriation for Educators Rising. Educators Rising, a program for high school-aged students with an interest in becoming a teacher, focuses on providing high school students opportunities to shadow licensed teachers, plan and deliver lessons, and complete dual credit courses. In addition, the Superintendent continues to support the work of Teach for America (TFA) with a \$2 million recommendation for FY 2021. TFA, like ISBE, is committed to diversifying the teaching corps. A request for a \$15 million allocation by ISBE to support the recruitment and support the work of Golden Apple Scholars of Illinois is new in FY 2021. This set of recruitment strategies ranges from short to long term, with TFA being the strategy with the most immediate impact and the CTE educator preparation pathways representing a much longer-term approach.

### **Diverse Educator Recruitment**

Proposed Priority Area: Educator Support, Recruitment, and Preparation

In Illinois, 83 percent of teachers are white and 77 percent are female, even though 52 percent of the state's students are of color. Recruiting a diverse educator corps is imperative insofar as diverse teachers are uniquely positioned to improve performance of non-white students by serving as role models, mentors advocates, and cultural translators. Additionally, Illinois faces a significant teacher shortage. The number of vacancies for bilingual educators in our state, at least 229 in FY 2019, is of particular concern. The funds requested under this program will be used for two purposes. First, to develop high school programs to support students in early preparation for pursuing a career in education via an education pathway while simultaneously earning the State Seal of Biliteracy, which is awarded to high school graduates who demonstrate proficiency in English and another language in the four core domains of reading, writing, listening, and speaking. In 2018-19, 6,217 seals were awarded to Illinois high school graduates. Students who earn the Seal of Biliteracy are uniquely positioned to become strong bilingual educators who can meet the needs of the students across our state. Second, to recruit individuals of color to participate in educator pathways and matriculate into an institution of higher education with an approved

preparation program. This work aligns with the Diverse Learner Teacher Ready Initiative (DLRT) of which Illinois is a participant.

In respects to the former, Public Act 100-982 created the requirement that ISBE establish and maintain the Supporting Future Teachers Program to assist qualified participants in acquiring a Professional Educator License. This Act became effective on August 19, 2018, and requires ISBE to establish the first year of the program this fiscal year; however, this is currently an unfunded mandate. The Act defines a “qualified participant” as “a high school graduate who (i) can demonstrate proficiency in a language other than English or is a recipient of a State Seal of Biliteracy or, at any one time during pre-kindergarten through grade 12, was identified as a low-income student; and (ii) is a member of the community in which the participating school district is located.” A “qualified participant” must be enrolled in an approved educator preparation program at an institution of higher education in Illinois. More specifically, a qualified individual could be a full-time student or an individual who attends an institution of higher education offering an approved educator preparation program part-time while working in a school. In regard to the latter, beginning in FY 2015 ISBE requested funding each year for diverse educator recruitment. ISBE has yet to receive funding for this work. In 2018, Illinois was invited to participate in the DLRT initiative. DLRT afforded participating states the opportunity to identify strategies to support all learners as well as increasing the number of diverse teacher candidates entering into the profession. Thus far, ISBE developed culturally relevant teaching standards that will be incorporated into the Illinois Professional Teaching Standards. These standards were developed with the expertise of teachers, administrators, students, and higher education faculty. This project gets at the first stream of the DLRT work. The second stream, increasing the number of diverse teacher candidates, is captured by this proposed budget line.

Specifically, a grant process will award multiple grants based upon need (e.g., numbers of vacancies in endorsement areas), district characteristics (e.g., student and educator demographics), and partnerships between districts and higher education that support diverse teacher candidates as they pursue licensure in Illinois per either the Supporting Future Teachers Program requirements or the DLRT work. Approximately \$2.5 million will be identified for each thread of the program (Growing Future Teachers Program and DLRT). Final amounts will be determined based upon submitted applications. Grantees will be required to provide evidence of need, articulate the scope and substance of the partnerships, how the district and institutions of higher education will work together to transition a student from the district into full or part-time enrollment in a preparation program, the process for tuition and fee support for the candidate, guarantee clinical placements for the teacher candidate, and, if available at the time of program completion, the promise of a teaching position in the district upon completion. Successful submission and approval of the planning grant deliverables will afford grantees access to additional dollars. In the case of the Supporting Future Teacher Program, funding this mandate will allow ISBE to provide a mandated report to the General Assembly detailing the first three years of the program (school years 2020-21 through 2022-23). It should be noted that the mandate requires reporting for the first four years of the program; however, the program is not operational during the 2019-20 school year as it is currently unfunded.

The Superintendent recommends a \$5,000,000 new appropriation for Diverse Educator Recruitment for FY 2021. Depending upon applications received, approximately \$2.5 million will be allocated for the Growing Future Teachers program and \$2.5 million for the Diverse Learner Ready Teacher work. This request is aligned to the elevating educators goal and our educator support, recruitment, and preparation priority. This request is also rooted in equity in that will increase educational and career opportunities for multilingual students and increase diversity in our future teacher workforce. This funding will allow ISBE to implement the mandated Supporting Future Teachers Program per Public Act 100-982 beginning in the 2020-21 school year as well as support the Diverse Learner Ready Teacher work.

### **Educators Rising**

Proposed Priority Area: Educator Support, Recruitment, and Preparation

Educators Rising, a national program supported by the National Education Association, the American Federation of Teachers, and Phi Delta Kappa, positions districts to address pipeline issues unique to their schools through partnership with institutions of higher education. Research shows that more than 60 percent of teachers teach within 20 miles of where they attended high school, and districts must take advantage of the opportunity to cultivate accomplished teachers within their communities.

Funding through an application process privileging those areas of the state with greatest need (e.g., furthest away from adequacy, numbers of unfilled positions in the district or region (if a consortium of districts applied), as well as the strength of partnerships between districts and institutions of higher education with approved preparation programs will allow for implementation of a statewide series of regional networks to support the Educators Rising curriculum. This includes supporting regional coordinators to guide implementation, the purchase of the Educators Rising Curriculum to provide access for any school that wishes to deliver it, providing travel expenses and substitute teacher reimbursements for program sponsors at the school sites to attend a statewide training centered around implementing Educators Rising in their schools, and funding to host a state conference. This level of funding will allow for the creation or expansion of 10 regional networks. In the first year of implementation, each network will partner with 10 or more high schools, along with a university hub and a partnering community college, and each network would serve between 50 and 100 students, depending on location.

ISBE will collect data to ascertain fidelity of implementation of programming. The agency will analyze how many students who were part of the Educators Rising program enroll in institutions of higher education with the goal of becoming an educator, how many complete educator preparation programs, and how many matriculate into Illinois public schools after program completion, as well as the racial and ethnic diversity of all of the aforementioned educators.

The Superintendent recommends a new \$1,000,000 appropriation for Educators Rising for FY 2021. This funding request is aligned to elevating educators goal as well as our educator support, recruitment, and preparation priority.

### **Golden Apple Scholars of Illinois**

Proposed Priority Area: Educator Support, Recruitment, and Preparation

The mission of Golden Apple is to inspire, develop, and support teacher and school leader excellence in Illinois, especially in schools of need. State funding for Golden Apple would support two programs: Golden Apple Scholars and Golden Apple Accelerators.

The Golden Apple Scholars of Illinois Program encourages academically talented Illinois students (Golden Apple Scholars), especially minority students, to pursue teaching careers, especially at high-need, hard-to-staff schools by providing tuition assistance (tuition, fees, and room and board or commuter allowance) at one of the participating colleges. Candidates may qualify for up to \$2,500 as a freshman or sophomore, and up to \$5,000 as a junior or senior.

Once licensed, a teacher must agree to work, on a full-time basis, for a period of not less than five years at nonprofit Illinois public, private, or parochial preschool, or an Illinois public elementary or secondary school considered a school of need (e.g., a school with over 30 percent poverty or a school where 60 percent or fewer of students who approached, met, or exceeded state standards). A candidate must begin teaching within two years of the completion of your degree for which the assistance was awarded.

The Golden Apple Accelerators Program provides a path to teaching for career-changers with a bachelor's degree (e.g., individuals moving from industry into education and those who serve in schools in roles such as paraprofessionals) and college seniors who commit to living and teaching in targeted school districts in southern, central, and western Illinois for four years after obtaining their teaching license.

The Accelerators program allows individuals to obtain a teaching license within 15 months through a one-year residency program in a partner district located in southern, central, or western Illinois. Candidates receive \$30,000 to apply toward tuition and/or housing costs as well as job placement in a partner school and mentoring during the first years of teaching.

The Superintendent recommends a new appropriation of \$15,000,000 for the Illinois Golden Apple Scholars program in order to increase the number of teachers serving in schools of need as well as districts statewide.

### **Illinois School Psychology Internship Consortium**

Proposed Priority Area: Educator Support, Recruitment, and Preparation

A school psychologist serves multiple partners in the support of students. School psychologists partner with families, teachers, school administrators, and others to support the creation of safe, healthy, and supportive learning environments that strengthen connections among home, school, and the community. In particular, school psychologists may make evaluations, recommendations or interventions regarding the placement of students in educational programs or special education classes. Unfortunately, like so many school support, teaching, and administrative positions in Illinois, there is a shortage of school psychologists to meet the needs of students. As of December 2019, there are 112 unfilled school psychologist positions (105 School Psychologists and seven School Psychologist Interns).

More specifically, through rigorous preparation including coursework and an extensive internship, a school psychologist applies her or his expertise in mental health, learning, and behavior to help students succeed academically, socially, behaviorally, and emotionally (National Association of School Psychologists). The Illinois School Psychology Internship Consortium (ISPIC) is an advocate for the profession within Illinois through connecting districts and other entities to students who are preparing to serve as school psychologists. Since its launch in 2002, ISPIC supported the preparation of 295 school psychology interns. Over 50 percent of these individuals remain in school psychologist positions throughout Illinois. Annually, ISPIC offers 20-30 accredited doctoral internships throughout Illinois.

ISPIC membership includes the four institutions with doctoral level school psychology preparation programs in Illinois (Illinois State University, Northern Illinois University, Loyola University, and the Chicago School of Professional Psychology) and other partners (districts and other entities that provide a stipend for the school psychology intern). ISPIC is the only Association Psychological Association (APA)-accredited internship opportunity for school psychology students in Illinois. In order to complete a school psychologist program, one must complete an accredited internship. There are many accredited internships outside of Illinois available to school psychologist candidates. Each of the four institutions in Illinois are accredited by APA and their students must pursue APA accredited internships to successfully complete their preparation program. Without ISPIC, school psychology candidates will need to leave Illinois to complete their internship. Doing so may make it less likely that they return to serve Illinois' students.

Previously, ISPIC received funding support for operating expenses through the Illinois Board of Higher Education (a Higher Education Cooperation Act grant), the Illinois Children's Healthcare Foundation (a grant to increase the diversity and retention of school psychologists), and the Health Resources and Services Administration (a grant to expand internship opportunities from central/northern Illinois into southern Illinois). ISPIC requests \$50,000 to fund annual operating expenses. The current ISPIC operating budget is funded by: contributions from the four institutions of higher education, membership fees from the partnering sites, and registrant fees from continuing education events. The aforementioned institutions managed to sustain programming thus far. However, continued budgets cuts at the institutional level and the need to prioritize programming serving their own departments and programs creates an environment that places the ISPIC program in jeopardy. Currently, ISPIC is not receiving any grant funding in support of its work.

The Superintendent recommends a \$50,000 new appropriation to support the operating expenses of the Illinois School Psychologist Internship Consortium in FY 2021. In addition to the operating costs, funding may allow for expansion of the program into additional underserved regions of the state. This request is aligned to the elevating educators goal and the educator support, recruitment, and preparation priority.

### **Teach for America**

Proposed Priority Area: Educator Support, Recruitment, and Preparation

Teach for America (TFA) recruits, places, and supports teachers in schools serving low-income students and works to change practices, structures, and policies to realize educational equity for all children. The program recruits outstanding and diverse individuals who reflect the racial and ethnic backgrounds of students. Individuals who participate in Teach for America demonstrate a commitment to expand opportunity and access for all children inside and outside of the classroom. Teach for America corps members undergo a rigorous seven-week summer training program teaching credit recovery courses in

Chicago Public Schools (CPS) and receive mentoring from veteran teachers throughout the summer program.

Funds are allocated via a grant to Teach for America. Funding for the program is used to recruit and train new teachers, as well as provide them with support and coaching throughout their preparation. Corps members are placed in areas of need (e.g., science, technology, engineering, and math; early childhood education; bilingual education). They receive ongoing mentoring, including individualized coaching and support via on-site classroom visits, feedback on instruction, and guidance for monitoring student progress. Additionally, corps members participate in leadership summits to receive leadership training from veteran teachers, share best practices with one another, and reflect on their experiences to develop further as leaders in the work and to end educational inequity. Currently, TFA recruits its cohort to serve children in CPS. However, during FY 2020 TFA worked to develop a relationship with North Chicago. In FY 2021, funds will also be used to support the recruitment of Teach for America alumni from other regions to teaching positions across Illinois. In FY 2021, TFA is committed to recruiting and placing between 80-100 educators. At least 50 percent of the FY 2021 cohort will self-identify as a person of color.

The Illinois State Board of Education believes it should provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders. Teach for America focuses on recruiting and training a corps of teachers that better reflects Illinois' diverse student population (wherein 52 percent of the state's children are students of color.) In FY 2019, Teach for America funded 112 incoming teachers, of which 45 (about 40 percent) were teachers of color. These corps members joined a cadre of 233 total first- and second-year Teach for America-recruited teachers in Illinois. More than 13,500 students were taught by first- or second-year corps members in FY 2019. Many of the teachers choose to stay in the profession beyond their two-year commitment with TFA. According to former corps member Elizabeth Jamison-Dunn, "In my eyes, there is no greater charge than that of a teacher. I knew that being in the classroom was my calling, and I decided to stay in my role beyond the two-year commitment." Another former corps member, Michael Abello, stated, "I just fell in love with the kids, fell in love with the profession, fell in love with education and knew pretty quickly into my corps experience that this was going to be my career."

The Superintendent recommends an appropriation of \$2 million for Teach for America for FY 2021. This is a \$1 million increase over FY 2020. The funding will enable Teacher for America to recruit additional teachers for areas across Illinois, including many from diverse backgrounds to teach in Illinois, which supports the elevating educators goal and educator support, recruitment, and preparation priority. The recommended appropriation amount would continue to receive matching dollar-for-dollar private funding for the program.

### ***Retention***

Educator retention refers to those programs that support teachers and leaders as they develop in their craft making it more likely that they will stay in the profession. In addition to the National Board Certification program that provides already experienced teachers the opportunity to grow as reflective practitioners, the Superintendent is recommending \$8 million for teacher mentoring and \$1 million for principal mentoring. High-quality induction programs can reduce turnover by 50 percent, according to research compiled by the Illinois New Teacher Collaborative. Providing the opportunity to develop trusting relationships with colleagues with whom one can reflect on practice, celebrate successes, and receive constructive critique when things do not go well, is central to growing as a professional. This work cannot occur by chance. Rather, by funding teacher and principal mentoring, districts can develop and implement deliberate programming to new teachers and those new to administrative responsibilities. By doing so, more teachers and administrators will likely remain in the profession. This strategy would impact the shortage in the short term by decreasing turnover of new teachers.

### **New Principal Mentoring**

Proposed Priority Area: Educator Support, Recruitment, and Preparation

New principal mentoring programs provide essential support to assist new principals in transitioning successfully to their roles as instructional leaders. Strong schools are led by strong leaders. In 2012, the Illinois State Board of Education revised state standards for the preparation of principals to focus on preparing the principal as an instructional leader, rather than simply as a building manager. The preparation of an instructional leader, however, is only part of learning the day-to-day challenges of the principal position. A school leader is a servant-leader, an educator, a moral agent, a child advocate, a social worker, a crisis-negotiator, an organizational architect, and a community activist, all while ensuring students have equitable access to high-quality educational opportunities. Far too often, novice principals are left to “learn on the job” without guidance and access to support from peers. This results in ineffective leaders who feel alone and overwhelmed by responsibilities. Previous data collected by ISBE and public comment in response to the *Teach Illinois* report suggests that school principals who were trained through a mentoring process report that they received professional support about their problems from their mentor and consequently overcame this difficult period of their careers much more easily than principals who did not have mentors.

Funds will be distributed through a competitive grant process and used to develop and implement principal mentoring programs within local education agencies, including providing stipends for mentors and creating best practice guidance manuals that will be shared statewide. Programs will also include a component for measuring principal growth and effectiveness from the beginning of the program through its progression.

The Superintendent recommends a new \$1,000,000 appropriation for new principal mentoring. This appropriation would allow more than 350 new first-year principals in Illinois public school to receive mentoring in accordance with current Illinois Administrative Code, which specifies that each mentored principal shall be supported with \$2,750. Principals create the conditions, systems and structures that support quality instruction in schools. Principals who are effective support effective teachers, but new principals have a lot to learn and mentoring will help them become effective more quickly resulting in positive outcomes for educators and students.

### **New Teacher Mentoring**

Proposed Priority Area: Educator Support, Recruitment, and Preparation

New Teacher Mentoring programs will provide critical support to new teachers in Illinois with the intention of increasing teacher effectiveness, student achievement, and teacher retention. Considering the educator shortage in Illinois, funding for new teacher supports is a priority because of its potential to positively impact teacher satisfaction and retention. Nationally, one in 10 teachers quit after their first year (U.S. Department of Education, 2018). In Illinois, the statistics paint an even gloomier picture. According to the Illinois Education Research Council, 44 percent of teachers leave their initial school of employment within their first two years; by their fifth year of teaching, 25-30 percent have left the profession entirely. High-quality induction programs can reduce turnover by 50 percent, according to research compiled by the Illinois New Teacher Collaborative. These findings further supported by the number of public comments received in response to the *Teach Illinois* report that emphasized the essential importance of quality induction and mentoring programs for teachers.

Funding for new teacher mentoring programs will be allocated through competitive grants to districts to develop robust mentoring programs consistent with current administrative rules. A teacher who received support through the state’s previous mentoring program stated, “The first year of teaching is so overwhelming: a new career, new employer, new co-workers and students, new process of logistics. I have had many questions about how things work at our school in regard to taking attendance, discipline process, issues with students and parents, in addition to methods and strategies that I want to use but am trying for the first time. [My university] prepared me with the education; my mentor is continuing to prepare me through advice, instruction, assessment and logistical information.”

The Superintendent recommends a new \$8,000,000 appropriation for new teacher mentoring programs for FY 2021. This level of funding is sufficient to support one year of mentoring for 6,660 first-year teachers in Illinois in accordance with the current Illinois Administrative Code. This program has not been fully funded

since 2009, when \$14 million was appropriated. Lesser amounts have been appropriated since FY 2009 for new teacher mentoring programs, but the funding was not enough for programs to exist statewide. It is important to fully fund these programs to ensure equal access for new teachers in all areas of our state. Illinois' diverse student population deserves to have effective educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide every child an education that meets their needs. This program supports the elevating educators goal and educator support, recruitment, and preparation priority.

### **Other Programs**

The Superintendent recommends level funding for FY 2021 compared to FY 2020 for National Board Certification program.

## **LEARNING CONDITIONS**

### **Community and Residential Services Authority**

**Proposed Priority Area:** System of Support

The Community and Residential Services Authority (CRSA) is an interagency group created by the Illinois General Assembly in 1985 that is specifically tasked with identifying and addressing barriers facing parents, professionals, and providers when any of these parties attempt to get needed services or programs for individuals with a behavior disorder or a severe emotional disturbance and for their families. CRSA consists of representatives from state human service agencies, legislators, and gubernatorial appointees. CRSA uses a proactive approach to provide technical assistance to families, educators, and others to develop and provide services to students. In addition, CRSA acts as the primary facilitation/coordinator of supports among home, family, and community. Supports recommended by the CRSA approach are child-centered, family-focused, community-based, and culturally sensitive.

The Superintendent is recommending a \$700,000 appropriation in FY 2021, which is a \$50,000 increase over FY 2020. ISBE is the fiscal agent for CRSA and this is the amount they have requested ISBE incorporate into its budget recommendation. The additional funding will be utilized to meet increasing demand for services.

### **Community Partnerships for Student Health and Well-Being Pilot**

**Proposed Priority Area:** Systems of Support

Students today are facing an alarming number of health and safety issues, including, but not limited to, lack of access to adequate mental health supports, increased incidents of bullying, rising e-cigarette use rates, and alarming reports on the number of students contemplating suicide. The results of the Youth Risk Behavior Survey (YRBS) in 2018 identified an increase in the number of students who did not go to school because they did not feel safe. These students are missing out on valuable instructional time. Another issue facing today's youth is the number of students using e-cigarettes. The number of teens using e-cigarettes continues to rise, according to the most recent report by the Illinois Department of Public Health. Research suggests that there was a 65 percent increase in the number of 10th-graders who used e-cigarettes between 2016-18. These levels indicate that e-cigarette use among youth is now an epidemic. So, too, bullying in schools continues to be an issue. YRBS also identified alarming trends with regards to bullying and suicide. According to the survey, one in every five students has experienced some type of bullying. Recent studies suggest that bullying at any age is associated with worse mental and physical health, increased depressive symptoms, and lower self-worth. Participants who experienced chronic bullying also reported increased difficulties in physical activities like walking, running, or participating in sports. Those who experienced bullying in the past and were also experiencing bullying in the present showed the lowest health scores. More specifically, lesbian, gay, bisexual, transgender, or questioning (LGBTQ) youth and those perceived as LGBTQ are at an increased risk of being bullied. Results from the 2017 YRBS that, nationwide, more U.S. high school students who self-identify as lesbian, gay, or bisexual report having been bullied on school property (33 percent) and cyberbullied (27.1 percent) in the past year than their heterosexual peers (17.1 percent and 13.3 percent, respectively).

Creating conditions for improved outcomes for student health and well-being further requires wholistic systems that address the physical, social/emotional and mental health needs of all children. For example, the 2018 YRBS identified an increase in the number of students who reported they felt sad or hopeless, considered attempting suicide, or planned as to how they would attempt suicide. This increase, while alarming, is not surprising. Dr. John Walkup, who is head of Child and Adolescent Psychiatry at the Ann and Robert H. Lurie Children's Hospital of Chicago, noted in a 2019 article in Illinois Issues magazine titled "Children's Access to Mental Health Care is in Critical Condition" that the vast majority of mental health conditions — 75 percent to 80 percent — begin prior to age 18. He pointed to a recent study that showed about 20 percent of Illinois children have an active mental health problem and slightly over half of them have ever been in treatment. Children who are anxious often fall behind in terms of their interpersonal development and that can lead to difficulties transitioning into adulthood, according to Walkup. Creating opportunities for school districts to engage and partner with community mental, social and health systems will serve to address the eclectic needs of children throughout Illinois

The purpose of this funding initiative is to create pilot programs that expand the capacity of schools and school communities to:

- Address all factors and issues that impact learning conditions for all students; and/or
- Establish partnerships that will foster student health and well-being initiatives. This includes a targeted focus on wrap-around supports and initiatives.

Grants will be awarded to designated eligible entities within each of the six "areas" of the Illinois Association of Regional Superintendents of Schools (IARSS) and to Chicago Public Schools (CPS). Eligible entities are CPS, school districts, Public University Laboratory Schools and state-authorized charter schools. An amount of \$1.37 million will be available to entities in each IARSS area and CPS. No entity within the six IARSS areas shall receive no more than \$343,000. Eligible applicants will be able to use this funding to develop a districtwide wellness plan that encompasses training; establishes partnerships with local health and substance abuse providers; secure access to resources and supports for students, educators, and the community; create multi-faceted, targeted systems of support that include a comprehensive model of wrap-around services and supports; school safety initiatives, including professional development regarding programs for students to make a report of an urgent school safety matter (Safe2Help), ensuring educators understand trauma outside of school as they engage students (Handle with Care), and providing school districts with needed first aid tools in the event of an emergency (Stop the Bleed). Funding may also be utilized to support LGBTQ programming, such as inclusive classrooms and substance abuse and vaping prevention initiatives.

The Superintendent recommends a new \$10 million appropriation in FY 2021 for Community Partnerships for Student Health and Well-Being Pilot program.

### **District Consolidation Costs**

Proposed Priority Area: System of Support

Communities must grapple with the use of their available resources to serve students. The District Consolidation Costs program gives communities the chance to make consolidation decisions for the potential of enhanced educational opportunities for their children and greater financial security for the newly formed district. Financially healthy districts will have the resources available to ensure each and every child is equipped to make meaningful contributions to society and live life to their fullest potential. The program further supports the Board's goals by increasing administrative efficiencies in districts, thereby allowing them to direct more funds into the classroom toward initiatives like expanding curriculum through additional courses. As community members weigh the best options for students when they vote on the referendum to consolidate, they anticipate that the newly formed district will be receiving these resources to assist with the transition and education of their children. The program also supports the Board's goals by increasing the potential for safer learning environments due to the opportunity that better facilities will be utilized by the consolidated district.

The Superintendent recommends a \$213,000 appropriation for District Consolidation Costs for FY 2021 to provide full funding to the three qualified districts and for feasibility studies. This is a decrease of \$5,000 from FY 2020.



## **Educator Quality Investigations and Hearings**

Proposed Priority Area: System of Support

ISBE has the statutory responsibility to address educator misconduct through a system that gives ISBE the power to revoke, suspend licenses, or sanction educators. Our system of educator misconduct requires ISBE to investigate offenses by teachers who are charged with or violate specific criminal statutes, and who breach the high professional standards expected of educators. In addition, ISBE has the authority to suspending the licenses of those educators who breach contracts mid-year in order to accept jobs in other Illinois districts. Staff receive reports of misconduct from other arms of government, including municipalities, and perform other monitoring, including review of news reports, conviction records, and information provided by school districts and regional offices of education. The system of educator misconduct is staffed by one in-house attorney and a paralegal; ISBE is currently seeking to hire two in-house investigators. ISBE also contracts with outside counsel to assist in educator misconduct hearings. Currently, educator misconduct has 483 open cases; by comparison to this time last year, the educator misconduct division has 175 more open cases.

A new Illinois law has increased the duties of ISBE's Educator Misconduct Department. For instance, Public Act 101-0531:

- Bars any individual without a valid and active license from working as a teacher, substitute teacher, paraprofessional, or academic administrator in an Illinois public school, and increases ISBE's obligations for monitoring in this respect.
- Requires ISBE to report all licensure suspensions and revocations to a national database.
- Increases the frequency of background checks for school employees to every five years that the employee remains with the same employer.
- Requires all school districts to report to ISBE when an educator is convicted of specific crimes, including sex crimes against children, instead of only if that misconduct resulted in the employee's resignation or dismissal. This leads to additional cases to investigate.
- Requires the involvement of the Children's Advocacy Centers (CAC) when there is an incident of sexual misconduct.
- Creates the Make Sexual and Severe Physical Abuse Fully Extinct Task Force, which will review the best practices for preventing the sexual abuse of students in a school-related setting, among other topics.

In the past several years, a shortage of staff in educator misconduct has forced ISBE to prioritize cases. The Legal officer is reviewing ways to develop updated processes, revise manuals, and establish efficiencies in our system so that we may handle cases as expediently and efficiently as possible.

The Superintendent recommends a \$475,000 appropriation for Educator Quality Investigations and Hearing for FY 2021. This is a \$45,000 increase over the FY 2020 appropriation. With this additional funding, ISBE will have the resources to expedite the prosecution of the most severe cases of misconduct and, potentially, address cases in the queue that have lower priority on an accelerated basis.

## **Southwest Organizing Project – Parent Mentoring**

Proposed Priority Area: Resource Allocation

The central purpose of the Southwest Organizing Project (SWOP) Parent Mentoring Program is to develop parental leadership in low-income schools, so the parents may become an integral part of the classroom, the school community, and the neighborhood around the school. The inclusion of parents in the classroom supports the academic achievement of students and enhances the environment in the schools. Under the Parent Mentoring Program, community-based organizations partner with local schools to recruit and train approximately eight parents per school to assist teachers two hours per day, four days a week. They receive training for two hours each week. Parents are assigned to a classroom (not their own child's), where they are mentored by a teacher and work one-on-one and in small groups with children. Parent mentors receive a modest stipend after reaching 100 volunteer hours. The program is intended to facilitate instruction, improve classroom ratios, increase parent engagement, develop parent leadership, foster collaboration between schools and community-based organizations, and improve the classroom experience for students and teachers.

The General Assembly allocated funds for this program to specific grantees in fiscal years 2013-20. Program funds were allocated to the Illinois Coalition for Immigrant and Refugee Rights in FY 2013 and FY 2014. The funds have been allocated to SWOP in the last six fiscal years. The full amount allocated was awarded to each organization, which then distributed subgrants to community-based organizations based on a competitive process. SWOP subsequently awarded continuation grants to subgrantees. Subgrantees were given an opportunity, as program funds increased, to extend the program length to cover the full school year. Over the past two years increased funding for SWOP has allowed for the expansion of the Parent-Mentor program statewide to sites outside the city of Chicago including one elementary school in each of the following cities: Riverdale; Park Forest; East St. Louis; Brooklyn; Kankakee; Hopkins Park; Elmhurst; Morton Grove; Romeoville; Romeoville and Calumet Park. Additionally, SWOP implemented programming at multiple sites in the cities of Decatur; Aurora; Moline; Zion; and Bolingbrook. Collectively, the expansion provided services to 6,100 students at 37 sites statewide.

Funding for SWOP is integral to a comprehensive system of support because it fosters collaborative partnerships between parents, schools, and community organizations. Partnerships not only improve learning conditions, but they also strengthen communities by integrating a collective approach to bridging the family and community engagement gaps that exists in some of Illinois' most vulnerable districts.

The Superintendent recommends a \$4,750,000 appropriation in FY 2021 to support the expansion of the Parent Mentoring Program throughout the state. This is an increase of \$1.25 million compared to FY 2020. The proposed increase allows the expansion that took place in FY 2020 to continue across the state, increasing the number of locations to be served and building capacity of programs. SWOP advocates estimate that the increased funding would allow the program to expand to an additional 38 schools, bringing the statewide total to 183 schools. It also would allow the program to train 328 parent mentors, bringing the total to 1,464 parent mentors in classrooms for two hours a day, providing services to an estimated 32,000 students statewide.

### **Student Care Department**

#### **Proposed Priority Area: Systems of Support**

The Student Care Department (SCD) is established to address issues relating to protecting students from harm, namely, improper restraint and seclusion, which were highlighted in news articles released in late 2019. According to the journalists, during the 2017-2018 school year, there were over 1,200 instances of isolated time out. The journalists reported analyzing 15,000 instances of physical restraint in Illinois school districts between 2017 and 2018 – however, the journalists did not collect information on restraints from every Illinois school district. ISBE initiated emergency rulemaking in November 2019 to address systemic concerns regarding use of restraint and seclusion, including banning seclusion and certain restraints, requiring additional reporting, and requiring additional training for school personnel. See *23 Ill. Admin. Code 1.285*, as amended by emergency regulations at *43 Ill. Reg. 14314* (eff. 11-20-10).

Beginning in November 2019, ISBE has the regulatory responsibility to receive reports from school districts and other entities serving Illinois public school students regarding any use of time out or physical restraint. The reports include student-specific information relating to the time out or physical restraint used, including a description of events leading up to the incident, any interventions used, a log of behavior, a description of any injuries or damage, and other individualized information. Also in November 2019, ISBE began to receive complaints connected to physical restraint and seclusion. The complaints were both systemic complaints and individualized student complaints. ISBE began investigating the complaints immediately. Beginning in December 2019, ISBE received data of school districts' use of physical restraint and seclusion for the previous three school years (2016-17, 2017-18 and 2018-19).

The SCD will perform various regulatory functions. Through SCD, ISBE will, for the first time, conduct an assessment of the application of time out and physical restraint on Illinois public school students. ISBE will have data relating to the overall uses of time out and physical restraint on a student, practitioner, school, and district level. The data ISBE obtains through SCD will permit ISBE to better monitor schools regarding misuses and abuses of time out and physical restraint. ISBE has received documentation from each of Illinois' 852 districts regarding restraint and seclusion used during the time period of fall 2016 through November 2019. Beginning in November 2019, ISBE has received data regarding time out and restraint on an ISBE-issued form. Since November 2019, ISBE has received more than 7,000 emails, more than

1,000 documents, and more than 100 attachments with completed forms describing use of time out or physical restraint. In addition, ISBE has received via postal mail many boxes of documents and flash drives/USB drives from districts describing the use of time out and physical restraint. The SCD will review the volume of data ISBE has received to monitor for compliance and initiate investigations where warranted. ISBE has also received more than 10 complaints connected to physical restraint and seclusion. Experienced complaint investigators from the special education services division have initiated an investigation for each complaint received, to date, and have estimated each complaint will take approximately 100 work hours to review and produce an investigation finding. The workers from the Special Education Department who are currently conducting the investigations were removed from other long-term ISBE projects to focus on work connected to time out and physical restraint. This arrangement is not sustainable for SCD investigations. SCD personnel will replace the special education services workers.

In order to financially support SCD during FY 2020, the Superintendent recommends \$1,100,000 in funding. The funding recommendation was formulated by calculating and projecting the number of hours required to complete investigation of pending and incoming complaints by contractors. ISBE currently uses outside legal assistance to perform services – including investigating, preparing and prosecuting cases for educator misconduct matters – and ISBE expects that these services will be necessary to assess the documentation connected to the use of time out and physical restraint that ISBE has received from the 2016 through 2019 school years, the uses of time out and physical restraint through the end of the current school year, and the complaints regarding misuse and abuse of time out and physical restraint.

The SCD will analyze documentation consisting of (1) data submitted by Illinois' 852 districts regarding for the time period of fall 2016 through November 2019, (2) data on ISBE's forms for all time out and restraint since November 2019, and (3) additional data received by ISBE, including the 7,000 emails, more than 1,000 documents, more than 100 attachments, boxes of materials and flash drives/USB drives. The SCD will initiate an investigation on any matter concerning suspected misuse. The review of material and investigation process will require lawyers to lead the review, with paralegals to assist. The outside legal assistance vendor rates are \$200 per hour for lawyers and \$90 per hour for paralegals. In order to financially support SCD during FY 2021, the Superintendent recommends \$2,200,000 in funding. The funding recommendation was formulated by calculating the internal staff necessary to perform analyze documentation and initiate investigations, and proposes that the SCD include a director, a supervisor, eight principal consultants, and 10 consultants. In addition to the functions performed in FY 2020, the SCD will perform functions relating to supporting districts in training requirements, providing technical assistance in training and application of time out and restraint, and providing technical assistance in policy drafting/revision for Boards of Education.

The Superintendent recommends \$1,100,000 in funding for FY 2020 and \$2,200,000 for FY 2021 for the Student Care Department. With this funding, ISBE will have the resources it requires to comply with regulatory requirement to monitor and investigate the use of time out and restraint, as well as provide technical assistance to districts and Boards of Education. ISBE will have the data and ability to investigate instances of misuse and ensure student safety throughout the State.

### **Other Programs**

The Superintendent recommends level funding for FY 2021 compared to FY 2020 for the following programs aligned to the goal of Learning Conditions: After School Matters; After-School Programs; Autism; and Truants' Alternative and Optional Education.

## **STUDENT LEARNING**

### **Advanced Placement – Low-Income AP Test Fee**

Proposed Priority Area: Student Assessment

The Advanced Placement (AP) Low-Income AP Test Fee program provides funds to the College Board to reduce the cost of AP exam fees for low-income students. The purpose of the program is to increase the number of low-income students taking AP exams by assisting school districts in offsetting the cost of these exams. Funds are provided to the College Board for low-income students who request fee reductions for AP exams.

The regular AP test fee for content areas (e.g., calculus, biology, French, economics, and music theory) is \$94. Of that, ISBE pays \$38, the College Board provides a test fee reduction of \$32 and an additional low-income fee reduction of \$9. This leaves a balance of \$15; districts can pay for the \$15 student fee using federal funding (e.g., Title I or Title IV). Doing so reduces the student cost to \$0. For students who complete the AP Capstone, the fee is \$142. Of that, ISBE pays \$86, the student pays \$15, and the College Board covers the rest with the test fee reduction.

In March 2019, Fenton High School District 100 received the AP Small District of the Year award from the College Board. According to the 2019 Report Card, Fenton is 63 percent Hispanic and 52 percent low income. Since 2016, Fenton students sitting for AP exams grew from 253 to 330 while increasing the percentage of African American and Latino students from 40 percent to 49 percent. Additionally, the percentage of African American and Latino students who received a 3 or more on an AP test grew from 57 percent to 61 percent in three years. According to ISBE records, In 2019, Fenton received \$11,400 to reduce AP test fees for low income students.

During the past five fiscal years, Low Income AP funding supported the following numbers of students:

- FY 2016 - 45,843 AP exams
- FY 2017 - 48,750 AP exams and 268 AP Capstone exams
- FY 2018 - 55,675 AP exams and 405 AP Capstone exams
- FY 2019 – 56,780 and 600 AP Capstone exams.

By covering a portion of the cost, ISBE ensures that all students across Illinois, regardless of their ability to pay, have access to and participate in high-quality learning opportunities. Reducing and eliminating barriers for students identified as low income to complete AP exams will continue to increase access to well-rounded, rigorous learning opportunities and support college readiness.

The Superintendent recommends a \$2,500,000 appropriation for AP-Low-Income Test Fee for FY 2021. This is an increase of \$500,000 compared to FY 2020. This request is rooted in equity. It is an effort to ensure that any student who wishes to complete an AP course and exam can access the opportunity. These monies will allow for approximately 63,950 AP exams (62,850 AP Tests and 1,100 AP Capstone Exams) to be taken by low-income students. This amount will subsidize \$38 for each AP exam and \$86 for each AP Capstone exam, reducing the overall cost to the student to \$15 per exam. This amount is an increase from the FY 2020 allocation due to a five percent increase in low-income student participation in AP exams projected by The College Board for FY 2021.

### **Assessments**

Proposed Priority Area: Student Assessment

A valid, reliable benchmark of student performance data that remains consistent over time is critical to the continuous improvement process. To ensure equity for all students an assessment system that is responsive to the needs of diverse learners is essential to understanding the quality and impact of educational programs. A strong, differentiated assessment system, well-aligned to standards, helps educators improve the quality of public education and ensure equity of outcomes for all children. In FY 2021, the state will assess student mastery of the learning standards in English language arts and mathematics in grades 3-11, and science in grades 5, 8 and 11. ISBE also provides an alternate assessment in these grades and subjects for those students with the most significant cognitive disabilities. ISBE also assesses the proficiency of English Learners' kindergarten through grade 12. These assessments, in conjunction with other new measures of school quality and student success, provide the data to measure progress towards board goals and ensures that all student groups within a school are experiencing success in line with their peers.

FY 2021 represents a period of alignment and innovation in the statewide assessment system. In FY 2020, the Superintendent conducted a statewide evaluation of the assessment system to ensure future procurements and innovations are most directly addressing the needs of educators and students and will provide the most impact from the investment. The results of the evaluation focused on the Illinois Assessment of Readiness (IAR). The FY 2021 budget recommends an increase for the IAR compared to FY 2020. The lower FY 2020 cost is a function of basic administration, scoring and reporting services as

limited by the scope of the District of Columbia multi-state contract used by ISBE as approved by the Board at its August 2019 meeting. A procurement is underway to secure these same supports and services, in addition to other core priorities identified by the results of the statewide assessment evaluation, including ensuring timelier reporting of results, expanded, more actionable reporting for schools and parents, including, at minimum a link to Lexile and Quantile scores that will connect IAR results to the results of other interim assessments. The option for aligned interim assessment is also contained within the new RFSP to ensure equity of access for a schools and districts.

The value and utility of these assessments, even beyond the performance data they provide to educators, policy makers, and the public, are that the assessments provide concrete and visible indicators of what is expected for student performance. In grades 3 through 8, Illinois will shift emphasis towards actionable reporting for schools and districts, provided in a timelier fashion. This actionable reporting will include mapping to the Lexile and Quantile scale, so that educators and parents can understand their students' performance in relationship to other local assessments. Enhancements of the science assessment and assessment of English proficiency are also planned for FY 2021. By continually improving the quality of our assessments, we give teachers a better sense of what high-quality instruction looks like and better data to improve learning.

No single assessment can meet the needs of all users, however assessments given as widely as the state's summative accountability assessments need to provide relevant, meaningful data to multiple stakeholders. When multiple measures of academic achievement and student success are pulled together, educators can begin a deeper and more transformative discussion about what it means for all students to experience success. In the past year, ISBE developed three new reports designed to facilitate school and district review of their data. Additionally, ISBE's Assessment Department conducted over 300 phone calls, webinars, and public meetings to support districts in using their assessment and accountability data to drive school improvement. To refine the vision for the assessment system, ISBE conducted eight focus groups with key constituencies, and issued a public survey that received 3,500 valid responses. The increased awareness, capacity, and reflection on our assessment data in relationship to other measures of school and student performance will serve as a foundation for FY 2021.

The Superintendent recommends a \$57,200,000 GRF appropriation for Assessments in FY 2021, an increase of \$10.7 million compared to FY 2020. The total estimated cost increase for Assessments is \$14.6 million in FY 2021; however, an additional \$3.9 million in federal funds are estimated to be available next fiscal year which reduces the General Revenue Fund assessment increase to \$10.7 million when compared to FY 2020. The following provides the approximate cost increases for assessment contracts in FY 2021 that totals to a net increase of \$14.6 million:

- IAR - \$11.9 million increase for expanded actionable reporting; link to Lexile and Quantile scores; and optional interim assessments
- Content Development Contract for IAR - \$1.0 million increase as costs will be higher in FY 2021 as the number of consortium states sharing in the costs will decrease from six to three and ISBE plans on seeking additional content development and seeks ownership of the content
- Illinois Science Assessment - \$2.0 million increase that includes additional item and content development as required by the U.S. Department of Education for Earth, Physical, and Life Sciences and increases for the testing platform to allow item authoring, item banking, and formative testing
- All Other Items – a reduction of \$0.3 million from FY 2020 to FY 2021.

A breakdown of assessment costs is provided below.

The primary driver of the \$11.9 million increase for the Illinois Assessment of Readiness is the difference between an FY 2020 known contract cost of \$24 per students to an estimated FY2021 cost of \$40 per student associated with the Request for Services Proposal that the Board is acting on at the January 2020 Board meeting. This \$16 per student estimated increase represents an increase in services and supports, as well as fundamental redesigns of core reporting elements to ensure results are more timely, actionable and connected to local interim assessments as provided in Table 6.

**Table 6**

Increase	Component
\$5	Timelier return of results through dynamic reporting (This doubles the scoring efforts returning both a preliminary score and a final score)
\$3	Actionable results with a significant expansion and redesign of reporting options for parents and educators (Estimated from previous ISBE contracts)
\$3	Professional learning and support tools or materials for effective use of assessment data to improve student learning (Estimated from previous ISBE contracts)
\$2	Lower contract volumes as we move from a multi-state contract to a single state contract
\$1	An annual license for Lexile and Quantile mapping to connect the summative results with local interim assessment products (From known MetaMetrics license costs)
\$1	Future transition of the assessment to a computer adaptive model (Estimated administrative costs)
\$1	Interim Assessment aligned to the summative assessment (Estimated general administrative costs to integrate reporting with summative reporting)
<b>\$16</b>	<b>TOTAL</b>

The \$2 million increase in the FY2021 request for science is driven by changes needed to comply with federal assessment guidelines as identified through the Assessment Peer Review process. This ask improves accommodations and accessibility features available for the Illinois Science Assessment to ensure all students have equal opportunity to demonstrate their knowledge. It also represents the cost associated with tripling the amount of content assessed. These required changes increase the price of the test per student \$4.20, from \$17.20 to \$21.40 as provided in Table 7. Finally, as we shift from testing students taking biology in high school to all of grade 11, we expect 10,250 more students to be assessed, which adds another approximately \$175,950 over FY 2020.

**Table 7**

Increase	Component
\$1.40	Formative science assessment platform to enable local interim science assessment supporting the summative assessment (This is necessary because the summative assessment cannot cover the entire breadth and depth of the standards, even with the expanded blueprint.)
\$1.00	Increased content development by cohorts of IL educators to fill out a longer test blueprint (This is a required improvement from the Federal Peer Review.)
\$0.75	A full, secure practice test for the ISA (This is the greatest reported need from the field.)
\$0.75	Increased collaboration with expert science partners to continuously improve the science assessment. (Current partnerships include Lewis University, University of Illinois Chicago, Southern Illinois University, Carbondale & Edwardsville. Additional proposals to collaborate have been received from other universities, state educators, and nonprofit organizations. Proposals are reviewed to ensure they align to the broader scope of work, and a new phase of work is slated to begin in summer 2020.)

\$0.30	Expanding accommodated forms and accessibility features to multiple languages (Beginning with Spanish, improvements from Federal Peer Review)
<b>\$4.20</b>	<b>TOTAL</b>

A breakdown of assessment costs is attached as Exhibit B.

### **Other Programs**

The Superintendent recommends level funding for FY 2021 compared to FY 2020 funding for the following programs aligned to the goal of Student Learning: Advanced Placement-Course Implementation; Alternative Education-Regional Safe Schools; Blind and Dyslexic; and Materials Center for the Visually Impaired.

*The above represents the line items in the agency budget most directly tied to the emerging strategic plan's goals and priority areas, but other funds and line items also are critical to support and implement the agency's priorities.*

### **Agency Capacity**

State education agencies are uniquely positioned to support students and its education system through activities like providing resources, support, and technical assistance to districts; collecting and disseminating repositories of effective practices and highlights; acting as centralized support for those districts without strong local supports; facilitating connections and learning amount districts; acting as an accountability backstop; analyzing data for statewide trends to inform policy; and advocating for our children and for the policies that will benefit them.

The agency's General Funds programs and services are supported by the General Revenue Fund operations budget. Total staff capacity (on-board headcount from payrolls from all funds) increased by 45 positions or 11.5 percent from November 2018 to a total of 436 positions in November 2019. The GRF operations line is estimated to increase by nearly \$1 million in order to fund agency payrolls at an estimated on-board headcount of 479 on June 30, 2020, and provide funding for collective bargaining agreements. The authorized agency headcount for FY 2020 is 499 positions. The recommended authorized headcount for FY 2021 is 523 positions due to an increase of 20 positions for the Student Care Department and 4 positions for the Golden Apple Scholars of Illinois program.

The funding from this line also supports key accountability and technology infrastructure that helps the agency better know and support each district. Examples include supporting applications to provide key data for the Illinois Report Card, Ed360, Peer Finder tool, and the Longitudinal Data System (LDS). ISBE received a multi-year \$7.2 million federal award in 2015 to develop and expand the LDS. Approximately \$1 million of the FY 2021 recommended increase for this line is associated with expiring LDS funds and the need to utilize GRF funds to maintain LDS. One of the LDS components is Ed360. Next month ISBE will be launching a Financial Projection Tool within the Financial Dashboard in Ed360 that can be used by school districts. A preliminary projection identifies approximately 65 percent of districts do not currently possess this technology and the service provided through this new Ed360 financial dashboard is equivalent to \$5.5 million to \$6 million in services to school districts.

The third major component of the funding increase for FY 2021 for this line is approximately a \$625,000 increase for information technology infrastructure and equipment. This increase is primarily to implement cloud storage to minimize the need for off-site storage for disaster recovery as well as upgrades to support the virtual desktop technology that has replaced the hardware cost of desktop machines. The cloud storage is compliant with the Department of Innovation's "Cloud First" initiative. Increased information technology infrastructure costs are driven by the increased utilization of systems and data-sharing with school districts and other educational providers and the need to provide data security, scalability, and simplification of application management.

The Superintendent recommends a \$25,800,000 appropriation for GRF operations for FY 2021. This is an increase of \$2,582,800 increase over FY 2020. This funding would allow the agency to continue to support

its programs and services and provide the staff and information technology resources needed to provide assistance to Illinois' 852 school districts. The GRF operations budget for FY 2021 is 0.27 percent of the Superintendent's FY 2021 recommended General Funds budget.

## **OTHER STATE FUNDS**

### **Personal Property Replacement Tax Fund**

#### **Regional Office of Education – Salaries**

By law, the State Board of Education must provide for the compensation of regional superintendents of schools, assistant regional superintendents of schools, Intermediate Service Center (ISC) executive directors, and ISC assistant directors. These administrators understand the unique nature of their districts and communities and provide an important bridge between local communities and the state. The requested appropriation is sufficient to pay for the salaries of the 35 regional superintendents of schools, 35 assistant regional superintendents of schools, three ISC executive directors, and three ISC assistant directors at the statutory rates. (105 ILCS 5/3-2.5 and 5/18-5)

The Superintendent recommends an \$11,400,000 appropriation in FY 2021 to pay for the salaries of the 35 regional education officers, their assistant regional education officers, the three ISC executive directors, and their assistants from the Personal Property Tax Replacement Fund at the statutory rates. This is an increase of \$200,000 compared to FY 2020.

#### **Regional Services**

The Regional Services Center within ISBE provides leadership and advocates for equity for all students through coordination of supports and activities across three ISBE departments: Regional Offices of Education (ROEs), ISCs, and charter schools. This center is focused on building the structures to support and empower ROEs, ISCs, and charter school authorizers to ensure that children and families in their districts receive a robust, safe, and healthy educational opportunity.

There are 35 ROEs as well as three ISCs in suburban Cook County that are responsible for supervision and control over all school districts within their counties. The ROEs are public service offices headed by elected regional superintendents, while the ISCs have a governing board composed in accordance with ISBE's Part 525 administrative rules. The Office of the State Superintendent serves as the Educational Service Region for Chicago Public Schools, which is managed by a mayoral-appointed governing board and a chief executive officer hired by that board. ISBE partners with these entities to provide services to elevate the standards of teaching and improve the standards of schools in their regions. In FY 2020, there are 10 charter school authorizers in Illinois with at least one charter school underneath them, which includes the Illinois State Charter School Commission and nine local school boards. ISBE is responsible for monitoring charter school authorizers and ensuring that they carry out their duties in a manner consistent with the principles and standards for charter school authorizing set forth in the Part 650 administrative rules.

A regional services model supports educator effectiveness initiatives and a statewide system of support to encompass all school districts, including those identified to receive additional support. The work of the Regional Services Center aligns to all three of the Board's preliminary goals.

The Superintendent recommends an \$810,000 appropriation for ISBE's Regional Services Center, which is a separate new line item requested for FY 2021. Funding this item from Personal Property Replacement Tax Fund is consistent with how the state funds the grants to the Regional Offices of Education for their operations.

### **State Board of Education Special Purposes Fund**

#### **Grant Accountability and Transparency Act Administration and Budgeting for Results**

The purpose of the Grant Accountability and Transparency Act (GATA) is to increase accountability and transparency in the use of grant funds while reducing the administrative burden on both state agencies and



grantees. The provisions of GATA increase the fair access to grant funding provided by ISBE that supports a multitude of educational programs across the birth-12 system through greater transparency regarding grant funding opportunities and more open competition.

ISBE is the cognizant agency for more than 2,300 of the state's 9,100 grantees (26 percent), serving as cognizant agency for nearly as many grantees as the next two highest agencies combined. Cognizant agencies carry a larger share of the burden of the cost of implementing and administering the requirements of GATA. ISBE also administers approximately one-third of the state's 32,455 grant awards.

The requested funding provides for ISBE's share of allocated costs of standardized, centralized GATA processes and systems maintained by the Governor's Office of Management and Budget (GOMB) or through GOMB contracts. These systems include the GATA grantee registration and pre-qualification portal, the centralized indirect cost rate negotiation system and grantee audit review and resolution processes. A Statewide Grant Management System (Amplifund) is also under development to provide a common internet-accessible platform for all grant activity, improve grant user experience and minimize duplication. This system will enhance grant oversight and give more comprehensive information about the use of grant funds. These systems increase the grant administration coordination and alignment among agencies. The GOMB and the Department of Innovation and Technology (DOIT) billings for these centralized services are expected to increase from \$804,000 in FY 2020 to \$860,000 in FY 2021 based on preliminary cost allocation data received from GOMB and billings associated with the indirect cost rate negotiation system and audit review and resolution process. As a result, dedicated General Revenue Fund and State Board of Education Special Purposes Fund (for costs allocated to federal programs) line items are recommended for the ISBE's allocated share of the GOMB and DOIT billings.

The Superintendent recommends a new \$600,000 appropriation from the State Board of Education Special Purposes Fund for costs related to the GATA registration portal, indirect cost negotiation, audit review, Statewide Grant Management System, and other centralized services for FY 2021. This will allow the agency to pay for the federal share of the allocable costs for GATA and Budgeting for Results expenses billed by GOMB and DOIT. The Superintendent also recommends level funding of \$260,000 from the General Revenue Fund line for the state allocable portions of these charges.

### **Ordinary & Contingent Expenses – Charter Schools**

This Charter Schools (state) program supports the work of ISBE's Charter Schools Department as a charter school authorizer. Each state's charter school law empowers different entities to "authorize" charter schools (i.e., approve, oversee, and determine whether a charter should remain open or close at the end of its contract term). Newly enacted legislation makes ISBE a charter school authorizer, as that term is defined in the Illinois Charter Schools Law, with significant new responsibilities starting in FY 2021.

Public Act 101-0543, effective August 23, 2019, abolishes the Illinois State Charter School Commission (the Commission) on July 1, 2020. Key duties of the Commission, including the duty to hear and decide appeals of local school board decisions to close existing charter schools and the duty to serve as the authorizer of any schools approved through the state appeal process, will revert to ISBE. Charter schools already authorized by the Commission (currently 12 campuses) will become the responsibility of ISBE on July 1, 2020. The legislation allows ISBE to charge an administrative fee of up to 3 percent of the funding provided to state-authorized charter schools to cover the costs associated with these new authorizing responsibilities. The Commission possessed the same authority to charge a fee during its time as a charter school authorizer. It budgeted approximately \$1.2 million in administrative fee revenue for FY 2020.

Charter schools are a significant part of Illinois' public education system, and authorizers play a critical role in ensuring the quality of these schools and their delivery of equitable service of students. As part of the statewide system of support, the Charter Schools Department will assist and reinforce the efforts of districts that are considering or utilizing educational innovations and the charter school model to increase educational opportunities for students.

The Superintendent recommends a new \$1,050,000 appropriation for the Charter Schools program for FY 2021. This funding level will ensure that ISBE's Charter Schools Department has the resources and staff it needs to fulfill its new authorizer role and responsibilities and to properly monitor and oversee the portfolio

of state-authorized charter schools. This is less than the \$1,250,000 appropriation in FY 2020 from the State Charter School Commission Fund to the State Charter School Commission.

#### **FY 2020 Supplemental Requests**

The Superintendent recommends two FY 2020 supplemental General Revenue Fund requests as shown in Exhibit C. The first request is a \$11.2 million supplemental for the Special Education Orphanage line in FY 2020. The FY 2020 appropriation line for Special Education Orphanage was used to pay approximately \$6.5 million in FY 2019 claims. The State Finance Act (30 ILCS 105/25(j)) authorizes ISBE to use its current year appropriation for this line to pay for prior year claims. The FY 2020 claims for this line have been adjusted after paying the actual FY 2019 claims in August. The second request is \$1.1 million for an operations line, the Student Care Department, to address issues relating to protecting students and education staff from harm, namely, improper restraint and seclusion.

#### **Recommendations:**

I recommend that the following motion be adopted:

I move that the Illinois State Board of Education hereby recommends a FY 2021 General Funds appropriation of \$9,643,466,900 and a FY 2020 General Revenue Fund supplemental request of \$11,200,000 for Special Education Orphanage and a \$1,100,000 General Revenue Fund supplemental request for an operations line, the Student Care Department, to address issues relating to protecting students and education staff from harm, namely, improper restraint and seclusion. I further move that the Illinois State Board of Education hereby authorizes the State Superintendent to make changes to the "Other State Funds" and "Federal Funds" recommendations outlined in Exhibit A, or for new funding opportunities, as appropriate until the budget has been enacted.

**ILLINOIS STATE BOARD OF EDUCATION**  
**Fiscal Year 2021 - Superintendent's Recommendations**  
**January 15, 2020**  
**Exhibit A**

\$000s	Proposed Strategic Plan Priority Area*	FY 2020 Board Recommendation April 17, 2019	FY 2020 Enacted Budget PA 101-007**	FY 2021 Superintendent's Recommendation	Comparison of FY 2021 Superintendent's Recommendation to				
					FY 2020 Enacted Budget		FY 2020 Board Recommendation		
					\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)	% Increase (Decrease)
<b>GENERAL FUNDS</b>									
<b><u>All Goals*</u></b>									
Evidence-Based Funding	Resource Allocation	7,211,163.2	7,214,813.2	7,724,813.2	510,000.0	7.1%	513,650.0		7.1%
Early Childhood Education	System of Support	593,738.1	543,738.1	643,738.1	100,000.0	18.4%	50,000.0		8.4%
Philip J. Rock Center and School	System of Support	3,577.8	3,777.8	4,218.6	440.8	11.7%	640.8		17.9%
State and District Technology Support	System of Support	2,443.8	2,443.8	3,350.0	906.2	37.1%	906.2		37.1%
<b>Subtotal, All Goals</b>		<b>7,810,922.9</b>	<b>7,764,772.9</b>	<b>8,376,119.9</b>	<b>611,347.0</b>	<b>7.9%</b>	<b>565,197.0</b>		<b>7.2%</b>
<b><u>Learning Conditions/Student Learning*</u></b>									
Transportation - Special Education	System of Support	387,682.6	387,682.6	410,477.2	22,794.6	5.9%	22,794.6		5.9%
Transportation - Regular/Vocational	System of Support	262,909.8	289,200.8	320,166.2	30,965.4	10.7%	57,256.4		21.8%
Special Education - Private Tuition	System of Support	152,320.0	152,320.0	173,760.0	21,440.0	14.1%	21,440.0		14.1%
Special Education - Orphanage Tuition***	System of Support	80,500.0	80,500.0	91,700.0	11,200.0	13.9%	11,200.0		13.9%
Illinois Free Lunch and Breakfast	System of Support	9,000.0	9,000.0	9,000.0	0.0	0.0%	0.0		0.0%
Orphanage Tuition	System of Support	10,100.0	10,100.0	9,900.0	(200.0)	(2.0%)	(200.0)		-2.0%
<b>Subtotal, Learning Conditions/Student Learning</b>		<b>902,512.4</b>	<b>928,803.4</b>	<b>1,015,003.4</b>	<b>86,200.0</b>	<b>9.3%</b>	<b>112,491.0</b>		<b>12.5%</b>
<b><u>Elevating Educators/Student Learning*</u></b>									
Career and Technical Education Programs	Resource Allocation	43,062.1	43,062.1	53,062.1	10,000.0	23.2%	10,000.0		23.2%
<b>Subtotal, Elevating Educators/Student Learning</b>		<b>43,062.1</b>	<b>43,062.1</b>	<b>53,062.1</b>	<b>10,000.0</b>	<b>23.2%</b>	<b>10,000.0</b>		<b>23.2%</b>
<b><u>Elevating Educators*</u></b>									
Teacher Mentoring	Educator Support, Recruitment, and Preparation	0.0	0.0	8,000.0	8,000.0	100.0%	8,000.0		100.0%
Diverse Educator Recruitment	Educator Support, Recruitment, and Preparation	0.0	0.0	5,000.0	5,000.0	100.0%	5,000.0		100.0%
Educators Rising	Educator Support, Recruitment, and Preparation	0.0	0.0	1,000.0	1,000.0	100.0%	1,000.0		100.0%
Golden Apple Scholars of Illinois	Educator Support, Recruitment, and Preparation	0.0	0.0	15,000.0	15,000.0	100.0%	15,000.0		100.0%
Illinois School Psychology Internship Consortium	Educator Support, Recruitment, and Preparation	0.0	0.0	50.0	50.0	100.0%	50.0		100.0%
Principal Mentoring	Educator Support, Recruitment, and Preparation	0.0	0.0	1,000.0	1,000.0	100.0%	1,000.0		100.0%
Teach for America	Educator Support, Recruitment, and Preparation	977.5	1,000.0	2,000.0	1,000.0	100.0%	1,022.5		104.6%
Teacher of the Year	Educator Support, Recruitment, and Preparation	0.0	0.0	200.0	200.0	100.0%	200.0		100.0%
P-12 Assessment Alignment Evaluation	Educator Support, Recruitment, and Preparation	3,000.0	0.0	0.0	0.0	0.0%	(3,000.0)		-100.0%
Teach Illinois Report	Educator Support, Recruitment, and Preparation	2,400.0	0.0	0.0	0.0	0.0%	(2,400.0)		-100.0%
<b>Subtotal, Elevating Educators</b>		<b>6,377.5</b>	<b>1,000.0</b>	<b>32,250.0</b>	<b>31,250.0</b>	<b>3,125.0%</b>	<b>25,872.5</b>		<b>405.7%</b>
<b><u>Learning Conditions*</u></b>									
Community Partnerships for Student Health & Well-Being	System of Support	0.0	0.0	10,000.0	10,000.0	100.0%	10,000.0		100.0%
Educator Quality Investigations & Hearings	System of Support	429.9	429.9	475.0	45.1	10.5%	45.1		10.5%
Southwest Organizing Project	Resource Allocation	2,000.0	3,500.0	4,750.0	1,250.0	35.7%	2,750.0		137.5%
Student Care Department****	System of Support	0.0	0.0	2,200.0	2,200.0	100.0%	2,200.0		100.0%
Community and Residential Services Authority	System of Support	579.0	650.0	700.0	50.0	7.7%	121.0		20.9%
<b>Subtotal, Learning Conditions</b>		<b>3,008.9</b>	<b>4,579.9</b>	<b>18,125.0</b>	<b>13,545.1</b>	<b>295.8%</b>	<b>15,116.1</b>		<b>502.4%</b>
<b><u>Student Learning*</u></b>									
Assessments	Student Assessment	46,500.0	46,500.0	57,200.0	10,700.0	23.0%	10,700.0		23.0%
Advanced Placement - Low-Income AP Test Fee	Student Assessment	2,000.0	2,000.0	2,500.0	500.0	25.0%	500.0		25.0%
<b>Subtotal, Student Learning</b>		<b>48,500.0</b>	<b>48,500.0</b>	<b>59,700.0</b>	<b>11,200.0</b>	<b>23.1%</b>	<b>11,200.0</b>		<b>23.1%</b>

**ILLINOIS STATE BOARD OF EDUCATION**  
**Fiscal Year 2021 - Superintendent's Recommendations**  
**January 15, 2020**  
**Exhibit A**

\$000s	Proposed Strategic Plan Priority Area*	FY 2020 Board Recommendation April 17, 2019	FY 2020 Enacted Budget PA 101-007**	FY 2021 Superintendent's Recommendation	Comparison of FY 2021 Superintendent's Recommendation to			
					FY 2020 Enacted Budget		FY 2020 Board Recommendation	
					\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
<b>All Goals*</b>								
District Intervention	System of Support	6,564.2	12,100.0	12,100.0	0.0	0.0%	5,535.8	84.3%
Agriculture Education	System of Support	5,000.0	5,000.0	5,000.0	0.0	0.0%	0.0	0.0%
GATA/Budgeting for Results	System of Support	260.0	260.0	260.0	0.0	0.0%	0.0	0.0%
School Support Services	Resource Allocation	2,002.8	1,002.8	0.0	(1,002.8)	(100.0%)	(2,002.8)	-100.0%
Tax Equivalent Grants	System of Support	222.6	222.6	222.6	0.0	0.0%	0.0	0.0%
<b>Subtotal, All Goals</b>		<b>14,049.6</b>	<b>18,585.4</b>	<b>17,582.6</b>	<b>(1,002.8)</b>	<b>(5.4%)</b>	<b>3,533.0</b>	<b>25.1%</b>
<b>Elevating Educators*</b>								
National Board Certification	Educator Support, Recruitment, and Preparation	1,000.0	1,500.0	1,500.0	0.0	0.0%	500.0	50.0%
<b>Subtotal, Elevating Educators</b>		<b>1,000.0</b>	<b>1,500.0</b>	<b>1,500.0</b>	<b>0.0</b>	<b>0.0%</b>	<b>500.0</b>	<b>50.0%</b>
<b>Learning Conditions*</b>								
After-School Programs	System of Support	15,000.0	20,000.0	20,000.0	0.0	0.0%	5,000.0	33.3%
Truants' Alternative and Optional Education	System of Support	11,500.0	11,500.0	11,500.0	0.0	0.0%	0.0	0.0%
After School Matters	System of Support	2,443.8	3,443.8	3,443.8	0.0	0.0%	1,000.0	40.9%
District Consolidation Costs	System of Support	378.0	218.0	213.0	(5.0)	(2.3%)	(165.0)	(43.7%)
Autism	System of Support	100.0	100.0	100.0	0.0	0.0%	0.0	0.0%
<b>Subtotal, Learning Conditions</b>		<b>29,421.8</b>	<b>35,261.8</b>	<b>35,256.8</b>	<b>(5.0)</b>	<b>(0.0%)</b>	<b>5,835.0</b>	<b>19.8%</b>
<b>Student Learning*</b>								
Alternative Education - Regional Safe Schools	System of Support	6,300.0	6,300.0	6,300.0	0.0	0.0%	0.0	0.0%
Materials Center for the Visually Impaired	System of Support	1,421.1	1,421.1	1,421.1	0.0	0.0%	0.0	0.0%
Blind and Dyslexic	System of Support	846.0	846.0	846.0	0.0	0.0%	0.0	0.0%
Advance Placement - Course Implementation	Student Assessment	500.0	500.0	500.0	0.0	0.0%	0.0	0.0%
<b>Subtotal, Student Learning</b>		<b>9,067.1</b>	<b>9,067.1</b>	<b>9,067.1</b>	<b>0.0</b>	<b>0.0%</b>	<b>0.0</b>	<b>0.0%</b>
<b>Member Initiatives</b>								
Mental Health Services		0.0	1,000.0	0.0	(1,000.0)	(100.0%)	0.0	0.0%
STEM Programs		0.0	200.0	0.0	(200.0)	(100.0%)	0.0	0.0%
Parent Education Pilot Program		0.0	175.0	0.0	(175.0)	(100.0%)	0.0	0.0%
YouthBuild Illinois		0.0	2,500.0	0.0	(2,500.0)	(100.0%)	0.0	0.0%
Mobile Tolerance Education Center		0.0	1,000.0	0.0	(1,000.0)	(100.0%)	0.0	0.0%
School of the Art Institute of Chicago		0.0	30.0	0.0	(30.0)	(100.0%)	0.0	0.0%
<b>Subtotal, Member Initiatives</b>		<b>0.0</b>	<b>4,905.0</b>	<b>0.0</b>	<b>(4,905.0)</b>	<b>(100.0%)</b>	<b>0.0</b>	<b>0.0%</b>
<b>TOTAL - GRANTS</b>		<b>8,867,922.3</b>	<b>8,860,037.6</b>	<b>9,617,666.9</b>	<b>757,629.3</b>	<b>8.6%</b>	<b>749,744.6</b>	<b>8.5%</b>
Agency Capacity		23,217.2	23,217.2	25,800.0	2,582.8	11.1%	2,582.8	11.1%
<b>GENERAL FUNDS TOTAL</b>		<b>8,891,139.5</b>	<b>8,883,254.8</b>	<b>9,643,466.9</b>	<b>760,212.1</b>	<b>8.6%</b>	<b>752,327.4</b>	<b>8.5%</b>
<b>OTHER STATE FUNDS</b>								
<b>AGENCY CAPACITY--OTHER STATE FUNDS</b>								
Ordinary & Contingent Expenses - Indirect Cost Recovery		7,990.0	7,990.0	8,150.0	160.0	2.0%	160.0	2.0%
Ordinary & Contingent Expenses - Charter Schools		0.0	0.0	1,050.0	1,050.0	100.0%	1,050.0	100.0%
Ordinary & Contingent Expenses - Teacher Certificate Fees		6,000.0	6,000.0	6,000.0	0.0	0.0%	0.0	0.0%
Ordinary & Contingent Expenses - Regional Services		0.0	0.0	810.0	810.0	100.0%	810.0	100.0%
Ordinary & Contingent Expenses - ISBE Teacher Cert. Institute		2,208.9	2,208.9	2,208.9	0.0	0.0%	0.0	0.0%
Ordinary & Contingent Expenses - School Infrastructure Fund		600.0	600.0	600.0	0.0	0.0%	0.0	0.0%
<b>Subtotal, Agency Capacity</b>		<b>16,798.9</b>	<b>16,798.9</b>	<b>18,818.9</b>	<b>2,020.0</b>	<b>12.0%</b>	<b>2,020.0</b>	<b>12.0%</b>
<b>TOTAL - AGENCY CAPACITY</b>		<b>16,798.9</b>	<b>16,798.9</b>	<b>18,818.9</b>	<b>2,020.0</b>	<b>12.0%</b>	<b>2,020.0</b>	<b>12.0%</b>
<b>STATE CHARTER SCHOOL COMMISSION</b>								
State Charter School Commission Fund		1,250.0	1,250.0	0.0	(1,250.0)	(100.0%)	(1,250.0)	(100.0%)
<b>Subtotal, State Charter School Commission</b>		<b>1,250.0</b>	<b>1,250.0</b>	<b>0.0</b>	<b>(1,250.0)</b>	<b>(100.0%)</b>	<b>(1,250.0)</b>	<b>(100.0%)</b>

**ILLINOIS STATE BOARD OF EDUCATION**  
**Fiscal Year 2021 - Superintendent's Recommendations**  
**January 15, 2020**  
**Exhibit A**

\$000s	Proposed Strategic Plan Priority Area*	FY 2020 Board Recommendation April 17, 2019	FY 2020 Enacted Budget PA 101-007**	FY 2021 Superintendent's Recommendation	Comparison of FY 2021 Superintendent's Recommendation to				
					FY 2020 Enacted Budget		FY 2020 Board Recommendation		
					\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)	
	GATA/Budgeting for Results - Indirect Cost Recovery	0.0	0.0	600.0	600.0	100.0%	600.0	100.0%	
<b>GRANTS--OTHER STATE FUNDS</b>									
	Drivers Education Fund	19,000.0	16,000.0	16,000.0	0.0	0.0%	(3,000.0)	(15.8%)	
	Personal Property Replacement Tax Fund - ROE Salaries	11,200.0	11,200.0	11,400.0	200.0	1.8%	200.0	1.8%	
	Personal Property Replacement Tax Fund - ROE Services	6,970.0	6,970.0	6,970.0	0.0	0.0%	0.0	0.0%	
	Personal Property Replacement Tax Fund - Bus Driver Training	100.0	100.0	100.0	0.0	0.0%	0.0	0.0%	
	State Board of Education Special Purpose Trust Fund	8,484.8	8,484.8	8,484.8	0.0	0.0%	0.0	0.0%	
	School Technology Revolving Loan Fund	7,500.0	7,500.0	7,500.0	0.0	0.0%	0.0	0.0%	
	Charter Schools Revolving Loan Fund	200.0	200.0	200.0	0.0	0.0%	0.0	0.0%	
	School District Emergency Financial Assistance Fund	1,000.0	1,000.0	1,000.0	0.0	0.0%	0.0	0.0%	
	Temporary Relocation Expenses Revolving Grant Fund	1,000.0	1,000.0	1,000.0	0.0	0.0%	0.0	0.0%	
	After School Rescue Fund	200.0	200.0	200.0	0.0	0.0%	0.0	0.0%	
	<b>Subtotal, Grants</b>	<b>55,654.8</b>	<b>52,654.8</b>	<b>52,854.8</b>	<b>200.0</b>	<b>0.4%</b>	<b>(2,800.0)</b>	<b>(5.0%)</b>	
<b>TOTAL - GRANTS</b>		<b>55,654.8</b>	<b>52,654.8</b>	<b>52,854.8</b>	<b>200.0</b>	<b>0.4%</b>	<b>(2,800.0)</b>	<b>(5.0%)</b>	
<b>OTHER STATE FUNDS TOTAL</b>		<b>73,703.7</b>	<b>70,703.7</b>	<b>72,273.7</b>	<b>1,570.0</b>	<b>2.2%</b>	<b>(1,430.0)</b>	<b>(1.9%)</b>	
<b>FEDERAL FUNDS</b>									
<b>AGENCY CAPACITY</b>									
	Ordinary & Contingent Expenses - SBE Fed Dept of Agriculture	19,904.7	19,904.7	19,904.7	0.0	0.0%	0.0	0.0%	
	Ordinary & Contingent Expenses - SBE Fed Agency Services	1,378.8	1,378.8	2,900.0	1,521.2	110.3%	1,521.2	110.3%	
	Ordinary & Contingent Expenses - SBE Fed Dept of Education	50,869.8	50,869.8	50,869.8	0.0	0.0%	0.0	0.0%	
<b>TOTAL-- AGENCY CAPACITY</b>		<b>72,153.3</b>	<b>72,153.3</b>	<b>73,674.5</b>	<b>1,521.2</b>	<b>2.1%</b>	<b>1,521.2</b>	<b>2.1%</b>	
<b>GRANTS</b>									
<b><u>Career and Technical Education</u></b>									
	Career and Technical Education - Basic	66,000.0	66,000.0	66,000.0	0.0	0.0%	0.0	0.0%	
	<b>Subtotal, Career and Technical Education</b>	<b>66,000.0</b>	<b>66,000.0</b>	<b>66,000.0</b>	<b>0.0</b>	<b>0.0%</b>	<b>0.0</b>	<b>0.0%</b>	
<b><u>Child Nutrition</u></b>									
	Child Nutrition Programs	1,062,500.0	1,062,500.0	1,062,500.0	0.0	0.0%	0.0	0.0%	
	<b>Subtotal, Child Nutrition</b>	<b>1,062,500.0</b>	<b>1,062,500.0</b>	<b>1,062,500.0</b>	<b>0.0</b>	<b>0.0%</b>	<b>0.0</b>	<b>0.0%</b>	
<b><u>Individuals with Disabilities Act</u></b>									
	Individuals with Disabilities Education Act	754,000.0	754,000.0	754,000.0	0.0	0.0%	0.0	0.0%	
	Individuals with Disabilities Education Act - Preschool	29,200.0	29,200.0	29,200.0	0.0	0.0%	0.0	0.0%	
	Individuals with Disabilities Education Act - State Improvement	5,000.0	5,000.0	5,000.0	0.0	0.0%	0.0	0.0%	
	Individuals with Disabilities Education Act - Deaf and Blind	800.0	800.0	800.0	0.0	0.0%	0.0	0.0%	
	<b>Subtotal, Individuals with Disabilities Act</b>	<b>789,000.0</b>	<b>789,000.0</b>	<b>789,000.0</b>	<b>0.0</b>	<b>0.0%</b>	<b>0.0</b>	<b>0.0%</b>	
<b><u>Title Programs (excluding Assessments)</u></b>									
	Title I	1,090,000.0	1,090,000.0	1,090,000.0	0.0	0.0%	0.0	0.0%	
	Title IV	200,000.0	200,000.0	200,000.0	0.0	0.0%	0.0	0.0%	
	Title II	160,000.0	160,000.0	160,000.0	0.0	0.0%	0.0	0.0%	
	Title III	50,400.0	50,400.0	50,400.0	0.0	0.0%	0.0	0.0%	
	Title V - Charter Schools	23,000.0	23,000.0	23,000.0	0.0	0.0%	0.0	0.0%	
	Title II - Math/Science Partnerships	2,000.0	2,000.0	0.0	(2,000.0)	(100.0%)	(2,000.0)	(100.0%)	
	Title X	5,000.0	5,000.0	7,000.0	2,000.0	40.0%	2,000.0	40.0%	
	Title I - Advanced Placement Program	3,300.0	3,300.0	0.0	(3,300.0)	(100.0%)	(3,300.0)	(100.0%)	
	Title V - Rural and Low-Income School Program	2,000.0	2,000.0	2,000.0	0.0	0.0%	0.0	0.0%	
	<b>Subtotal, Title Programs (excluding Assessments)</b>	<b>1,535,700.0</b>	<b>1,535,700.0</b>	<b>1,532,400.0</b>	<b>(3,300.0)</b>	<b>(0.2%)</b>	<b>(3,300.0)</b>	<b>(0.2%)</b>	
<b><u>Assessments</u></b>									
	Assessments	35,000.0	35,000.0	35,000.0	0.0	0.0%	0.0	0.0%	
	<b>Subtotal, Assessments</b>	<b>35,000.0</b>	<b>35,000.0</b>	<b>35,000.0</b>	<b>0.0</b>	<b>0.0%</b>	<b>0.0</b>	<b>0.0%</b>	

**ILLINOIS STATE BOARD OF EDUCATION**  
**Fiscal Year 2021 - Superintendent's Recommendations**  
**January 15, 2020**  
**Exhibit A**

\$000s	Proposed Strategic Plan Priority Area*	FY 2020 Board Recommendation April 17, 2019	FY 2020 Enacted Budget PA 101-007**	FY 2021 Superintendent's Recommendation	Comparison of FY 2021 Superintendent's Recommendation to					
					FY 2020 Enacted Budget		FY 2020 Board Recommendation			
					\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	%	Increase (Decrease)	
<b>Other Grants</b>										
	Preschool Expansion	35,000.0	35,000.0	0.0	(35,000.0)	(100.0%)	(35,000.0)		(100.0%)	
	Preschool Development Birth Through Five	3,750.0	3,750.0	15,000.0	11,250.0	300.0%	11,250.0		300.0%	
	Sexual Risk Avoidance Education	6,500.0	6,500.0	6,500.0	0.0	0.0%	0.0		0.0%	
	STOP School Violence and Mental Health Training	1,000.0	1,000.0	1,000.0	0.0	0.0%	0.0		0.0%	
	Substance Abuse and Mental Health Services	5,300.0	5,300.0	5,300.0	0.0	0.0%	0.0		0.0%	
	Longitudinal Data System	5,200.0	5,200.0	5,200.0	0.0	0.0%	0.0		0.0%	
	Congressional Special Projects	5,000.0	5,000.0	5,000.0	0.0	0.0%	0.0		0.0%	
	Adolescent Health	500.0	500.0	500.0	0.0	0.0%	0.0		0.0%	
	<b>Subtotal, Other Grants</b>	<b>62,250.0</b>	<b>62,250.0</b>	<b>38,500.0</b>	<b>(23,750.0)</b>	<b>(38.2%)</b>	<b>(23,750.0)</b>		<b>(38.2%)</b>	
<b>TOTAL - GRANTS</b>		<b>3,550,450.0</b>	<b>3,550,450.0</b>	<b>3,523,400.0</b>	<b>(27,050.0)</b>	<b>(0.8%)</b>	<b>(27,050.0)</b>		<b>(0.8%)</b>	
<b>TOTAL - FEDERAL FUNDS</b>		<b>3,622,603.3</b>	<b>3,622,603.3</b>	<b>3,597,074.5</b>	<b>(25,528.8)</b>	<b>(0.7%)</b>	<b>(25,528.8)</b>		<b>(0.7%)</b>	
<b>GRAND TOTAL</b>		<b>\$ 12,587,446.5</b>	<b>\$ 12,576,561.8</b>	<b>\$ 13,312,815.1</b>	<b>\$ 736,253.3</b>	<b>5.9%</b>	<b>\$ 725,368.6</b>		<b>5.8%</b>	

\* The Board is in the process of developing a strategic plan. The proposed goals and priority areas are currently proposed and have not been acted upon by the Board.

\*\* Fiscal year 2020 enacted budget does not include capital appropriations contained in PA 101-007.

\*\*\* FY 2020 enacted budget does not include recommended supplemental of \$11.2 million.

\*\*\*\* FY 2020 enacted budget does not include recommended supplemental of \$1.1 million.

**ILLINOIS STATE BOARD OF EDUCATION**  
**Superintendent's Recommended FY 2021 Assessment Appropriation**  
**Exhibit B**

<b>Estimated FY 21 Assessment Costs</b>			
<b>Assessment</b>	<b>FY 20 Estimated Cost</b>	<b>FY 21 Estimated Cost</b>	<b>Difference</b>
<b>Grades 3-8 Accountability Assessment</b>	\$ 28,738,001	\$ 41,691,537	\$ 12,953,536
<i>Assessment Administration</i>	\$ 22,375,401	\$ 34,293,248	\$ 11,917,847
<i>Management &amp; Content Development</i>	\$ 6,362,600	\$ 7,398,290	\$ 1,035,690
<b>High School Accountability Assessment</b>	\$ 9,663,202	\$ 9,724,006	\$ 60,804
<i>9th Grade</i>	\$ 1,269,249	\$ 1,266,030	\$ (3,219)
<i>10th Grade</i>	\$ 1,811,917	\$ 1,817,332	\$ 5,415
<i>11th Grade</i>	\$ 6,582,036	\$ 6,640,645	\$ 58,609
<b>Science Assessment (Grades 5, 8 &amp; 11)</b>	\$ 7,329,127	\$ 9,355,635	\$ 2,026,508
<b>Other Required Assessment Costs (Alternate, Language Proficiency, Etc.)</b>	\$ 13,279,721	\$ 12,876,842	\$ (402,879)
<b>Prompt Payment Interest *</b>	\$ 185,000	\$ 185,000	\$ -
	<b>\$ 59,195,051</b>	<b>\$ 73,833,021</b>	<b>\$ 14,637,970</b>

<b>FY 21 Superintendent's Recommended Assessment Funding</b>	
<b>FY 21 Estimated Assessment Costs</b>	\$ 73,833,021
<i>Less: Estimated Available Federal Assessment Funding</i>	\$ 16,633,021
<b>FY 21 GRF Assessment Funding Recommended</b>	<b>\$ 57,200,000</b>

\* Prompt Payment Interest based on estimated payment delay by the Illinois Office of the Comptroller due to insufficient cash in General Revenue Fund.

**ILLINOIS STATE BOARD OF EDUCATION**  
**Fiscal Year 2020 - Superintendent's Supplemental Recommendations**  
**January 15, 2020**  
**Exhibit C**

\$000s	Proposed Strategic Plan Priority Area*	FY 2020 Board Recommendation April 17, 2019	FY 2020 Enacted Budget PA 101-007**	FY 2020 Recommended Supplementals	FY 2020 Recommended Budget with Supplementals
<b>GENERAL FUNDS</b>					
<b><u>All Goals*</u></b>					
Evidence-Based Funding	Resource Allocation	7,211,163.2	7,214,813.2		7,214,813.2
Early Childhood Education	System of Support	593,738.1	543,738.1		543,738.1
School Support Services	Resource Allocation	2,002.8	1,002.8		1,002.8
State and District Technology Support	System of Support	2,443.8	2,443.8		2,443.8
Philip J. Rock Center and School	System of Support	3,577.8	3,777.8		3,777.8
<b>Subtotal, All Goals</b>		<b>7,812,925.7</b>	<b>7,765,775.7</b>	<b>0.0</b>	<b>7,765,775.7</b>
<b><u>Learning Conditions/Student Learning*</u></b>					
Transportation - Special Education	System of Support	387,682.6	387,682.6		387,682.6
Transportation - Regular/Vocational	System of Support	262,909.8	289,200.8		289,200.8
Special Education - Private Tuition	System of Support	152,320.0	152,320.0		152,320.0
Special Education - Orphanage Tuition	System of Support	80,500.0	80,500.0	11,200.0	91,700.0
Illinois Free Lunch and Breakfast	System of Support	9,000.0	9,000.0		9,000.0
Orphanage Tuition	System of Support	10,100.0	10,100.0		10,100.0
<b>Subtotal, Learning Conditions/Student Learning</b>		<b>902,512.4</b>	<b>928,803.4</b>	<b>11,200.0</b>	<b>940,003.4</b>
<b><u>Elevating Educators/Student Learning*</u></b>					
Career and Technical Education Programs	Educator Support, Recruitment, and Preparation	43,062.1	43,062.1		43,062.1
<b>Subtotal, Elevating Educators/Student Learning</b>		<b>43,062.1</b>	<b>43,062.1</b>		<b>43,062.1</b>
<b><u>Elevating Educators*</u></b>					
Teacher Mentoring	Educator Support, Recruitment, and Preparation	0.0	0.0		0.0
Diverse Educator Recruitment	Educator Support, Recruitment, and Preparation	0.0	0.0		0.0
Educators Rising	Educator Support, Recruitment, and Preparation	0.0	0.0		0.0
Illinois School Psychology Internship Consortium	Educator Support, Recruitment, and Preparation	0.0	0.0		0.0
Principal Mentoring	Educator Support, Recruitment, and Preparation	0.0	0.0		0.0
Teach for America	Educator Support, Recruitment, and Preparation	977.5	1,000.0		1,000.0
Teacher of the Year	Educator Support, Recruitment, and Preparation	0.0	0.0		0.0
P-12 Assessment Alignment Evaluation	Educator Support, Recruitment, and Preparation	3,000.0	0.0		0.0
Teach Illinois Report	Educator Support, Recruitment, and Preparation	2,400.0	0.0		0.0
<b>Subtotal, Elevating Educators</b>		<b>6,377.5</b>	<b>1,000.0</b>	<b>0.0</b>	<b>1,000.0</b>
<b><u>Learning Conditions*</u></b>					
Educator Quality Investigations & Hearings	System of Support	429.9	429.9		429.9
Southwest Organizing Project	Resource Allocation	2,000.0	3,500.0		3,500.0
Student Care Department	System of Support	0.0	0.0	1,100.0	1,100.0
Community and Residential Services Authority	System of Support	579.0	650.0		650.0
<b>Subtotal, Learning Conditions</b>		<b>3,008.9</b>	<b>4,579.9</b>	<b>1,100.0</b>	<b>5,679.9</b>



**ILLINOIS STATE BOARD OF EDUCATION**  
**Fiscal Year 2020 - Superintendent's Supplemental Recommendations**  
**January 15, 2020**  
**Exhibit C**

\$000s	Proposed Strategic Plan Priority Area*	FY 2020 Board Recommendation April 17, 2019	FY 2020 Enacted Budget PA 101-007**	FY 2020 Recommended Supplementals	FY 2020 Recommended Budget with Supplementals
<b><u>Student Learning*</u></b>					
Assessments	Student Assessment	46,500.0	46,500.0		46,500.0
Advanced Placement - Low-Income AP Test Fee	Student Assessment	2,000.0	2,000.0		2,000.0
<b>Subtotal, Student Learning</b>		<b>48,500.0</b>	<b>48,500.0</b>	<b>0.0</b>	<b>48,500.0</b>
<b><u>All Goals*</u></b>					
District Intervention	System of Support	6,564.2	12,100.0		12,100.0
Agriculture Education	System of Support	5,000.0	5,000.0		5,000.0
GATA/Budgeting for Results	System of Support	260.0	260.0		260.0
Tax Equivalent Grants	System of Support	222.6	222.6		222.6
<b>Subtotal, All Goals</b>		<b>12,046.8</b>	<b>17,582.6</b>	<b>0.0</b>	<b>17,582.6</b>
<b><u>Elevating Educators*</u></b>					
National Board Certification	Educator Support, Recruitment, and Preparation	1,000.0	1,500.0		1,500.0
<b>Subtotal, Elevating Educators</b>		<b>1,000.0</b>	<b>1,500.0</b>	<b>0.0</b>	<b>1,500.0</b>
<b><u>Learning Conditions*</u></b>					
After-School Programs	System of Support	15,000.0	20,000.0		20,000.0
Truants' Alternative and Optional Education	System of Support	11,500.0	11,500.0		11,500.0
After School Matters	System of Support	2,443.8	3,443.8		3,443.8
District Consolidation Costs	System of Support	378.0	218.0		218.0
Autism	System of Support	100.0	100.0		100.0
<b>Subtotal, Learning Conditions</b>		<b>29,421.8</b>	<b>35,261.8</b>	<b>0.0</b>	<b>35,261.8</b>
<b><u>Student Learning*</u></b>					
Alternative Education - Regional Safe Schools	System of Support	6,300.0	6,300.0		6,300.0
Materials Center for the Visually Impaired	System of Support	1,421.1	1,421.1		1,421.1
Blind and Dyslexic	System of Support	846.0	846.0		846.0
Advance Placement - Course Implementation	Student Assessment	500.0	500.0		500.0
<b>Subtotal, Student Learning</b>		<b>9,067.1</b>	<b>9,067.1</b>	<b>0.0</b>	<b>9,067.1</b>
<b><u>Member Initiatives</u></b>					
Mental Health Services		0.0	1,000.0		1,000.0
STEM Programs		0.0	200.0		200.0
Parent Education Pilot Program		0.0	175.0		175.0
YouthBuild Illinois		0.0	2,500.0		2,500.0
Mobile Tolerance Education Center		0.0	1,000.0		1,000.0
School of the Art Institute of Chicago		0.0	30.0		30.0
<b>Subtotal, Member Initiatives</b>		<b>0.0</b>	<b>4,905.0</b>	<b>0.0</b>	<b>4,905.0</b>
<b>TOTAL - GRANTS</b>		<b>8,867,922.3</b>	<b>8,860,037.6</b>	<b>12,300.0</b>	<b>8,872,337.6</b>

**ILLINOIS STATE BOARD OF EDUCATION**  
**Fiscal Year 2020 - Superintendent's Supplemental Recommendations**  
**January 15, 2020**  
**Exhibit C**

\$000s	Proposed Strategic Plan Priority Area*	FY 2020 Board Recommendation April 17, 2019	FY 2020 Enacted Budget PA 101-007**	FY 2020 Recommended Supplementals	FY 2020 Recommended Budget with Supplementals
Agency Capacity		23,217.2	23,217.2		23,217.2
<b>GENERAL FUNDS TOTAL</b>		<b>8,891,139.5</b>	<b>8,883,254.8</b>	<b>12,300.0</b>	<b>8,895,554.8</b>
<b>OTHER STATE FUNDS</b>					
<b>AGENCY CAPACITY--OTHER STATE FUNDS</b>					
Ordinary & Contingent Expenses - Indirect Cost Recovery		7,990.0	7,990.0		7,990.0
Ordinary & Contingent Expenses - Charter Schools		0.0	0.0		0.0
Ordinary & Contingent Expenses - Teacher Certificate Fees		6,000.0	6,000.0		6,000.0
Ordinary & Contingent Expenses - Regional Services		0.0	0.0		0.0
Ordinary & Contingent Expenses - ISBE Teacher Cert. Institute		2,208.9	2,208.9		2,208.9
Ordinary & Contingent Expenses - School Infrastructure Fund		600.0	600.0		600.0
<b>Subtotal, Agency Capacity</b>		<b>16,798.9</b>	<b>16,798.9</b>		<b>16,798.9</b>
<b>TOTAL - AGENCY CAPACITY</b>		<b>16,798.9</b>	<b>16,798.9</b>	<b>0.0</b>	<b>16,798.9</b>
<b>STATE CHARTER SCHOOL COMMISSION</b>					
State Charter School Commission Fund		1,250.0	1,250.0		1,250.0
<b>Subtotal, State Charter School Commission</b>		<b>1,250.0</b>	<b>1,250.0</b>	<b>0.0</b>	<b>1,250.0</b>
GATA/Budgeting for Results - Indirect Cost Recovery		0.0	0.0		0.0
<b>GRANTS--OTHER STATE FUNDS</b>					
Drivers Education Fund		19,000.0	16,000.0		16,000.0
Personal Property Replacement Tax Fund - ROE Salaries		11,200.0	11,200.0		11,200.0
Personal Property Replacement Tax Fund - ROE Services		6,970.0	6,970.0		6,970.0
Personal Property Replacement Tax Fund - Bus Driver Training		100.0	100.0		100.0
State Board of Education Special Purpose Trust Fund		8,484.8	8,484.8		8,484.8
School Technology Revolving Loan Fund		7,500.0	7,500.0		7,500.0
Charter Schools Revolving Loan Fund		200.0	200.0		200.0
School District Emergency Financial Assistance Fund		1,000.0	1,000.0		1,000.0
Temporary Relocation Expenses Revolving Grant Fund		1,000.0	1,000.0		1,000.0
After School Rescue Fund		200.0	200.0		200.0
<b>Subtotal, Grants</b>		<b>55,654.8</b>	<b>52,654.8</b>	<b>0.0</b>	<b>52,654.8</b>
<b>TOTAL - GRANTS</b>		<b>55,654.8</b>	<b>52,654.8</b>	<b>0.0</b>	<b>52,654.8</b>
<b>OTHER STATE FUNDS TOTAL</b>		<b>73,703.7</b>	<b>70,703.7</b>	<b>0.0</b>	<b>70,703.7</b>

**ILLINOIS STATE BOARD OF EDUCATION**  
**Fiscal Year 2020 - Superintendent's Supplemental Recommendations**  
**January 15, 2020**  
**Exhibit C**

\$000s	Proposed Strategic Plan Priority Area*	FY 2020 Board Recommendation April 17, 2019	FY 2020 Enacted Budget PA 101-007**	FY 2020 Recommended Supplementals	FY 2020 Recommended Budget with Supplementals
<b>FEDERAL FUNDS</b>					
<b>AGENCY CAPACITY</b>					
	Ordinary & Contingent Expenses - SBE Fed Dept of Agriculture	19,904.7	19,904.7		19,904.7
	Ordinary & Contingent Expenses - SBE Fed Agency Services	1,378.8	1,378.8		1,378.8
	Ordinary & Contingent Expenses - SBE Fed Dept of Education	50,869.8	50,869.8		50,869.8
<b>TOTAL-- AGENCY CAPACITY</b>		<b>72,153.3</b>	<b>72,153.3</b>	<b>0.0</b>	<b>72,153.3</b>
<b>GRANTS</b>					
<b><u>Career and Technical Education</u></b>					
	Career and Technical Education - Basic	66,000.0	66,000.0		66,000.0
	<b>Subtotal, Career and Technical Education</b>	<b>66,000.0</b>	<b>66,000.0</b>	<b>0.0</b>	<b>66,000.0</b>
<b><u>Child Nutrition</u></b>					
	Child Nutrition Programs	1,062,500.0	1,062,500.0		1,062,500.0
	<b>Subtotal, Child Nutrition</b>	<b>1,062,500.0</b>	<b>1,062,500.0</b>	<b>0.0</b>	<b>1,062,500.0</b>
<b><u>Individuals with Disabilities Act</u></b>					
	Individuals with Disabilities Education Act	754,000.0	754,000.0		754,000.0
	Individuals with Disabilities Education Act - Preschool	29,200.0	29,200.0		29,200.0
	Individuals with Disabilities Education Act - State Improvement	5,000.0	5,000.0		5,000.0
	Individuals with Disabilities Education Act - Deaf and Blind	800.0	800.0		800.0
	<b>Subtotal, Individuals with Disabilities Act</b>	<b>789,000.0</b>	<b>789,000.0</b>	<b>0.0</b>	<b>789,000.0</b>
<b><u>Title Programs (excluding Assessments)</u></b>					
	Title I	1,090,000.0	1,090,000.0		1,090,000.0
	Title IV	200,000.0	200,000.0		200,000.0
	Title II	160,000.0	160,000.0		160,000.0
	Title III	50,400.0	50,400.0		50,400.0
	Title V - Charter Schools	23,000.0	23,000.0		23,000.0
	Title II - Math/Science Partnerships	2,000.0	2,000.0		2,000.0
	Title X	5,000.0	5,000.0		5,000.0
	Title I - Advanced Placement Program	3,300.0	3,300.0		3,300.0
	Title V - Rural and Low-Income School Program	2,000.0	2,000.0		2,000.0
	<b>Subtotal, Title Programs (excluding Assessments)</b>	<b>1,535,700.0</b>	<b>1,535,700.0</b>	<b>0.0</b>	<b>1,535,700.0</b>
<b><u>Assessments</u></b>					
	Assessments	35,000.0	35,000.0		35,000.0
	<b>Subtotal, Assessments</b>	<b>35,000.0</b>	<b>35,000.0</b>	<b>0.0</b>	<b>35,000.0</b>
<b><u>Other Grants</u></b>					
	Preschool Expansion	35,000.0	35,000.0		35,000.0

**ILLINOIS STATE BOARD OF EDUCATION**  
**Fiscal Year 2020 - Superintendent's Supplemental Recommendations**  
**January 15, 2020**  
**Exhibit C**




\$000s	Proposed Strategic Plan Priority Area*	FY 2020 Board Recommendation April 17, 2019	FY 2020 Enacted Budget PA 101-007**	FY 2020 Recommended Supplementals	FY 2020 Recommended Budget with Supplementals
	Preschool Development Birth Through Five	3,750.0	3,750.0		3,750.0
	Sexual Risk Avoidance Education	6,500.0	6,500.0		6,500.0
	STOP School Violence and Mental Health Training	1,000.0	1,000.0		1,000.0
	Substance Abuse and Mental Health Services	5,300.0	5,300.0		5,300.0
	Longitudinal Data System	5,200.0	5,200.0		5,200.0
	Congressional Special Projects	5,000.0	5,000.0		5,000.0
	Adolescent Health	500.0	500.0		500.0
	<b>Subtotal, Other Grants</b>	<b>62,250.0</b>	<b>62,250.0</b>	<b>0.0</b>	<b>62,250.0</b>
<b>TOTAL - GRANTS</b>		<b>3,550,450.0</b>	<b>3,550,450.0</b>	<b>0.0</b>	<b>3,550,450.0</b>
<b>TOTAL - FEDERAL FUNDS</b>		<b>3,622,603.3</b>	<b>3,622,603.3</b>	<b>0.0</b>	<b>3,622,603.3</b>
<b>GRAND TOTAL</b>		<b>\$ 12,587,446.5</b>	<b>\$ 12,576,561.8</b>	<b>\$ 12,300.0</b>	<b>\$ 12,588,861.8</b>

\* The Board is in the process of developing a strategic plan. The proposed goals and priority areas are currently proposed and have not been acted upon by the Board.

\*\* Fiscal year 2020 enacted budget does not include capital appropriations contained in PA 101-007.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**January 15, 2020**

**TO:** Illinois State Board of Education

**FROM:** Dr. Carmen I. Ayala, State Superintendent of Education   
Dr. Ernesto Matias, Education Officer   
Irma Snopek, Policy and Communications Officer 

**Agenda Topic:** Part 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code)

**Expected Outcome:** Board will be informed of upcoming rulemaking

**Materials:** Appendix A: Part 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code) Proposed Rules

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Officer, Instructional Education  
Emily Fox, Director, Educator Effectiveness  
Amanda Elliott, Executive Director, Legislative Affairs  
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

**Purpose of Agenda Item**

This item is to inform the Board of upcoming rulemaking.

**Background Information/History**

Section 24-16.5 of the School Code provides for the dismissal of teachers by a school board under an optional alternative evaluative dismissal (OAED) process. The OAED process may be used when a tenured teacher has failed to complete a remediation plan with a performance evaluation rating of "proficient" or higher and the teacher received the "unsatisfactory" rating that necessitated the remediation plan through a performance evaluation that incorporated data and indicators of student growth, as authorized under Article 24A of the School Code. Section 24-16.5(f) further provides that a school board, within 45 days after receipt of a hearing officer's findings of fact and recommendation, shall decide, through adoption of a written order, whether the teacher must be dismissed from its employ or retained and requires that only PERA-trained board members may participate in the vote with respect to the decision.

Part 51 provides for the application and approval requirements for providers of PERA training. Currently, the rules require an entity to submit an application with the State Board of Education any time between March 1 and May 1 of each even-numbered year, which application shall be valid for two calendar years. The proposed rules allow for a continuous application submission to ensure sufficient approval of providers in the field.

**Current Status:** Awaiting initial review.

**Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** Please see "Background Information/History" above.

**Budget Implications:** None.

**Legislative Action:** None.

**Communications:** Upon approval, rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

**Pros and Cons of Various Actions**

**Pros:** The proposed changes incorporate agency policy and practices, as required under the Illinois Administrative Procedure Act (IAPA).

**Cons:** Not proceeding with this rulemaking will cause the agency's rules to conflict with the provisions of the IAPA, which requires that a standards and policies of state agencies be set forth in administrative rules.

**Next Steps**

Agency staff will ask the Board to approve publication of the proposed rules in the *Illinois Register* to elicit public comment at a future board meeting.

TITLE 23: EDUCATION AND CULTURAL RESOURCES  
 SUBTITLE A: EDUCATION  
 CHAPTER I: STATE BOARD OF EDUCATION  
 SUBCHAPTER b: PERSONNEL

## PART 51

DISMISSAL OF TENURED TEACHERS UNDER ARTICLE 24 AND  
 DISMISSAL OF TENURED TEACHERS AND PRINCIPALS  
 UNDER ARTICLE 34 OF THE SCHOOL CODE

## SUBPART A: GENERAL PROVISIONS

## Section

51.10

Definitions

SUBPART B: STANDARD DISMISSAL PROCEDURES  
 UNDER ARTICLES 24 AND 34 OF THE SCHOOL CODE

51.20

Applicability of this Subpart B

51.30

Notice of Charges to Tenured Teachers

51.35

Suspension without Pay

51.40

Qualifications and Selection of Hearing Officers; Conditions of Service

51.50

Suspension Pending the Hearing (Repealed)

51.55

Pre-Hearing Procedures

51.60

The Hearing

51.70

The Decision: School Districts Not Organized under Article 34 of the School Code

51.75

The Decision: School Districts Organized under Article 34 of the School Code

51.80

Waiver, Interpretation and Application of this Part (Repealed)

SUBPART C: OPTIONAL ALTERNATIVE EVALUATIVE DISMISSAL  
 UNDER SECTION 24-16.5 OF THE SCHOOL CODE

## Section

51.200

Purpose and Applicability of this Subpart C

51.210

Establishment of the List of Second Evaluators; Qualifications

51.220

Selection of Second Evaluators

51.230

Use of a Second Evaluator in Specific Remediations

51.235

Approval of Providers of PERA Training

51.240

Hearing Procedures

51.250

Notice of Dismissal to the Affected Tenured Teacher

51.260

Qualifications and Selection of Hearing Officers

51.270

Scope of the Hearing

- 51.280 Findings of Fact and Recommendation of the Hearing Officer  
 51.290 Decision of Board

**AUTHORITY:** Implementing and authorized by Sections 24-12 and 34-85 of the School Code [105 ILCS 5/24-12 and 34-85].

**SOURCE:** Rules Prescribed by the State Board of Education Governing the Procedure for the Dismissal of Tenured Teachers in Illinois, adopted February 19, 1976; codified at 8 Ill. Reg. 13739; emergency amendment at 9 Ill. Reg. 13116, effective August 9, 1985, for a maximum of 150 days; amended at 10 Ill. Reg. 5807, effective April 2, 1986; emergency amendment at 10 Ill. Reg. 19572, effective October 30, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 5950, effective March 23, 1987; amended at 29 Ill. Reg. 10108, effective June 30, 2005; amended at 32 Ill. Reg. 4824, effective March 21, 2008; amended at 36 Ill. Reg. 12829, effective July 25, 2012; amended at 38 Ill. Reg. 21906, effective November 3, 2014; amended at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

#### SUBPART A: GENERAL PROVISIONS

##### **Section 51.10 Definitions**

As used in this Part:

"Board" means the local school board and not the State Board of Education.

"Day" means calendar day unless otherwise specified in this Part, and the time within which any action required under this Part must occur shall be determined in accordance with the provisions of Section 1.11 of the Statute on Statutes [5 ILCS 70/1.11].

"General Superintendent" means the chief executive officer of City of Chicago School District 299. (See 105 ILCS 5/34-6.)

"Parties" means the tenured teacher against whom charges are brought and the school board bringing the charges.

"PERA" means the Performance Evaluation Reform Act of 2010 (P.A. 96-861, effective January 15, 2010).

"School Code" or "Code" means 105 ILCS 5.

"State Board" means the Illinois State Board of Education.

"Tenured Teacher" means any teacher who has entered upon contractual



continued service pursuant to Section 24-11 of the School Code [105 ILCS 5/24-11] and, in school districts organized under Article 34 of the School Code [105 ILCS 5/Art. 34], a teacher or principal (see Sections 34-84 and 34-85 of the School Code [105 ILCS 5/34-84 and 34-85]).

(Source: Amended at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

SUBPART C: OPTIONAL ALTERNATIVE EVALUATIVE DISMISSAL  
UNDER SECTION 24-16.5 OF THE SCHOOL CODE

**Section 51.235 Approval of Providers of PERA Training**

In accordance with Section 24-16.5(f) of the School Code, only members of the Board who have successfully completed a training program regarding performance evaluations administered or approved by the State Board shall consider the findings of fact and recommendation and make a determination as to whether the affected tenured teacher should be retained or dismissed using procedures set forth in this Subpart C.

- a) Training organizations, institutions, regional offices of education, firms, professional associations, universities and colleges, or individuals may apply to the State Board of Education for approval to conduct PERA training.
- b) Each entity wishing to receive approval to offer PERA training shall submit an application on a form supplied by the State Board of Education. ~~An entity shall submit the application to the State Board of Education any time between March 1 and May 1 of each even-numbered year. Any application received after May 1 shall not be considered for that approval cycle.~~ The application shall include, but is not limited to:
  - 1) evidence that the entity is knowledgeable about PERA and the optional alternative evaluation process;
  - 2) a description of the training to be provided, to address how the training activities will present participants with:
    - A) a basic foundation of PERA;
    - B) information specific to the components of a performance evaluation plan required under Article 24A of the School Code ~~[105 ILCS 5/Art. 24A]~~; and
    - C) information about the processes and procedures (i.e., professional development plans, remediation plans, dismissal procedures) to



- take place in the event of a "needs improvement" or "unsatisfactory" performance evaluation rating, as defined in 23 Ill. Adm. Code 50.30 (Evaluation of Educator Licensed Employees under Articles 24A and 34 of the School Code);
- 3) the qualifications and experience of the entity and of each presenter to be assigned to provide the PERA training, which shall include evidence of a presenter's specific skills and knowledge in this area; and
  - 4) assurances that the requirements of subsection (c) of this Section will be met.
- c) Each entity approved to provide training under this Section shall:
- 1) verify attendance at its training activities, provide to participants a written confirmation of their completion of the training, and require participants to complete an evaluation of the training; and
  - 2) maintain attendance and evaluation records for a period of not less than five years for each event or activity it conducts or sponsors.
- d) Applicants may be asked to clarify particular aspects of their materials.
- e) The State Superintendent of Education shall respond to each application for approval no later than 30 days after receiving it.
- f) An entity shall be approved to offer PERA training if the entity's application presents evidence that the training that it conducts will be developed and presented by persons knowledgeable about PERA.
- g) The State Board of Education will post on its website at [www.isbe.net](http://www.isbe.net) the list of all approved providers.
- h) Approval as a provider shall be valid for two full fiscal calendar years and expires on July 1 immediately following the second full fiscal year after the approval was issued (i.e., January 1 through December 31). To request renewal of approval, a provider shall submit a renewal application on a form supplied by the State Board of Education, ~~within the timeframe specified in subsection (b) of this Section, and~~ containing:
- 1) a description of any significant changes in the material submitted as part of its approved application or a certification that no such changes have occurred; and

- 2) assurances that the PERA trainings will be provided in a manner consistent with the content of the approved application and any changes proposed for the renewal period.
- i) A provider's approval shall be renewed if the application conforms to the requirements of subsection (h), provided that the State Superintendent has received no evidence of noncompliance with the requirements of this Section.
- j) The State Board of Education may evaluate an approved provider at any time to ensure compliance with the requirements of this Section. Upon request by the State Board, a provider shall supply information regarding its schedule of training, which the State Board may, at its discretion, monitor at any time. ~~If in~~ ~~the event~~ an evaluation indicates that the requirements have not been met, the State Board of Education may withdraw approval of the provider.

(Source: Added at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**January 15, 2020**

**TO:** Illinois State Board of Education

**FROM:** Dr. Carmen I. Ayala, State Superintendent of Education  
Dr. Ernesto Matias, Education Officer   
Irma Snopek, Policy and Communications Officer 

**Agenda Topic:** Part 255 (Registered Apprenticeship Program)

**Expected Outcome:** The Board will be informed of upcoming rulemaking

**Materials:** Appendix A: 255 (Registered Apprenticeship Program) Proposed Rules

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Officer, Instructional Education  
Dr. Jennifer Kirmes, Executive Director, Teaching and Learning  
Amanda Elliott, Executive Director, Legislative Affairs  
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

**Purpose of Agenda Item**

This item is to inform the Board of upcoming rulemaking.

**Background Information/History**

Part 255 (Registered Apprenticeship Program) is being created to align with the enactment of Public Act 100-0992, effective August 20, 2018. PA 100-0992 requires the State Board of Education to adopt rules to allow students of any high school in this State who are 16 years of age or older to participate in registered apprenticeship programs. The PA requires the rules to include a waiver of all non-academic requirements mandated for graduation from a high school under the School Code that would otherwise prohibit or prevent a student from participating in the program.

**Current Status:** Awaiting initial review.

**Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** Please see “Background Information/History” above.

**Budget Implications:** None.

**Legislative Action:** Bill sponsors will be notified of pending rulemaking.

**Communications:** Upon approval, rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

**Pros and Cons of Various Actions**

**Pros:** The proposed changes incorporate agency policy and practices, as required under the Illinois Administrative Procedure Act (IAPA).

**Cons:** Not proceeding with this rulemaking will cause the agency’s rules to conflict with the provisions of the IAPA, which requires that a standards and policies of state agencies be set forth in administrative rules.

**Next Steps**

Agency staff will ask the Board to approve publication of the proposed rules in the *Illinois Register* to elicit public comment at a future Board meeting.

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ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER g: SPECIAL COURSES OF STUDY

PART 255 REGISTERED APPRENTICESHIP PROGRAM

Section

255.100 Definitions

255.200 Registered Apprenticeship Program

AUTHORITY: Implementing Section 2-3.175 of the School Code

Source: Adopted at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

**Section 255.100 Definitions**

"Registered apprenticeship program" means an industry-based occupational training program of study with standards reviewed and approved by the United States Department of Labor that meets each of the following characteristics:

- 1) Apprentices in the program are at all times employed by a company participating in the program.
- 2) The program features a structured combination of on-the-job learning supported by related technical classroom instruction, delivered either by a high school or a public community college.
- 3) Apprentices in the program are paid a training wage of not less than the State minimum wage, which escalates throughout the life of the apprenticeship, and employment is continued with the company following conclusion of the apprenticeship for a period of not less than 2 years.
- 4) Apprentices in the program earn an industry-related occupational skills certificate and a high school diploma.
- 5) Apprentices in the program may earn postsecondary credit toward a certificate or degree, as applicable.

"Registered apprenticeship program" does not include an apprenticeship program related to construction, as defined under the Employee Classification Act.

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ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

“School Code” or “Code” means 105 ILCS 5.

“State Board” means the State Board of Education.

**Section 255.200 Registered Apprenticeship Program**

- a) Each school district that maintains any of grades 9 through 12 may adopt a policy to allow a student of any high school who is 16 years of age or older to participate in a registered apprenticeship program.
- b) A school district that adopts a policy under this Section must include all of the following in the policy:
  - 1) Allowing a student enrolled in a registered apprenticeship program to satisfy one or more high school course or academic graduation requirements by:
    - A) successfully completing the program; or
    - B) by substituting for and successfully completing in place of a high school course or academic graduation requirement, a related career and technical education course which contains at least 50% of the content of the required course or academic graduation requirement for which it is substituted.
  - 2) A definition of an apprenticeship program that meets the criteria outlined in Section 255.100.
  - 3) Opportunities for students enrolled in a registered apprenticeship program to earn postsecondary credit toward a certificate or degree, as applicable.
  - 4) Language confirming that no career and technical education course may be substituted for a required course or academic graduation requirement under any policy adopted by a school board under this Section unless the student's parent or guardian approves the substitution in writing on a form that the school district makes available on its website.
  - 5) *A waiver of all non-academic requirements mandated for graduation from high school under the School Code that would otherwise prohibit or*

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ILLINOIS STATE BOARD OF EDUCATION



NOTICE OF PROPOSED AMENDMENTS

*prevent a student from participating in the registered apprenticeship program (Section 2-3.175 of the Code).*

- c) A school district that adopts a policy under this Section must do all of the following:
  - 1) Post the policy on its website visible for students, parents, and members of the business and industry community to locate.
  - 2) Notify students and parents of the opportunities for registered apprenticeships. At a minimum, a school district must provide this notification through the school district's website and the school handbook. This notification must include all of the following:
    - A) a statement that a student may participate in the school district's apprenticeship program; and
    - B) a statement that a student may find an apprenticeship program with a business or organization, if a registered apprenticeship program is not offered in the school district.
- d) A school district must identify and submit to the State Board through the Student Information System under Section 1.75 data on those students who are participating in a registered apprenticeship program.
- e) A school district must identify and attempt to eliminate any barriers to student participation in a registered apprenticeship.
- f) If a school district awards endorsements under the Postsecondary and Workforce Readiness Act, the registered apprenticeship program must be included in the Career Pathway Endorsement.

**ILLINOIS STATE BOARD OF EDUCATION MEETING  
JANUARY 15, 2020**

**TO:** Illinois State Board of Education

**FROM:** Dr. Carmen I. Ayala, State Superintendent of Education   
Dr. Ernesto Matias, Education Officer 

**Agenda Topic:** 21<sup>st</sup> Century Community Learning Centers Grant Request for Proposals

**Expected Outcome:** Informational Item

**Materials:** None

**Staff Contact(s):** Krish Mohip, Deputy Officer, Operational Education  
Jeffrey Aranowski, Executive Director, Safe & Healthy Climate  
Cara Wiley, Director, Wellness  
Kristy Jones, Supervisor, Wellness

**Purpose of Agenda Item**

The purpose of this agenda item is to provide information to the Board with respect to the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Grant. The Wellness Department will request that the Board authorize the State Superintendent at its February 2020 meeting to approve the release of a Request for Proposals/Notice of Funding Opportunities (RFP/NOFO) and the award of 21<sup>st</sup> Century Community Learning Center grants during fiscal year 2021. Grants will be to one or more public or private joint applicant entities eligible for the funds for a five-year award period not to exceed \$25 million per year, for a total of \$125 million over the five years.

**Background Information/History**

Illinois receives funds based on a formula from the U.S. Department of Education under the 21st Century Community Learning Centers Title IV Part B of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Child Succeeds Act. Federal funds have a lifecycle of 27 months, so the program finds itself with ample funds to host a competition and award additional grants that will expand services to children and families across the State of Illinois. Likewise, this will assist in preventing ISBE from lapsing any of the older funds while staying on target to spend the newer funds. The total funds available for FY 2021 awards will be \$25 million. Illinois must provide a competitive grant process to award the funds. The FY 2021 awards will be level funded for five years contingent upon appropriation for the subsequent years.

**Current Status:** The Wellness Department has reviewed and determined available funding for a competition and is prepared to begin the RFP/NOFO process.

**Relevant Data:** There currently are three cohorts of 21<sup>st</sup> CCLC grantees. Cohorts 13, 15, and 19 all consist of school districts, Regional Offices of Education, community-based organizations, colleges/universities, park districts, and faith-based organizations. Joint applications that include a school district and a community or faith-based organization and serve schools with 40 percent or higher low income are eligible to apply.

<b>Overall currently funded 21<sup>st</sup> CCLC Subgrant Information</b>	
<b>(*Data from Fall 2018 21ARP)</b>	
Total number of 21 <sup>st</sup> CCLC subgrantees	
<ul style="list-style-type: none"> <li>• 52 School Districts</li> <li>• 7 Colleges/Universities</li> <li>• 73 Community Based Organizations</li> <li>• 11 Other (Regional Offices of Education)</li> </ul>	143



Total number of sites served by subgrants	
<ul style="list-style-type: none"> <li>• 419 Public Schools</li> <li>• 14 Charter Schools</li> <li>• 26 Community Based Organizations</li> <li>• 1 Faith Based Organization</li> </ul>	460
Duration of subgrants	5 years

The community learning centers are uniquely positioned to provide support to students by:

1. Providing academic support services for children in grades prekindergarten through 12 to meet state and local student academic achievement standards in core academic subjects, especially in high-poverty and low-performing schools. Core academic subjects include English; reading or language arts; mathematics; science; science technology engineering and math (STEM); foreign languages; civics and government; economics; arts; history; geography; and career and technical education.
2. Delivering artistic, social, and cultural enrichment opportunities to students and their families. Most student activities are provided during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends, or summer recess).
3. Holding family events to better engage the parents and families in school activities. This includes providing literacy and related educational services for families. The term *family* or *parent* includes caregivers; guardians; and others, such as grandparents, who act in the place of a parent.
4. Offering students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic programs of participating students. Academic programs are to be aligned to the academic standards. Activities may include youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs.

**Pros and Cons:** Approving the FY 2021 release of a 21<sup>st</sup> Century Community Learning Centers RFP/NOFO will allow funds to be awarded to additional entities and sites to create community learning centers that provide academic support and meaningful enrichment activities to an increased number of students and families in all geographic areas of Illinois. There are no cons.

**Financial Background**

Federal funds to support the 21st CCLC Grant are from ESEA Title IV Part B. Allocations are preliminary and payment under this grant for these programs is subject to passage of a sufficient appropriation by the Illinois General Assembly and sufficient appropriation by the U.S. Congress. Obligations of ISBE will cease immediately without further obligation should the agency fail to receive sufficient federal funds for this program.

This RFP/NOFO will award to grantees who will become the FY 2021 Cohort.

The maximum award per school is \$150,000 and the minimum award is \$50,000. Each applicant may request the funds needed within this range of funding. This request also identifies that there may be applicants that may exceed \$1 million during the life of the grant and/or during the fiscal year.

The initial term of the grants will begin July 1, 2020, and extend through June 30, 2025, or August 31, 2025, if a grantee requests and is approved for summer programming. Continuation is contingent upon sufficient appropriation and satisfactory performance in each preceding grant year.

The financial background of this contract/grant is illustrated in the table below:

	Current Grant State Funding	Current Grant Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Grant per Fiscal Year
FY 21	N/A	-		N/A	-	<b>\$25,000,000</b>
FY 22	N/A	-		N/A	-	<b>\$25,000,000</b>
FY 23	N/A	-		N/A	-	<b>\$25,000,000</b>
FY 24	N/A	-		N/A	-	<b>\$25,000,000</b>
FY 25	N/A	-		N/A	-	<b>\$25,000,000</b>
<b>Total</b>	N/A	-		N/A	-	<b>\$125,000,000</b>

**Business Enterprise Program**

N/A

**Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** Approval of the request will provide pre-K through 12<sup>th</sup> grade students in high-poverty schools with support to bridge achievement and social-emotional gaps in areas of core curriculum, enrichment, and family engagement. The 21st CCLC Grant program provides after school and out of school time resources to supplement daytime curriculum along with providing opportunities for parent and family engagement, as well as meaningful cultural, recreational and artistic activities.

**Budget Implications:** Funding for the 21st CCLC Grant will draw funds from the federal 21<sup>st</sup> Century Community Learning Centers formula grant allocation overseen by the U.S. Department of Education. Funding is currently available, but it may be reduced or eliminated in future fiscal years.

**Legislative Action:** Not applicable.

**Communication:** Notice for the RFP/NOFO will be communicated in accordance with the Grant Accountability and Transparency Act (GATA). The final award will also be listed in accordance with GATA as well.

**Pros and Cons of Various Actions**

**Pros:** The release of the 21<sup>st</sup> Century Community Learning Centers RFP/NOFO will allow funds to be awarded to additional entities and sites to create community learning centers that will serve an increased number of students and families.

**Cons:** There are no cons.

**Board Member(s) Who Will Abstain:** Dr. Donna Leak

**Recommendations:**

This agenda item is for informational purposes only. It is anticipated that the State Superintendent will recommend during its February 2020 meeting that the State Board of Education authorize the State Superintendent release a 21<sup>st</sup> Century Community Learning Centers FY 2021 RFP/NOFO and award funds to successful applicants. The initial term of the grant will begin July 1, 2020, and extend through June 30, 2025, or August 31, 2025. Continuation is contingent upon sufficient appropriation and satisfactory performance in each preceding grant year. The estimated total cost, including renewal, will not exceed \$125 million over five years. The State Board of Education will also be asked to authorize the State Superintendent to execute grant agreements within defined parameters to any entity eligible to receive more than \$1 million for a single award or over the life of the grant.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**January 15, 2020**

**TO:** Illinois State Board of Education

**FROM:** Dr. Carmen I. Ayala, State Superintendent of Education   
Dr. Brenda M. Dixon, Research and Evaluation Officer 

**Agenda Topic:** Approval of Illinois Science Assessment Grade 11 Waiver

**Expected Outcome:** ISBE will approve submission of the Illinois Science Assessment Grade 11 Waiver to the Department of Education on behalf of the school districts in Illinois

**Staff Contact(s):** A. Rae Clementz, Acting Director, Assessment  
Daniel L. Brown, Supervisor, Assessment

**Purpose of Agenda Item**

The Department of Assessment presents to the ISBE an application for waiver for the ISBE to formally request a waiver, pursuant to section 8401(b) of the Every Student Succeeds Act (ESSA), from the following statutory provisions:

- 1) Section 1111(b)(3)(c)(II) beginning not later than school year 2007-2008, measure the proficiency of all students in science and be administered not less than one time during—  
  
(cc) grades 10 through 12
- 2) Section 1111(b)(2)(B)(v)(x) which requires reporting results for students, schools and districts.

ISBE began administering the Illinois Science Assessment (ISA) during the 2016-17 school year. Until 2019, the high school ISA was administered to students in biology I classes. Through the efforts of educators and science experts in Illinois, new test blueprints were created for grade 5, 8 and 11. The new ISA will ask students to demonstrate their knowledge in physical, life, and Earth space sciences along with engineering technology and the applications of science (PS, LS, ESS, ETS respectively) and include reporting around skills in science and engineering practices (SEP).

As the transition to the new high school blueprint requires both an expansion in content and new student sample (grade 11 vs. biology I), the ISBE request a waiver for the above statutory provisions.

If granted, the waiver will advance academic achievement by allowing ISBE to:

- conduct a census field test to prepare students and educators for both the technical and academic expectations of this assessment for 2020-21 school year and beyond.
- field test the new high school blueprint.
- conduct psychometric studies using the 2020 results.
- review data and determine the validity and reliability of the claims the ISBE hopes to make regarding both content knowledge and student skills in the SEP.
- field test newly written Illinois items as part of our efforts to create our own state item bank and to deliver high quality professional learning opportunities to our educators.

The ISBE will monitor the effectiveness of the plan by tracking school district participation and reporting results per the approved Illinois Consolidated State Plan Under ESSA.

**Background Information/History**

At the November 2019 ISBE meeting, the Assessment Department informed the Board staff would be presenting a packet for their approval seeking flexibility from the U.S. Department of Education (ED) for the 2019-20 ISA for high school students. The grade 11 ISA will see two major changes in 2020. First, the content will expand from the science domain of biology to a comprehensive science exam that meets federal requirements and includes all science domains -- physical, life, earth, and space sciences -- and include the science and engineering practices found in the Illinois Learning Standards for science. Second, the student population tested will change from first-year biology students in grade 9-12 to all students in grade 11 except those who take the Dynamic Learning Maps Alternate Assessment. The ISBE Technical Advisory Committee and ED have shown initial support for the waiver request. If approved, the waiver would relieve ISBE from the requirement to report performance results of the 2019-20 ISA for grade 11 administration. ISBE will still hold districts accountable for participation at or above the 95.0 percent mark. The ISA for students in grades 5 and 8 is not impacted as the migration from the 2016-19 ISA to the 2020 ISA did not change in either content coverage or student population. ISBE will conduct the required standards-setting process utilizing the 2020 ISA results for grades 5, 8 and 11 as is required of all new large-scale assessments. ISBE will accept public comment by email only at [ISAWaiver@isbe.net](mailto:ISAWaiver@isbe.net) from Nov. 6 through Dec. 1, 2019. Please direct any questions to Daniel Brown by calling Student Assessment at (866) 317-6034.

ISBE staff collected 40 emails via the [ISAWaiver@isbe.net](mailto:ISAWaiver@isbe.net) email address between the dates of Nov. 6 and Nov. 27, 2019 with no emails arriving between the latter date and the close of the survey on Dec. 1, 2019. The feedback from the field indicates support for submission of the waiver as displayed in Tables 1, 2, and 3 below.

Table 1		
Overall		
Against	For	Total
2	31	33
6%	94%	100%

Table 2			
Against and For by Organization			
Count of Page	Column Labels		
Row Labels	Against	For	Grand Total
District	0	9	9
Individual	1	11	12
School	1	11	12
Grand Total	2	31	33
Count of Page	Column Labels		
Row Labels	Against	For	Grand Total
District	0%	100%	100%
Individual	8%	92%	100%
School	8%	92%	100%
Grand Total	6%	94%	100%

Table 3						
All RAW Responses by Organization and Position (in regard to the waiver)						
Count of Page	Column Labels					
Row Labels	Against	For	Other	Question	(blank)	Grand Total
District	0	9	2	1	0	12
Individual	1	11	0	1	0	13
School	1	11	1	1	0	14
(blank)	0	0	0	0	1	1
Grand Total	2	31	3	3	1	40
Count of Page	Column Labels					
Row Labels	Against	For	Other	Question	(blank)	Grand Total
District	0%	75%	17%	8%	0%	12
Individual	8%	85%	0%	8%	0%	13
School	7%	79%	7%	7%	0%	14
(blank)	0%	0%	0%	0%	100%	1
Grand Total	2	31	3	3	1	40

- **Current Status:** Without the waiver, the 2020 grade 11 assessment will count for performance and participation.
- **Pros and Cons:**
  - Pros – the waiver provides school districts one year to acclimate to the new high school ISA blueprint. The Department of Education prompted ISBE to apply for the grade 11 waiver.
  - Con – school districts will be held accountable for performance on an assessment that significantly changes in content and student population. Failure to seek the waiver would contrast with the majority of participant responses.

#### **Financial Background**

N/A

#### **Business Enterprise Program**

N/A

#### **Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** Without the waiver, the 2020 grade 11 assessment will count for performance and participation. .

**Budget Implications:** Summative Ratings would be impacted by the science performance results.

**Legislative Action:** None required in IL. Final submission of the waiver packet presented to the Department of Education.

**Communication:** None required.

**Board Member(s) Who Will Abstain:** N/A

#### **Recommendations:**



I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to submit the Illinois Science Assessment Grade 11 Waiver pursuant to section 8401(b) of the Every Student Succeeds Act (ESSA), from the following statutory provisions:

- 1) Section 1111(b)(3)(c)(II) beginning not later than school year 2007-2008, measure the proficiency of all students in science and be administered not less than one time during—  
  
(cc) grades 10 through 12
- 2) Section 1111(b)(2)(B)(v)(x) which requires reporting results for students, schools and districts.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**January 15, 2020**

**TO:** Illinois State Board of Education

**FROM:** Dr. Carmen I. Ayala, State Superintendent of Education   
Irma Snopek, Communications and Policy Officer 

**Agenda Topic:** Spring 2020 Waiver Report Update

**Expected Outcome:** To inform the Board of the waiver process and the status of the Spring 2020 Waiver Report

**Materials:** None

**Staff Contact(s):** Amanda Elliott, Executive Director, Legislative Affairs  
Barbara Hobrock, Waivers Coordinator, Legislative Affairs

**Purpose of Agenda Item**

This item is to inform the Board of the waiver process and the status of the Spring 2020 Waiver Report.

**Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts**

The waiver report is linked to the agency's mission and goals because applicants may request waivers or modifications of School Code mandates or of agency rules to improve student performance.

**Background Information**

Section 2-3.25g of the School Code allows school districts, independent authorizers, joint agreements, regional superintendents of schools, and Intermediate Service Centers (ISCs) to apply for waivers or modifications of School Code mandates or agency rules. Eligible entities may petition the State Board for approval of waivers or modifications for the following reasons:

- To meet the intent of the mandate in a more effective, efficient, or economical manner;
- To stimulate innovation; or
- To improve student performance.

Waivers **cannot** be requested from laws or rules pertaining to:

- Special education,
- Teacher licensure,
- Teacher tenure and seniority,
- Compliance with the federal Every Student Succeeds Act,
- Township treasurers, or
- Evaluation of licensed employees.

***Application Process***

All eligible entities wishing to petition for a waiver or modification first must hold a public hearing to consider the request. The hearing must provide for a time to take testimony about the request separate from the time when any other business is being conducted or testimony on other matters is being heard.

All applicants must post a notice on their official website at least 14 days in advance of the hearing. The posting must state the time, date, location, and general subject matter of the hearing.

School district hearings must be preceded by a public notice published in a newspaper of general circulation within the district's boundaries. Hearings for joint agreements, ISCs, or regional superintendents must be preceded by a public notice in a newspaper of general circulation in each school district that is a member of the joint agreement or that is served by the educational service region or service center, provided that a notice in a newspaper generally circulated in more than one school district shall be considered sufficient notice to all of the affected districts. All applicants must publish the newspaper notice at least seven days in advance of the public hearing.

In addition, all applicants must provide written notice addressed to the affected exclusive collective bargaining agent at least seven days prior to the hearing date. The notice must indicate the applicant's intent to seek a waiver or modification and that testimony will be taken at the hearing.

Finally, all applicants must provide advance written notice to the state legislators who represent the territory in which the school district or other applicant is located.

Copies of the website notice, newspaper notice, the notice(s) to the collective bargaining agent(s), and the notices to the applicant’s state legislators must be included with the application.

*Review Process*

Applications for General Assembly approval of waivers of School Code mandates are reviewed by the State Board and submitted in a report to the General Assembly before March 1 and Oct. 1 of each year. The General Assembly review process was changed by Public Act 100-0465 (funding reform).

The State Board reviews the waiver report and may provide recommendations to the General Assembly. Once transmitted by the State Board, the report is reviewed by a panel of four members consisting of the Speaker of the House of Representatives; the Minority Leader of the House of Representatives; the President of the Senate; and the Minority Leader of the Senate. The members of the panel submit to the State Board of Education any notice of further consideration to any waiver request within 14 days after the member receives the report. If three or more of the panel members submit a notice of further consideration to any waiver request contained within the report, the State Board of Education shall submit the waiver request to the General Assembly for consideration. If fewer than three panel members submit a notice of further consideration to a waiver request, the waiver may be approved, denied, or modified by the State Board. If the State Board does not act on a waiver request within 10 days, then the waiver request is approved. If the waiver request is denied by the State Board, it shall submit the waiver request to the General Assembly for consideration.

The General Assembly may disapprove any waiver request submitted to the General Assembly in whole or in part within 60 calendar days after each house of the General Assembly next convenes after the waiver request is submitted by adoption of a resolution by a record vote of the majority of members elected in each house. If the General Assembly fails to disapprove any waiver request or appealed request within such 60-day period, the waiver or modification shall be deemed granted. Any resolution adopted by the General Assembly disapproving a report of the State Board in whole or in part shall be binding on the State Board.

*Spring 2020 Report*

The Spring 2020 Waiver Report will be the 50<sup>th</sup> report to be submitted to the General Assembly under Section 2-3.25g of the School Code. School districts must submit complete applications to agency staff postmarked on or before Jan. 15 to be included in the spring report.

As of Dec. 19, 2019, 59 waiver applications have been received and are currently being processed.

**Summary of Applications for Waivers  
Volume 50 – Spring 2020**

Topic	Number of Submitted Applications
Administrative Cost Limitations	20
Driver’s Education	3
Non-Resident Tuition	24
Physical Education	1
School Improvement Days	9
Statement of Affairs	2
<b>Summary</b>	<b>59</b>

**Next Steps**

Legislative Affairs staff will process applications and review them for completeness following the Jan. 15 application deadline. The State Board will review the full report at its February meeting. The report will be transmitted to the General Assembly following that meeting. The Board may act in March, if required. Action may include approval, denial, or modification of the waiver requests. Further, the Board will be asked to transmit waiver requests that were noticed for further consideration by at least three of the legislative panelists back to the General Assembly.



**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**January 15, 2020**

**TO:** Illinois State Board of Education

**FROM:** Dr. Carmen I. Ayala, State Superintendent of Education   
Robert Wolfe, Financial Officer 

**Agenda Topic:** Information Item: ISBE Fiscal & Administrative Monthly Reports

**Materials:** Financial Status Report (contract & grant detail) – FY20  
Comparative Statement of Expenditures – FY20  
Appropriation and Spending by Program – FY20  
Contract & Grant Awards Under \$1 million - FY20  
10-yr Headcount History Graph, Monthly Headcount Graph, Staff Detail

**Staff Contact(s):** Scott Harry, Director, Budget

**Purpose of Agenda Item**

The purpose of this agenda item is to provide the Board standard reports with key information on fiscal and administrative activities of the Illinois State Board of Education.

**Background Information/History**

In June 2002, the State Board adopted bylaws outlining a new committee structure under which fiscal, audit, and operations issues will be handled by the Finance and Audit Committee. The Superintendent requested that the agency organize and standardize the financial and headcount data provided to the Board for its future policy work and decision-making.

The monthly or quarterly fiscal and headcount reports were first provided to the Board in August 2002. These reports provide information regarding staffing and funding as well as details of contracts over \$50,000 and grants the agency is processing.

At the request of the Board at the December 2011 meeting, a Contract & Grant Awards Under \$1 Million Report has been added to the SBE fiscal and administrative monthly reports package.

Currently, the following reports are provided:

1. Budget (annually in January)
2. Financial Status Report – Contract/Grant Detail (monthly)
3. Comparative Statement of Expenditures (monthly)
4. Appropriation and Expenditure (monthly)
5. Contract & Grant Awards Under \$1 Million (monthly)
6. Headcount Reports (monthly)
7. Headcount History Graph, Monthly Headcount Graph, & Staff Detail by Division

**Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts**

The fiscal and administrative reports are for informational purposes only. State and federal funding supports critical school functions to uphold efforts toward obtaining the board's goals. This funding provides the most support to the Illinois' communities most in need.

**Recommendations:**

The fiscal and administrative reports are for informational purposes only and do not require board action.

**ILLINOIS STATE BOARD OF EDUCATION  
FINANCIAL STATUS REPORT - 07/01/2019 THROUGH 12/31/19  
FY2020**

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>December Expenditures</u>	<u>Description</u>
Personal Services and Related	41,520.6	18,252.1	44.0%	3,138.0	Salaries & Benefits
Contractual Services	183,176.8	26,202.1	14.3%	9,437.4	Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees
Travel	1,767.4	402.7	22.8%	101.0	Staff Travel
Commodities	263.1	40.4	15.4%	1.9	Supplies; Books
Printing	123.2	0.5	0.4%	0.0	Agency Printing
Equipment	554.3	128.6	23.2%	17.8	Computers; Printers; Furniture
Telecommunications	746.4	202.0	27.1%	18.1	Telecommunications Expenses
Auto Operations	25.0	8.6	34.4%	1.3	Operation of Agency Autos
Prompt Payment Act	701.9	0.0	0.0%	0.0	Prompt Payment
Refunds	10.3	2.7	40.0%	0.5	Refunds
Grants	12,603,601.3	4,608,111.0	36.6%	1,077,130.4	See Detail Below
School Construction Grants	29,391.1	0.0	0.0%	0.0	School Construction and Maintenance Grants
<b>TOTAL</b>	<b>12,861,881.4</b>	<b>4,653,350.7</b>	<b>36.2%</b>	<b>1,089,846.4</b>	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>December</u>	<u>Description</u>
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**Detailed Breakdown:**

Research and Evaluation

OER ASSOCIATES					Will establish an equitable Pre-K through Grade 12 student achievement assessment system tied to Illinois State Standards that offers educators quick and frequent access to results that can be used to target instruction to student needs during the same year of testing.
GRF	53.0	13.3	0.0%	13.3	

Professional Capital

Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will design, develop and implement web-based applications to become a "one-stop shop" for Illinois School Districts and ISBE.
Other State	1,059.1	546.0	51.6%	182.0	

Facility Management

Alzina Building II LLC					Lease of Springfield office space.
Federal	640.6	199.0	31.1%	0.0	
GRF	1,119.4	347.1	31.0%	0.0	
Other State	411.9	132.1	32.1%	0.0	
Siciliano, Inc					Carpentry for ISBE Springfield office.
Other State	50.0	6.0	12.0%	0.0	

General Counsel

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>December</u>	<u>Description</u>
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**Detailed Breakdown:**

Laner Muchin					In anticipation of litigation will serve as legal representative of the State Superintendent of ISBE. All pre-hearing, hearing and post hearing matters with respect to teachers certification.
GRF	150.5	62.0	41.2%	21.0	

Regulatory Support and Wellness

American Institutes for Research (AIR) Federal	664.6	277.0	41.7%	55.4	Technical assistance to the 21st Century Community Learning Centers grantees.
Educational Development Center Inc Federal	371.0	186.0	50.1%	93.0	Statewide evaluation of the 21st Century Community Learning Center program.
Southern Illinois University - Carbondale Federal	88.2	22.1	25.1%	0.0	
Illinois Criminal Justice Federal	84.7	2.5	3.0%	0.0	Will collect and analyze several different types of data to document the implementation of the STOP-SV-IL project. Pre and post-training surveys will be created to document changes in educator and law enforcement officer knowledge and attitudes following training.
The University of Chicago GRF	753.0	0.0	0.0%	0.0	Will provide the support and services to administer a statewide survey of learning conditions as required by Section 2-3.153 of School Code (105 ILCS 5/2-3.153).
West 40 Intermediate Federal	243.1	0.0	0.0%	0.0	Will work in conjunction with the ISBE to meet the STOP grant deliverables of providing statewide mental health awareness trainings.
West 40 Intermediate GRF	64.9	0.0	0.0%	0.0	Will coordinate and execute non-public renewal visits.

Innovation and Secondary Transformation

Educational SVC Region Office GRF	1,400.0	359.5	25.7%	183.0	Statewide support technology system to provide professional development, technical assistance, network design consultation, leadership, technology planning consultation and information exchange.
Illinois Department of Employment Security GRF	240.0	0.0	0.0%	0.0	A project between IBSE and IDES to securely connect Illinois public high school student data and employment data. MY19191
Peoria County ROE GRF	475.0	396.0	83.4%	79.1	Will administer, plan and implement the Illinois Virtual School. Will include management and delivery of on-line courses for students as well professional development for educators.

Information Technology

Afton Partners Federal	55.0	36.0	100.0%	13.2	Will provide facilitator services for the Statewide Longitudinal Data System (SLDS) Fiscal Equity and Return on Investment (ROI) project. MY182210
Anchor Data Systems Other State	155.3	72.2	46.5%	18.6	One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and the (EIS). MY162215
Anchor Data Systems Other State	155.3	68.1	43.9%	16.0	One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). MY162214

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>December</u>	<u>Description</u>
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**Detailed Breakdown:**

Ashbaugh & Associates Other State	182.2	67.0	36.8%	13.1	One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). - MY162213
Ashbaugh & Associates Other State	182.2	74.2	40.7%	13.1	Time and materials contract for a business analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS) - MY162212
Ashbaugh & Associates Federal	170.0	79.3	46.6%	15.1	Will provide one business analyst (Carl Oberg) to assist in agency projects, focusing on the development and maintenance of Web-based Illinois Nutrition System (WINS).
Ashbaugh & Associates Federal	356.0	113.3	31.8%	25.5	Will provide 2 software developers on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS). MY18225
Ashbaugh & Associates Federal	182.5	71.3	39.1%	12.0	Will provide one software developer(Jennifer Andruskevitch) to assist in the development and maintenance of special education web-based and LAN-based applications
Bowsher Information Systems GRF	164.0	72.4	44.1%	17.0	One software developer to provide continued development and maintenance of various web-based applications. Kevin Bowsher is assigned as the software developer. MY182216
Bowsher Information Systems Other State	171.3	78.4	45.8%	19.5	One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and (EIS). - MY162210
Bowsher Information Systems Other State	167.3	76.4	45.7%	18.3	Program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). MY162211
Bowsher Information Systems Federal	176.0	81.0	46.0%	21.0	One software developer to assist in the development and maintenance of extant and future data systems as they pertain to Child Nutrition projects. - MY17225
Bowsher Information Systems Federal	330.0	135.4	41.0%	35.0	Will supply a software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects. These contractors will work cooperatively with ISBE to provide continual enhancements, ongoing system maintenance and assist with the implementation of the Individualized Education Program (IEP) Special Education Tracking and Reporting (I-Star) development project.
Bowsher Information Systems Federal GRF	100.8 67.2	35.6 36.5	35.3% 54.3%	14.0 5.2	One developer (Matt Fuiten ) to assist in the development and maintenance of extant and future data systems as they pertain to the Statewide Longitudinal Data System (SLDS) Illinois Data for Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY172215
Bowsher Information Systems Federal	172.0	71.3	41.5%	18.3	Time and materials for the services of one software developer to provide continued development and maintenance of extant and future data systems as they pertain to Special Education projects. MY18228

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>December</u>	<u>Description</u>
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**Detailed Breakdown:**

Bowsher Information Systems					Will provide an agile coach/scrum master Phil Laurent) to assist on agency projects, focusing on the adoption and maintenance of and Agile/Scrum methodology through the Division.
Other State	168.0	70.0	41.7%	16.5	
Dynamic Interactive Business					One developer (Hemant Sinder) to assist in the development and maintenance of extant and future data systems as they pertain to the Statewide Longitudinal Data System (SLDS) Illinois Data for Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY172214
Federal	81.6	36.0	44.1%	0.0	
GRF	54.4	23.3	42.8%	11.3	
Edify Technologies					Will provide one software developer on a time and materials basis to assist in the development and maintenance of the ISBE Financial Data Systems. MY18226
GRF	164.0	70.5	43.0%	17.7	
Edify Technologies					Will provide 1 software developer on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS). MY18224
Federal	158.0	71.4	45.2%	17.6	
Edify Technologies					Will provide one software developer on a time and material basis to provide continued development and maintenance of the Entity Profile System (EPS). MY182212
GRF	164.0	73.5	44.8%	19.5	
IBM					One project manager, one business analyst and two programmer analysts to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the States Early Childhood program data. MY14222
Federal	302.8	161.4	53.3%	161.4	
GRF	1,199.7	425.3	35.5%	118.1	
Illinois Board of Higher Education					Will allow for the rapid development of the following enhancements to the Illinois Board of Higher Educations component of the Illinois Longitudinal Data System.
Federal	50.0	0.0	0.0%	0.0	
Lead IT					Will provide 2 software developers on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS). MY18223
Federal	130.0	58.8	45.2%	9.3	
Learning Mate Solutions					One project manager, one data architect, one business analyst and two programmer analysts to support the ISBE data warehouse. MY162216
Other State	288.3	135.8	47.1%	38.2	
Federal	804.2	270.5	0.0%	97.4	
GRF	212.7	134.6	100.0%	0.0	
Learning Mate Solutions					Will provide one Outreach Coordinator (Rose Whelihan) to assist in the continued development and maintenance of extant and future data systems as they pertain to the ILDS Illinois Data for Fiscal and Instructional results, study and transparency grant projects.
Federal	150.0	37.7	25.1%	16.9	
Levi Ray & Shoup Inc					One Project Manager to assist in the development and maintenance of extant and future data systems as they pertain to the FY16 SLDS Illinois Data for Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY17228

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>December</u>	<u>Description</u>
<b>Detailed Breakdown:</b>					
Federal	170.0	64.0	37.6%	9.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Time and materials contract for the services of 3 software developers to provide continued development and maintenance of the Ed360 web application.
Federal	345.1	115.4	33.4%	39.8	
GRF	166.3	82.7	49.7%	0.0	
Other State	18.4	13.6	73.9%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one software developer on time and materials to provide continued development and maintenance of the Early Childhood Data Systems. Will assist staff with data requests, implement enhancement and change requests and provide necessary support to the ISBE Data Warehouse.
GRF	140.0	57.4	41.0%	10.2	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one Lead Data Analyst(Bob OKeefe) that is needed for coordinating program components related to the Illinois Longitudinal Data System which includes support and enhancements to the ISBE Data Warehouse.
Federal	157.7	46.1	29.2%	11.4	
GRF	32.3	32.3	100.0%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide 2 software developers to provide continued development and maintenance for various SharePoint applications.
Other State	360.0	136.0	37.8%	22.9	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one project manager (Jeff Wheaton) to support agency initiatives revolving around the ISBE data Funding, Illinois Report Card, reporting of State assessments, Data Quality Dashboard, IL EMPOWER IBAM rubric,ESSA summative designations and holistic district plans.
Federal	92.0	54.4	59.1%	18.2	
GRF	92.0	25.4	27.6%	0.0	
Other State	46.0	18.7	100.0%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one business analyst to support agency initiative around the ISBE data warehouse and Illinois implementation of Every Student Succeeds Act (ESSA).
Federal	80.0	26.3	32.9%	0.0	
GRF	48.0	23.3	48.5%	11.6	
Other State	32.0	13.1	40.9%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will supply a software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects.
GRF	182.0	68.8	37.8%	12.8	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one data analyst (Jaimee Carter) on a time and materials basis to support agency initiatives revolving around the ISBE data warehouse and the Illinois implementation of Every Student Succeeds Act (ESSA), as defined by ISBE.
Federal	128.9	42.7	33.1%	42.7	
GRF	15.0	15.0	100.0%	0.0	
Other State	36.0	15.0	41.7%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one business analyst (MaryAnn Hedlund) to assist in agency projects, focusing on the development and maintenance of the Special Education Systems.
Federal	160.0	63.2	39.5%	10.2	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one developer (Kevin Scheufele) to assist in the continued development and maintenance of extant and future data systems as the pertain to the ILDS Illinois Data for Financial and Instructional results, study and transparency grant projects.
Other State	176.0	71.2	40.5%	12.1	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>December</u>	<u>Description</u>
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**Detailed Breakdown:**

Marucco Stoddard, Ferenbach & Walsh (MSF&W)				Will provide on project manager (Ana Johnson) one business analyst (Julie Mossberg-Kingsley) and two developers (Michael Plugmacher and Keagan Galvin) to support the Early Education Childhood applications.
GRF	680.0	255.6	37.6%	46.4
Marucco Stoddard, Ferenbach & Walsh (MSF&W)				Will provide one Project Manager (Tom Janssen) to assist in support of Educator Effectiveness related to projects including the Educator Licensure Information System (ELIS) and the development of educator metrics in the ISBE data warehouse.
Federal	190.0	83.6	44.0%	14.4
MBB of Springfield				Will provide software developer on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS). MY18221
Federal	154.0	64.2	41.7%	10.9
MBB of Springfield				One software developer to help supply materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects. MY17222
Federal	164.0	70.3	42.9%	12.6
MBB of Springfield				One developer (Santosh Pulijala) to assist in the development and maintenance of extant and future data systems as they pertain to the Special Education projects. MY172211
Federal	168.0	62.2	37.0%	0.0
MBB of Springfield				Will provide one software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education projects. Will work with ISBE to provide continual enhancements, ongoing system maintenance and assist with the SEDs rewrite project. MY182211
Federal	149.0	65.3	43.8%	11.6
Northern Illinois				Will utilize expanded fiscal data in the ISBE Data Warehouse and Illinois Longitudinal Data Systems for any early childhood return on investment research project.
Federal	81.8	41.0	0.0%	0.0
GRF	48.8	0.0	0.0%	0.0
Plickers				Will provide an ongoing maintenance and enhancements in support of a statewide implementation of education technology enabling K-12 teachers to administer formative assessments in a classroom environment without the use of student devices or student logins. MY19225
Federal	51.2	51.2	100.0%	0.0
GRF	51.2	51.2	100.0%	51.2
Southern Illinois University				Will coordinate and work with ISBE to further develop the Illinois Open Education Resources (IOER) including, but not limited to: planning, testing, and implementing IOER integration and tool enhancements. MY19223
Federal	40.1	7.7	19.2%	0.0
GRF	52.3	22.4	42.8%	22.4
Other State	3.3	2.8	84.8%	2.8
Synapsis Inc.				One Business Analyst to assist in the development and maintenance of extant and future data systems as they pertain to the FY16 SLDS Illinois Data and Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY17224
Federal	154.0	62.0	40.3%	10.7

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>December</u>	<u>Description</u>
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**Detailed Breakdown:**

Synapsis Inc.					Will provide a data analyst (Vinod Kumar) on a time and material basis to support agency initiatives revolving around the ISBE data warehouse and the Illinois implementation of Every Student Succeeds Act (ESSA) as defined by ISBE.
Federal	118.1	41.1	34.8%	13.1	
GRF	14.6	14.6	100.0%	0.0	
Other State	33.2	14.6	44.0%	0.0	

Veteran's Consulting Inc.					One software developer to assist in the development and maintenance of extant and future data systems as they pertain to Special Ed projects. MY17226
Federal	164.0	64.0	39.0%	15.8	

**Technology Support and Infrastructure**

CDW LLC					Will provide EMC equipment, maintenance, support and service as well as maintenance and support services for ISBEs existing EMC equipment.
Federal	188.9	0.0	0.0%	0.0	
GRF	50.0	0.0	0.0%	0.0	

Crowe Horwath LLP					Will perform comprehensive risk assessment.
Federal	83.7	57.2	68.3%	23.5	
GRF	124.0	27.4	22.1%	6.7	
Other State	55.8	47.0	84.2%	35.6	

**College and Career Readiness**

Illinois State University					Will support ISBE with the Method of Administration (MOA), which is a requirement under the Office of Civil Rights for school districts who have Career and Technical Education Programs. 18028
Federal	259.8	37.9	14.6%	22.3	

**Curriculum and Instruction**

Casey-Westfield CUSD 4C					School Technology Loan Agreement
Other State	117.1	117.1	100.0%	117.1	
Community Unit School District 2					School Technology Loan Agreement
Other State	192.1	192.1	100.0%	192.1	

Illinois State Univ					Will convene and facilitate the work of multi-state teams to support common core statewide implementation planning. Provide leadership and coordination of the Partnership for the Assessment Readiness for College and Career (PARCC) Educator Leader Core.
Federal	1,775.0	534.1	30.1%	210.7	
GRF	225.0	96.5	42.9%	39.5	

Illinois Math and Science Academy					Will develop resources for teachers to use with students in the classroom aligned to NGSS Science Standards and connected to STEM across the State of Illinois.
Federal	200.0	60.9	30.5%	57.6	

Measurement Incorporated					Will provide an independent evaluation to determine the degree and debt to which dissemination of best practices and effective innovation have occurred at existing charter schools and each awarded site and to determine what differences these activities have made. MY19431
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	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>December</u>	<u>Description</u>
<b>Detailed Breakdown:</b>					
GRF	100.1	20.7	100.0%	0.0	
Salem SD 11					School Technology Loan Agreement
Other State	172.5	172.5	100.0%	172.5	

Early Childhood

American Institutes of Research					Will study and develop recommendations on best practice based models of early childhood care and education governance to inform potential future reorganization of Illinois early childhood services and programs.
Federal	148.4	96.8	65.2%	48.4	
American Institutes of Research					Will conduct a statewide birth to five early childhood needs assessment of the availability and quality of existing early childhood programs in Illinois.
Federal	184.2	132.5	71.9%	106.5	
American Institutes of Research					Will develop a statewide, birth to five Strategic Plan as described in the Preschool Development Grant. Birth -5 federal grant award.
Federal	248.8	102.5	41.2%	70.7	
IL Action for Children					A system of statewide supports for early childhood community systems (ECCS) development: training, technical assistance and coaching to community collaborations. MY18444
GRF	1,200.0	337.4	28.1%	81.6	
IL Action for Children					Will enhance family, friend and neighbor (FFN) provider trainings by providing engaging and targeted supports to FFN early childhood services providers.
Federal	297.3	0.0	0.0%	0.0	
Illinois Network of Child Care					Will provide individual based scholarship opportunities for practitioners working in the field of Early Care and Education.
GRF	500.0	500.0	100.0%	0.0	
Illinois Network of Child Care					Will credential and related fees and tuition reimbursement for the PDG B-5 Grant.
Federal	72.5	72.5	100.0%	0.0	
IL Department of Children					Will support two activities ; DCFS Early Childhood Home Visiting Specialist and enhancement to the DCFS Sunshine website
Federal	252.9	0.0	0.0%	0.0	
Illinois State University					Will provide services for the ISBE and the Governors Office of Early Childhood Development (OECD) to support the OECD and ISBEs implementation of the States Preschool Expansion Grant, especially in the areas of supporting a Birth to Third Grade Continuum of Learning. ISU will hire a P-3 Director, whose tasks will be to support districts to align preschool - 3rd grade through system building, highly qualified and committed personnel and appropriate and inclusive standards, environments and measures.
Federal	51.6	28.5	55.2%	7.0	
National Louis University					Will conduct program assessments of Preschool for All Children/Preschool Expansion programs using the Early Childhood Environment Rating Scale-Revised. MY18443
GRF	1,569.8	392.4	25.0%	0.0	
Northern Illinois					Will conduct a multi-dimensional evaluation of the Preschool Expansion Grant Program.
Federal	71.5	62.0	86.7%	35.0	
Northern Illinois					Will complete an analysis of the cost of providing high quality early care and education services to all families as well as an analysis of unduplicated count to inform the overall needs of assessment.

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>December</u>	<u>Description</u>
<b>Detailed Breakdown:</b>					
Federal	139.1	105.1	75.6%	17.9	
Pyramid Model Consortium					Will provide services for the implementation of the States Preschool Expansion Grant.
Federal	274.6	242.3	88.2%	86.0	
Pyramid Model Consortium					Will provide services for the implementation of the States Preschool for All Expansion Grant.
GRF	122.0	0.0	0.0%	0.0	
Regents of The University of California					Will provide KidsTech software access and support and upgrade IL to an IL-K version of California's current DRDP.net, based on the multidimensional analysis of 5 essential domains using IL data, and including 14 measure flat file exports.
GRF	500.7	250.3	50.0%	83.4	
Sangamon County ROE					Will provide approximately 16 part time KIDS Professional Development Consultants located throughout the state and one KIDS Professional Development Coordinator. Consultants will provide yearly KIDS teacher and administrator trainings to new staff, as well as personalized coaching to kindergarten classes located within their designated areas of service.
GRF	1,002.2	322.5	0.0%	132.0	
School Assn for Special Educ					Will provide a summary of recommendations on inclusion of 0-5 year olds with disabilities in community based early childhood programs included in strategic plan use the surveys results of school districts and community based early childhood programs to identify how children with disabilities are supported within the community based early childhood programs, the barriers and what would be helpful to alleviate those barriers.
Federal	66.0	0.0	0.0%	0.0	
School Readiness Consulting					Will implement a demonstration project providing racial equity training to Preschool Development Grant-Expansion Grant (PEG) program administrators, adapting existing resources on racial equity in early childhood setting to fit the responsibilities of program administrators.
Federal	67.4	43.8	65.0%	35.6	
YWCA of Metropolitan Chicago					Will conduct a completed review of the KTAC recommended practices and policy changes.
Federal	56.9	0.0	0.0%	0.0	
University of Illinois					Will provide the Early Learning Project Website which is a source of evidenced based, reliable information on early care and education for parents, caregivers, and teachers of young children in Illinois. 18025
GRF	350.0	84.0	24.0%	23.0	
University of Illinois					The U of I has established a secure website to house the Illinois Early Childhood Asset Map (IECAM) project. Will develop all aspects of website and update continually as new data becomes available. Will provide technical support to ISBE and other stakeholders. MY19442
GRF	750.0	239.0	31.9%	53.4	
<u>English Language Learning</u>					
Northern Illinois University					Will provide support to the state migrant education program local projects in the areas of identification and recruitment, professional development, curriculum, data collection and needs assessment. Also, inter and intra-state coordination, parent involvement, updating the state plan and outreach to out of school youth. MY19452
Federal	574.0	191.2	33.3%	143.4	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>December</u>	<u>Description</u>
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**Detailed Breakdown:**

University of Colorado				Literacy Squared to provide extensive professional development and technical assistance to districts implementing transitional bilingual and dual language programs.
Federal	100.0	0.0	0.0%	0.0
The Center for Resources				Will design and implement a system of targeted technical assistance primarily for schools and districts focused on school and districts focused on improvement to meet the needs of English Learners. MY17452
GRF	500.0	167.0	33.4%	42.0
The Center for Resources				Will develop and deliver high quality, ongoing professional development to support English learners, biliteracy, and bilingual family engagement. MY17451
GRF	1,199.9	243.2	20.3%	64.4

**Special Education Services**

Boone Winnebago ROE				Will hire, supervise and evaluate state sponsored IEP facilitators in partnership with ISBE. IEP facilitators will promote positive communication between districts/school personnel and parents during IEP meetings and assist with resolving conflicts that may arise as IEP team works to develop mutually acceptable IEPs.
Federal	125.0	5.6	4.5%	0.0
Hearing Officers (7)				Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code
Federal	800.0	184.3	23.0%	39.0
Measurement Inc				Parent Survey Reproduction, Dissemination, and Data Collection
Federal	73.0	18.2	24.9%	0.0
Mediation Officers (10)				Special Education mediation services
Federal	200.0	87.0	43.5%	18.2
ROE # 20				Harrisburg Project - Manage software for special education districts and co-ops
Federal	818.5	341.0	41.7%	68.2
Special Education Solutions				Training and technical assistance for ISBEs Special Education Due Process Hearing Officers.
Federal	138.0	57.4	41.6%	11.4
Special Education Solutions				Will provide Special Education Mediator Training to maintain the mediators special education regulatory knowledge, dispute resolution skill set and critical thinking skills.
Federal	55.3	23.0	41.6%	4.6
University of Illinois				Maintain the IEP Tutorial website designed to aid Illinois teachers in making data-supported decisions when writing IEP goals linked to State Standards.
Federal	144.0	48.0	33.3%	0.0

**Assessment**

College Entrance Exam Board				Will administer, score and report the assessments of state and federal accountability in grades 9 through 11.
GRF	9,663.2	2,385.2	24.7%	2,385.2
NCS Pearson				Contractor will provide test administration services for the 3-8 assessment.
Federal	4,027.5	2,156.3	0.0%	2,156.3
GRF	18,347.8	0.0	0.0%	0.0
New Meridian Corporation				Will provide high quality, Illinois standards-aligned assessment content and forms to ISBE that meet all state and federal requirements for the operational summative accountability assessments in reading/language arts and mathematics for grades 3-8. MY18641

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>December</u>	<u>Description</u>
<b>Detailed Breakdown:</b>					
GRF	6,362.6	3,165.2	49.7%	527.5	
University of Kansas Ctr for Research					Provide assessments aligned to the Common Core Essential Elements for students with the most significant cognitive disabilities.
Federal	2,558.0	895.3	35.0%	0.0	
University of Wisconsin Madison					Evaluation services designed to assess the progress of children in attaining English proficiency as required by Title I of the No Child Left behind Act of 2001.
Federal	3,291.0	1,316.2	40.0%	0.0	
GRF	3,291.0	0.0	0.0%	0.0	
Southern Illinois University - Carbondale					Will form a partnership with SIU to fulfill requirements under ESSA for the Illinois Science Assessment (ISA). Will provide a cadre of Illinois teachers, teacher retirees and graduate students to score ISA contracted response terms. MY18644
Federal	4,033.0	0.0	0.0%	0.0	
GRF	467.0	458.0	0.0%	0.0	
Breakthrough Technologies					Breakthrough Technologies will transfer ownership of the AWS account it currently administers on ISBEs behalf for the Illinois Science Assessment to ISBE.
Federal	67.5	67.5	100.0%	0.0	
<b>Educator Certification</b>					
Central Illinois Staffing Services LLC					Temporary assistance with scanning and uploading mail, forms and other licensure documents during the summer season.
Other State	18.1	0.0	0.0%	0.0	
Westat Inc					Will provide facilitation, content area and expertise and research best practice in the design and development of culturally responsive teaching standards.
Federal	69.0	12.1	17.5%	8.1	
Illinois State University					Provide services in support of NBPTS.
Federal	298.0	0.0	0.0%	0.0	
Henderson Knox Mercer Warren					Will support the work of the Performance Evaluation Advisory Council (PEAC) which helps guide Illinois public school districts on the Performance Evaluation Reform Act.
Federal	180.0	0.0	0.0%	0.0	
Hearing Officers (5)					Certification Revocation Hearing Officers
Other State	80.0	0.2	0.3%	0.0	
<b>IL-Empower</b>					
Sangamon County ROE					Will provide content expertise based on the New Illinois Learning Standards incorporating the Common Core to ISBE staff. 18026
Federal	946.2	370.0	39.1%	152.5	
Measurement Inc					Will evaluate ISBEs statewide system of support; IL-EMPOWER. Will collect, analyze and report to ISBE annually on implementation progress, impact on school continuous improvement and effectiveness for improving opportunity and outcomes for students. MY19731
Federal	172.0	43.0	25.0%	0.0	
<b>Data Strategies Analytics</b>					
National Student Clearinghouse					Purchase of National Clearinghouse Data which will report the enrollment and progress of Illinois high school graduates who have matriculated to post secondary institutions within the United States.
GRF	78.2	0.0	0.0%	0.0	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>December</u>	<u>Description</u>
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**Detailed Breakdown:**

Northern Illinois University					Will revamp and update the My IIRC. Will develop a new continuous improvement planning document. New individual Student Data in a new district/admin/teacher dashboard which will be attached to ISBEs data system and update the 21st CCLC benchmarking tool. MY17683
Federal	639.1	0.0	100.0%	0.0	
GRF	1,110.9	0.0	0.0%	0.0	

Fiscal Support Services

Crowe Horwath LLP					Assist staff in extracting and compiling data from the Agency's Internal Accounting System.
GRF	119.0	85.0	71.4%	1.0	

Funding and Disbursements

MTW Solutions					Develop mechanism for extracting data from electronic E-Grants Management System
Other State	99.0	14.0	14.1%	0.0	
MTW Solutions					Annual license fee for propriety software which is a design tool that allows ISBE staff to design, develop and publish state and federal grants via the electronic Grants Management System. (eGMS)
Other State	49.5	49.5	100.0%	0.0	

Nutrition Programs

City of Chicago					Will provide health/food inspections for the Summer Food Service Program (SFSP) and the Child and Adult Food Care Program (CAFCP) At-Risk program in the City of Chicago.
Federal	145.0	115.3	79.5%	13.4	
CN Resource LLC					Conduct a complete NLSP admin review, school breakfast program review and menu certification review for the USDA 3 year NSLP review requirements.
Federal	450.0	0.0	0.0%	0.0	
Hambrick & Associates Inc.					Will provide selection and placement services for Summer Meal ads and announcements in various modes of transportation media.
Federal	500.0	0.0	0.0%	0.0	
Precision Business Solutions					Will provide individual(s) to conduct Administrative Reviews for appeals on an as needed basis for the Child Nutrition Programs. Federal regulations require that ISBE provide appeal rights whenever fiscal action from reviews, denial of applications and revisions of claims.
Federal	95.0	10.7	11.3%	5.0	
Premier Staffing Source Inc					12-14 temporary workers to serve as reviewers for the Summer Food Service Program Using Master Contract #CMS805912E
Federal	85.0	56.4	66.4%	0.0	
University of Illinois					Mentors used to help with the Specific, Measurable, Achievable, Relevant and Time based (SMART) goals concept to assist schools in implementing the new USDA requirements.
Federal	281.3	0.0	0.0%	0.0	
Lanter Distributing LLC					Will provide warehousing and delivery services for USDA foods used in the operation of the National School Lunch Program for School Food Authorities (SFAs) in Illinois. MY18842
Other State	2,500.0	1051.0	42.0%	541.0	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>December</u>	<u>Description</u>
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**Detailed Breakdown:**

LB-UBS Commercial Mortgage					Will provide conference space, service and catering service to ISBEs School Nutrition Programs Back to School Conference 7/22/19-7/24/19.
Federal	75.0	55.0	73.3%	0.0	

School Business Services

Encore Consulting Services					Temporary assistance is needed to help in completing the uploading of school district Annual Financial Report data and 2019 budget data, calculating and completing reports for the Financial Profile designations, calculating and completing the Special Education Revenue and Expenditure Report, calculating each districts Operating Expense per Pupil and Per Capital Tuition Charge. MY19861
Federal	23.1	23.1	100.0%	0.0	
GRF	77.0	18.0	11.7%	6.2	

Federal and State Monitoring

Vander Weele Group LLC					Contract will cover monitoring of federal grants provided to CPS. Including a monitoring plan, work papers documenting testing activities and results subject to review and acceptance by ISBE periodically throughout fieldwork and a final report describing activities the activities performed and findings noted subject to review and acceptance by ISBE. MY18881
Federal	181.7	121.2	66.7%	47.0	

Accountability

The Center					Will provide research on accountability best practices, evaluate the functionality of Illinois accountability system and provide opportunities for state agency and staff to collaborate with the other state technical experts to refine and improve the States accountability system and assessments.
Federal	331.5	0.0	0.0%	0.0	

**Grants Breakdown:**

Evidence-Based Funding	7,209,463.3	3,243,051.7	45.0%	642,980.7	Formula
Title I - Low Income	1,090,000.0	139,670.9	12.8%	41,966.9	Formula
Child Nutrition	1,062,500.0	289,226.9	27.2%	74,713.2	Formula - Reimbursement
IDEA	754,000.0	125,940.4	16.7%	15,626.1	Formula
Early Childhood Block	533,670.8	226,615.5	42.5%	43,302.6	Block grant for Pre-K, parent training and prevention initiative
Transportation Spec Ed	387,682.6	193,841.3	50.0%	96,920.6	Formula
Transportation Reg/Voc	289,200.8	144,619.6	50.0%	72,319.4	Formula
School Infrastructure	255,928.4	995.0	0.4%	22.7	Grant
Title II - Teacher Quality	160,000.0	20,226.1	12.6%	5,030.5	Formula
Spec Ed Private Tuition	152,320.0	76,160.0	50.0%	38,080.0	Formula
Title IV - 21st Century	112,128.8	12,983.4	11.6%	3,931.3	Competitive
Title IV - SSAE	87,871.2	13,311.5	15.1%	4,698.1	
Spec Ed Orphanage Tuition	80,500.0	22,170.3	27.5%	11,794.2	Formula
Career and Tech Ed - Federal	66,000.0	9,621.0	14.6%	2,356.6	Formula and Competitive - to improve student academic and career skills
Title III - English Language Acq	50,400.0	5,637.2	11.2%	816.1	Grant
Career & Tech Ed Programs - State	43,062.1	24,014.9	55.8%	3,539.0	Formula
Preschool Expansion Grants	34,013.5	1,528.8	4.5%	640.3	Grant
IDEA Preschool	29,200.0	4,952.8	17.0%	630.4	Formula - special education, 3-5 year-olds

	<u>Funded</u> <u>Amount</u>	<u>YTD</u> <u>Expended</u>	<u>YTD</u> <u>% Spent</u>	<u>December</u>	<u>Description</u>
<b>Detailed Breakdown:</b>					
Title V - Charter Schools	23,000.0	0.0	0.0%	0.0	Competitive
After-School Programs	20,000.0	0.0	0.0%	0.0	Grants
Drivers' Education	16,000.0	8,000.0	50.0%	4,000.0	Reimbursement
District Intervention	12,100.0	6,100.0	50.4%	3,200.0	Grants
Truants' Alternative Optiona Education	11,500.0	5,394.8	46.9%	1,733.3	Grants
ROE Salaries	11,200.0	5,280.9	47.2%	875.6	Salaries for ROE's
Orphanage Tuition	10,100.0	3,783.2	37.5%	2,050.6	Reimbursement to school districts for children residing in orphanages
Illinois Free Lunch and Breakfast	9,000.0	2,700.4	30.0%	758.8	Mandated Categorical - Reimbursement
School Tech. Rev. Loan	7,500.0	481.8	6.4%	481.8	Loans to schools to implement technology
ROE Services	6,970.0	3,507.9	50.3%	583.2	Services for ROE's
Sexual Risk Avoidance Education	6,393.7	1,061.4	16.6%	137.4	Grant
Alternative Ed/Reg Safe Schools	6,300.0	3,194.2	50.7%	559.3	Formula
Substance Abuse and Mental Health	5,300.0	442.1	8.3%	15.7	Grant
Agriculture Education	5,000.0	2,517.1	50.3%	455.9	Grants to school districts
Title X - Education for Homeless	5,000.0	472.8	9.5%	182.0	Competitive grants to school districts
IDEA Improvement Part D	5,000.0	511.0	10.2%	79.5	Reimbursement
Congressional Earmarks	5,000.0	0.0	0.0%	0.0	Grants
Philip J. Rock Center & School	3,777.8	1,309.8	34.7%	300.0	Targeted Initiative
Property Tax Relief Grant	3,650.0	0.0	0.0%	0.0	Grants
Southwest Organizing Project	3,500.0	2,187.5	62.5%	437.5	Grants
After School Matters	3,443.8	0.0	0.0%	0.0	Grant to After School Matters
Title I - Advanced Placement	3,300.0	224.8	6.8%	0.0	Fee reimbursement for Adv Placement Exam and Int'l Baccalaureate exam
Youth Build Illinois	2,500.0	625.0	25.0%	0.0	Grants
Low Income Adv Placement Fee	2,000.0	0.0	0.0%	0.0	Competitive - at-risk students/dropout prevention
Title V-Rural & Low-Income Prog.	2,000.0	379.0	19.0%	57.4	Grants to school districts
Title II Math/Science Partnerships	2,000.0	1,179.1	59.0%	265.5	Formula
PDG Birth to Five	1,551.9	653.1	42.1%	114.0	Grant
Nat'l Board Certification	1,500.0	800.0	53.3%	800.0	Grants
Mat'ls Ctr for the Visually Impaired	1,421.1	725.0	51.0%	75.0	Targeted Init. - with The Chicago Lighthouse for People who are Blind or Visually Impaired
School Support Services	1,002.8	0.0	0.0%	0.0	Grants to lowest performing schools
Mental Health Services	1,000.0	0.0	0.0%	0.0	Grants
Mobile Tolerance Education Center	1,000.0	0.0	0.0%	0.0	Grants
Teach for America	1,000.0	500.0	50.0%	83.3	Grant to Teach for America-Chicago
Emergency Financial Assistance	1,000.0	0.0	0.0%	0.0	Formula and loans to school districts
Temporary Relocation	1,000.0	0.0	0.0%	0.0	Formula grants for school emergency relocation
Blind and Dyslexic	846.0	600.0	70.9%	399.5	Grant to increase achievement of students with visual impairments
IDEA - Deaf/Blind	800.0	113.5	14.2%	42.8	Grant to Philip J. Rock Center
Advanced Placement - Course Impl.	500.0	139.9	28.0%	26.0	Grants
Tax Equivalent Grants	222.6	222.6	100.0%	0.0	Grants
District Consolidation Costs	218.0	134.7	61.8%	0.0	Grants
STEM Programs	200.0	27.5	13.8%	3.0	Grants
After School Rescue Fund	200.0	0.0	0.0%	0.0	Grants to Schools for After School Programs
Charter Schools-Rev Loan Fund	200.0	0.0	0.0%	0.0	Other/Repayment of loans
Parent Education Pilot	175.0	87.5	50.0%	14.6	Grants
Autism	100.0	60.0	60.0%	30.0	Grants to the IL Autism Training & Tech Assistance Program
ROE Bus Driver Training	100.0	70.0	70.0%	0.0	ROE Bus Driver Training
Indirect Grants	57.1	57.1	100.0%	0.0	Grants to school districts
Art Institute of Chicago	30.0	0.0	0.0%	0.0	Grants

**ILLINOIS STATE BOARD OF EDUCATION  
Financial Status Report  
July 1, 2019 through December 31, 2019**

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<b><u>General Revenue Fund</u></b>					
Lump Sums	\$ 71,057,100	\$ 18,684,462	\$ 52,372,638	26.29%	73.71%
Awards and Grants	4,046,632,800	1,922,838,931	2,123,793,869	47.52%	52.48%
<b>Total General Revenue Fund</b>	<b>\$ 4,117,689,900</b>	<b>\$ 1,941,523,393</b>	<b>\$ 2,176,166,507</b>	<b>47.15%</b>	<b>52.85%</b>
<b><u>Education Assistance Fund</u></b>					
Awards and Grants	\$ 728,849,300	\$ 400,409,927	\$ 328,439,373	54.94%	45.06%
<b><u>Common School Fund</u></b>					
Awards and Grants	\$ 3,213,015,600	\$ 1,342,734,027	\$ 1,870,281,573	41.79%	58.21%
<b><u>Teacher Certification Fee Revolving Fund</u></b>					
Lump Sums	\$ 6,000,000	\$ 1,631,816	\$ 4,368,184	27.20%	72.80%
<b><u>Drivers Education Fund</u></b>					
Awards and Grants	\$ 16,000,000	\$ 7,999,983	\$ 8,000,017	50.00%	50.00%
<b><u>School Dist. Emergency Financial Asst. Fund</u></b>					
Awards and Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
<b><u>SBE Special Purpose Trust Fund</u></b>					
Lump Sums (00)	\$ 8,484,800	\$ 83,029	\$ 8,401,771	0.98%	99.02%
Lump Sums (10)	7,990,000	1,544,911	6,445,089	19.34%	80.66%
<b>Total SBE Special Purpose Trust Fund</b>	<b>\$ 16,474,800</b>	<b>\$ 1,627,940</b>	<b>\$ 14,846,860</b>	<b>9.88%</b>	<b>90.12%</b>
<b><u>SBE Teacher Certification Institution Fund</u></b>					
Lump Sums	\$ 2,208,900	\$ 51,519	\$ 2,157,381	2.33%	97.67%
<b><u>SBE Federal Department of Agriculture Fund</u></b>					
Lump Sums	\$ 19,904,700	\$ 4,199,723	\$ 15,704,977	21.10%	78.90%
Awards and Grants	1,062,500,000	289,226,886	773,273,114	27.22%	72.78%
<b>Total SBE Federal Department of Agriculture Fund</b>	<b>\$ 1,082,404,700</b>	<b>\$ 293,426,609</b>	<b>\$ 788,978,091</b>	<b>27.11%</b>	<b>72.89%</b>



**ILLINOIS STATE BOARD OF EDUCATION**  
**Financial Status Report**  
**July 1, 2019 through December 31, 2019**

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<b><u>SBE Federal Agency Services Fund</u></b>					
Lump Sums	\$ 1,378,800	\$ 90,309	\$ 1,288,491	6.55%	93.45%
Awards and Grants	17,050,000	2,706,998	14,343,002	15.88%	84.12%
<b>Total SBE Federal Agency Services Fund</b>	<b>\$ 18,428,800</b>	<b>\$ 2,797,307</b>	<b>\$ 15,631,493</b>	<b>15.18%</b>	<b>84.82%</b>
<b><u>SBE Federal Department of Education Fund</u></b>					
Lump Sums	\$ 85,869,800	\$ 12,559,446	\$ 73,310,354	14.63%	85.37%
Awards and Grants	2,435,900,000	337,806,304	2,098,093,696	13.87%	86.13%
<b>Total SBE Federal Department of Education Fund</b>	<b>\$ 2,521,769,800</b>	<b>\$ 350,365,750</b>	<b>\$ 2,171,404,050</b>	<b>13.89%</b>	<b>86.11%</b>
<b><u>Charter Schools Revolving Loan Program Fund</u></b>					
Awards and Grants	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
<b><u>School Infrastructure Fund</u></b>					
Lump Sums	\$ 600,000	\$ 3,756	\$ 596,244	0.63%	99.37%
District Broadband Expansion	15,928,428	995,024	14,933,404	6.25%	93.75%
School Maintenance Grants	240,000,000	-	240,000,000	0.00%	100.00%
<b>Total School Infrastructure Fund</b>	<b>\$ 256,528,428</b>	<b>\$ 998,780</b>	<b>\$ 255,529,648</b>	<b>0.39%</b>	<b>99.61%</b>
<b><u>School Technology Revolving Loan Program Fund</u></b>					
Awards and Grants	\$ 7,500,000	\$ 481,780	\$ 7,018,220	6.42%	93.58%
<b><u>Temporary Relocation Expenses Revolving Grant Fund</u></b>					
Awards and Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
<b><u>Capital Development Fund</u></b>					
Overcrowded Schools Construction Grants	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	100.00%
<b><u>School Construction Fund</u></b>					
School Maintenance Grants	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	100.00%

**ILLINOIS STATE BOARD OF EDUCATION**  
**Financial Status Report**  
**July 1, 2019 through December 31, 2019**

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<b><u>Personal Property Tax Replacement Fund</u></b>					
Lump Sums	\$ 100,000	\$ 70,000	\$ 30,000	70.00%	30.00%
Awards and Grants	6,970,000	3,507,892	3,462,108	50.33%	49.67%
Grants for Educational Purposes	11,200,000	5,280,891	5,919,109	47.15%	52.85%
<b>Total Personal Property Tax Replacement Fund</b>	<b>\$ 18,270,000</b>	<b>\$ 8,858,783</b>	<b>\$ 9,411,217</b>	<b>48.49%</b>	<b>51.51%</b>
<b><u>After School Rescue Fund</u></b>					
Lump Sums	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
<b><u>Fund for Advancement of Education</u></b>					
Awards and Grants	\$ 823,700,000	\$ 300,000,000	\$ 523,700,000	36.42%	63.58%
<b><u>State Charter School Commission Fund</u></b>					
Lump Sums	\$ 1,250,000	\$ 443,056	\$ 806,944	35.44%	64.56%
<b>ISBE TOTALS</b>	<b>\$ 12,861,881,365</b>	<b>\$ 4,653,350,672</b>	<b>\$ 8,208,530,693</b>	<b>36.18%</b>	<b>63.82%</b>

Footnote: The Financial Status Report – Awards and Grants line items differ from the Awards and Grants Expenditures Report due to appropriations allowed for the use of grant funds for ordinary and contingent costs. The Financial Status Report references the entire grant award while the Awards and Grants Report has the administrative costs removed.

**ILLINOIS STATE BOARD OF EDUCATION**  
**Combined Financial Status Report**  
**July 1, 2019 through December 31, 2019**

	Appropriation Amount	Expenditures to Date (Direct)	Federal Indirect Cost Recovery Expenditures	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<b><u>All Funds</u></b>						
Lump Sums	205,044,100	37,817,117	1,544,911	165,682,072	18.44%	<b>80.80%</b>
Awards and Grants	12,387,446,128	4,613,988,644	-	7,773,457,484	37.25%	<b>62.75%</b>
Construction Grants	269,391,137	-	-	269,391,137	0.00%	<b>100.00%</b>
<b>Total All Funds</b>	<b>\$ 12,861,881,365</b>	<b>\$ 4,651,805,761</b>	<b>\$ 1,544,911</b>	<b>\$ 8,208,530,693</b>	<b>36.17%</b>	<b>63.82%</b>
<b><u>General Revenue Fund</u></b>						
Lump Sums	\$ 71,057,100	\$ 18,684,462	\$ -	\$ 52,372,638	26.29%	<b>73.71%</b>
Awards and Grants	4,046,632,800	1,922,838,931	-	2,123,793,869	47.52%	<b>52.48%</b>
<b>Total General Revenue Fund</b>	<b>\$ 4,117,689,900</b>	<b>\$ 1,941,523,393</b>	<b>\$ -</b>	<b>\$ 2,176,166,507</b>	<b>47.15%</b>	<b>52.85%</b>
<b><u>Other State Funds</u></b>						
Lump Sums	\$ 26,833,700	\$ 3,828,088	\$ -	\$ 23,005,612	14.27%	<b>85.73%</b>
Awards and Grants	4,825,363,328	2,061,409,525	-	2,763,953,803	42.72%	<b>57.28%</b>
Construction Grants	269,391,137	-	-	269,391,137	0.00%	<b>100.00%</b>
<b>Total Other State Funds</b>	<b>\$ 5,121,588,165</b>	<b>\$ 2,065,237,613</b>	<b>\$ -</b>	<b>\$ 3,056,350,552</b>	<b>40.32%</b>	<b>59.68%</b>
<b><u>Federal Funds</u></b>						
Lump Sums	107,153,300	16,849,478	-	90,303,822	15.72%	<b>84.28%</b>
Awards and Grants	3,515,450,000	629,740,188	-	2,885,709,812	17.91%	<b>82.09%</b>
<b>Total Federal Funds</b>	<b>\$ 3,622,603,300</b>	<b>\$ 646,589,666</b>	<b>\$ -</b>	<b>\$ 2,976,013,634</b>	<b>17.85%</b>	<b>82.15%</b>

**ILLINOIS STATE BOARD OF EDUCATION**  
**Awards and Grants Expenditures**  
**July 1, 2019 through December 31, 2019**

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<b><u>General Revenue Fund</u></b>					
Evidence-Based Funding	\$ 2,445,598,300	\$ 1,200,317,706	\$ 1,245,280,594	49.08%	50.92%
Advanced Placement Classes	500,000	139,853	360,147	27.97%	72.03%
Advanced Placement Low Income Test Fee	2,000,000	-	2,000,000	0.00%	100.00%
District Consolidation	218,000	134,694	83,306	61.79%	38.21%
Agriculture Education	5,000,000	2,517,097	2,482,903	50.34%	49.66%
Vocational Education Career and Technical Education	43,062,100	24,014,915	19,047,185	55.77%	44.23%
Early Childhood Education	533,670,771	226,615,508	307,055,263	42.46%	57.54%
Youthbuild Illinois	2,500,000	625,000	1,875,000	25.00%	75.00%
Parent Education Pilot Program	175,000	87,499	87,501	50.00%	50.00%
STEM Programs	200,000	27,500	172,500	13.75%	86.25%
Art Institute of Chicago	30,000	-	30,000	0.00%	100.00%
Mental Health Services	1,000,000	-	1,000,000	0.00%	100.00%
Mobile Tolerance Education Center	1,000,000	-	1,000,000	0.00%	100.00%
District Intervention	12,100,000	6,100,000	6,000,000	50.41%	49.59%
Blind and Dyslexic	846,000	600,000	246,000	70.92%	29.08%
Materials Center for the Visually Impaired	1,421,100	725,000	696,100	51.02%	48.98%
Alternative Education/Regional Safe Schools	6,300,000	3,194,213	3,105,787	50.70%	49.30%
Truants' Alternative/Optional Education	11,500,000	5,394,850	6,105,150	46.91%	53.09%
National Board Certification Reimbursement	1,500,000	800,000	700,000	53.33%	46.67%
Teach for America	1,000,000	499,998	500,002	50.00%	50.00%
Special Education-Private Tuition	152,320,000	76,159,994	76,160,006	50.00%	50.00%
Special Education-Orphanage Tuition	80,500,000	22,170,291	58,329,709	27.54%	72.46%
Transportation-Regular/Vocational	289,200,800	144,619,580	144,581,220	50.01%	49.99%
Transportation-Special Education	387,682,600	193,841,299	193,841,301	50.00%	50.00%
Free Lunch/Breakfast	9,000,000	2,700,373	6,299,627	30.00%	70.00%
Orphanage Tuition	10,100,000	3,783,163	6,316,837	37.46%	62.54%
Property Tax Relief Grants	3,650,000	-	3,650,000	0.00%	100.00%
Southwest Organizing Project-Parent Mentoring	3,500,000	2,187,500	1,312,500	62.50%	37.50%
Tax Equivalent Grants	222,600	222,600	-	100.00%	0.00%
School Support Services	1,002,800	-	1,002,800	0.00%	100.00%
Autism	100,000	60,000	40,000	60.00%	40.00%
After-School Programs	20,000,000	-	20,000,000	0.00%	100.00%
Philip J Rock Center and School	3,777,800	1,309,800	2,468,000	34.67%	65.33%
After School Matters	3,443,800	-	3,443,800	0.00%	100.00%
<b>Total General Revenue Fund</b>	<b>\$ 4,034,121,671</b>	<b>\$ 1,918,848,434</b>	<b>\$ 2,115,273,237</b>	<b>47.57%</b>	<b>52.43%</b>
<b><u>Education Assistance Fund</u></b>					
Evidence-Based Funding	\$ 727,149,356	\$ 400,000,000	327,149,356	55.01%	44.99%
<b>Total Education Assistance Fund</b>	<b>\$ 727,149,356</b>	<b>\$ 400,000,000</b>	<b>\$ 327,149,356</b>	<b>55.01%</b>	<b>44.99%</b>

**ILLINOIS STATE BOARD OF EDUCATION**  
**Awards and Grants Expenditures**  
**July 1, 2019 through December 31, 2019**

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<b><u>Common School Fund</u></b>					
Evidence-Based Funding	\$ 3,213,015,600	\$ 1,342,734,027	\$ 1,870,281,573	41.79%	58.21%
<b>Total Common School Fund</b>	<b>\$ 3,213,015,600</b>	<b>\$ 1,342,734,027</b>	<b>\$ 1,870,281,573</b>	<b>41.79%</b>	<b>58.21%</b>
<b><u>Special Purpose Trust Fund</u></b>					
Special Purpose Trust	\$ 57,075	\$ 57,075	-	100.00%	0.00%
<b>Total Special Purpose Trust Fund</b>	<b>\$ 57,075</b>	<b>\$ 57,075</b>	<b>-</b>	<b>100.00%</b>	<b>0.00%</b>
<b><u>Drivers Education Fund</u></b>					
Driver Education Grants	\$ 16,000,000	\$ 7,999,983	\$ 8,000,017	50.00%	50.00%
<b>Total Drivers Education Fund</b>	<b>\$ 16,000,000</b>	<b>\$ 7,999,983</b>	<b>\$ 8,000,017</b>	<b>50.00%</b>	<b>50.00%</b>
<b><u>Fund for the Advancement of Education</u></b>					
Evidence-Based Funding	\$ 823,700,000	\$ 300,000,000	\$ 523,700,000	36.42%	63.58%
<b>Total Fund for the Advancement of Education</b>	<b>\$ 823,700,000</b>	<b>\$ 300,000,000</b>	<b>\$ 523,700,000</b>	<b>36.42%</b>	<b>63.58%</b>
<b><u>SBE Federal Department of Agriculture Fund</u></b>					
Federal Nutrition Programs	\$ 1,062,500,000	\$ 289,226,887	\$ 773,273,113	27.22%	72.78%
<b>Total SBE Federal Department of Agriculture Fund</b>	<b>\$ 1,062,500,000</b>	<b>\$ 289,226,887</b>	<b>\$ 773,273,113</b>	<b>27.22%</b>	<b>72.78%</b>
<b><u>SBE Federal Agency Services Fund</u></b>					
Abstinence Education	\$ 6,348,735	\$ 1,054,993	\$ 5,293,742	16.62%	83.38%
PDG Birth to Five	1,551,855	653,091	898,764	42.08%	57.92%
Improving Student Health	45,000	6,430	38,570	14.29%	85.71%
Substance Abuse and Mental Health	5,300,000	442,127	4,857,873	8.34%	91.66%
<b>Total SBE Federal Agency Services Fund</b>	<b>\$ 13,245,590</b>	<b>\$ 2,156,641</b>	<b>\$ 11,088,949</b>	<b>16.28%</b>	<b>83.72%</b>

**ILLINOIS STATE BOARD OF EDUCATION**  
**Awards and Grants Expenditures**  
**July 1, 2019 through December 31, 2019**

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<b><u>SBE Federal Department of Education Fund</u></b>					
Title VI Rural and Low Income Students (Flexibility & Account)	\$ 2,000,000	\$ 379,021	\$ 1,620,979	18.95%	81.05%
Preschool Expansion Grant	34,013,547	1,528,764	32,484,783	4.49%	95.51%
Title III - English Language Acquisition	50,400,000	5,637,173	44,762,827	11.18%	88.82%
Charter Schools	23,000,000	-	23,000,000	0.00%	100.00%
Advanced Placement Fee	3,300,000	224,824	3,075,176	6.81%	93.19%
Title I - Basic	917,260,000	109,941,070	807,318,930	11.99%	88.01%
Title I - Migrant Children	3,540,000	607,060	2,932,940	17.15%	82.85%
Title I - Neglected/Delinquent	1,200,000	215,880	984,120	17.99%	82.01%
Title I - School Improvement	168,000,000	28,906,866	139,093,134	17.21%	82.79%
Title IV - 21st Century/Community Service	112,128,763	12,983,401	99,145,362	11.58%	88.42%
Title IV - ESEA Student Support	87,871,237	13,311,513	74,559,724	15.15%	84.85%
Title II - Teacher Quality	160,000,000	20,226,124	139,773,876	12.64%	87.36%
Title II - Math/Science Partnerships	2,000,000	1,179,110	820,890	58.96%	41.04%
Title X - McKinney Homeless	5,000,000	472,794	4,527,206	9.46%	90.54%
Longitudinal Data System	-	-	-	-	-
IDEA - Preschool	29,200,000	4,952,788	24,247,212	16.96%	83.04%
IDEA - Improvement	5,000,000	511,037	4,488,963	10.22%	89.78%
IDEA	754,000,000	125,940,398	628,059,602	16.70%	83.30%
IDEA - Deaf/Blind	800,000	113,541	686,459	14.19%	85.81%
Career and Technical Education - Basic Perkins	66,000,000	9,621,010	56,378,990	14.58%	85.42%
Special Federal Congressional Initiatives	5,000,000	-	5,000,000	0.00%	100.00%
<b>Total SBE Federal Department of Education Fund</b>	<b>\$ 2,429,713,547</b>	<b>\$ 336,752,373</b>	<b>\$ 2,092,961,174</b>	<b>13.86%</b>	<b>86.14%</b>
<b><u>Charter Schools Revolving Loan Program Fund</u></b>					
Charter Schools Revolving Loans	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
<b>Total Charter Schools Rev. Loan Program Fund</b>	<b>\$ 200,000</b>	<b>\$ -</b>	<b>\$ 200,000</b>	<b>0.00%</b>	<b>100.00%</b>
<b><u>School Technology Revolving Loan Program Fund</u></b>					
School Technology Revolving Loans	\$ 7,500,000	\$ 481,780	\$ 7,018,220	6.42%	93.58%
<b>Total School Technology Rev. Loan Program Fund</b>	<b>\$ 7,500,000</b>	<b>\$ 481,780</b>	<b>\$ 7,018,220</b>	<b>6.42%</b>	<b>93.58%</b>
<b><u>Temporary Relocation Expenses Revolving Grant Fund</u></b>					
Temporary Relocation Revolving Loans/Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
<b>Total Temporary Relocation Exp. Rev. Grant Fund</b>	<b>\$ 1,000,000</b>	<b>\$ -</b>	<b>\$ 1,000,000</b>	<b>0.00%</b>	<b>100.00%</b>

**ILLINOIS STATE BOARD OF EDUCATION**  
**Awards and Grants Expenditures**  
**July 1, 2019 through December 31, 2019**

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<b><u>School Infrastructure Fund</u></b>					
School Infrastructure	\$ 255,928,428	\$ 995,024	\$ 254,933,404	0.39%	99.61%
<b>Total School Infrastructure Fund</b>	<b>\$ 255,928,428</b>	<b>\$ 995,024</b>	<b>\$ 254,933,404</b>	<b>0.39%</b>	<b>99.61%</b>
<b><u>Capital Development Fund</u></b>					
Overcrowded Schools Construction Grants	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	100.00%
<b>Total Capital Development Fund</b>	<b>\$ 25,000,000</b>	<b>\$ -</b>	<b>\$ 25,000,000</b>	<b>0.00%</b>	<b>100.00%</b>
<b><u>School Construction Fund</u></b>					
School Maintenance Grants	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	100.00%
<b>Total School Construction Fund</b>	<b>\$ 4,391,137</b>	<b>\$ -</b>	<b>\$ 4,391,137</b>	<b>0.00%</b>	<b>100.00%</b>
<b><u>Personal Property Tax Replacement Fund</u></b>					
Lump Sums	\$ 100,000	\$ 70,000	\$ 30,000	70.00%	30.00%
Awards and Grants, Lump Sums	6,970,000	3,507,892	3,462,108	50.33%	49.67%
Grants for Educational Purposes	11,200,000	5,280,891	5,919,109	47.15%	52.85%
<b>Total Personal Property Tax Replacement Fund</b>	<b>\$ 18,270,000</b>	<b>\$ 8,858,783</b>	<b>\$ 9,411,217</b>	<b>48.49%</b>	<b>51.51%</b>
<b><u>After School Rescue Fund</u></b>					
Lump Sums	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
<b>Total After School Rescue Fund</b>	<b>\$ 200,000</b>	<b>\$ -</b>	<b>\$ 200,000</b>	<b>0.00%</b>	<b>100.00%</b>
<b><u>School District Emergency Financial Assistance</u></b>					
Lump Sums	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
<b>Total After School Rescue Fund</b>	<b>\$ 1,000,000</b>	<b>\$ -</b>	<b>\$ 1,000,000</b>	<b>0.00%</b>	<b>100.00%</b>
<b>TOTAL AWARDS AND GRANTS - ALL FUNDS</b>	<b>\$ 12,632,992,404</b>	<b>\$ 4,608,111,007</b>	<b>\$ 8,024,881,398</b>	<b>36.48%</b>	<b>63.52%</b>

Footnote: The Financial Status Report – Awards and Grants line items differ from the Awards and Grants Expenditures Report due to appropriations allowed for the use of grant funds for ordinary and contingent costs. The Financial Status Report references the entire grant award while the Awards and Grants Report has the administrative costs removed.

**ILLINOIS STATE BOARD OF EDUCATION**  
**Comparative Statement of Expenditures to Date (December 31, 2019)**  
**Fiscal Years 2020 and 2019**

	FY20				FY19			
	Appropriation Amount	Expenditures to Date (Direct)	Federal Indirect Cost Recovery Expenditures	Percentage to Date	Appropriation Amount	Expenditures to Date (Direct)	Federal Indirect Cost Recovery Expenditures	Percentage to Date
<b><u>All Funds</u></b>								
Lump Sums/Admin	\$ 205,044,100	\$ 37,817,117	\$ 1,544,911	18.44%	\$ 240,558,300	\$ 36,201,714	\$ 973,858	15.45%
Awards and Grants	12,387,446,128	4,613,988,644	-	37.25%	11,889,236,900	4,403,625,473	-	37.04%
Construction Grants	269,391,137	-	-	0.00%	69,391,137	-	-	-
<b>Total All Funds</b>	<b>\$ 12,861,881,365</b>	<b>\$ 4,651,805,761</b>	<b>\$ 1,544,911</b>	<b>36.17%</b>	<b>\$ 12,199,186,337</b>	<b>\$ 4,439,827,187</b>	<b>\$ 973,858</b>	<b>36.40%</b>
<b><u>General Revenue Fund</u></b>								
Lump Sums	\$ 71,057,100	\$ 18,684,462	\$ -	26.29%	\$ 72,576,100	\$ 17,849,422	\$ -	24.59%
Awards and Grants	4,046,632,800	1,922,838,931	-	47.52%	3,728,852,000	1,796,850,218	-	48.19%
<b>Total General Revenue Fund</b>	<b>\$ 4,117,689,900</b>	<b>\$ 1,941,523,393</b>	<b>\$ -</b>	<b>47.15%</b>	<b>\$ 3,801,428,100</b>	<b>\$ 1,814,699,640</b>	<b>\$ -</b>	<b>47.74%</b>
<b><u>Other State Funds</u></b>								
Lump Sums	\$ 26,833,700	\$ 3,828,088	\$ -	14.27%	\$ 25,828,900	\$ 4,817,711	\$ -	18.65%
Awards and Grants	4,825,363,328	2,061,409,525	-	42.72%	4,646,084,900	1,944,914,816	-	41.86%
Construction Grants	269,391,137	-	-	0.00%	69,391,137	-	-	0.00%
<b>Total Other State Funds</b>	<b>\$ 5,121,588,165</b>	<b>\$ 2,065,237,613</b>	<b>\$ -</b>	<b>40.32%</b>	<b>\$ 4,741,304,937</b>	<b>\$ 1,949,732,527</b>	<b>\$ -</b>	<b>41.12%</b>
<b><u>Federal Funds</u></b>								
Lump Sums	\$ 107,153,300	\$ 16,849,478	\$ -	15.72%	\$ 142,153,300	\$ 13,534,581	\$ -	9.52%
Awards and Grants	3,515,450,000	629,740,188	-	17.91%	3,514,300,000	662,834,297	-	18.86%
<b>Total Federal Funds</b>	<b>\$ 3,622,603,300</b>	<b>\$ 646,589,666</b>	<b>\$ -</b>	<b>17.85%</b>	<b>\$ 3,656,453,300</b>	<b>\$ 676,368,878</b>	<b>\$ -</b>	<b>18.50%</b>



**Illinois State Board of Education**

**FY 2020 Appropriation & Spending by Program 07/01/2019 thru 12/31/2019**

(Dollars in Thousands)

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
<b>STATE</b>						
<b>Distributive Grants</b>	<b><u>\$8,143,834.6</u></b>	<b><u>\$8,142,134.7</u></b>	<b><u>\$1,699.9</u></b>	<b><u>\$3,686,871.1</u></b>	<b><u>\$3,686,461.1</u></b>	<b><u>\$409.9</u></b>
Evidence - Based Funding	\$7,211,163.2	\$7,209,463.3	\$1,699.9	\$3,243,461.7	\$3,243,051.7	\$409.9
Property Tax Relief Grants	\$3,650.0	\$3,650.0	\$0.0	\$0.0	\$0.0	\$0.0
District Consolidation Cost	\$218.0	\$218.0	\$0.0	\$134.7	\$134.7	\$0.0
<b>Mandated Categoricals</b>	<b><u>\$928,803.4</u></b>	<b><u>\$928,803.4</u></b>	<b><u>\$0.0</u></b>	<b><u>\$443,274.7</u></b>	<b><u>\$443,274.7</u></b>	<b><u>\$0.0</u></b>
Illinois Free Lunch/Breakfast	\$9,000.0	\$9,000.0	\$0.0	\$2,700.4	\$2,700.4	\$0.0
Orphanage Tuition 18-3 (Reg Ed)	\$10,100.0	\$10,100.0	\$0.0	\$3,783.2	\$3,783.2	\$0.0
Sp-Ed - Orphanage Tuition 14-7.03	\$80,500.0	\$80,500.0	\$0.0	\$22,170.3	\$22,170.3	\$0.0
Sp-Ed - Private Tuition	\$152,320.0	\$152,320.0	\$0.0	\$76,160.0	\$76,160.0	\$0.0
Sp-Ed - Transportation	\$387,682.6	\$387,682.6	\$0.0	\$193,841.3	\$193,841.3	\$0.0
Transportation - Regular/Vocational	\$289,200.8	\$289,200.8	\$0.0	\$144,619.6	\$144,619.6	\$0.0
<b>Standards - Assessment &amp; Accountability</b>	<b><u>\$46,500.0</u></b>	<b><u>\$0.0</u></b>	<b><u>\$46,500.0</u></b>	<b><u>\$6,934.2</u></b>	<b><u>\$0.0</u></b>	<b><u>\$6,934.2</u></b>
Assessments	\$46,500.0	\$0.0	\$46,500.0	\$6,934.2	\$0.0	\$6,934.2
<b>Ensuring Quality Ed Personnel</b>	<b><u>\$2,500.0</u></b>	<b><u>\$2,500.0</u></b>	<b><u>\$0.0</u></b>	<b><u>\$1,300.0</u></b>	<b><u>\$1,300.0</u></b>	<b><u>\$0.0</u></b>
National Board Certification	\$1,500.0	\$1,500.0	\$0.0	\$800.0	\$800.0	\$0.0
Teach for America	\$1,000.0	\$1,000.0	\$0.0	\$500.0	\$500.0	\$0.0
<b>Early Childhood</b>	<b><u>\$543,738.1</u></b>	<b><u>\$533,670.8</u></b>	<b><u>\$10,067.3</u></b>	<b><u>\$229,844.3</u></b>	<b><u>\$226,615.5</u></b>	<b><u>\$3,228.8</u></b>
<b>Academic Difficulty</b>	<b><u>\$17,800.0</u></b>	<b><u>\$17,800.0</u></b>	<b><u>\$0.0</u></b>	<b><u>\$8,589.1</u></b>	<b><u>\$8,589.1</u></b>	<b><u>\$0.0</u></b>
Alternative Learning/Regional Safe Schools	\$6,300.0	\$6,300.0	\$0.0	\$3,194.2	\$3,194.2	\$0.0
Truants' Alternative Optional Education	\$11,500.0	\$11,500.0	\$0.0	\$5,394.9	\$5,394.9	\$0.0
<b>Learning Technologies</b>	<b><u>\$2,443.8</u></b>	<b><u>\$0.0</u></b>	<b><u>\$2,443.8</u></b>	<b><u>\$761.7</u></b>	<b><u>\$0.0</u></b>	<b><u>\$761.7</u></b>
State & District Tech Support	\$2,443.8	\$0.0	\$2,443.8	\$761.7	\$0.0	\$761.7
<b>Career Preparation</b>	<b><u>\$48,062.1</u></b>	<b><u>\$48,062.1</u></b>	<b><u>\$0.0</u></b>	<b><u>\$26,532.0</u></b>	<b><u>\$26,532.0</u></b>	<b><u>\$0.0</u></b>
Agricultural Education	\$5,000.0	\$5,000.0	\$0.0	\$2,517.1	\$2,517.1	\$0.0
Career and Technical Education	\$43,062.1	\$43,062.1	\$0.0	\$24,014.9	\$24,014.9	\$0.0
<b>Administration</b>	<b><u>\$23,217.2</u></b>	<b><u>\$0.0</u></b>	<b><u>\$23,217.2</u></b>	<b><u>\$11,284.7</u></b>	<b><u>\$0.0</u></b>	<b><u>\$11,284.7</u></b>

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
<b>Targeted Initiatives</b>	<b><u>\$55,159.0</u></b>	<b><u>\$53,819.1</u></b>	<b><u>\$1,339.9</u></b>	<b><u>\$12,550.3</u></b>	<b><u>\$12,084.8</u></b>	<b><u>\$465.5</u></b>
Advanced Placement Classes	\$500.0	\$500.0	\$0.0	\$139.9	\$139.9	\$0.0
After School Matters	\$3,443.8	\$3,443.8	\$0.0	\$0.0	\$0.0	\$0.0
After-School Programs	\$20,000.0	\$20,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Art Institute of Chicago	\$30.0	\$30.0	\$0.0	\$0.0	\$0.0	\$0.0
Autism	\$100.0	\$100.0	\$0.0	\$60.0	\$60.0	\$0.0
Blind & Dyslexic	\$846.0	\$846.0	\$0.0	\$600.0	\$600.0	\$0.0
Community Residential Services Authority	\$650.0	\$0.0	\$650.0	\$266.6	\$0.0	\$266.6
Educator Misconduct Investigations	\$429.9	\$0.0	\$429.9	\$198.9	\$0.0	\$198.9
GATA/ BFR	\$260.0	\$0.0	\$260.0	\$0.0	\$0.0	\$0.0
Mental Health Services	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Mobile Tolerance Education Center	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Southwest Organizing Project - Parent Mentoring	\$3,500.0	\$3,500.0	\$0.0	\$2,187.5	\$2,187.5	\$0.0
School Support Services	\$1,002.8	\$1,002.8	\$0.0	\$0.0	\$0.0	\$0.0
Materials Center for the Visually Impaired	\$1,421.1	\$1,421.1	\$0.0	\$725.0	\$725.0	\$0.0
Philip J. Rock Center & School	\$3,777.8	\$3,777.8	\$0.0	\$1,309.8	\$1,309.8	\$0.0
Adv Placement Low Income Test Fee	\$2,000.0	\$2,000.0	\$0.0	\$0.0	\$0.0	\$0.0
STEM Programs	\$200.0	\$200.0	\$0.0	\$27.5	\$27.5	\$0.0
Tax Equivalent Grants	\$222.6	\$222.6	\$0.0	\$222.6	\$222.6	\$0.0
Parent Education Pilot Program	\$175.0	\$175.0	\$0.0	\$87.5	\$87.5	\$0.0
Youth Build Illinois	\$2,500.0	\$2,500.0	\$0.0	\$625.0	\$625.0	\$0.0
District Intervention Funding	\$12,100.0	\$12,100.0	\$0.0	\$6,100.0	\$6,100.0	\$0.0
<b>OTHER STATE</b>						
<b>Regional Services</b>	<b><u>\$18,270.0</u></b>	<b><u>\$18,270.0</u></b>	<b><u>\$0.0</u></b>	<b><u>\$8,858.8</u></b>	<b><u>\$8,858.8</u></b>	<b><u>\$0.0</u></b>
ROE - Bus Driver Training	\$100.0	\$100.0	\$0.0	\$70.0	\$70.0	\$0.0
ROE - Salaries	\$11,200.0	\$11,200.0	\$0.0	\$5,280.9	\$5,280.9	\$0.0
ROE - School Services	\$6,970.0	\$6,970.0	\$0.0	\$3,507.9	\$3,507.9	\$0.0
<b>School Infrastructure Fund</b>	<b><u>\$256,528.4</u></b>	<b><u>\$255,928.4</u></b>	<b><u>\$600.0</u></b>	<b><u>\$998.8</u></b>	<b><u>\$995.0</u></b>	<b><u>\$3.8</u></b>
School Infrastructure	\$256,528.4	\$255,928.4	\$600.0	\$998.8	\$995.0	\$3.8
<b>Driver Education</b>	<b><u>\$16,000.0</u></b>	<b><u>\$16,000.0</u></b>	<b><u>\$0.0</u></b>	<b><u>\$8,000.0</u></b>	<b><u>\$8,000.0</u></b>	<b><u>\$0.0</u></b>
<b>Other Funds</b>	<b><u>\$65,224.8</u></b>	<b><u>\$39,348.2</u></b>	<b><u>\$25,876.6</u></b>	<b><u>\$4,236.1</u></b>	<b><u>\$538.9</u></b>	<b><u>\$3,697.3</u></b>
After School Rescue Fund	\$200.0	\$200.0	\$0.0	\$0.0	\$0.0	\$0.0
Capital Development Fund - School Construction	\$25,000.0	\$25,000.0	\$0.0	\$0.0	\$0.0	\$0.0

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Charter Schools Revolving Loan Fund	\$200.0	\$200.0	\$0.0	\$0.0	\$0.0	\$0.0
Emergency Financial Assistance Fund	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0
ISBE - Special Purpose Trust Fund	\$16,474.8	\$57.1	\$16,417.7	\$1,627.9	\$57.1	\$1,570.9
ISBE Teacher Certificate Institute Fund	\$2,208.9	\$0.0	\$2,208.9	\$51.5	\$0.0	\$51.5
School Construction Maintenance Fund	\$4,391.1	\$4,391.1	\$0.0	\$0.0	\$0.0	\$0.0
School Technology Revolving Loan	\$7,500.0	\$7,500.0	\$0.0	\$481.8	\$481.8	\$0.0
State Charter School Commission	\$1,250.0	\$0.0	\$1,250.0	\$443.1	\$0.0	\$443.1
Teacher Certification Fee Revolving Fund	\$6,000.0	\$0.0	\$6,000.0	\$1,631.8	\$0.0	\$1,631.8
Temporary Relocation Revolving Fund	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0

## FEDERAL

<b>Federal Ordinary &amp; Contingent</b>	<b>\$0.0</b>	<b>\$0.0</b>	<b>\$0.0</b>	<b>\$0.0</b>	<b>\$0.0</b>	<b>\$0.0</b>
Federal Ordinary & Contingent	\$72,153.3	\$0.0	\$72,153.3	\$12,327.0	\$0.0	\$12,327.0
<b>Federal Funds</b>	<b>\$3,550,450.0</b>	<b>\$3,505,459.1</b>	<b>\$44,990.9</b>	<b>\$634,262.7</b>	<b>\$628,135.9</b>	<b>\$6,126.8</b>
Advanced Placement Fee Payment	\$3,300.0	\$3,300.0	\$0.0	\$224.8	\$224.8	\$0.0
School Health Programs - Adolescent Health	\$500.0	\$0.0	\$500.0	\$0.0	\$0.0	\$0.0
Career & Technical Education	\$66,000.0	\$66,000.0	\$0.0	\$9,621.0	\$9,621.0	\$0.0
CEEDAR Grant - University of Florida	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
Charter Schools	\$23,000.0	\$23,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Child Nutrition	\$1,062,500.0	\$1,062,500.0	\$0.0	\$289,226.9	\$289,226.9	\$0.0
IDEA - Deaf Blind, Part C	\$800.0	\$800.0	\$0.0	\$113.5	\$113.5	\$0.0
IDEA - Improvement Plan	\$5,000.0	\$5,000.0	\$0.0	\$511.0	\$511.0	\$0.0
IDEA - Pre-School	\$29,200.0	\$29,200.0	\$0.0	\$4,952.8	\$4,952.8	\$0.0
Improving Student Health and Achievement	\$45.0	\$45.0	\$0.0	\$6.4	\$6.4	\$0.0
Individuals with Disabilities Educ. Act, Pt. B	\$754,000.0	\$754,000.0	\$0.0	\$125,940.4	\$125,940.4	\$0.0
Longitudinal Data System	\$5,200.0	\$0.0	\$5,200.0	\$676.9	\$0.0	\$676.9
Math & Science Partnerships	\$2,000.0	\$2,000.0	\$0.0	\$1,179.1	\$1,179.1	\$0.0
Preschool Expansion Grant	\$35,000.0	\$34,013.5	\$986.5	\$1,905.8	\$1,528.8	\$377.0
PDG Birth to Five	\$3,750.0	\$1,551.9	\$2,198.1	\$1,178.4	\$653.1	\$525.3
School Health Programs - Abstinence	\$6,455.0	\$6,348.7	\$106.3	\$1,077.5	\$1,055.0	\$22.5
Special Congressional Initiatives	\$5,000.0	\$5,000.0	\$0.0	\$0.0	\$0.0	\$0.0
STOP School Violence	\$1,000.0	\$0.0	\$1,000.0	\$2.6	\$0.0	\$2.6
Substance Abuse and Mental Health (SAMHA)	\$5,300.0	\$5,300.0	\$0.0	\$442.1	\$442.1	\$0.0
Title I - Basic Programs	\$917,260.0	\$917,260.0	\$0.0	\$109,941.1	\$109,941.1	\$0.0
Title I - Education of Migratory Children	\$3,500.0	\$3,500.0	\$0.0	\$598.3	\$598.3	\$0.0
Title I - Migrant Consortium Incentive	\$40.0	\$40.0	\$0.0	\$8.8	\$8.8	\$0.0

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Title I - Neglected and Delinquent	\$1,200.0	\$1,200.0	\$0.0	\$215.9	\$215.9	\$0.0
Title I - School Improvement	\$168,000.0	\$168,000.0	\$0.0	\$28,906.9	\$28,906.9	\$0.0
Title II - Quality Teachers	\$160,000.0	\$160,000.0	\$0.0	\$20,226.1	\$20,226.1	\$0.0
Title III - English Language Acquisition	\$50,400.0	\$50,400.0	\$0.0	\$5,637.2	\$5,637.2	\$0.0
Title IV - Student Support & Academic Enrich.	\$87,871.2	\$87,871.2	\$0.0	\$13,311.5	\$13,311.5	\$0.0
Title IV - 21st Century Schools	\$112,128.8	\$112,128.8	\$0.0	\$12,983.4	\$12,983.4	\$0.0
Title V - Rural & Low Income Programs	\$2,000.0	\$2,000.0	\$0.0	\$379.0	\$379.0	\$0.0
Title VI - State Assessment	\$35,000.0	\$0.0	\$35,000.0	\$4,522.5	\$0.0	\$4,522.5
Title X - McKinney Homeless Assistance	\$5,000.0	\$5,000.0	\$0.0	\$472.8	\$472.8	\$0.0
<b>TOTAL - ALL FUNDS:</b>	<b>\$12,861,881.4</b>	<b>\$12,632,992.4</b>	<b>\$228,889.0</b>	<b>\$4,653,350.7</b>	<b>\$4,608,111.0</b>	<b>\$45,239.7</b>

**Illinois State Board of Education**  
**Contract Awards**  
**December 1, 2019 - December 31, 2019**

Vendor	Illinois Procurement Bulletin/BidBuy Award Notice Date	Type of Award	Term	Contract Term Amount	Description
Tabatha Koylass	N/A	Personal Service Contract	Upon Execution - 10/31/2020	\$ 97,800.00	Contractor will support IL-EMPOWER leadership to develop/refine practices to support, monitor, and evaluate Chicago Public Schools (CPS) identified for school improvement.
West 40 Cook ISC	N/A	IGA	11/4/2019-6/30/2021	\$486,300.00	Contractor will work in conjunction with the Illinois State Board of Education to meet the STOP grant deliverables of providing statewide mental health awareness trainings.
Apex Learning	9/24/2019	IFB	1/1/20-6/30/2022	\$ -	Contractor will administer, plan and implement the next version of the IL Virtual School
BCG North American Corp	9/24/2019	IFB	1/1/20-6/30/2022	\$ -	Contractor will administer, plan and implement the next version of the IL Virtual School
Peoria ROE #48	9/24/2019	IFB	1/1/20-6/30/2022	\$ -	Contractor will administer, plan and implement the next version of the IL Virtual School
Edgenuity	9/24/2019	IFB	1/1/20-6/30/2022	\$ -	Contractor will administer, plan and implement the next version of the IL Virtual School
West 40 Intermediate Service Center	N/A	Intergovernmental Agreement	1/1/20-6/30/20	\$ 64,986.00	There are approximately 690 recognized nonpublic schools in Illinois. These schools are divided into 5 groups and each group is visited every 5 years. Each group consists of between 130 to 140 schools. In addition, schools applying for initial recognition must also be visited by ISBE staff. Typically, 20 schools apply for initial recognition every year, which requires a total of approximately 150 school visits to be conducted. The purpose of this contract is to reimburse West 40 ISC for organizing and conducting approximately 100 of these visits in conjunction with the Regional Offices of Education throughout the state.
WestEd	9/26/2019	RFSP	12/17/19 - 6/30/20	\$ -	IL EMPOWER Learning Partner
Equity Team	9/26/2019	RFSP	12/17/19 - 6/30/20	\$ -	IL EMPOWER Learning Partner
CAVI Educational Services	9/26/2019	RFSP	12/17/19 - 6/30/20	\$ -	IL EMPOWER Learning Partner
Achievement Network	9/26/2019	RFSP	12/18/19-6/30/20	\$ -	IL EMPOWER Learning Partner

**ILLINOIS STATE BOARD OF EDUCATION  
FUNDING AND DISBURSEMENT SERVICES DIVISION  
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777**

**Approved Grants Less Than 1 Million**

Thru Date:(12/01/2019-12/31/2019)

**Program: 2020 - 3235, Agriculture Education**

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-075-0040-26(30)	GRIGGSVILLE CUSD 4	GRIGGSVILLE	\$6,723	12/23/2019
03-025-0500-26(30)	COMMUNITY UNIT SCHOOL DIST 50	TEUTOPOLIS	\$6,630	12/19/2019
03-068-0020-26(30)	PANHANDLE COMM UNIT SCH DIST	RAYMOND	\$11,163	12/16/2019
04-101-3210-26(30)	PECATONICA CUSD 321	PECATONICA	\$8,831	12/16/2019
13-041-2090-27(30)	WOODLAWN UNIT SCHL DSTRCT209	WOODLAWN	\$10,021	12/23/2019
16-019-4320-26(20)	SOMONAUK CUSD 432	SOMONAUK	\$3,639	12/23/2019
17-064-5450-51(00)	ILLINOIS STATE UNIVERSITY	NORMAL	\$8,802	12/23/2019
20-076-0010-26(20)	POPE COUNTY COMMUNITY UNIT	GOLCONDA	\$2,219	12/23/2019
20-096-2250-16(30)	FAIRFIELD CHSD 225	FAIRFIELD	\$19,242	12/23/2019
20-097-0050-26(30)	CARMI-WHITE COUNTY CUSD 5	CARMI	\$11,972	12/23/2019
21-044-0010-26(30)	GOREVILLE CUD 1	GOREVILLE	\$10,162	12/19/2019
24-032-7900-40(30)	GRUNDY AREA VOC CTR	MORRIS	\$12,910	12/16/2019
26-029-0030-26(30)	FULTON COUNTY CUSD 3	CUBA	\$6,023	12/16/2019
28-006-3400-26(30)	BUREAU VALLEY CUSD 340	MANLIUS	\$14,257	12/23/2019
30-091-0170-22(20)	COBDEN UNIT SCHOOL DISTRICT 17	COBDEN	\$2,017	12/23/2019
30-091-0660-22(30)	DONGOLA CUSD 66	DONGOLA	\$8,814	12/23/2019
32-038-1240-26(20)	MILFORD AREA PUBLIC SCHOOL	MILFORD	\$4,498	12/23/2019
33-048-2100-26(30)	WILLIAMSFIELD CUSD 210	WILLIAMSFIELD	\$12,459	12/27/2019
40-056-0090-26(20)	SOUTHWESTERN CUSD 9	BRIGHTON	\$3,386	12/23/2019
40-056-0090-26(30)	SOUTHWESTERN CUSD 9	BRIGHTON	\$6,608	12/23/2019
41-057-0070-26(21)	EDWARDSVILLE SD 7	EDWARDSVILLE	\$2,500	12/23/2019
41-057-0070-26(22)	EDWARDSVILLE SD 7	EDWARDSVILLE	\$2,500	12/23/2019
45-079-1390-26(30)	CHESTER CUSD 139	CHESTER	\$12,707	12/26/2019
45-079-1400-26(30)	SPARTA CUSD 140	SPARTA	\$6,410	12/23/2019
47-071-2200-26(30)	OREGON CUSD 220	OREGON	\$8,324	12/23/2019
47-071-2260-26(21)	BYRON COMMUNITY UNIT SD 226	BYRON	\$2,500	12/23/2019
49-081-1000-26(20)	RIVERDALE CUSD 100	PORT BYRON	\$2,923	12/26/2019
50-082-0190-26(20)	MASCOUTAH CUD 19	MASCOUTAH	\$3,332	12/23/2019
53-060-1910-26(20)	MIDWEST CENTRAL CUD 191	MANITO	\$4,599	12/23/2019
53-060-1910-26(30)	MIDWEST CENTRAL CUD 191	MANITO	\$12,785	12/19/2019
54-092-0760-26(20)	OAKWOOD CUSD 76	OAKWOOD	\$3,184	12/23/2019
			<b>\$232,140</b>	

**Program: 2020 - 3695, Truants Alternative/Optional Ed.**

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
26-000-0000-00(PD)	REGIONAL OFFICE OF EDUCATION26	MACOMB	\$200,000	12/06/2019
35-050-1200-17(RF)	LASALLE-PERU TOWNSHIP HIGH	LA SALLE	\$90,613	12/05/2019
50-082-1890-22(RF)	BOARD OF EDUCATION SD 189	EAST ST LOUIS	\$119,893	12/04/2019
			<b>\$410,506</b>	

**Program: 2020 - 3705, Early Childhood - Block Grant**

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-0020-26(00)	LIBERTY CUSD 2	LIBERTY	\$266,562	12/09/2019
01-001-1720-22(00)	QUINCY SD 172	QUINCY	\$648,287	12/06/2019
01-005-0010-26(00)	BROWN COUNTY CUSD 1	MOUNT STERLI	\$303,299	12/20/2019
01-005-0010-26(01)	BROWN COUNTY CUSD 1	MOUNT STERLI	\$260,055	12/16/2019
01-069-0060-26(00)	WAVERLY CUSD 6	WAVERLY	\$96,930	12/18/2019

**ILLINOIS STATE BOARD OF EDUCATION  
FUNDING AND DISBURSEMENT SERVICES DIVISION  
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777**

**Approved Grants Less Than 1 Million**

**Thru Date:(12/01/2019-12/31/2019)**

01-069-0270-26(00)	TRIOPIA CUSD 27	CONCORD	\$107,505	12/16/2019
01-086-0020-26(00)	SCOTT-MORGAN CUSD 2	BLUFFS	\$71,200	12/16/2019
03-003-0020-26(00)	BOND COUNTY 2	GREENVILLE	\$833,840	12/06/2019
03-003-0020-26(01)	BOND COUNTY 2	GREENVILLE	\$609,283	12/06/2019
03-003-0020-26(PE)	BOND COUNTY 2	GREENVILLE	\$944,228	12/06/2019
03-011-0030-26(00)	COUNTY OF CHRISTIAN TAYLORVILLE	TAYLORVILLE	\$800,863	12/09/2019
03-011-0140-24(00)	SOUTH FORK SD 14	KINCAID	\$106,642	12/19/2019
03-026-2010-26(00)	BROWNSTOWN CUSD 201	BROWNSTOWN	\$803,933	12/05/2019
03-068-0020-26(00)	PANHANDLE COMM UNIT SCH DIST	RAYMOND	\$133,281	12/19/2019
03-068-0120-26(00)	LITCHFIELD CUD 12	LITCHFIELD	\$370,030	12/04/2019
05-016-0590-04(00)	COMMUNITY CONSOLIDATED SD 59	ELK GROVE VLG	\$513,990	12/23/2019
05-016-0650-04(01)	EVANSTON C C SCHOOL DIST 65	EVANSTON	\$991,527	12/06/2019
05-016-086P-00(00)	KIDS USA LTD	INGLESIDE	\$61,300	12/09/2019
05-016-2140-17(01)	TOWNSHIP HSD 214	ARLINGTON HTS	\$402,524	12/06/2019
06-016-016P-00(PE)	PROVISO-LEYDEN COUNCIL	MAYWOOD	\$712,385	12/16/2019
06-016-0830-02(00)	COOK CNTY BD EDUCATION 083	FRANKLIN PARK	\$532,966	12/03/2019
06-016-0855-02(00)	RIVER GROVE SD 85-5	RIVER GROVE	\$71,529	12/23/2019
06-016-0880-02(00)	BELLWOOD SD 88	BELLWOOD	\$932,966	12/04/2019
06-016-0880-02(01)	BELLWOOD SD 88	BELLWOOD	\$260,055	12/04/2019
06-016-0980-02(00)	COUNTY OF COOK SCHOOL DIST 98	BERWYN	\$399,842	12/16/2019
06-016-0980-02(EF)	COUNTY OF COOK SCHOOL DIST 98	BERWYN	\$315,960	12/12/2019
06-016-0980-02(PE)	COUNTY OF COOK SCHOOL DIST 98	BERWYN	\$152,745	12/12/2019
06-016-2010-17(01)	COOK COUNTY HSD 201	CICERO	\$460,661	12/16/2019
06-016-228P-00(00)	CHILDRENS CNTR CICERO-BERWYN	CICERO	\$356,171	12/03/2019
06-016-228P-00(01)	CHILDRENS CNTR CICERO-BERWYN	CICERO	\$751,270	12/12/2019
06-016-228P-00(EF)	CHILDRENS CNTR CICERO-BERWYN	CICERO	\$134,880	12/03/2019
06-016-5270-51(00)	MORTON COLLEGE DISTRICT 527	CICERO	\$266,562	12/06/2019
07-016-021Y-01(PE)	THE ACADEMIC MASTERY ACADEMY	POSEN	\$371,760	12/12/2019
07-016-1090-02(00)	INDIAN SPRINGS SD 109	JUSTICE	\$582,350	12/03/2019
07-016-1170-02(00)	NORTH PALOS SD 117	PALOS HILLS	\$801,412	12/09/2019
07-016-1240-02(00)	EVERGREEN PARK ESD 124	EVERGREEN PA	\$157,856	12/23/2019
07-016-1260-02(00)	ALSIP-HAZLGRN-OAKLWN SD 126	ALSIP	\$128,796	12/06/2019
07-016-1300-02(01)	COOK COUNTY SD 130	BLUE ISLAND	\$322,239	12/16/2019
07-016-1420-02(00)	FOREST RIDGE SD 142	OAK FOREST	\$273,640	12/06/2019
07-016-1420-02(01)	FOREST RIDGE SD 142	OAK FOREST	\$190,075	12/17/2019
07-016-1430-02(00)	SCHOOL DISTRICT 143 COOK COUNTY	MIDLOTHIAN	\$463,447	12/06/2019
07-016-1470-02(00)	W HARVEY-DIXMOOR PUB SD 147	HARVEY	\$643,182	12/16/2019
07-016-1470-02(01)	W HARVEY-DIXMOOR PUB SD 147	HARVEY	\$260,055	12/16/2019
07-016-1490-02(00)	DOLTON CUSD 149	CALUMET CITY	\$670,978	12/19/2019
07-016-1500-61(01)	EX CHILDREN HAVE OPPOR	SOUTH HOLLAN	\$977,806	12/05/2019
07-016-1550-02(00)	CALUMET CITY SD 155	CALUMET CITY	\$480,153	12/06/2019
07-016-1560-02(00)	COOK COUNTY SD 156	CALUMET CITY	\$376,782	12/31/2019
07-016-1580-02(EF)	LANSING SD 158	LANSING	\$407,796	12/03/2019
07-016-1610-02(00)	FLOSSMOOR SD 161	FLOSSMOOR	\$385,444	12/06/2019
07-016-1940-02(00)	STEGER SD194	STEGER	\$255,739	12/06/2019
07-016-241P-00(00)	CUDDLE CARE CHILD CARE CENTER	RIVERDALE	\$143,681	12/31/2019
07-016-453N-00(00)	TINY TOWN INC	LANSING	\$101,281	12/17/2019
09-010-066P-00(01)	CRISIS NURSERY	URBANA	\$243,595	12/06/2019
11-012-003C-26(00)	MARTINSVILLE CUSD 3C	MARTINSVILLE	\$110,307	12/23/2019

**ILLINOIS STATE BOARD OF EDUCATION  
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12-013-008P-00(00)	BUCKEROO EARLY EDUCATION CTR	FLORA	\$71,529	12/20/2019
12-017-0010-26(00)	COUNTY OF CRAWFORD CUSD 1	HUTSONVILLE	\$94,778	12/03/2019
13-041-0800-02(00)	MT VERNON CITY SCHOOL 80	MOUNT VERNON	\$574,723	12/16/2019
13-041-0800-02(PE)	MT VERNON CITY SCHOOL 80	MOUNT VERNON	\$113,875	12/12/2019
13-058-5010-26(00)	SANDOVAL CUSD 501	SANDOVAL	\$183,993	12/31/2019
15-016-022P-00(00)	CHILDRENS HOME AND AID SOCI	CHICAGO	\$616,955	12/16/2019
17-053-006J-26(00)	TRI- POINT CUSD 6-J	KEMPTON	\$122,838	12/06/2019
17-053-0080-26(00)	PRAIRIE CENTRAL CUSD 8	FAIRBURY	\$238,395	12/16/2019
17-053-2320-02(00)	DWIGHT COMMON SD 232	DWIGHT	\$217,884	12/16/2019
17-053-4350-04(00)	ODELL CCSD 435	ODELL	\$102,381	12/23/2019
17-064-0020-26(00)	LEROY CUSD 2	LE ROY	\$133,281	12/23/2019
19-000-0000-00(01)	REGIONAL OFFICE OF EDUCATION19	WHEATON	\$982,430	12/06/2019
19-022-0020-02(00)	BENSENVILLE ELEM SCH DIST 2	BENSENVILLE	\$371,062	12/05/2019
19-022-0020-02(01)	BENSENVILLE ELEM SCH DIST 2	BENSENVILLE	\$317,845	12/23/2019
19-022-0040-02(00)	COUNTY OF DUPAGE SCHOOL DIST 4	ADDISON	\$389,542	12/16/2019
19-022-0040-02(EF)	COUNTY OF DUPAGE SCHOOL DIST 4	ADDISON	\$413,543	12/12/2019
19-022-0110-02(00)	MEDINAH SD 11	ROSELLE	\$287,362	12/16/2019
19-022-073P-00(PE)	EDUCARE OF WEST DUPAGE	WEST CHICAGO	\$365,934	12/23/2019
19-022-2030-26(00)	COMMUNITY UNIT DISTRICT 203	NAPERVILLE	\$461,383	12/06/2019
19-022-2030-26(PE)	COMMUNITY UNIT DISTRICT 203	NAPERVILLE	\$520,464	12/16/2019
20-024-0010-26(00)	EDWARDS COUNTY CUSD 1	ALBION	\$136,231	12/09/2019
20-033-0100-26(00)	HAMILTON CNTY CUSD 10	MCLEANSBORO	\$510,998	12/06/2019
20-083-0010-26(00)	GALATIA CUSD 1	GALATIA	\$128,131	12/16/2019
20-093-0170-24(00)	ALLENDALE CCSD 17	ALLENDALE	\$61,300	12/16/2019
20-096-1000-26(00)	WAYNE CITY CUSD 100	WAYNE CITY	\$133,281	12/06/2019
20-097-0010-26(00)	GRAYVILLE CUSD 1	GRAYVILLE	\$124,304	12/23/2019
21-044-0550-02(00)	VIENNA PUBLIC SCHOOL DIST 55	VIENNA	\$122,710	12/16/2019
24-032-0540-02(00)	MORRIS SD 54	MORRIS	\$411,562	12/05/2019
26-029-0020-26(00)	V I T UNIT SCHOOL DIST 2	TABLE GROVE	\$126,200	12/16/2019
26-029-0030-26(00)	FULTON COUNTY CUSD 3	CUBA	\$88,867	12/27/2019
26-034-3170-04(00)	CARTHAGE ELEMENTARY DISTRICT 317	CARTHAGE	\$133,281	12/19/2019
26-034-3250-26(00)	NAUVOO-COLUSA CUSD 325	NAUVOO	\$155,293	12/16/2019
26-034-3370-26(00)	SOUTHEASTERN CUSD 337	AUGUSTA	\$114,931	12/19/2019
28-006-1150-02(01)	PRINCETON ELEM SD 115	PRINCETON	\$208,044	12/06/2019
28-037-1900-02(00)	COLONA SD 190	COLONA	\$123,828	12/31/2019
28-088-1000-26(00)	STARK COUNTY CUSD 100	WYOMING	\$174,828	12/05/2019
30-039-1400-04(01)	UNITY POINT CCSD 140	CARBONDALE	\$225,381	12/05/2019
30-077-1000-26(00)	CENTURY CUSD 100	ULLIN	\$143,681	12/16/2019
31-045-076P-00(00)	EDU KARE INC	CARPENTERSVIL	\$136,497	12/16/2019
31-045-076P-00(PE)	EDU KARE INC	CARPENTERSVIL	\$353,172	12/23/2019
31-045-087X-01(00)	SUMMIT SCHOOL INC	ELGIN	\$333,202	12/16/2019
31-045-3000-26(01)	COMMUNITY UNIT SCHOOL DIST 300	CARPENTERSVIL	\$334,708	12/23/2019
31-045-3000-26(EF)	COMMUNITY UNIT SCHOOL DIST 300	CARPENTERSVIL	\$796,694	12/12/2019
34-049-1180-26(00)	WAUCONDA CUSD 118	WAUCONDA	\$258,638	12/18/2019
34-049-1870-26(00)	NORTH CHICAGO SD 187	NORTH CHICAG	\$970,564	12/16/2019
34-049-1870-26(EF)	NORTH CHICAGO SD 187	NORTH CHICAG	\$851,150	12/23/2019
34-049-1870-26(PE)	NORTH CHICAGO SD 187	NORTH CHICAG	\$185,880	12/23/2019
39-000-0000-00(01)	REGIONAL OFFICE OF EDUCATION39	DECATUR	\$23,533	12/06/2019
39-055-0150-26(00)	MERIDIAN CUSD 15	MACON	\$266,562	12/17/2019



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40-007-0400-26(01)	CALHOUN CUSD 40	HARDIN	\$294,729	12/19/2019
40-007-0400-26(PE)	CALHOUN CUSD 40	HARDIN	\$371,760	12/03/2019
40-031-0030-26(00)	NORTH GREENE USD 3	WHITE HALL	\$292,794	12/23/2019
40-031-0030-26(01)	NORTH GREENE USD 3	WHITE HALL	\$520,110	12/10/2019
40-056-0010-26(00)	COUNTY OF MACOUPIN CUSD 1	CARLINVILLE	\$237,479	12/30/2019
41-057-0010-26(00)	ROXANA CUSD 1	ROXANA	\$338,042	12/16/2019
41-057-0070-26(00)	EDWARDSVILLE SD 7	EDWARDSVILLE	\$494,085	12/09/2019
41-057-0100-26(00)	COLLINSVILLE CUSD 10	COLLINSVILLE	\$488,743	12/05/2019
41-057-0100-26(EF)	COLLINSVILLE CUSD 10	COLLINSVILLE	\$176,480	12/23/2019
41-057-0100-26(PE)	COLLINSVILLE CUSD 10	COLLINSVILLE	\$124,154	12/23/2019
41-057-0110-26(00)	ALTON CUSD 11	ALTON	\$968,060	12/16/2019
41-057-0120-26(01)	MADISON CUSD 12	MADISON	\$218,778	12/20/2019
41-057-031P-00(PE)	RIVERBEND HEAD START & FAMILY SV	ALTON	\$905,884	12/06/2019
44-063-0190-24(00)	ALDEN HEBRON SD 19	HEBRON	\$71,893	12/16/2019
44-063-0260-04(00)	CARY CCSD 26	CARY	\$71,840	12/16/2019
44-063-029P-00(01)	OPTIONS & ADVOCACY FOR	CRYSTAL LAKE	\$505,284	12/16/2019
45-079-1400-26(00)	SPARTA CUSD 140	SPARTA	\$256,390	12/19/2019
47-052-1700-22(00)	DIXON CUSD 170	DIXON	\$275,317	12/09/2019
47-071-2200-26(00)	OREGON CUSD 220	OREGON	\$325,498	12/06/2019
47-098-0130-02(00)	ROCK FALLS ESD 13	ROCK FALLS	\$513,102	12/16/2019
48-072-1500-25(PE)	BOARD OF EDUCATION CITY OF	PEORIA	\$929,400	12/04/2019
49-000-0000-00(EF)	REGIONAL OFFICE OF EDUCATION49	MOLINE	\$142,336	12/03/2019
50-082-0190-26(00)	MASCOUTAH CUD 19	MASCOUTAH	\$232,372	12/06/2019
50-082-022P-00(00)	LESSIE BATES DAVIS	EAST ST LOUIS	\$425,321	12/09/2019
50-082-022P-00(EF)	LESSIE BATES DAVIS	EAST ST LOUIS	\$353,086	12/16/2019
50-082-1160-02(00)	HIGH MOUNT SD 116	SWANSEA	\$117,918	12/03/2019
50-082-1180-02(00)	BELLEVILLE SD 118	BELLEVILLE	\$682,495	12/06/2019
50-082-1750-02(01)	HARMONY EMGE SD 175	BELLEVILLE	\$310,690	12/16/2019
50-082-1750-02(PE)	HARMONY EMGE SD 175	BELLEVILLE	\$497,803	12/16/2019
51-065-2020-26(00)	PORTA CUSD 202	PETERSBURG	\$338,361	12/16/2019
51-065-2130-26(00)	ATHENS CUSD 213	ATHENS	\$266,562	12/03/2019
51-084-0100-26(00)	AUBURN CUSD 10	AUBURN	\$321,270	12/20/2019
51-084-0160-26(00)	COMMUNITY UNIT DISTRICT NO 16	NEW BERLIN	\$266,237	12/18/2019
51-084-1860-25(01)	SPRINGFIELD SD 186	SPRINGFIELD	\$460,592	12/06/2019
51-084-1860-25(PE)	SPRINGFIELD SD 186	SPRINGFIELD	\$555,461	12/06/2019
53-060-1890-26(00)	ILLINI CENTRAL SCHOOL DIST 189	MASON CITY	\$267,582	12/06/2019
53-102-0110-26(00)	EL PASO-GRIDLEY CUSD 11	EL PASO	\$199,921	12/16/2019
53-102-8010-60(00)	WOODFORD CTY SPECIAL ED ASSOC	METAMORA	\$333,202	12/09/2019
54-092-1180-24(PE)	DANVILLE CCSD 118	DANVILLE	\$341,424	12/16/2019
56-099-030C-04(PE)	TROY CCSD 30C	PLAINFIELD	\$185,880	12/06/2019
56-099-073P-00(00)	CHILD CARE RESOURCE & REFERRAL	JOLIET	\$464,237	12/04/2019
56-099-073P-00(PE)	CHILD CARE RESOURCE & REFERRAL	JOLIET	\$139,607	12/16/2019
56-099-0910-02(00)	LOCKPORT SD 91	LOCKPORT	\$118,426	12/16/2019
56-099-1590-02(00)	MOKENA SD 159	MOKENA	\$107,761	12/16/2019
56-099-201U-26(00)	CRETE-MONEE COMMUNITY UNIT	CRETE	\$466,483	12/09/2019
56-099-365U-26(00)	VALLEY VIEW CUSD 365U	ROMEOVILLE	\$899,160	12/16/2019
56-099-365U-26(PE)	VALLEY VIEW CUSD 365U	ROMEOVILLE	\$182,544	12/12/2019
56-099-5270-51(00)	GOVERNORS STATE UNIVERSITY	UNIVERSITY PAR	\$450,069	12/18/2019
56-099-5270-51(PE)	GOVERNORS STATE UNIVERSITY	UNIVERSITY PAR	\$285,696	12/17/2019

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65-108-9185-51(01)	COUNTY OF EFFINGHAM	EFFINGHAM	\$675,005	12/16/2019
65-108-9725-51(01)	CLAY COUNTY	FLORA	\$282,040	12/06/2019
			<b>\$54,984,656</b>	

**Program: 2020 - 4107, Title V- Rural Education Initiative**

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-069-1170-22(00)	JACKSONVILLE SD 117	JACKSONVILLE	\$71,239	12/06/2019
30-073-0500-02(00)	PINCKNEYVILLE SD 50	PINCKNEYVILLE	\$10,913	12/03/2019
30-077-1010-26(00)	MERIDIAN CUSD 101	MOUNDS	\$7,865	12/19/2019
33-048-2050-26(00)	GALESBURG CUSD 205	GALESBURG	\$82,032	12/23/2019
47-098-3010-17(00)	WHITESIDE COUNTY SCHL DIST 301	ROCK FALLS	\$393	12/11/2019
53-060-1890-26(00)	ILLINI CENTRAL SCHOOL DIST 189	MASON CITY	\$12,987	12/10/2019
			<b>\$185,429</b>	

**Program: 2020 - 4300, Title I - Low Income**

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-0010-26(00)	COMMUNITY UNIT SCH DIST NO 1	PAYSON	\$109,241	12/06/2019
01-001-0020-26(00)	LIBERTY CUSD 2	LIBERTY	\$55,243	12/06/2019
01-001-0030-26(00)	COMMUNITY UNIT SCHOOL DIST 3	CAMP POINT	\$258,028	12/19/2019
01-075-0100-26(00)	PIKELAND CUSD 10	PITTSFIELD	\$492,915	12/05/2019
03-003-0020-26(00)	BOND COUNTY 2	GREENVILLE	\$452,776	12/06/2019
03-011-0140-24(00)	SOUTH FORK SD 14	KINCAID	\$130,298	12/12/2019
03-025-0100-26(00)	SCHOOL UNIT DISTRICT NO 10	ALTAMONT	\$177,506	12/23/2019
03-025-0400-26(00)	EFFINGHAM CUSD 40	EFFINGHAM	\$744,660	12/16/2019
03-026-2010-26(00)	BROWNSTOWN CUSD 201	BROWNSTOWN	\$179,517	12/04/2019
03-026-2020-26(00)	ST ELMO CUSD 202	SAINT ELMO	\$208,991	12/03/2019
03-026-2040-26(00)	RAMSEY CUSD 204	RAMSEY	\$173,829	12/31/2019
03-068-0120-26(00)	LITCHFIELD CUD 12	LITCHFIELD	\$570,757	12/12/2019
04-101-1310-04(00)	KINNICKINNICK CCSD131	ROSCOE	\$159,752	12/30/2019
04-101-1340-04(00)	SHIRLAND CCSD 134	SHIRLAND	\$68,067	12/16/2019
04-101-3200-26(00)	COUNTY OF WINNEBAGO SD 320	SOUTH BELOIT	\$359,278	12/30/2019
05-016-0280-02(00)	NORTHBROOK SD 28	NORTHBROOK	\$63,655	12/27/2019
05-016-0740-02(00)	SCHOOL DIST 74	LINCOLNWOOD	\$295,280	12/16/2019
05-016-2250-17(00)	NORTHFIELD THSD 225	GLENVIEW	\$340,761	12/27/2019
06-016-0830-02(00)	COOK CNTY BD EDUCATION 083	FRANKLIN PARK	\$637,412	12/16/2019
06-016-0845-02(00)	RHODES SD 84-5	RIVER GROVE	\$221,884	12/04/2019
06-016-0860-02(00)	UNION RIDGE SD 86	HARWOOD HEI	\$135,695	12/03/2019
06-016-0900-02(00)	RIVER FOREST SD 90	RIVER FOREST	\$112,075	12/06/2019
06-016-0910-02(00)	FOREST PARK SD 91	FOREST PARK	\$224,522	12/16/2019
06-016-0920-02(00)	LINDOP SD 92	BROADVIEW	\$143,841	12/10/2019
06-016-0930-02(00)	HILLSIDE SD 93	HILLSIDE	\$124,607	12/19/2019
06-016-0940-02(00)	KOMAREK SD 94	NORTH RIVERSI	\$85,327	12/16/2019
06-016-0950-02(00)	SCHOOL DISTRICT 95 COOK COUNTY	BROOKFIELD	\$174,415	12/16/2019
06-016-1010-02(00)	WESTERN SPRINGS SD 101	WESTERN SPRI	\$113,929	12/12/2019
06-016-1020-02(00)	COOK CO SCHOOL DIST 102	LA GRANGE PAR	\$273,715	12/19/2019
07-016-1040-02(00)	COUNTY OF COOK SCHOOL DIST 104	SUMMIT	\$814,569	12/16/2019
07-016-1080-02(00)	WILLOW SPRINGS SD 108	WILLOW SPRIN	\$149,996	12/12/2019
07-016-1240-02(00)	EVERGREEN PARK ESD 124	EVERGREEN PA	\$330,111	12/19/2019
07-016-1250-02(00)	ATWOOD HEIGHTS DISTRICT 125	ALSIP	\$196,050	12/19/2019
07-016-1350-02(00)	ORLAND SD 135	ORLAND PARK	\$618,343	12/23/2019

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07-016-1460-04(00)	COMMUNITY CONS SCH DIST 146	TINLEY PARK	\$466,891	12/23/2019
07-016-1510-02(00)	COOK COUNTY SCHOOL DIST 151	SOUTH HOLLAN	\$856,445	12/26/2019
07-016-1570-02(00)	COUNTY OF COOK SCHOOL DIST 157	CALUMET CITY	\$673,428	12/16/2019
07-016-1580-02(00)	LANSING SD 158	LANSING	\$911,526	12/16/2019
07-016-1690-02(00)	FORD HEIGHTS SD 169	FORD HEIGHTS	\$705,782	12/16/2019
07-016-2290-16(00)	OAK LAWN CHSD 229	OAK LAWN	\$451,799	12/23/2019
07-016-2310-16(00)	EVERGREEN PARK CHSD 231	EVERGREEN PA	\$229,910	12/12/2019
07-016-9010-90(00)	SOUTHLAND COLLEGE PREP	RICHTON PARK	\$182,591	12/17/2019
08-008-3080-26(00)	EASTLAND CUSD 308	SHANNON	\$126,244	12/30/2019
08-043-2050-26(00)	WARREN CUSD 205	WARREN	\$124,690	12/12/2019
08-043-2110-26(00)	SCALES MOUND CUSD 211	SCALES MOUND	\$36,074	12/16/2019
09-010-0030-26(00)	COMMUNITY UNIT SCHOOL DIST 3	MAHOMET	\$345,726	12/19/2019
09-010-1300-04(00)	THOMASBORO CCSD 130	THOMASBORO	\$126,957	12/05/2019
09-010-1370-02(00)	RANTOUL CITY SD 137	RANTOUL	\$946,838	12/20/2019
09-010-1880-04(00)	GIFFORD CCSD 188	GIFFORD	\$45,550	12/03/2019
09-010-1930-17(00)	RANTOUL TWP HSD 193	RANTOUL	\$385,557	12/20/2019
09-010-1970-04(00)	PRAIRIEVIEW-OGDEN CCSD 197	ROYAL	\$26,674	12/05/2019
09-027-0100-26(00)	PAXTON BUCKLEY LODA CUSD	PAXTON	\$326,873	12/20/2019
11-012-003C-26(00)	MARTINSVILLE CUSD 3C	MARTINSVILLE	\$92,322	12/06/2019
11-015-0050-26(00)	COUNTY OF COLE	OAKLAND	\$113,854	12/06/2019
11-021-3060-26(00)	ARCOLA CUSD 306	ARCOLA	\$190,647	12/06/2019
11-023-0010-26(00)	SHILOH CUSD 1	HUME	\$125,658	12/04/2019
11-023-0040-26(00)	COMMUNITY UNIT SCHOOL DIST 4	PARIS	\$84,917	12/19/2019
11-023-0950-25(00)	SCHOOL DISTRICT NO 95	PARIS	\$446,608	12/03/2019
11-070-3000-26(00)	SULLIVAN C U SCHOOL DIST 300	SULLIVAN	\$288,513	12/17/2019
11-087-0010-26(00)	WINDSOR CUSD 1	WINDSOR	\$116,123	12/12/2019
11-087-0040-26(00)	SHELBYVILLE CUSD 4	SHELBYVILLE	\$198,360	12/06/2019
12-013-0250-26(00)	NORTH CLAY CUSD 25	LOUISVILLE	\$178,813	12/05/2019
12-013-0350-26(00)	FLORA CUSD 35	FLORA	\$440,029	12/03/2019
12-040-0010-26(00)	JASPER COUNTY CUD 1	NEWTON	\$390,336	12/06/2019
12-051-0100-26(00)	RED HILL CUSD 10	BRIDGEPORT	\$318,768	12/12/2019
12-080-0010-26(00)	RICHLAND COUNTY CUSD 1	OLNEY	\$776,535	12/20/2019
13-014-0030-26(00)	WESCLIN CUSD 3	TRENTON	\$254,336	12/19/2019
13-014-1415-02(00)	ST ROSE SD 14-15	BREESE	\$16,529	12/26/2019
13-014-1860-02(00)	NORTH WAMAC SD 186	CENTRALIA	\$66,183	12/10/2019
13-041-0010-26(00)	WALTONVILLE CUSD 1	WALTONVILLE	\$90,145	12/05/2019
13-058-0010-03(00)	RACCOON CSD 1	CENTRALIA	\$73,768	12/31/2019
13-058-7220-26(00)	ODIN PUBLIC SCHOOL DIST 722	ODIN	\$122,374	12/18/2019
15-016-9010-90(00)	HORIZON SCIENCE ACAD-BELMONT	CHICAGO	\$353,337	12/10/2019
15-016-9030-90(00)	CHICAGO LIGHTHOUSE CHARTER SCH	CHICAGO	\$186,282	12/17/2019
16-019-4250-26(00)	COMMUNITY UNIT DIST 425	SHABBONA	\$170,978	12/12/2019
17-020-0150-26(00)	CLINTON CUSD 15	CLINTON	\$429,704	12/23/2019
17-053-0740-27(00)	FLANAGAN-CORNELL UNIT DIST 74	FLANAGAN	\$74,739	12/10/2019
17-053-4260-04(00)	CORNELL CCSD 426	CORNELL	\$35,840	12/03/2019
17-053-4290-04(00)	PONTIAC CCSD 429	PONTIAC	\$480,036	12/18/2019
17-053-4350-04(00)	ODELL CCSD 435	ODELL	\$38,522	12/19/2019
17-054-0610-04(00)	CHESTER-EAST LINCOLN CCSD 61	LINCOLN	\$56,280	12/04/2019
17-054-0920-04(00)	WEST LINCOLN-BROADWELL ESD 92	LINCOLN	\$37,812	12/05/2019
17-054-4040-16(00)	LINCOLN CHSD 404	LINCOLN	\$200,189	12/23/2019

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17-064-0040-26(00)	HEYWORTH CUSD 4	HEYWORTH	\$148,232	12/16/2019
17-064-0160-26(00)	OLYMPIA CUSD 16	STANFORD	\$311,431	12/04/2019
19-022-0020-02(00)	BENSENVILLE ELEM SCH DIST 2	BENSENVILLE	\$369,421	12/19/2019
19-022-0200-02(00)	KEENEYVILLE SD 20	HANOVER PARK	\$253,023	12/30/2019
19-022-0480-02(00)	SALT CREEK SD 48	VILLA PARK	\$85,970	12/16/2019
19-022-0610-02(00)	DARIEN SD 61	DARIEN	\$215,011	12/12/2019
19-022-0680-02(00)	WOODRIDGE SD 68	WOODRIDGE	\$369,628	12/23/2019
19-022-1000-16(00)	FENTON CHSD 100	BENSENVILLE	\$282,850	12/19/2019
19-022-1810-04(00)	COMM CONS SCH DIST 181	CLARENDON HI	\$153,024	12/31/2019
19-022-2010-26(00)	COMMUNITY UNIT SCHOOL DIST 201	WESTMONT	\$172,314	12/06/2019
20-033-0100-26(00)	HAMILTON CNTY CUSD 10	MCLEANSBORO	\$436,158	12/06/2019
20-035-0010-26(00)	HARDIN CNTY CUD 1	ELIZABETHTOW	\$321,214	12/17/2019
20-076-0010-26(00)	POPE COUNTY COMMUNITY UNIT	GOLCONDA	\$206,100	12/12/2019
20-083-0010-26(00)	GALATIA CUSD 1	GALATIA	\$100,771	12/16/2019
20-083-0020-26(00)	CARRIER MILLS-STONEFORT CUSD 2	CARRIER MILLS	\$212,965	12/16/2019
20-083-0030-26(00)	HARRISBURG CUSD 3	HARRISBURG	\$911,898	12/12/2019
20-083-0040-26(00)	ELDORADO CUSD 4	ELDORADO	\$693,191	12/16/2019
20-093-0170-24(00)	ALLENDALE CCSD 17	ALLENDALE	\$67,481	12/10/2019
20-093-3480-26(00)	WABASH CUSD 348	MOUNT CARMEL	\$529,298	12/17/2019
20-096-0060-04(00)	COMMUNITY CONSOLIDATED DIST 6	FAIRFIELD	\$45,948	12/12/2019
20-096-0170-04(00)	COMMUNITY CONSOLIDATED SD 17	FAIRFIELD	\$74,834	12/06/2019
20-096-1120-04(00)	FAIRFIELD PSD 112	FAIRFIELD	\$276,958	12/16/2019
20-096-2000-26(00)	NORTH WAYNE CUSD 200	CISNE	\$122,646	12/06/2019
20-097-0030-26(00)	NORRIS CITY-OMAHA-ENFIELD CU 3	NORRIS CITY	\$258,148	12/16/2019
21-028-0990-26(00)	CHRISTOPHER UNIT SCHOOL DIST 99	CHRISTOPHER	\$455,937	12/16/2019
21-028-1150-04(00)	EWING NORTHERN CCSD 115	EWING	\$67,841	12/31/2019
21-028-1680-26(00)	FRANKFORT COMMUNITY UNIT 168	WEST FRANKFOR	\$819,614	12/31/2019
21-028-1740-26(00)	THOMPSONVILLE COMMUNITY UNIT	THOMPSONVILL	\$107,110	12/16/2019
21-028-1880-26(00)	ZEIGLER-ROYALTON CUSD 188	ZEIGLER	\$311,400	12/30/2019
21-028-1960-26(00)	SESSER-VALIER CUSD 196	SESSER	\$220,822	12/16/2019
21-044-0010-26(00)	GOREVILLE CUD 1	GOREVILLE	\$117,048	12/30/2019
21-044-0430-03(00)	BUNCOMBE CSD 43	BUNCOMBE	\$50,970	12/16/2019
21-061-0010-26(00)	MASSAC COUNTY UNIT SCHOOL DIST 1	METROPOLIS	\$909,500	12/30/2019
21-100-0010-26(00)	JOHNSTON CITY CUSD 1	JOHNSTON CITY	\$451,918	12/30/2019
21-100-0030-26(00)	COMMUNITY UNIT DISTRICT NO 3	MARION	\$103,406	12/12/2019
24-032-060C-04(00)	SCH DIST 60C	MORRIS	\$90,066	12/06/2019
24-032-0730-17(00)	GARDNER S WILMINGTON THSD 73	GARDNER	\$31,971	12/16/2019
24-032-2010-04(00)	MINOOKA CCSD 201	MINOOKA	\$277,371	12/23/2019
24-047-0880-26(00)	PLANO CUSD 88	PLANO	\$441,106	12/23/2019
26-029-0020-26(00)	V I T UNIT SCHOOL DIST 2	TABLE GROVE	\$100,294	12/30/2019
26-029-0660-25(00)	CANTON UNION SD 66	CANTON	\$789,714	12/16/2019
26-029-0970-26(00)	LEWISTOWN SCHOOL DISTRICT 97	LEWISTOWN	\$210,257	12/19/2019
26-034-3070-16(00)	ILLINI WEST HSD 307	CARTHAGE	\$115,997	12/16/2019
26-034-3250-26(00)	NAUVOO-COLUSA CUSD 325	NAUVOO	\$73,907	12/31/2019
26-034-3370-26(00)	SOUTHEASTERN CUSD 337	AUGUSTA	\$243,756	12/19/2019
28-006-0840-04(00)	MALDEN CCSD 84	MALDEN	\$18,918	12/16/2019
28-006-0980-02(00)	DALZELL SD 98	DALZELL	\$29,503	12/30/2019
28-006-1030-22(00)	DEPUE CUSD 103	DEPUE	\$114,468	12/26/2019
28-006-5000-15(00)	PRINCETON TWP HSD 500	PRINCETON	\$134,556	12/23/2019

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28-037-1900-02(00)	COLONA SD 190	COLONA	\$147,381	12/04/2019
28-037-2250-26(00)	ALWOOD CUSD 225	WOODHULL	\$40,454	12/16/2019
28-037-2300-26(00)	WETHERSFIELD CUSD 230	KEWANEE	\$174,927	12/23/2019
30-002-0010-22(00)	CAIRO SD 1	CAIRO	\$749,013	12/19/2019
30-002-0050-26(00)	EGYPTIAN CUSD 5	TAMMS	\$396,415	12/16/2019
30-039-0860-03(00)	DESOTO CCSD 86	DESOTO	\$162,415	12/23/2019
30-039-1300-04(00)	GIANT CITY CCSD 130	CARBONDALE	\$90,179	12/20/2019
30-039-1400-04(00)	UNITY POINT CCSD 140	CARBONDALE	\$207,362	12/19/2019
30-077-1000-26(00)	CENTURY CUSD 100	ULLIN	\$294,740	12/20/2019
30-091-0370-04(00)	ANNA SD 37	ANNA	\$421,951	12/20/2019
30-091-0810-16(00)	ANNA JONESBORO CHSD 81	ANNA	\$252,139	12/19/2019
31-045-1010-22(00)	BATAVIA USD 101	BATAVIA	\$475,624	12/06/2019
31-045-3020-26(00)	KANELAND CUSD 302	MAPLE PARK	\$184,744	12/06/2019
31-045-9000-90(00)	ELGIN MATH AND SCIENCE CHARTER	ELGIN	\$53,203	12/23/2019
32-038-0060-26(00)	CISSNA PARK CUSD 6	CISSNA PARK	\$51,811	12/04/2019
32-038-2490-26(00)	CRESCENT-IROQUOIS CUSD 249	CRESCENT CITY	\$36,264	12/16/2019
32-046-0010-26(00)	MOMENCE COMM UNIT SCH DIST 1	MOMENCE	\$400,362	12/16/2019
32-046-0610-02(00)	BRADLEY SD 61	BRADLEY	\$596,892	12/23/2019
32-046-2590-04(00)	PEMBROKE CCSD 259	HOPKINS PARK	\$345,082	12/19/2019
32-046-3020-16(00)	ST ANNE CHSD 302	SAINT ANNE	\$91,930	12/06/2019
32-046-3070-16(00)	BRADLEY BOURBONNAIS CHSD 307	BRADLEY	\$326,664	12/05/2019
33-048-2080-26(00)	R O W V A CUSD 208	ONEIDA	\$71,356	12/31/2019
33-066-4040-26(00)	MERCER COUNTY SD 404	ALEDO	\$308,882	12/19/2019
33-094-2380-26(00)	MONMOUTH-ROSEVILLE CUSD 238	MONMOUTH	\$538,326	12/16/2019
33-094-3040-26(00)	UNITED CUSD 304	MONMOUTH	\$127,751	12/20/2019
34-049-0370-02(00)	GAVIN SD 37	INGLESIDE	\$147,398	12/17/2019
34-049-0380-02(00)	BIG HOLLOW SD 38	INGLESIDE	\$166,589	12/04/2019
34-049-0560-02(00)	GURNEE SD 56	GURNEE	\$288,314	12/16/2019
34-049-0650-02(00)	LAKE COUNTY SCHOOL DISTRICT 65	LAKE BLUFF	\$46,569	12/31/2019
34-049-0670-05(00)	LAKE FOREST SD 67	LAKE FOREST	\$113,024	12/05/2019
34-049-0750-02(00)	COUNTY OF LAKE SCHOOL DIST 75	MUNDELEIN	\$212,230	12/16/2019
34-049-0950-26(00)	COMMUNITY UNIT SCHOOL DIST 95	LAKE ZURICH	\$236,605	12/04/2019
34-049-0960-04(00)	KILDEER COUNTRYSIDE CCSD 96	BUFFALO GROV	\$128,911	12/04/2019
34-049-1020-04(00)	APTAKISIC-TRIPP CCSD 102	BUFFALO GROV	\$133,161	12/06/2019
34-049-1090-02(00)	DEERFIELD SD 109	DEERFIELD	\$67,837	12/30/2019
34-049-1210-17(00)	WARREN THSD 121	GURNEE	\$373,959	12/30/2019
34-049-1240-16(00)	GRANT CHSD 124	FOX LAKE	\$160,044	12/12/2019
34-049-2200-26(00)	COMMUNITY UNIT SCH DIST 220	BARRINGTON	\$936,548	12/12/2019
35-050-0020-26(00)	COMMUNITY UNIT SCHOOL NO 2	SERENA	\$278,417	12/10/2019
35-050-0400-17(00)	STREATOR TWP HSD 40	STREATOR	\$344,409	12/16/2019
35-050-0790-04(00)	SCHOOL DISTRICT 79	TONICA	\$24,567	12/03/2019
35-050-0820-04(00)	DEER PARK CCSD 82	OTTAWA	\$12,181	12/10/2019
35-050-0950-04(00)	SCHOOL DIST 95 LASALLE COUNTY	GRAND RIDGE	\$56,726	12/03/2019
39-055-0020-26(00)	MAROA FORSYTH CUSD 2	FORSYTH	\$128,439	12/04/2019
39-055-0030-26(00)	MT ZION CUSD 3	MT ZION	\$220,119	12/06/2019
39-055-0110-26(00)	WARRENSBURG-LATHAM CUSD 11	WARRENSBURG	\$176,610	12/12/2019
39-074-0050-26(00)	BEMENT CUSD 5	BEMENT	\$57,680	12/06/2019
39-074-0250-26(00)	MONTICELLO CU 25	MONTICELLO	\$152,951	12/06/2019
40-031-0010-26(00)	CARROLLTON CUSD 1	CARROLLTON	\$168,868	12/05/2019

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40-031-0100-26(00)	GREENFIELD CUSD 10	GREENFIELD	\$99,826	12/20/2019
40-056-0010-26(00)	COUNTY OF MACOUPIN CUSD 1	CARLINVILLE	\$431,702	12/31/2019
40-056-0070-26(00)	GILLESPIE CUSD 7	GILLESPIE	\$519,104	12/06/2019
40-056-0340-26(00)	NORTH MAC CUSD 34	GIRARD	\$502,555	12/19/2019
41-057-0010-26(00)	ROXANA CUSD 1	ROXANA	\$782,365	12/20/2019
41-057-0070-26(00)	EDWARDSVILLE SD 7	EDWARDSVILLE	\$786,765	12/06/2019
41-057-0120-26(00)	MADISON CUSD 12	MADISON	\$760,674	12/12/2019
41-057-0130-02(00)	EAST ALTON SD 13	EAST ALTON	\$433,701	12/16/2019
41-057-0140-16(00)	EAST ALTON-WOOD RIVER CHSD 14	WOOD RIVER	\$245,968	12/23/2019
41-057-0150-03(00)	WOOD RIVER-HARTFORD ESD 15	WOOD RIVER	\$279,017	12/16/2019
44-063-0020-03(00)	NIPPERSINK SCH DIST 2	RICHMOND	\$91,780	12/27/2019
44-063-0260-04(00)	CARY CCSD 26	CARY	\$314,401	12/27/2019
44-063-0460-03(00)	PRAIRIE GROVE CSD 46	CRYSTAL LAKE	\$82,168	12/12/2019
44-063-1570-16(00)	RICHMOND-BURTON CHSD 157	RICHMOND	\$50,874	12/16/2019
45-067-0040-26(00)	COLUMBIA CUSD 4	COLUMBIA	\$70,454	12/17/2019
45-079-0010-22(00)	COULTERVILLE USD 1	COULTERVILLE	\$65,249	12/04/2019
45-079-1390-26(00)	CHESTER CUSD 139	CHESTER	\$327,951	12/30/2019
47-052-1700-22(00)	DIXON CUSD 170	DIXON	\$853,250	12/16/2019
47-052-2710-26(00)	COMM UNIT SCHOOL DISTRICT 271	PAW PAW	\$49,132	12/06/2019
47-052-2750-26(00)	ASHTON-FRANKLIN CNTR CUSD 275	ASHTON	\$117,009	12/19/2019
47-071-1610-04(00)	CRESTON CCSD 161	CRESTON	\$1,863	12/03/2019
47-071-2120-17(00)	ROCHELLE TWP HSD 212	ROCHELLE	\$181,805	12/18/2019
47-071-2230-26(00)	MERIDIAN CUSD 223	STILLMAN VALLE	\$241,692	12/20/2019
47-071-2260-26(00)	BYRON COMMUNITY UNIT SD 226	BYRON	\$111,063	12/16/2019
47-071-2690-04(00)	ESWOOD CCD 269	LINDENWOOD	\$30,662	12/16/2019
47-098-0030-26(00)	PROPHETSTOWN-LYNDON CUSD 3	PROPHETSTOW	\$236,163	12/03/2019
47-098-0050-26(00)	COMMUNITY UNIT SCHOOL DISTRICT	STERLING	\$844,018	12/23/2019
47-098-0130-02(00)	ROCK FALLS ESD 13	ROCK FALLS	\$638,309	12/23/2019
48-072-3230-26(00)	DUNLAP CUSD 323	PEORIA	\$505,723	12/18/2019
48-072-3270-26(00)	ILLINI BLUFFS CUSD 327	GLASFORD	\$88,616	12/16/2019
49-081-0300-17(00)	UNITED THSD 30	EAST MOLINE	\$706,274	12/12/2019
49-081-0340-02(00)	SILVIS SD 34	EAST MOLINE	\$254,582	12/31/2019
49-081-0360-02(00)	CARBON CLIFF-BARSTOW SD 36	SILVIS	\$172,737	12/16/2019
49-081-2000-26(00)	SCHOOL DISTRICT 200 SHERRARD COM	SHERRARD	\$249,327	12/20/2019
49-081-3000-26(00)	ROCKRIDGE CUSD 300	TAYLOR RIDGE	\$254,142	12/30/2019
50-082-0090-26(00)	LEBANON CUSD 9	LEBANON	\$449,553	12/05/2019
50-082-0300-03(00)	ST LIBORY CSD 30	SAINTE LIBORY	\$32,338	12/04/2019
50-082-0400-26(00)	MARISSA CUSD 40	MARISSA	\$202,473	12/04/2019
50-082-0700-04(00)	FREEBURG CCSD 70	FREEBURG	\$95,247	12/06/2019
50-082-0900-04(00)	OFALLON COMM CONS 90	OFALLON	\$441,414	12/17/2019
50-082-1160-02(00)	HIGH MOUNT SD 116	SWANSEA	\$203,028	12/05/2019
50-082-1300-04(00)	COUNTY OF ST CLAIR SD 130	SMITHTON	\$54,289	12/16/2019
50-082-1600-04(00)	MILLSTADT CCSD 160	MILLSTADT	\$82,687	12/12/2019
50-082-1750-02(00)	HARMONY EMGE SD 175	BELLEVILLE	\$251,627	12/26/2019
50-082-1880-22(00)	BROOKLYN UD 188	LOVEJOY	\$277,353	12/16/2019
51-065-2020-26(00)	PORTA CUSD 202	PETERSBURG	\$223,228	12/12/2019
51-084-0050-26(00)	BALL CHATHAM CUSD 5	CHATHAM	\$436,127	12/19/2019
53-060-1260-26(00)	HAVANA CUSD 126	HAVANA	\$312,659	12/12/2019
53-060-1890-26(00)	ILLINI CENTRAL SCHOOL DIST 189	MASON CITY	\$221,918	12/16/2019

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53-090-0510-02(00)	CENTRAL SD 51	WASHINGTON	\$59,307	12/12/2019
53-090-0520-02(00)	WASHINGTON SD 52	WASHINGTON	\$78,412	12/16/2019
53-090-0760-02(00)	CREVE COEUR SD 76	CREVE COEUR	\$302,552	12/04/2019
53-090-0850-02(00)	SCHOOL DISTRICT NO 85	EAST PEORIA	\$34,927	12/12/2019
53-090-0860-02(00)	EAST PEORIA SD 86	EAST PEORIA	\$411,379	12/23/2019
53-090-0980-02(00)	COUNTY OF TAZEWELL SCH DIST 98	PEKIN	\$35,326	12/16/2019
53-090-1020-02(00)	SCHOOL DIST NO 102	MARQUETTE HE	\$122,428	12/16/2019
53-090-3030-16(00)	PEKIN CHSD 303	PEKIN	\$473,718	12/23/2019
53-090-3090-16(00)	COUNTY OF TAZEWELL SD 309	EAST PEORIA	\$226,073	12/27/2019
53-090-6060-04(00)	SPRING LAKE CCSD 606	MANITO	\$37,742	12/19/2019
53-090-7030-26(00)	DELAVAN CUSD 703	DELAVAN	\$82,070	12/03/2019
53-102-0020-04(00)	RIVERVIEW CCSD 2	EAST PEORIA	\$39,131	12/16/2019
53-102-0210-26(00)	LOWPOINT-WASHBURN CUSD 21	WASHBURN	\$71,982	12/12/2019
54-092-0040-26(00)	GEORGETOWN-RIDGE FARM CUSD 4	GEORGETOWN	\$432,300	12/03/2019
54-092-0100-26(00)	POTOMAC CUSD 10	POTOMAC	\$75,636	12/05/2019
54-092-5120-26(00)	SALT FORK COMMUNITY UNIT	CATLIN	\$133,527	12/06/2019
56-099-030C-04(00)	TROY CCSD 30C	PLAINFIELD	\$429,306	12/19/2019
56-099-0810-02(00)	UNION SD 81	JOLIET	\$45,805	12/06/2019
56-099-0840-02(00)	ROCKDALE SCHOOL DISTRICT 84	ROCKDALE	\$99,142	12/19/2019
56-099-0880-02(00)	COUNTY OF WILL SCHOOL DIST 88	CREST HILL	\$136,215	12/16/2019
56-099-088A-02(00)	RICHLAND SD 88A	CREST HILL	\$173,110	12/16/2019
56-099-0910-02(00)	LOCKPORT SD 91	LOCKPORT	\$79,973	12/23/2019
56-099-0920-02(00)	WILL COUNTY SD 92	LOCKPORT	\$149,189	12/16/2019
56-099-2050-17(00)	LOCKPORT TWP HSD 205	LOCKPORT	\$394,241	12/06/2019
56-099-209U-26(00)	WILMINGTON CUSD 209U	WILMINGTON	\$319,408	12/04/2019
			<b>\$65,806,885</b>	

**Program: 2020 - 4305, Title I - Low Income - Neglected Priv.**

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
06-016-0970-02(00)	OAK PARK SD 97	OAK PARK	\$29,367	12/16/2019
			<b>\$29,367</b>	

**Program: 2020 - 4331, Title I - School Improvement & Accountability**

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
03-011-0030-26(20)	COUNTY OF CHRISTIAN TAYLORVILLE	TAYLORVILLE	\$70,587	12/17/2019
03-025-0400-26(20)	EFFINGHAM CUSD 40	EFFINGHAM	\$15,000	12/17/2019
03-068-0220-26(20)	NOKOMIS CUSD 22	NOKOMIS	\$30,000	12/16/2019
04-004-1000-26(20)	BELVIDERE CUSD 100	BELVIDERE	\$15,000	12/30/2019
04-101-3220-26(20)	DURAND CUSD 322	DURAND	\$15,000	12/30/2019
07-016-1470-02(20)	W HARVEY-DIXMOOR PUB SD 147	HARVEY	\$104,734	12/04/2019
07-016-1480-02(20)	BOARD OF EDUC SCHOOL DIST 148	RIVERDALE	\$160,000	12/20/2019
07-016-1490-02(20)	DOLTON CUSD 149	CALUMET CITY	\$124,529	12/26/2019
07-016-1610-02(20)	FLOSSMOOR SD 161	FLOSSMOOR	\$47,873	12/23/2019
07-016-1630-02(20)	PARK FOREST SD 163	PARK FOREST	\$30,000	12/04/2019
08-089-1450-22(20)	FREEMPORT SD 145	FREEMPORT	\$409,461	12/30/2019
11-012-002C-26(20)	MARSHALL CUSD 2C	MARSHALL	\$30,000	12/17/2019
11-018-0770-26(20)	CUMBERLAND CUSD 77	TOLEDO	\$15,000	12/04/2019
11-021-3050-26(20)	ARTHUR CUSD 305	ARTHUR	\$45,000	12/04/2019
13-041-0800-02(20)	MT VERNON CITY SCHOOL 80	MOUNT VERNON	\$45,000	12/17/2019
13-058-1350-02(20)	CENTRALIA SD 135	CENTRALIA	\$45,000	12/20/2019

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17-053-4260-04(20)	CORNELL CCSD 426	CORNELL	\$45,000	12/06/2019
17-064-0050-26(20)	MCLEAN COUNTY UD 5	NORMAL	\$142,337	12/20/2019
19-022-0040-02(20)	COUNTY OF DUPAGE SCHOOL DIST 4	ADDISON	\$15,000	12/16/2019
21-100-0010-26(20)	JOHNSTON CITY CUSD 1	JOHNSTON CITY	\$15,000	12/23/2019
21-100-0020-26(20)	MARION CUSD 2	MARION	\$74,626	12/26/2019
26-034-3270-04(20)	DALLAS ELEMENTARY SCHOOL	DALLAS CITY	\$15,000	12/17/2019
28-037-2270-26(20)	CAMBRIDGE CUSD 227	CAMBRIDGE	\$15,000	12/16/2019
28-037-2290-26(20)	KEWANEE CUSD 229	KEWANEE	\$60,000	12/17/2019
28-088-0010-26(20)	BRADFORD CUSD 1	BRADFORD	\$15,000	12/17/2019
30-039-0950-02(20)	CARBONDALE ELEMENTARY SD 95	CARBONDALE	\$195,526	12/16/2019
30-077-1000-26(20)	CENTURY CUSD 100	ULLIN	\$30,000	12/04/2019
31-045-1290-22(20)	AURORA WEST SCHOOL DIST 129	AURORA	\$188,302	12/04/2019
33-048-2050-26(20)	GALESBURG CUSD 205	GALESBURG	\$45,000	12/20/2019
33-094-2380-26(20)	MONMOUTH-ROSEVILLE CUSD 238	MONMOUTH	\$15,000	12/17/2019
33-094-3040-26(20)	UNITED CUSD 304	MONMOUTH	\$30,000	12/30/2019
34-049-1160-26(20)	ROUND LAKE AREA SD 116	ROUND LAKE	\$152,434	12/16/2019
35-050-1500-02(20)	MARSEILLES ESD 150	MARSEILLES	\$15,000	12/17/2019
35-078-5350-26(20)	PUTNAM COUNTY CU SCHOOL DIST 535	GRANVILLE	\$15,000	12/18/2019
39-055-0010-26(20)	ARGENTA-OREANA CUSD 1	ARGENTA	\$15,000	12/04/2019
41-057-0080-26(20)	BETHALTO CUSD 8	BETHALTO	\$15,000	12/04/2019
41-057-0090-26(20)	GRANITE CITY CUSD 9	GRANITE CITY	\$470,226	12/17/2019
41-057-0100-26(20)	COLLINSVILLE CUSD 10	COLLINSVILLE	\$48,024	12/30/2019
45-079-1340-04(20)	PRAIRIE DU ROCHER CCSD 134	PRAIRIE DU ROC	\$15,000	12/30/2019
49-081-0370-02(20)	EAST MOLINE SD 37	EAST MOLINE	\$15,000	12/20/2019
53-090-0760-02(20)	CREVE COEUR SD 76	CREVE COEUR	\$15,000	12/17/2019
53-090-0860-02(20)	EAST PEORIA SD 86	EAST PEORIA	\$90,000	12/30/2019
53-090-1370-02(20)	SOUTH PEKIN SD 137	SOUTH PEKIN	\$15,000	12/17/2019
54-092-0020-26(20)	WESTVILLE CUSD 2	WESTVILLE	\$85,112	12/12/2019
54-092-0110-26(20)	HOOPESTON AREA CUSD 11	HOOPESTON	\$115,000	12/16/2019
54-092-1180-24(20)	DANVILLE CCSD 118	DANVILLE	\$443,713	12/16/2019

**\$3,627,484**

**Program: 2020 - 4400, Title IVA Student Support & Academic Enrich**

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-075-0100-26(00)	PIKELAND CUSD 10	PITTSFIELD	\$29,941	12/05/2019
03-003-0020-26(00)	BOND COUNTY 2	GREENVILLE	\$27,643	12/06/2019
03-025-0100-26(00)	SCHOOL UNIT DISTRICT NO 10	ALTAMONT	\$20,041	12/23/2019
03-026-2010-26(00)	BROWNSTOWN CUSD 201	BROWNSTOWN	\$25,263	12/04/2019
03-026-2020-26(00)	ST ELMO CUSD 202	SAINT ELMO	\$28,268	12/03/2019
03-068-0120-26(00)	LITCHFIELD CUD 12	LITCHFIELD	\$4,564	12/12/2019
04-101-1310-04(00)	KINNICKINNICK CCSD131	ROSCOE	\$19,116	12/30/2019
04-101-3200-26(00)	COUNTY OF WINNEBAGO SD 320	SOUTH BELOIT	\$25,893	12/30/2019
05-016-2250-17(00)	NORTHFIELD THSD 225	GLENVIEW	\$26,173	12/27/2019
06-016-0920-02(00)	LINDOP SD 92	BROADVIEW	\$10,723	12/10/2019
06-016-0950-02(00)	SCHOOL DISTRICT 95 COOK COUNTY	BROOKFIELD	\$13,196	12/16/2019
07-016-1040-02(00)	COUNTY OF COOK SCHOOL DIST 104	SUMMIT	\$90,884	12/16/2019
07-016-1240-02(00)	EVERGREEN PARK ESD 124	EVERGREEN PA	\$22,103	12/19/2019
07-016-1350-02(00)	ORLAND SD 135	ORLAND PARK	\$63,205	12/23/2019
07-016-1460-04(00)	COMMUNITY CONS SCH DIST 146	TINLEY PARK	\$29,612	12/20/2019



**ILLINOIS STATE BOARD OF EDUCATION  
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**Thru Date:(12/01/2019-12/31/2019)**

07-016-1470-02(00)	W HARVEY-DIXMOOR PUB SD 147	HARVEY	\$121,774	12/19/2019
07-016-1480-02(00)	BOARD OF EDUC SCHOOL DIST 148	RIVERDALE	\$28,836	12/26/2019
07-016-1580-02(00)	LANSING SD 158	LANSING	\$91,018	12/16/2019
07-016-1690-02(00)	FORD HEIGHTS SD 169	FORD HEIGHTS	\$50,565	12/16/2019
07-016-2050-17(00)	THORNTON THSD 205	SOUTH HOLLAN	\$258,631	12/12/2019
07-016-2270-17(00)	RICH TWP HSD 227	MATTESON	\$133,496	12/26/2019
07-016-2280-16(00)	BREMEN CHSD 228	MIDLOTHIAN	\$29,990	12/26/2019
07-016-2290-16(00)	OAK LAWN CHSD 229	OAK LAWN	\$29,500	12/23/2019
07-016-2310-16(00)	EVERGREEN PARK CHSD 231	EVERGREEN PA	\$14,673	12/12/2019
09-010-0030-26(00)	COMMUNITY UNIT SCHOOL DIST 3	MAHOMET	\$29,990	12/19/2019
09-010-1370-02(00)	RANTOUL CITY SD 137	RANTOUL	\$75,092	12/20/2019
09-010-1930-17(00)	RANTOUL TWP HSD 193	RANTOUL	\$23,873	12/20/2019
09-027-0100-26(00)	PAXTON BUCKLEY LODA CUSD	PAXTON	\$29,734	12/20/2019
11-018-0030-26(00)	NEOGA COMMUNITY UNIT SCHOOL	NEOGA	\$28,104	12/12/2019
11-021-3060-26(00)	ARCOLA CUSD 306	ARCOLA	\$14,233	12/06/2019
11-023-0950-25(00)	SCHOOL DISTRICT NO 95	PARIS	\$32,567	12/03/2019
11-070-3000-26(00)	SULLIVAN C U SCHOOL DIST 300	SULLIVAN	\$4,330	12/17/2019
11-087-0010-26(00)	WINDSOR CUSD 1	WINDSOR	\$20,870	12/12/2019
12-013-0250-26(00)	NORTH CLAY CUSD 25	LOUISVILLE	\$12,915	12/05/2019
12-013-0350-26(00)	FLORA CUSD 35	FLORA	\$43,475	12/03/2019
12-040-0010-26(00)	JASPER COUNTY CUD 1	NEWTON	\$26,540	12/06/2019
12-080-0010-26(00)	RICHLAND COUNTY CUSD 1	OLNEY	\$28,911	12/20/2019
13-041-0010-26(00)	WALTONVILLE CUSD 1	WALTONVILLE	\$14,052	12/05/2019
15-016-9030-90(00)	CHICAGO LIGHTHOUSE CHARTER SCH	CHICAGO	\$13,768	12/17/2019
16-019-4250-26(00)	COMMUNITY UNIT DIST 425	SHABBONA	\$11,953	12/12/2019
17-020-0150-26(00)	CLINTON CUSD 15	CLINTON	\$36,185	12/23/2019
17-053-4290-04(00)	PONTIAC CCSD 429	PONTIAC	\$25,281	12/18/2019
17-053-4350-04(00)	ODELL CCSD 435	ODELL	\$15,944	12/19/2019
17-054-0610-04(00)	CHESTER-EAST LINCOLN CCSD 61	LINCOLN	\$14,419	12/04/2019
17-054-4040-16(00)	LINCOLN CHSD 404	LINCOLN	\$21,269	12/23/2019
17-064-0040-26(00)	HEYWORTH CUSD 4	HEYWORTH	\$10,537	12/16/2019
17-064-0160-26(00)	OLYMPIA CUSD 16	STANFORD	\$19,081	12/04/2019
19-022-0020-02(00)	BENSENVILLE ELEM SCH DIST 2	BENSENVILLE	\$33,472	12/19/2019
19-022-0200-02(00)	KEENEYVILLE SD 20	HANOVER PARK	\$18,905	12/30/2019
19-022-0610-02(00)	DARIEN SD 61	DARIEN	\$14,319	12/12/2019
19-022-0680-02(00)	WOODRIDGE SD 68	WOODRIDGE	\$27,966	12/23/2019
19-022-2010-26(00)	COMMUNITY UNIT SCHOOL DIST 201	WESTMONT	\$12,013	12/06/2019
20-083-0020-26(00)	CARRIER MILLS-STONEFORT CUSD 2	CARRIER MILLS	\$31,935	12/16/2019
20-083-0030-26(00)	HARRISBURG CUSD 3	HARRISBURG	\$68,955	12/12/2019
20-096-1120-04(00)	FAIRFIELD PSD 112	FAIRFIELD	\$20,909	12/16/2019
21-028-0990-26(00)	CHRISTOPHER UNIT SCHOOL DIST 99	CHRISTOPHER	\$10,107	12/16/2019
21-028-1680-26(00)	FRANKFORT COMMUNITY UNIT 168	WEST FRANKFOR	\$46,428	12/31/2019
21-028-1960-26(00)	SESSER-VALIER CUSD 196	SESSER	\$15,305	12/16/2019
24-032-060C-04(00)	SCH DIST 60C	MORRIS	\$10,012	12/06/2019
24-032-0730-17(00)	GARDNER S WILMINGTON THSD 73	GARDNER	\$15,269	12/16/2019
24-032-2010-04(00)	MINOOKA CCSD 201	MINOOKA	\$19,541	12/23/2019
24-047-3080-26(00)	COMMUNITY UNIT SCHOOL DIST 308	OSWEGO	\$103,566	12/16/2019
26-029-0660-25(00)	CANTON UNION SD 66	CANTON	\$81,732	12/16/2019
26-034-3370-26(00)	SOUTHEASTERN CUSD 337	AUGUSTA	\$17,246	12/19/2019

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28-006-0980-02(00)	DALZELL SD 98	DALZELL	\$2,988	12/30/2019
30-002-0050-26(00)	EGYPTIAN CUSD 5	TAMMS	\$27,703	12/16/2019
30-039-0860-03(00)	DESOTO CCSD 86	DESOTO	\$10,858	12/23/2019
30-039-1400-04(00)	UNITY POINT CCSD 140	CARBONDALE	\$15,689	12/19/2019
30-077-1010-26(00)	MERIDIAN CUSD 101	MOUNDS	\$28,928	12/20/2019
30-091-0370-04(00)	ANNA SD 37	ANNA	\$10,772	12/20/2019
31-045-1290-22(00)	AURORA WEST SCHOOL DIST 129	AURORA	\$248,505	12/18/2019
31-045-3020-26(00)	KANELAND CUSD 302	MAPLE PARK	\$13,978	12/06/2019
32-038-2490-26(00)	CRESCENT-IROQUOIS CUSD 249	CRESCENT CITY	\$10,000	12/16/2019
32-046-0010-26(00)	MOMENCE COMM UNIT SCH DIST 1	MOMENCE	\$18,216	12/16/2019
32-046-2590-04(00)	PEMBROKE CCSD 259	HOPKINS PARK	\$32,757	12/19/2019
32-046-3020-16(00)	ST ANNE CHSD 302	SAINT ANNE	\$12,443	12/06/2019
32-046-3070-16(00)	BRADLEY BOURBONNAIS CHSD 307	BRADLEY	\$26,131	12/05/2019
33-066-4040-26(00)	MERCER COUNTY SD 404	ALEDO	\$21,928	12/19/2019
33-094-2380-26(00)	MONMOUTH-ROSEVILLE CUSD 238	MONMOUTH	\$35,587	12/16/2019
33-094-3040-26(00)	UNITED CUSD 304	MONMOUTH	\$11,100	12/20/2019
34-049-0370-02(00)	GAVIN SD 37	INGLESIDE	\$18,088	12/17/2019
34-049-0560-02(00)	GURNEE SD 56	GURNEE	\$4,614	12/16/2019
34-049-0650-02(00)	LAKE COUNTY SCHOOL DISTRICT 65	LAKE BLUFF	\$10,676	12/31/2019
34-049-0670-05(00)	LAKE FOREST SD 67	LAKE FOREST	\$10,311	12/05/2019
34-049-0750-02(00)	COUNTY OF LAKE SCHOOL DIST 75	MUNDELEIN	\$13,933	12/16/2019
34-049-0950-26(00)	COMMUNITY UNIT SCHOOL DIST 95	LAKE ZURICH	\$29,673	12/04/2019
34-049-0960-04(00)	KILDEER COUNTRYSIDE CCSD 96	BUFFALO GROV	\$10,000	12/04/2019
34-049-1210-17(00)	WARREN THSD 121	GURNEE	\$36,309	12/30/2019
34-049-1240-16(00)	GRANT CHSD 124	FOX LAKE	\$12,109	12/12/2019
34-049-2200-26(00)	COMMUNITY UNIT SCH DIST 220	BARRINGTON	\$81,872	12/12/2019
35-050-0400-17(00)	STREATOR TWP HSD 40	STREATOR	\$23,426	12/16/2019
35-050-0790-04(00)	SCHOOL DISTRICT 79	TONICA	\$10,120	12/03/2019
39-055-0030-26(00)	MT ZION CUSD 3	MT ZION	\$16,626	12/06/2019
39-074-0050-26(00)	BEMENT CUSD 5	BEMENT	\$10,220	12/06/2019
40-056-0010-26(00)	COUNTY OF MACOUPIN CUSD 1	CARLINVILLE	\$24,336	12/31/2019
40-056-0340-26(00)	NORTH MAC CUSD 34	GIRARD	\$29,999	12/19/2019
41-057-0010-26(00)	ROXANA CUSD 1	ROXANA	\$64,528	12/20/2019
41-057-0070-26(00)	EDWARDSVILLE SD 7	EDWARDSVILLE	\$58,803	12/06/2019
41-057-0120-26(00)	MADISON CUSD 12	MADISON	\$67,628	12/12/2019
41-057-0130-02(00)	EAST ALTON SD 13	EAST ALTON	\$24,097	12/16/2019
44-063-0020-03(00)	NIPPERSINK SCH DIST 2	RICHMOND	\$10,000	12/27/2019
44-063-0260-04(00)	CARY CCSD 26	CARY	\$28,465	12/27/2019
44-063-0460-03(00)	PRAIRIE GROVE CSD 46	CRYSTAL LAKE	\$14,138	12/12/2019
44-063-1570-16(00)	RICHMOND-BURTON CHSD 157	RICHMOND	\$10,000	12/16/2019
47-052-1700-22(00)	DIXON CUSD 170	DIXON	\$53,292	12/16/2019
47-052-2710-26(00)	COMM UNIT SCHOOL DISTRICT 271	PAW PAW	\$10,000	12/06/2019
47-052-2750-26(00)	ASHTON-FRANKLIN CNTR CUSD 275	ASHTON	\$10,000	12/19/2019
47-071-1610-04(00)	CRESTON CCSD 161	CRESTON	\$10,000	12/03/2019
47-071-2120-17(00)	ROCHELLE TWP HSD 212	ROCHELLE	\$12,120	12/18/2019
47-071-2230-26(00)	MERIDIAN CUSD 223	STILLMAN VALLE	\$19,178	12/20/2019
47-071-2260-26(00)	BYRON COMMUNITY UNIT SD 226	BYRON	\$10,000	12/16/2019
47-071-2690-04(00)	ESWOOD CCD 269	LINDENWOOD	\$10,000	12/16/2019
47-098-0030-26(00)	PROPHETSTOWN-LYNDON CUSD 3	PROPHETSTOW	\$17,791	12/03/2019

**ILLINOIS STATE BOARD OF EDUCATION  
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47-098-0050-26(00)	COMMUNITY UNIT SCHOOL DISTRICT	STERLING	\$81,447	12/23/2019
49-081-0340-02(00)	SILVIS SD 34	EAST MOLINE	\$16,499	12/31/2019
49-081-0360-02(00)	CARBON CLIFF-BARSTOW SD 36	SILVIS	\$14,740	12/16/2019
50-082-0400-26(00)	MARISSA CUSD 40	MARISSA	\$5,677	12/04/2019
50-082-0900-04(00)	OFALLON COMM CONS 90	OFALLON	\$37,135	12/17/2019
50-082-1160-02(00)	HIGH MOUNT SD 116	SWANSEA	\$19,637	12/05/2019
50-082-1600-04(00)	MILLSTADT CCSD 160	MILLSTADT	\$9,620	12/12/2019
50-082-1750-02(00)	HARMONY EMGE SD 175	BELLEVILLE	\$21,960	12/26/2019
51-065-2020-26(00)	PORTA CUSD 202	PETERSBURG	\$36,826	12/12/2019
51-084-0050-26(00)	BALL CHATHAM CUSD 5	CHATHAM	\$24,463	12/19/2019
53-060-1890-26(00)	ILLINI CENTRAL SCHOOL DIST 189	MASON CITY	\$3,253	12/16/2019
53-102-0020-04(00)	RIVERVIEW CCSD 2	EAST PEORIA	\$10,000	12/16/2019
53-102-0210-26(00)	LOWPOINT-WASHBURN CUSD 21	WASHBURN	\$10,398	12/12/2019
56-099-030C-04(00)	TROY CCSD 30C	PLAINFIELD	\$31,699	12/19/2019
56-099-0880-02(00)	COUNTY OF WILL SCHOOL DIST 88	CREST HILL	\$10,262	12/16/2019
56-099-088A-02(00)	RICHLAND SD 88A	CREST HILL	\$25,446	12/16/2019
56-099-0910-02(00)	LOCKPORT SD 91	LOCKPORT	\$11,598	12/23/2019
56-099-0920-02(00)	WILL COUNTY SD 92	LOCKPORT	\$17,882	12/16/2019
56-099-1220-02(00)	NEW LENOX SD 122	NEW LENOX	\$11,286	12/06/2019
56-099-201U-26(00)	CRETE-MONEE COMMUNITY UNIT	CRETE	\$647	12/23/2019
56-099-2050-17(00)	LOCKPORT TWP HSD 205	LOCKPORT	\$23,648	12/06/2019
			<b>\$4,019,969</b>	

**Program: 2020 - 4421, Title IV - 21st Century Comm Learning Centers**

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
12-080-0010-26(15)	RICHLAND COUNTY CUSD 1	OLNEY	\$315,000	12/03/2019
15-016-317N-00(19)	FRIDA KAHLO COMMUNITY ORGANIZN	CHICAGO	\$599,813	12/03/2019
30-073-3000-26(13)	DU QUOIN COMMUNITY UNIT SD 300	DU QUOIN	\$300,000	12/30/2019
30-077-1010-26(15)	MERIDIAN CUSD 101	MOUNDS	\$270,000	12/26/2019
34-049-020P-00(15)	NICASA NFP	ROUND LAKE	\$90,000	12/17/2019
41-057-0110-26(15)	ALTON CUSD 11	ALTON	\$258,005	12/30/2019
49-000-0000-00(13)	REGIONAL OFFICE OF EDUCATION49	MOLINE	\$138,000	12/30/2019
49-000-0000-00(15)	REGIONAL OFFICE OF EDUCATION49	MOLINE	\$135,000	12/30/2019
49-000-0000-00(19)	REGIONAL OFFICE OF EDUCATION49	MOLINE	\$150,000	12/12/2019
49-000-0000-00(25)	REGIONAL OFFICE OF EDUCATION49	MOLINE	\$135,000	12/30/2019
49-000-0000-00(35)	REGIONAL OFFICE OF EDUCATION49	MOLINE	\$135,000	12/12/2019
50-082-1890-22(13)	BOARD OF EDUCATION SD 189	EAST ST LOUIS	\$551,250	12/30/2019
			<b>\$3,077,068</b>	

**Program: 2020 - 4600, Fed. - Sp. Ed. - Pre-School Flow Through**

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-0040-26(00)	MENDON CUSD 4	MENDON	\$7,811	12/27/2019
01-001-1720-22(00)	QUINCY SD 172	QUINCY	\$91,591	12/04/2019
03-003-0020-26(00)	BOND COUNTY 2	GREENVILLE	\$16,971	12/03/2019
03-026-2010-26(00)	BROWNSTOWN CUSD 201	BROWNSTOWN	\$5,373	12/03/2019
03-026-2040-26(00)	RAMSEY CUSD 204	RAMSEY	\$3,970	12/16/2019
03-068-0030-26(00)	HILLSBORO CUSD 3	HILLSBORO	\$26,856	12/03/2019
04-101-1220-22(00)	HARLEM CONSOLIDATED SD 122	MACHESNEY PA	\$69,793	12/06/2019
04-101-1310-04(00)	KINNICKINNICK CCSD131	ROSCOE	\$16,697	12/16/2019
04-101-2050-25(00)	SCHOOL DIST 205 BOARD OF	ROCKFORD	\$292,786	12/27/2019

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04-101-3220-26(00)	DURAND CUSD 322	DURAND	\$14,202	12/27/2019
05-016-0640-04(00)	SCHOOL DIST 64 CONSOLIDATED	PARK RIDGE	\$21,624	12/30/2019
05-016-8050-60(00)	NSSEO	MT PROSPECT	\$229,041	12/16/2019
06-016-0925-02(00)	WESTCHESTER SD 92-5	WESTCHESTER	\$17,335	12/20/2019
06-016-0990-02(00)	COUNTY OF COOK SD 99	CICERO	\$83,395	12/27/2019
07-016-1180-04(00)	PALOS CCSD 118	PALOS PARK	\$35,828	12/06/2019
07-016-1460-04(00)	COMMUNITY CONS SCH DIST 146	TINLEY PARK	\$52,399	12/16/2019
07-016-1500-61(00)	EX CHILDREN HAVE OPPOR	SOUTH HOLLAN	\$177,639	12/27/2019
07-016-1590-02(00)	ELEM SD 159 - MATTESON	MATTESON	\$14,050	12/20/2019
08-089-2020-26(00)	LENA WINSLOW CUSD 202	LENA	\$7,682	12/04/2019
11-087-0210-26(00)	CENTRAL A AND M COMMUNITY UNIT	ASSUMPTION	\$6,178	12/27/2019
15-016-2990-25(00)	CITY OF CHICAGO SD 299	CHICAGO	\$935,691	12/30/2019
16-019-4290-26(00)	HINCKLEY BIG ROCK CUSD 429	HINCKLEY	\$4,443	12/16/2019
16-019-4300-26(00)	SANDWICH CUSD 430	SANDWICH	\$10,298	12/10/2019
17-020-0150-26(00)	CLINTON CUSD 15	CLINTON	\$33,497	12/03/2019
17-054-0920-04(00)	WEST LINCOLN-BROADWELL ESD 92	LINCOLN	\$1,668	12/06/2019
17-064-0040-26(00)	HEYWORTH CUSD 4	HEYWORTH	\$5,562	12/17/2019
19-022-0250-02(00)	BENJAMIN SD 25	WEST CHICAGO	\$7,733	12/16/2019
19-022-0680-02(00)	WOODRIDGE SD 68	WOODRIDGE	\$24,915	12/16/2019
19-022-2020-26(00)	LISLE CUSD 202	LISLE	\$16,474	12/03/2019
24-032-1010-61(00)	GRUNDY COUNTY SPEC EDUC COOP	MORRIS	\$92,151	12/03/2019
31-045-1290-22(00)	AURORA WEST SCHOOL DIST 129	AURORA	\$83,950	12/03/2019
31-045-1310-22(00)	SCHOOL DIST 131 KANE CO	AURORA	\$95,996	12/23/2019
31-045-3020-26(00)	KANELAND CUSD 302	MAPLE PARK	\$31,969	12/16/2019
31-045-3030-26(00)	COMMUNITY UNIT SCHOOL DIST 303	ST CHARLES	\$81,392	12/05/2019
32-046-0010-26(00)	MOMENCE COMM UNIT SCH DIST 1	MOMENCE	\$6,227	12/03/2019
32-046-0050-26(00)	COUNTY OF KANKAKEE 5 MANTENO	MANTENO	\$10,806	12/03/2019
34-049-1090-02(00)	DEERFIELD SD 109	DEERFIELD	\$34,403	12/20/2019
34-049-1140-02(00)	FOX LAKE GSD 114	SPRING GROVE	\$8,374	12/03/2019
34-049-8250-60(00)	SPEC EDUC DIST LAKE COUNTY	GAGES LAKE	\$597,963	12/27/2019
35-050-0820-04(00)	DEER PARK CCSD 82	OTTAWA	\$1,018	12/03/2019
35-050-2100-04(00)	MILLER TWP CCSD 210	MARSEILLES	\$2,756	12/16/2019
39-055-0150-26(00)	MERIDIAN CUSD 15	MACON	\$14,223	12/30/2019
39-074-0570-26(00)	DELAND-WELDON CUSD 57	DE LAND	\$7,964	12/27/2019
40-056-0060-26(00)	STAUNTON CUSD 6	STAUNTON	\$20,913	12/04/2019
41-057-0110-26(00)	ALTON CUSD 11	ALTON	\$87,310	12/16/2019
49-081-8650-60(00)	BLACK HAWK AREA SP ED DISTRI	EAST MOLINE	\$222,374	12/16/2019
50-082-0300-03(00)	ST LIBORY CSD 30	SAINT LIBORY	\$4,417	12/16/2019
50-082-1190-02(00)	BELLE VALLEY SD 119	BELLEVILLE	\$19,059	12/03/2019
50-082-1750-02(00)	HARMONY EMGE SD 175	BELLEVILLE	\$15,345	12/04/2019
51-084-0050-26(00)	BALL CHATHAM CUSD 5	CHATHAM	\$36,499	12/03/2019
53-102-0110-26(00)	EL PASO-GRIDLEY CUSD 11	EL PASO	\$14,532	12/20/2019
56-099-1590-02(00)	MOKENA SD 159	MOKENA	\$44,249	12/20/2019
56-099-2020-22(00)	PLAINFIELD SD 202	PLAINFIELD	\$62,448	12/27/2019
			<b>\$3,827,840</b>	

**Program: 2020 - 4620, Fed. - Sp. Ed. - I.D.E.A. - Flow Through**

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
03-003-0020-26(00)	BOND COUNTY 2	GREENVILLE	\$433,094	12/03/2019

**ILLINOIS STATE BOARD OF EDUCATION  
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100 NORTH FIRST STREET, SPRINGFIELD, IL 62777**

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**Thru Date:(12/01/2019-12/31/2019)**

03-026-2010-26(00)	BROWNSTOWN CUSD 201	BROWNSTOWN	\$112,428	12/03/2019
03-026-2040-26(00)	RAMSEY CUSD 204	RAMSEY	\$140,791	12/16/2019
03-068-0030-26(00)	HILLSBORO CUSD 3	HILLSBORO	\$553,432	12/03/2019
04-101-1310-04(00)	KINNIKINNICK CCSD131	ROSCOE	\$485,033	12/16/2019
04-101-3220-26(00)	DURAND CUSD 322	DURAND	\$168,161	12/27/2019
05-016-0270-02(00)	NORTHBROOK ESD 27	NORTHBROOK	\$361,323	12/16/2019
06-016-0925-02(00)	WESTCHESTER SD 92-5	WESTCHESTER	\$340,622	12/20/2019
07-016-1180-04(00)	PALOS CCSD 118	PALOS PARK	\$506,688	12/06/2019
07-016-1460-04(00)	COMMUNITY CONS SCH DIST 146	TINLEY PARK	\$685,943	12/16/2019
07-016-1590-02(00)	ELEM SD 159 - MATTESON	MATTESON	\$404,460	12/20/2019
08-043-2050-26(00)	WARREN CUSD 205	WARREN	\$109,507	12/03/2019
08-089-2020-26(00)	LENA WINSLOW CUSD 202	LENA	\$215,411	12/04/2019
11-087-0210-26(00)	CENTRAL A AND M COMMUNITY UNIT	ASSUMPTION	\$203,894	12/27/2019
13-014-0030-26(00)	WESCLIN CUSD 3	TRENTON	\$282,841	12/06/2019
16-019-4290-26(00)	HINCKLEY BIG ROCK CUSD 429	HINCKLEY	\$141,778	12/16/2019
16-019-4300-26(00)	SANDWICH CUSD 430	SANDWICH	\$452,898	12/10/2019
17-020-0150-26(00)	CLINTON CUSD 15	CLINTON	\$462,744	12/03/2019
17-054-0920-04(00)	WEST LINCOLN-BROADWELL ESD 92	LINCOLN	\$55,410	12/06/2019
17-054-4040-16(00)	LINCOLN CHSD 404	LINCOLN	\$178,792	12/05/2019
19-022-0250-02(00)	BENJAMIN SD 25	WEST CHICAGO	\$148,503	12/16/2019
19-022-0680-02(00)	WOODRIDGE SD 68	WOODRIDGE	\$706,466	12/16/2019
19-022-2010-26(00)	COMMUNITY UNIT SCHOOL DIST 201	WESTMONT	\$353,422	12/27/2019
19-022-2020-26(00)	LISLE CUSD 202	LISLE	\$588,267	12/03/2019
31-045-1310-22(EI)	SCHOOL DIST 131 KANE CO	AURORA	\$464,127	12/23/2019
31-045-3020-26(00)	KANELAND CUSD 302	MAPLE PARK	\$786,686	12/16/2019
32-046-0010-26(00)	MOMENCE COMM UNIT SCH DIST 1	MOMENCE	\$273,570	12/03/2019
32-046-0050-26(00)	COUNTY OF KANKAKEE 5 MANTENO	MANTENO	\$479,383	12/03/2019
34-049-1090-02(00)	DEERFIELD SD 109	DEERFIELD	\$658,632	12/20/2019
34-049-1140-02(00)	FOX LAKE GSD 114	SPRING GROVE	\$190,301	12/03/2019
35-050-0400-17(00)	STREATOR TWP HSD 40	STREATOR	\$235,680	12/03/2019
35-050-0790-04(00)	SCHOOL DISTRICT 79	TONICA	\$46,542	12/03/2019
35-050-0820-04(00)	DEER PARK CCSD 82	OTTAWA	\$22,276	12/03/2019
35-050-2100-04(00)	MILLER TWP CCSD 210	MARSEILLES	\$68,452	12/16/2019
39-055-0150-26(00)	MERIDIAN CUSD 15	MACON	\$247,672	12/30/2019
39-074-0570-26(00)	DELAND-WELDON CUSD 57	DE LAND	\$58,141	12/27/2019
40-056-0060-26(00)	STAUNTON CUSD 6	STAUNTON	\$343,440	12/04/2019
50-082-0300-03(00)	ST LIBORY CSD 30	SAINT LIBORY	\$26,870	12/16/2019
50-082-1190-02(00)	BELLE VALLEY SD 119	BELLEVILLE	\$319,908	12/03/2019
50-082-1300-04(00)	COUNTY OF ST CLAIR SD 130	SMITHTON	\$119,354	12/03/2019
50-082-1750-02(00)	HARMONY EMGE SD 175	BELLEVILLE	\$254,947	12/04/2019
50-082-2030-17(00)	OFALLON TWP HSD 203	OFALLON	\$432,648	12/04/2019
51-084-0050-26(00)	BALL CHATHAM CUSD 5	CHATHAM	\$943,678	12/03/2019
53-102-0110-26(00)	EL PASO-GRIDLEY CUSD 11	EL PASO	\$283,436	12/20/2019
54-092-0040-26(00)	GEORGETOWN-RIDGE FARM CUSD 4	GEORGETOWN	\$310,364	12/30/2019
56-099-1590-02(00)	MOKENA SD 159	MOKENA	\$417,272	12/20/2019
			<hr/>	
			<b>\$15,075,287</b>	

**Program: 2020 - 4905, Title III - Immigrant Education Program (IEP)**

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
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**Approved Grants Less Than 1 Million**

**Thru Date:(12/01/2019-12/31/2019)**

05-016-0700-02(00)	MORTON GROVE SD 70	MORTON GROVE	\$6,986	12/23/2019
06-016-0990-02(00)	COUNTY OF COOK SD 99	CICERO	\$8,903	12/30/2019
19-022-0020-02(00)	BENSENVILLE ELEM SCH DIST 2	BENSENVILLE	\$15,677	12/23/2019
19-022-2040-26(00)	INDIAN PRAIRIE 204	AURORA	\$153,900	12/17/2019
33-094-2380-26(00)	MONMOUTH-ROSEVILLE CUSD 238	MONMOUTH	\$2,310	12/17/2019
49-081-0400-22(00)	MOLINE-COLE VALLEY COMMUNITY	MOLINE	\$15,717	12/17/2019
			<b>\$203,493</b>	

**Program: 2020 - 4909, Title III - Lang Inst Prog-Limited Eng LIPLEP**

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
05-016-0150-04(00)	COMM CONS SCHOOL DISTRICT NO 15	PALATINE	\$383,167	12/20/2019
05-016-0700-02(00)	MORTON GROVE SD 70	MORTON GROVE	\$31,261	12/20/2019
05-016-0740-02(00)	SCHOOL DIST 74	LINCOLNWOOD	\$38,584	12/17/2019
06-016-0855-02(00)	RIVER GROVE SD 85-5	RIVER GROVE	\$17,785	12/05/2019
06-016-0980-02(00)	COUNTY OF COOK SCHOOL DIST 98	BERWYN	\$118,942	12/06/2019
06-016-0990-02(00)	COUNTY OF COOK SD 99	CICERO	\$848,921	12/20/2019
06-016-2120-16(00)	LEYDEN COMMUNITY HIGH SCHOOL 212	FRANKLIN PARK	\$83,100	12/17/2019
07-016-1470-02(00)	W HARVEY-DIXMOOR PUB SD 147	HARVEY	\$40,774	12/17/2019
07-016-1710-02(00)	SUNNYBROOK SCHOOL DIST 171	LANSING	\$14,643	12/05/2019
09-010-1370-02(00)	RANTOUL CITY SD 137	RANTOUL	\$71,498	12/16/2019
16-019-4280-26(00)	DEKALB CUSD 428	DE KALB	\$115,804	12/16/2019
19-022-0020-02(00)	BENSENVILLE ELEM SCH DIST 2	BENSENVILLE	\$125,883	12/19/2019
19-022-0330-02(00)	WEST CHICAGO SD 33	WEST CHICAGO	\$328,499	12/06/2019
19-022-2000-26(00)	COMMUNITY UNIT SCHOOL DIST 200	WHEATON	\$154,579	12/20/2019
19-022-2040-26(00)	INDIAN PRAIRIE 204	AURORA	\$392,663	12/16/2019
24-047-3080-26(00)	COMMUNITY UNIT SCHOOL DIST 308	OSWEGO	\$199,044	12/12/2019
33-094-2380-26(00)	MONMOUTH-ROSEVILLE CUSD 238	MONMOUTH	\$42,152	12/12/2019
34-049-0560-02(00)	GURNEE SD 56	GURNEE	\$52,170	12/20/2019
35-050-1220-02(00)	LASALLE ESD 122	LA SALLE	\$17,334	12/19/2019
47-071-2310-04(00)	ROCHELLE CCD 231	ROCHELLE	\$55,142	12/05/2019
			<b>\$3,131,945</b>	

**Program: 2020 - 4932, Title II - Teacher Quality**

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-0010-26(00)	COMMUNITY UNIT SCH DIST NO 1	PAYSON	\$30,003	12/06/2019
01-001-0020-26(00)	LIBERTY CUSD 2	LIBERTY	\$23,543	12/06/2019
01-075-0100-26(00)	PIKELAND CUSD 10	PITTSFIELD	\$57,848	12/05/2019
03-003-0020-26(00)	BOND COUNTY 2	GREENVILLE	\$34,299	12/06/2019
03-011-0140-24(00)	SOUTH FORK SD 14	KINCAID	\$13,532	12/12/2019
03-025-0100-26(00)	SCHOOL UNIT DISTRICT NO 10	ALTAMONT	\$28,688	12/23/2019
03-025-0400-26(00)	EFFINGHAM CUSD 40	EFFINGHAM	\$127,524	12/16/2019
03-026-2010-26(00)	BROWNSTOWN CUSD 201	BROWNSTOWN	\$22,086	12/04/2019
03-026-2020-26(00)	ST ELMO CUSD 202	SAINT ELMO	\$25,769	12/03/2019
03-026-2040-26(00)	RAMSEY CUSD 204	RAMSEY	\$23,367	12/31/2019
03-068-0120-26(00)	LITCHFIELD CUD 12	LITCHFIELD	\$133,315	12/12/2019
04-101-1310-04(00)	KINNIKINNICK CCSD131	ROSCOE	\$54,436	12/30/2019
04-101-1340-04(00)	SHIRLAND CCSD 134	SHIRLAND	\$2,603	12/16/2019
04-101-3200-26(00)	COUNTY OF WINNEBAGO SD 320	SOUTH BELOIT	\$38,978	12/30/2019
05-016-0280-02(00)	NORTHBROOK SD 28	NORTHBROOK	\$35,589	12/27/2019
05-016-0540-04(00)	SCHAUMBURG CCSD 54	SCHAUMBURG	\$392,151	12/30/2019

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05-016-2140-17(00)	TOWNSHIP HSD 214	ARLINGTON HTS	\$281,515	12/30/2019
05-016-2250-17(00)	NORTHFIELD THSD 225	GLENVIEW	\$82,083	12/27/2019
06-016-0830-02(00)	COOK CNTY BD EDUCATION 083	FRANKLIN PARK	\$101,255	12/16/2019
06-016-0845-02(00)	RHODES SD 84-5	RIVER GROVE	\$28,518	12/04/2019
06-016-0860-02(00)	UNION RIDGE SD 86	HARWOOD HEI	\$21,245	12/03/2019
06-016-0900-02(00)	RIVER FOREST SD 90	RIVER FOREST	\$25,116	12/06/2019
06-016-0910-02(00)	FOREST PARK SD 91	FOREST PARK	\$59,303	12/16/2019
06-016-0920-02(00)	LINDOP SD 92	BROADVIEW	\$18,733	12/10/2019
06-016-0930-02(00)	HILLSIDE SD 93	HILLSIDE	\$22,682	12/19/2019
06-016-0940-02(00)	KOMAREK SD 94	NORTH RIVERSI	\$14,141	12/16/2019
06-016-0950-02(00)	SCHOOL DISTRICT 95 COOK COUNTY	BROOKFIELD	\$20,181	12/16/2019
06-016-1010-02(00)	WESTERN SPRINGS SD 101	WESTERN SPRI	\$38,870	12/12/2019
06-016-1020-02(00)	COOK CO SCHOOL DIST 102	LA GRANGE PAR	\$80,022	12/19/2019
06-016-1060-02(00)	LAGRANGE HIGHLANDS SD 106	LA GRANGE	\$30,904	12/12/2019
07-016-1040-02(00)	COUNTY OF COOK SCHOOL DIST 104	SUMMIT	\$139,485	12/16/2019
07-016-1080-02(00)	WILLOW SPRINGS SD 108	WILLOW SPRIN	\$4,533	12/12/2019
07-016-1240-02(00)	EVERGREEN PARK ESD 124	EVERGREEN PA	\$85,723	12/19/2019
07-016-1350-02(00)	ORLAND SD 135	ORLAND PARK	\$198,190	12/23/2019
07-016-1460-04(00)	COMMUNITY CONS SCH DIST 146	TINLEY PARK	\$90,406	12/20/2019
07-016-1470-02(00)	W HARVEY-DIXMOOR PUB SD 147	HARVEY	\$159,211	12/19/2019
07-016-1480-02(00)	BOARD OF EDUC SCHOOL DIST 148	RIVERDALE	\$39,062	12/26/2019
07-016-1510-02(00)	COOK COUNTY SCHOOL DIST 151	SOUTH HOLLAN	\$82,698	12/26/2019
07-016-1570-02(00)	COUNTY OF COOK SCHOOL DIST 157	CALUMET CITY	\$80,322	12/16/2019
07-016-1580-02(00)	LANSING SD 158	LANSING	\$146,476	12/16/2019
07-016-1690-02(00)	FORD HEIGHTS SD 169	FORD HEIGHTS	\$38,545	12/16/2019
07-016-2050-17(00)	THORNTON THSD 205	SOUTH HOLLAN	\$371,117	12/12/2019
07-016-2270-17(00)	RICH TWP HSD 227	MATTESON	\$84,664	12/26/2019
07-016-2280-16(00)	BREMEN CHSD 228	MIDLOTHIAN	\$358,388	12/26/2019
07-016-2290-16(00)	OAK LAWN CHSD 229	OAK LAWN	\$76,705	12/23/2019
07-016-2310-16(00)	EVERGREEN PARK CHSD 231	EVERGREEN PA	\$37,148	12/12/2019
07-016-9010-90(00)	SOUTHLAND COLLEGE PREP	RIGHTON PARK	\$1,611	12/17/2019
08-008-3080-26(00)	EASTLAND CUSD 308	SHANNON	\$20,722	12/30/2019
08-043-2050-26(00)	WARREN CUSD 205	WARREN	\$24,977	12/12/2019
08-043-2110-26(00)	SCALES MOUND CUSD 211	SCALES MOUND	\$11,119	12/16/2019
09-010-1300-04(00)	THOMASBORO CCSD 130	THOMASBORO	\$25,130	12/05/2019
09-010-1370-02(00)	RANTOUL CITY SD 137	RANTOUL	\$67,514	12/20/2019
09-010-1880-04(00)	GIFFORD CCSD 188	GIFFORD	\$1,939	12/03/2019
09-010-1970-04(00)	PRAIRIEVIEW-OGDEN CCSD 197	ROYAL	\$15,607	12/05/2019
09-027-0100-26(00)	PAXTON BUCKLEY LODA CUSD	PAXTON	\$61,055	12/20/2019
11-012-003C-26(00)	MARTINSVILLE CUSD 3C	MARTINSVILLE	\$23,264	12/06/2019
11-015-0050-26(00)	COUNTY OF COLE	OAKLAND	\$23,045	12/06/2019
11-018-0030-26(00)	NEOGA COMMUNITY UNIT SCHOOL	NEOGA	\$24,300	12/12/2019
11-021-3060-26(00)	ARCOLA CUSD 306	ARCOLA	\$29,613	12/06/2019
11-023-0040-26(00)	COMMUNITY UNIT SCHOOL DIST 4	PARIS	\$17,859	12/19/2019
11-023-0950-25(00)	SCHOOL DISTRICT NO 95	PARIS	\$54,227	12/03/2019
11-070-3000-26(00)	SULLIVAN C U SCHOOL DIST 300	SULLIVAN	\$19,290	12/17/2019
11-087-0010-26(00)	WINDSOR CUSD 1	WINDSOR	\$7,000	12/12/2019
11-087-0040-26(00)	SHELBYVILLE CUSD 4	SHELBYVILLE	\$31,737	12/06/2019
12-013-0250-26(00)	NORTH CLAY CUSD 25	LOUISVILLE	\$26,082	12/05/2019

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12-013-0350-26(00)	FLORA CUSD 35	FLORA	\$65,892	12/03/2019
12-040-0010-26(00)	JASPER COUNTY CUD 1	NEWTON	\$63,345	12/06/2019
12-051-0100-26(00)	RED HILL CUSD 10	BRIDGEPORT	\$51,490	12/12/2019
12-080-0010-26(00)	RICHLAND COUNTY CUSD 1	OLNEY	\$117,286	12/20/2019
13-014-0030-26(00)	WESCLIN CUSD 3	TRENTON	\$32,886	12/19/2019
13-014-1415-02(00)	ST ROSE SD 14-15	BREESE	\$3,434	12/26/2019
13-014-1860-02(00)	NORTH WAMAC SD 186	CENTRALIA	\$14,283	12/10/2019
13-041-0010-26(00)	WALTONVILLE CUSD 1	WALTONVILLE	\$11,777	12/05/2019
13-058-7220-26(00)	ODIN PUBLIC SCHOOL DIST 722	ODIN	\$5,676	12/18/2019
15-016-9010-90(00)	HORIZON SCIENCE ACAD-BELMONT	CHICAGO	\$56,293	12/10/2019
15-016-9030-90(00)	CHICAGO LIGHTHOUSE CHARTER SCH	CHICAGO	\$15,253	12/17/2019
16-019-4250-26(00)	COMMUNITY UNIT DIST 425	SHABBONA	\$38,492	12/12/2019
17-020-0150-26(00)	CLINTON CUSD 15	CLINTON	\$69,312	12/23/2019
17-053-0740-27(00)	FLANAGAN-CORNELL UNIT DIST 74	FLANAGAN	\$10,172	12/10/2019
17-053-4260-04(00)	CORNELL CCSD 426	CORNELL	\$3,336	12/03/2019
17-053-4290-04(00)	PONTIAC CCSD 429	PONTIAC	\$15,263	12/18/2019
17-053-4350-04(00)	ODELL CCSD 435	ODELL	\$10,573	12/19/2019
17-054-0610-04(00)	CHESTER-EAST LINCOLN CCSD 61	LINCOLN	\$10,024	12/04/2019
17-054-4040-16(00)	LINCOLN CHSD 404	LINCOLN	\$29,091	12/23/2019
17-064-0030-26(00)	TRI VALLEY CUSD 3	DOWNS	\$25,201	12/19/2019
17-064-0040-26(00)	HEYWORTH CUSD 4	HEYWORTH	\$35,561	12/16/2019
17-064-0160-26(00)	OLYMPIA CUSD 16	STANFORD	\$50,486	12/04/2019
19-022-0020-02(00)	BENSENVILLE ELEM SCH DIST 2	BENSENVILLE	\$79,207	12/19/2019
19-022-0200-02(00)	KEENEYVILLE SD 20	HANOVER PARK	\$46,637	12/30/2019
19-022-0480-02(00)	SALT CREEK SD 48	VILLA PARK	\$15,411	12/16/2019
19-022-0610-02(00)	DARIEN SD 61	DARIEN	\$44,301	12/12/2019
19-022-0680-02(00)	WOODRIDGE SD 68	WOODRIDGE	\$72,676	12/23/2019
19-022-1000-16(00)	FENTON CHSD 100	BENSENVILLE	\$46,312	12/19/2019
19-022-1810-04(00)	COMM CONS SCH DIST 181	CLARENDON HI	\$68,027	12/30/2019
19-022-2000-26(00)	COMMUNITY UNIT SCHOOL DIST 200	WHEATON	\$333,628	12/27/2019
19-022-2010-26(00)	COMMUNITY UNIT SCHOOL DIST 201	WESTMONT	\$36,236	12/06/2019
19-022-2040-26(00)	INDIAN PRAIRIE 204	AURORA	\$621,482	12/16/2019
20-033-0100-26(00)	HAMILTON CNTY CUSD 10	MCLEANSBORO	\$25,818	12/06/2019
20-035-0010-26(00)	HARDIN CNTY CUD 1	ELIZABETHTOW	\$57,638	12/17/2019
20-076-0010-26(00)	POPE COUNTY COMMUNITY UNIT	GOLCONDA	\$21,442	12/12/2019
20-083-0010-26(00)	GALATIA CUSD 1	GALATIA	\$14,047	12/16/2019
20-083-0020-26(00)	CARRIER MILLS-STONEFORT CUSD 2	CARRIER MILLS	\$7,300	12/16/2019
20-083-0030-26(00)	HARRISBURG CUSD 3	HARRISBURG	\$114,484	12/12/2019
20-093-0170-24(00)	ALLENDALE CCSD 17	ALLENDALE	\$11,265	12/10/2019
20-096-0170-04(00)	COMMUNITY CONSOLIDATED SD 17	FAIRFIELD	\$5,230	12/06/2019
20-096-1120-04(00)	FAIRFIELD PSD 112	FAIRFIELD	\$35,480	12/16/2019
20-096-2000-26(00)	NORTH WAYNE CUSD 200	CISNE	\$17,382	12/06/2019
20-097-0030-26(00)	NORRIS CITY-OMAHA-ENFIELD CU 3	NORRIS CITY	\$34,869	12/16/2019
21-028-1150-04(00)	EWING NORTHERN CCSD 115	EWING	\$18,098	12/31/2019
21-028-1680-26(00)	FRANKFORT COMMUNITY UNIT 168	WEST FRANKFOR	\$136,671	12/31/2019
21-028-1880-26(00)	ZEIGLER-ROYALTON CUSD 188	ZEIGLER	\$33,477	12/30/2019
21-028-1960-26(00)	SESSER-VALIER CUSD 196	SESSER	\$26,339	12/16/2019
21-044-0430-03(00)	BUNCOMBE CSD 43	BUNCOMBE	\$2,407	12/16/2019
21-061-0010-26(00)	MASSAC COUNTY UNIT SCHOOL DIST 1	METROPOLIS	\$110,442	12/30/2019



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21-100-0030-26(00)	COMMUNITY UNIT DISTRICT NO 3	MARION	\$15,583	12/12/2019
24-032-060C-04(00)	SCH DIST 60C	MORRIS	\$19,221	12/06/2019
24-032-0730-17(00)	GARDNER S WILMINGTON THSD 73	GARDNER	\$8,461	12/16/2019
24-032-2010-04(00)	MINOOKA CCSD 201	MINOOKA	\$65,486	12/23/2019
24-047-0180-16(00)	NEWARK CHSD 18	NEWARK	\$4,894	12/05/2019
24-047-0880-26(00)	PLANO CUSD 88	PLANO	\$69,478	12/23/2019
24-047-3080-26(00)	COMMUNITY UNIT SCHOOL DIST 308	OSWEGO	\$290,587	12/16/2019
26-029-0020-26(00)	V I T UNIT SCHOOL DIST 2	TABLE GROVE	\$25	12/30/2019
26-029-0660-25(00)	CANTON UNION SD 66	CANTON	\$110,309	12/16/2019
26-034-3370-26(00)	SOUTHEASTERN CUSD 337	AUGUSTA	\$29,298	12/19/2019
28-006-0840-04(00)	MALDEN CCSD 84	MALDEN	\$2,657	12/16/2019
28-006-1030-22(00)	DEPUE CUSD 103	DEPUE	\$15,512	12/26/2019
28-006-5000-15(00)	PRINCETON TWP HSD 500	PRINCETON	\$18,364	12/23/2019
28-037-2250-26(00)	ALWOOD CUSD 225	WOODHULL	\$7,278	12/16/2019
30-002-0050-26(00)	EGYPTIAN CUSD 5	TAMMS	\$35,746	12/16/2019
30-039-1300-04(00)	GIANT CITY CCSD 130	CARBONDALE	\$12,805	12/20/2019
30-039-1400-04(00)	UNITY POINT CCSD 140	CARBONDALE	\$25,858	12/19/2019
30-077-1000-26(00)	CENTURY CUSD 100	ULLIN	\$27,575	12/20/2019
30-077-1010-26(00)	MERIDIAN CUSD 101	MOUNDS	\$34,960	12/20/2019
30-091-0370-04(00)	ANNA SD 37	ANNA	\$1,895	12/23/2019
30-091-0810-16(00)	ANNA JONESBORO CHSD 81	ANNA	\$29,558	12/19/2019
31-045-1010-22(00)	BATAVIA USD 101	BATAVIA	\$131,575	12/06/2019
31-045-1290-22(00)	AURORA WEST SCHOOL DIST 129	AURORA	\$851,614	12/18/2019
31-045-3020-26(00)	KANELAND CUSD 302	MAPLE PARK	\$75,815	12/06/2019
31-045-9000-90(00)	ELGIN MATH AND SCIENCE CHARTER	ELGIN	\$7,825	12/23/2019
32-038-0060-26(00)	CISSNA PARK CUSD 6	CISSNA PARK	\$9,050	12/04/2019
32-038-2490-26(00)	CRESCENT-IROQUOIS CUSD 249	CRESCENT CITY	\$5,334	12/16/2019
32-046-0010-26(00)	MOMENCE COMM UNIT SCH DIST 1	MOMENCE	\$83,163	12/16/2019
32-046-2590-04(00)	PEMBROKE CCSD 259	HOPKINS PARK	\$20,914	12/19/2019
32-046-3020-16(00)	ST ANNE CHSD 302	SAINT ANNE	\$10,677	12/06/2019
32-046-3070-16(00)	BRADLEY BOURBONNAIS CHSD 307	BRADLEY	\$65,969	12/05/2019
33-048-2080-26(00)	R O W V A CUSD 208	ONEIDA	\$16,286	12/31/2019
33-066-4040-26(00)	MERCER COUNTY SD 404	ALEDO	\$50,799	12/19/2019
33-094-2380-26(00)	MONMOUTH-ROSEVILLE CUSD 238	MONMOUTH	\$67,006	12/16/2019
33-094-3040-26(00)	UNITED CUSD 304	MONMOUTH	\$26,091	12/20/2019
34-049-0370-02(00)	GAVIN SD 37	INGLESIDE	\$25,657	12/17/2019
34-049-0560-02(00)	GURNEE SD 56	GURNEE	\$53,345	12/16/2019
34-049-0650-02(00)	LAKE COUNTY SCHOOL DISTRICT 65	LAKE BLUFF	\$16,327	12/31/2019
34-049-0670-05(00)	LAKE FOREST SD 67	LAKE FOREST	\$35,077	12/05/2019
34-049-0750-02(00)	COUNTY OF LAKE SCHOOL DIST 75	MUNDELEIN	\$49,698	12/16/2019
34-049-0790-02(00)	FREMONT SD 79	MUNDELEIN	\$30,212	12/30/2019
34-049-0950-26(00)	COMMUNITY UNIT SCHOOL DIST 95	LAKE ZURICH	\$85,618	12/04/2019
34-049-0960-04(00)	KILDEER COUNTRYSIDE CCSD 96	BUFFALO GROV	\$43,058	12/04/2019
34-049-1020-04(00)	APTAKISIC-TRIPP CCSD 102	BUFFALO GROV	\$36,653	12/06/2019
34-049-1090-02(00)	DEERFIELD SD 109	DEERFIELD	\$46,555	12/30/2019
34-049-1210-17(00)	WARREN THSD 121	GURNEE	\$119,289	12/30/2019
34-049-1240-16(00)	GRANT CHSD 124	FOX LAKE	\$34,602	12/12/2019
34-049-2200-26(00)	COMMUNITY UNIT SCH DIST 220	BARRINGTON	\$181,558	12/12/2019
35-050-0020-26(00)	COMMUNITY UNIT SCHOOL NO 2	SERENA	\$41,126	12/10/2019

**ILLINOIS STATE BOARD OF EDUCATION**  
**FUNDING AND DISBURSEMENT SERVICES DIVISION**  
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777

**Approved Grants Less Than 1 Million**

Thru Date:(12/01/2019-12/31/2019)

35-050-0400-17(00)	STREATOR TWP HSD 40	STREATOR	\$47,111	12/16/2019
35-050-0790-04(00)	SCHOOL DISTRICT 79	TONICA	\$6,971	12/03/2019
35-050-0820-04(00)	DEER PARK CCSD 82	OTTAWA	\$4,472	12/10/2019
35-050-0950-04(00)	SCHOOL DIST 95 LASALLE COUNTY	GRAND RIDGE	\$9,853	12/03/2019
39-055-0020-26(00)	MAROA FORSYTH CUSD 2	FORSYTH	\$24,311	12/04/2019
39-055-0030-26(00)	MT ZION CUSD 3	MT ZION	\$47,234	12/06/2019
39-055-0110-26(00)	WARRENSBURG-LATHAM CUSD 11	WARRENSBURG	\$33,642	12/12/2019
39-074-0050-26(00)	BEMENT CUSD 5	BEMENT	\$11,043	12/06/2019
39-074-0250-26(00)	MONTICELLO CU 25	MONTICELLO	\$34,205	12/06/2019
40-031-0100-26(00)	GREENFIELD CUSD 10	GREENFIELD	\$14,915	12/20/2019
40-056-0010-26(00)	COUNTY OF MACOUPIN CUSD 1	CARLINVILLE	\$39,373	12/31/2019
40-056-0340-26(00)	NORTH MAC CUSD 34	GIRARD	\$88,669	12/19/2019
41-057-0010-26(00)	ROXANA CUSD 1	ROXANA	\$101,294	12/20/2019
41-057-0070-26(00)	EDWARDSVILLE SD 7	EDWARDSVILLE	\$160,132	12/06/2019
41-057-0090-26(00)	GRANITE CITY CUSD 9	GRANITE CITY	\$883,669	12/10/2019
41-057-0120-26(00)	MADISON CUSD 12	MADISON	\$66,503	12/12/2019
41-057-0130-02(00)	EAST ALTON SD 13	EAST ALTON	\$31,938	12/16/2019
41-057-0140-16(00)	EAST ALTON-WOOD RIVER CHSD 14	WOOD RIVER	\$36,216	12/23/2019
44-063-0020-03(00)	NIPPERSINK SCH DIST 2	RICHMOND	\$22,134	12/27/2019
44-063-0260-04(00)	CARY CCSD 26	CARY	\$58,931	12/27/2019
44-063-0460-03(00)	PRAIRIE GROVE CSD 46	CRYSTAL LAKE	\$22,296	12/12/2019
44-063-1570-16(00)	RICHMOND-BURTON CHSD 157	RICHMOND	\$11,938	12/16/2019
45-067-0040-26(00)	COLUMBIA CUSD 4	COLUMBIA	\$32,271	12/17/2019
45-079-0010-22(00)	COULTERVILLE USD 1	COULTERVILLE	\$36,724	12/04/2019
45-079-1390-26(00)	CHESTER CUSD 139	CHESTER	\$43,952	12/30/2019
47-052-1700-22(00)	DIXON CUSD 170	DIXON	\$142,740	12/16/2019
47-052-2710-26(00)	COMM UNIT SCHOOL DISTRICT 271	PAW PAW	\$8,466	12/06/2019
47-052-2750-26(00)	ASHTON-FRANKLIN CNTR CUSD 275	ASHTON	\$20,181	12/19/2019
47-071-1610-04(00)	CRESTON CCSD 161	CRESTON	\$3,326	12/03/2019
47-071-2120-17(00)	ROCHELLE TWP HSD 212	ROCHELLE	\$26,204	12/18/2019
47-071-2230-26(00)	MERIDIAN CUSD 223	STILLMAN VALLE	\$49,172	12/20/2019
47-071-2260-26(00)	BYRON COMMUNITY UNIT SD 226	BYRON	\$26,782	12/16/2019
47-071-2690-04(00)	ESWOOD CCD 269	LINDENWOOD	\$4,694	12/16/2019
47-098-0030-26(00)	PROPHETSTOWN-LYNDON CUSD 3	PROPHETSTOW	\$36,903	12/03/2019
47-098-0050-26(00)	COMMUNITY UNIT SCHOOL DISTRICT	STERLING	\$145,441	12/23/2019
48-072-3230-26(00)	DUNLAP CUSD 323	PEORIA	\$150,163	12/18/2019
48-072-3270-26(00)	ILLINI BLUFFS CUSD 327	GLASFORD	\$24,481	12/16/2019
48-072-3280-03(00)	HOLLIS CSD 328	PEORIA	\$3,690	12/06/2019
49-081-0300-17(00)	UNITED THSD 30	EAST MOLINE	\$104,005	12/12/2019
49-081-0340-02(00)	SILVIS SD 34	EAST MOLINE	\$29,894	12/31/2019
49-081-0360-02(00)	CARBON CLIFF-BARSTOW SD 36	SILVIS	\$33,604	12/16/2019
49-081-2000-26(00)	SCHOOL DISTRICT 200 SHERRARD COM	SHERRARD	\$46,899	12/20/2019
49-081-3000-26(00)	ROCKRIDGE CUSD 300	TAYLOR RIDGE	\$73,418	12/30/2019
50-082-0090-26(00)	LEBANON CUSD 9	LEBANON	\$58,376	12/05/2019
50-082-0300-03(00)	ST LIBORY CSD 30	SAINT LIBORY	\$4,418	12/04/2019
50-082-0400-26(00)	MARISSA CUSD 40	MARISSA	\$34,571	12/04/2019
50-082-0700-04(00)	FREEBURG CCSD 70	FREEBURG	\$19,020	12/06/2019
50-082-0900-04(00)	OFALLON COMM CONS 90	OFALLON	\$94,435	12/17/2019
50-082-1160-02(00)	HIGH MOUNT SD 116	SWANSEA	\$31,184	12/05/2019

**ILLINOIS STATE BOARD OF EDUCATION  
FUNDING AND DISBURSEMENT SERVICES DIVISION  
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777**

**Approved Grants Less Than 1 Million**

**Thru Date:(12/01/2019-12/31/2019)**

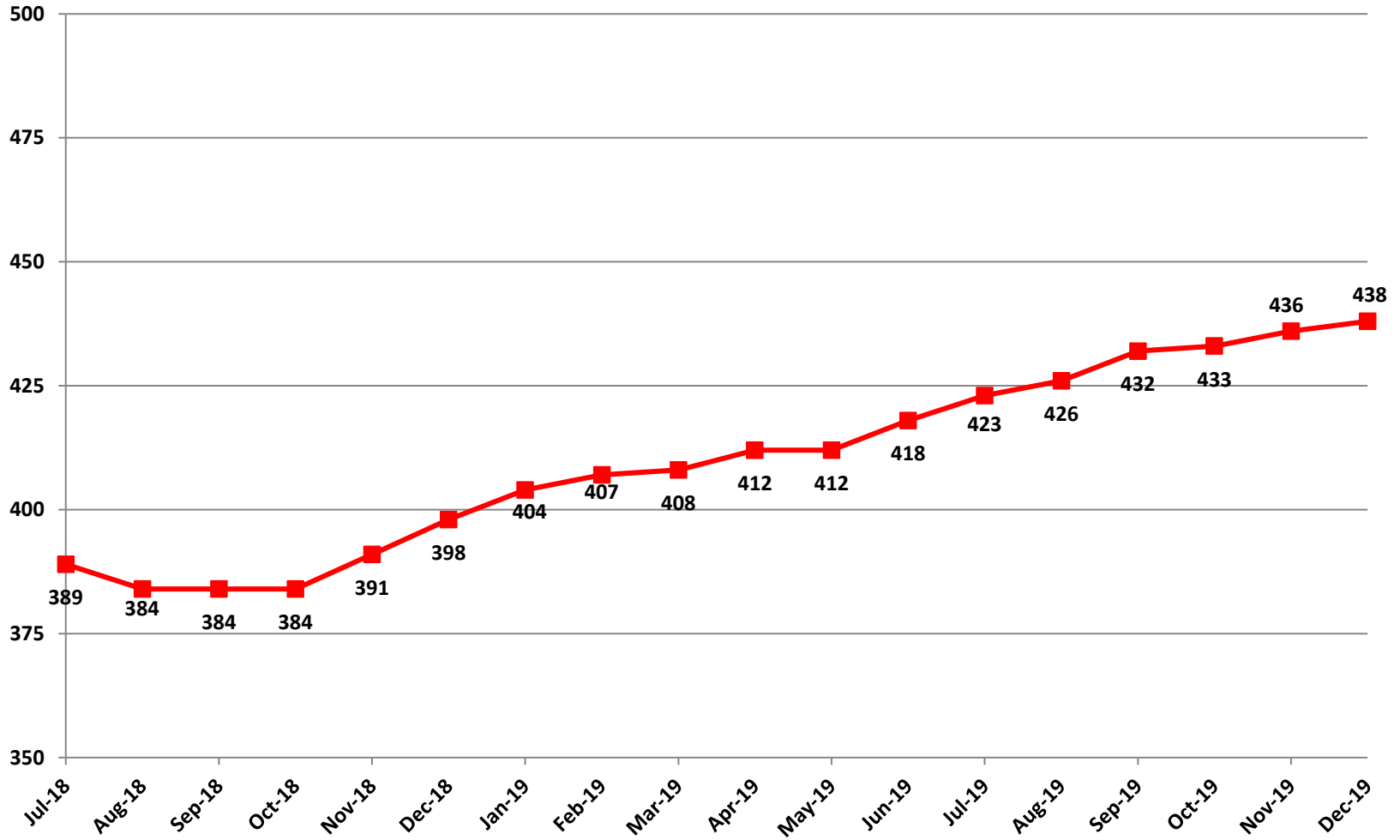
50-082-1300-04(00)	COUNTY OF ST CLAIR SD 130	SMITHTON	\$13,086	12/16/2019
50-082-1600-04(00)	MILLSTADT CCSD 160	MILLSTADT	\$9,887	12/12/2019
50-082-1750-02(00)	HARMONY EMGE SD 175	BELLEVILLE	\$38,540	12/26/2019
50-082-1880-22(00)	BROOKLYN UD 188	LOVEJOY	\$2,253	12/17/2019
50-082-2010-17(00)	BELLEVILLE TWP HSD 201	BELLEVILLE	\$193,527	12/05/2019
51-065-2020-26(00)	PORTA CUSD 202	PETERSBURG	\$65,403	12/12/2019
51-084-0050-26(00)	BALL CHATHAM CUSD 5	CHATHAM	\$136,019	12/19/2019
53-060-1260-26(00)	HAVANA CUSD 126	HAVANA	\$56,695	12/12/2019
53-060-1890-26(00)	ILLINI CENTRAL SCHOOL DIST 189	MASON CITY	\$30,278	12/16/2019
53-090-0510-02(00)	CENTRAL SD 51	WASHINGTON	\$18,744	12/12/2019
53-090-0520-02(00)	WASHINGTON SD 52	WASHINGTON	\$18,117	12/16/2019
53-090-0850-02(00)	SCHOOL DISTRICT NO 85	EAST PEORIA	\$13,963	12/12/2019
53-090-0980-02(00)	COUNTY OF TAZEWELL SCH DIST 98	PEKIN	\$5,796	12/16/2019
53-090-1020-02(00)	SCHOOL DIST NO 102	MARQUETTE HE	\$17,872	12/16/2019
53-090-1080-02(00)	PEKIN PUBLIC SD 108	PEKIN	\$172,482	12/23/2019
53-090-3090-16(00)	COUNTY OF TAZEWELL SD 309	EAST PEORIA	\$7,120	12/27/2019
53-090-7030-26(00)	DELAVAN CUSD 703	DELAVAN	\$13,846	12/03/2019
53-102-0020-04(00)	RIVERVIEW CCSD 2	EAST PEORIA	\$7,797	12/16/2019
53-102-0210-26(00)	LOWPOINT-WASHBURN CUSD 21	WASHBURN	\$12,023	12/12/2019
53-102-1220-17(00)	COUNTY OF WOODFORD SCHOOL	METAMORA	\$14,446	12/12/2019
54-092-0040-26(00)	GEORGETOWN-RIDGE FARM CUSD 4	GEORGETOWN	\$84,409	12/03/2019
54-092-0100-26(00)	POTOMAC CUSD 10	POTOMAC	\$7,098	12/05/2019
56-099-0810-02(00)	UNION SD 81	JOLIET	\$2,510	12/06/2019
56-099-0840-02(00)	ROCKDALE SCHOOL DISTRICT 84	ROCKDALE	\$18,169	12/19/2019
56-099-0880-02(00)	COUNTY OF WILL SCHOOL DIST 88	CREST HILL	\$21,778	12/16/2019
56-099-088A-02(00)	RICHLAND SD 88A	CREST HILL	\$24,869	12/16/2019
56-099-0910-02(00)	LOCKPORT SD 91	LOCKPORT	\$21,184	12/23/2019
56-099-0920-02(00)	WILL COUNTY SD 92	LOCKPORT	\$32,018	12/16/2019
56-099-1220-02(00)	NEW LENOX SD 122	NEW LENOX	\$80,636	12/06/2019
56-099-201U-26(00)	CRETE-MONEE COMMUNITY UNIT	CRETE	\$266,236	12/23/2019
56-099-2050-17(00)	LOCKPORT TWP HSD 205	LOCKPORT	\$146,913	12/06/2019
56-099-207U-26(00)	PEOTONE CUSD 207U	PEOTONE	\$42,659	12/03/2019

**\$14,803,175**

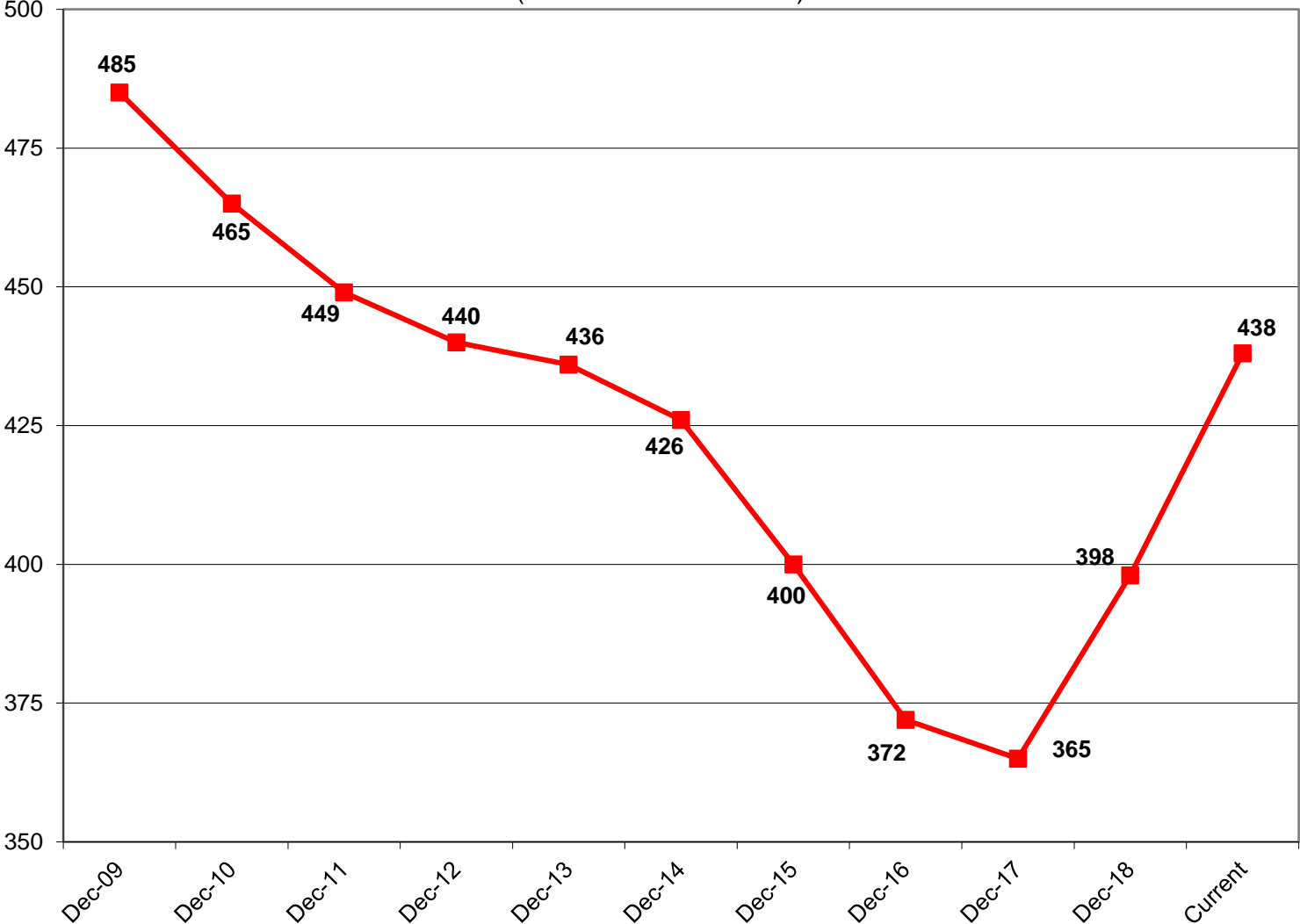
**Program: 2020 - 4935, Title II - Teacher Quality - Leadership Grant**

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
65-108-9320-51(SA)	ILLINOIS ASSOCIATION OF SCHOOL	SPRINGFIELD	\$250,000	12/16/2019
			<b>\$250,000</b>	

# ILLINOIS STATE BOARD OF EDUCATION 18-MONTH HEADCOUNT HISTORY (As of December 2019)



**ILLINOIS STATE BOARD OF EDUCATION**  
**10-yr HEADCOUNT HISTORY**  
(As of December 2019)





**ILLINOIS STATE BOARD OF EDUCATION  
AGENCY STAFF DETAIL AS OF DECEMBER 2019**

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
<b>STATE SUPERINTENDENT (001)</b>						
State Superintendent	1	2	0	3	0	3
Board Services	0	0	0	0	0	0
Legal	3	12	1	15	1	16
Internal Audit	1	5	1	7	0	7
Sub-Total	5	19	2	25	1	26
<b>FINANCE (002)</b>						
Finance	2	0	1	3	0	3
Budget and Financial Management	1	2	0	3	0	3
Fiscal Support Services	2	9	2	13	0	13
Funding and Disbursements	1	14	4	7	12	19
State Funding & Forecasting	1	2	0	3	0	3
School Business Services	2	8	2	12	0	12
Sub-Total	9	35	9	41	12	53
<b>RESEARCH AND EVALUATION (007)</b>						
Research and Evaluation	1	0	1	2	0	2
Information Systems	5	29	0	34	0	34
Research	2	3	0	5	0	5
Assessments	2	8	1	9	2	11
Data Strategies and Analytics	3	7	1	11	0	11
Sub-Total	13	47	3	61	2	63
<b>OPERATIONS (010)</b>						
Operations	1	1	2	4	0	4
Projects Management	6	0	0	6	0	6
Human Resources	2	4	6	12	0	12
Facility Management	1	2	6	9	0	9
Technology and Infrastructure	3	21	0	24	0	24
Sub-Total	13	28	14	55	0	55
<b>SAFE &amp; HEALTHY CLIMATE (017)</b>						
Center Administration	2	0	1	3	0	3
Wellness	2	15	1	10	8	18
Nutrition and Wellness Programs	2	36	4	3	39	42
Sub-Total	6	51	6	16	47	63
<b>Regulatory Services (019)</b>						
Regulatory Services	0	0	0	0	0	0
GATA	1	7	1	9	0	9
Title Grant Administration	2	14	1	0	17	17
Federal and State Monitoring	2	13	1	11	5	16
Sub-Total	5	34	3	20	22	42

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
<b>EDUCATION (039)</b>						
Education	1	0	1	2	0	2
Instructional Education	1	0	0	1	0	1
Operation Education	1	0	0	1	0	1
Sub-Total	3	0	1	4	0	4
<b>Programs (050)</b>						
Early Childhood Education	2	12	2	15	1	16
Multilingual	0	7	1	8	0	8
Programs	1	0	0	0	1	1
Special Education	3	32	6	0	41	41
Sub-Total	6	51	9	23	43	66
<b>TEACHING AND LEARNING (070)</b>						
CTE & Innovation	1	6	1	6	2	8
Curriculum & Instruction	2	6	0	4	4	8
Teaching and Learning	1	0	0	1	0	1
Educator Effectiveness	1	23	4	0	28	28
Sub-Total	5	35	5	11	34	45
<b>POLICY AND COMMUNICATIONS (100)</b>						
Internal Communications	1	3	0	4	0	4
External Communications	1	1	0	2	0	2
Legislative Affairs	1	2	1	4	0	4
Policy and Communications	1	0	0	1	0	1
Sub-Total	4	6	1	11	0	11
<b>INSTRUCTIONAL EDUCATION (102)</b>						
Instructional Education (100)	0	0	1	1	0	1
Sub-Total	0	0	1	1	0	1
<b>ESSA (104)</b>						
IL-Empower	1	0	0	0	1	1
ESSA	1	0	1	1	1	2
Accountability	1	0	0	1	0	1
Sub-Total	3	0	1	2	2	4
<b>REGIONAL SERVICES (106)</b>						
Regional Services	1	0	0	1	0	1
ROE/ISC	1	0	0	1	0	1
Charter Schools	1	2	0	3	0	3
Sub-Total	3	2	0	5	0	5
	<b>75</b>	<b>308</b>	<b>55</b>	<b>275</b>	<b>163</b>	<b>438</b>
<b>GRAND TOTAL, ALL CENTERS</b>	17%	70%	13%	63%	37%	100%

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**January 15, 2020**

**TO:** Illinois State Board of Education

**FROM:** Dr. Carmen I. Ayala, State Superintendent of Education   
Trisha Olson, Legal Officer 

**Agenda Topic:** Information Item: FOIA Monthly Report

**Materials:** November 26-December 23 FOIA Report – Fiscal Year 2020

**Staff Contact(s):** Kelly Weston, FOIA Officer, Assistant Legal Counsel

**Purpose of Agenda Item**

The purpose of this agenda item is to provide the Board a report with general information on recent Freedom of Information Act (FOIA) requests made to ISBE.

**Relationship to/Implications for the State Board's Strategic Plan**

Not applicable. The report is for informational purposes only.

**Expected Outcome(s) of Agenda Item**

Not applicable. The report is for informational purposes only.

**Background Information**

Records in possession of public agencies may be accessed by the public upon written request under the provisions of FOIA ([5 ILCS 140](#)).

ISBE received 35 FOIA requests over the time period of this report. They are listed in detail in the attached report.

**Superintendent's Recommendation**

None needed.

**Next Steps**

Continue to provide this report monthly.



# Monthly FOIA Report for Board Meetings

Run Date: 12/23/2019 9:14 AM

## F000506-112719

Create Date	Customer Full Name	Company Name	Public Record Desired
11/27/2019	scott loeff	Tourette Syndrome Camping Organization	List of school principals emails or where I can locate it on your website. I have founded it before but cant locate it now

## F000507-120219

Create Date	Customer Full Name	Company Name	Public Record Desired
12/2/2019	Ms. Tenika Knox		Teacher Service Records

## F000508-120319

Create Date	Customer Full Name	Company Name	Public Record Desired
12/3/2019	Superintendent Jeremy Larson	Paris Union School District No. 95	Please provide a copy of the 21st Century grant applications that were approved and funded since 2000 through 2020 along with all grant reviewer notes.

## F000509-120319

Create Date	Customer Full Name	Company Name	Public Record Desired
12/3/2019	Superintendent Jeremy Larson	Paris Union School District No. 95	Please provide a copy of all grants were funded under the NSLP equipment grant in the past two years along with grant reviewer notes.

## F000510-120319

Create Date	Customer Full Name	Company Name	Public Record Desired
12/3/2019	Reporter Adriana Cardona	Chicago Public Media	Under the Freedom of Information Act--- I request the following public information: ALL yearly employee rosters from the following Chicago charter schools in the last 10 years. All Chicago International Charter Schools (CICS) -- categorized by school name, charter network name, employee name and title. Instituto Health Sciences Career Academy-- categorized by employee name and title. YCCS-Youth Connection Leadership Acad HS --- categorized by employee name and title. Namaste Charter School--- categorized by employee name and title. Asian Human Services – Passages Charter School -- categorized by employee name and title. Instituto-- Justice and Leadership Academy (Lozano) --- categorized by employee name and title. Acero charter schools--- categorized by school name and by employee name and title. Chicago High School for the Arts--- categorized by employee name and title. Urban Prep Academies--- categorized by school name and by employee name and title.

## F000511-120319

Create Date	Customer Full Name	Company Name	Public Record Desired
12/3/2019	Bobby Chung	University of Illinois	Would I be able to get a spreadsheet containing the information (Name, school, original issue date, expiration date) of the already expired teachers? Thank you

## F000512-120419

Create Date	Customer Full Name	Company Name	Public Record Desired
12/4/2019	Mackenzie Bufis		I would like to know the total number of music teachers employed in K-12 public schools in Illinois for the years 2013, 2014, 2015, 2016, 2017, 2018, and 2019.

**F000513-120419**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/4/2019	Practicum Coordinator, UIUC Laurie Andrews	University of Illinois, Urbana-Champaign	I am seeking the names and email addresses of all persons who were granted LBSI licensure from the state of Illinois between the dates of January 1, 2019 and September 30, 2019. The names/emails will be used to distribute a survey to all first-year special education teachers in the state.

**F000514-120419**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/4/2019	Race/Gender Information Availability Kevin Rodriguez		Dear whoever it may concern, The purpose of this email is to ask if there is publicly available information about the race/ethnicity and gender of principals in your state. Ideally, we are looking for a data file that identifies the race/ethnicity and gender of each principal and identifies the school in which the individual is employed. We would be interested in as many years of data as available. In addition, we would also be interested in the same information for assistant principals and district leaders (superintendents and assistant superintendents). Finally, we would be interested in the availability of any employment files for all educators and the years that such data might be available. If you have any questions, you can email us or call Dr. Ed Fuller at 512-971-5715. Sincerely, Ed Fuller Associate Professor Penn State University

**F000515-120519**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/5/2019	Teri E. Engler	Engler Callaway Baasten & Sraga, LLC	o Any and all public records regarding complaints filed against, or with respect to NSEED, in the past year; o Any and all public records regarding communications within the ISBE concerning such complaints; and o Any and all public records regarding communications between the ISBE, the Governor’s office, and /or any other entity or individual concerning such complaints and/or NSEED’s use of isolated time out/physical restraint with students served by this cooperative.

**F000516-120519**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/5/2019	Reporter Adriana Cardona	Chicago Public Media	Under the Freedom of Information Act I request the following public information--- A list of all Chicago schools that show or showed erroneous information in the Illinois Report Card <a href="https://www.illinoisreportcard.com/">https://www.illinoisreportcard.com/</a> posted this year. Please categorized the information by name of the school, and the erroneous information. Context: This is related to the recent erroneous information posted on this website. Example ChiArts- showed erroneous graduation rates a few weeks ago. And it's currently showing erroneous 9th grade on track information, and teacher retention percentages. An ISBE official said there were schools that received a lowest-performing or underperforming designation due to erroneous data submitted to ISBE.

**F000517-120519**

Create Date	Customer Full Name	Company Name	Public Record Desired
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**F000517-120519**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/5/2019	Marc Greendorfer	Zachor Legal Institute	Pursuant to 5 ILCS 140/2.5 ("Records of Funds"), we hereby request all records relating to State of Illinois funding of Northwestern University, including amounts of funding, dates of funding, purposes of funding and any stipulations or other agreements that condition the use of such funds, if any. The time period for this request is for January 1, 2015 through and including the present date (December 3, 2019).

**F000518-120519**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/5/2019	Reporter Adriana Cardona	Chicago Public Media	Under the Freedom of information act --- please provide the following public information. Name of all schools currently employing an individual with the name Vianey Zavala.

**F000519-120519**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/5/2019	Journalist Dave McKinney	WBEZ	Pursuant to the Illinois Freedom of Information Act, please provide the names and addresses of all grantees of the now-defunct legislative scholarship program selected by the following Illinois lawmakers during their full, respective tenures in the General Assembly: Michael Madigan, John Cullerton, Luis Arroyo, Martin Sandoval, Kimberly Lightford, Kwame Raoul, Don Harmon, Tom Cullerton, Bill Brady and Terry Link. Please include the names of each public university attended by the various recipients and, to whatever extent possible, please estimate the values of the respective tuition waivers. As the act allows in cases involving the public interest, please waive any fees associated with my request because any responsive documents may be used in the production of a news story or stories for WBEZ, Chicago's NPR affiliate. Thank you for your prompt consideration of my request. Dave McKinney State politics reporter WBEZ-FM, 91.5 848 E. Grand Ave. Chicago, IL 60611 (312) 948-4643 Twitter: @davemckinney

**F000520-120519**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/5/2019	Attorney Katie Zumalt-Rogers	Robbins Schwartz	I request ISBE's contract or agreement appointing Keeneyville School District 20 as fiscal agent of Phillip J. Rock Center for the first fiscal year of the arrangement as well as the most recent fiscal year available. Additionally, I request all reports, records, correspondence, or other documents regarding the appointment of Keeneyville as the fiscal agent of Philip J. Rock Center.

**F000521-120519**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/5/2019	HR Specialist Vicki Jones	Danville District 118	Please retrieve licensure information for all Danville District No. 118 employees with an assignment for the current 2019 year delivered in an Excel format as follows: 1. Full Name 2. Licenses - License ID / License / Status Code / Expires 3. Approved Program/Endorsements for Selected License - Endorsement / Description / Grade / Status Code / Issued Date 4. Approvals – Approval Code / Approval / Endorsement / Grade / Status / End Date Thank you for your assistance with this request.

**F000522-120619**

Create Date	Customer Full Name	Company Name	Public Record Desired
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**F000522-120619**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/6/2019	Ms Marlene Bryan		Video surveillance of at Evanston Township High School [REDACTED].

**F000523-120619**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/6/2019	Administrative Assistant Kristie Brettman	Educational Services	We would like to obtain copies of the applications for Preschool Expansion Grants for those districts awarded the grant.

**F000524-120919**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/9/2019	Dusty Rhodes	WUIS / NPR Illinois	see attached pdf

**F000525-121019**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/10/2019	Senior Director Ryan Reyna	Education Strategy Group	For the graduating class of 2017 (and if available, 2018), we are requesting the count and rate of high school graduates and seamless postsecondary enrollees (within 12 or 16 months of graduation, based on state data availability), disaggregated for race/ethnicity and income status for each high school in the state. We recognize that there may be issues with small sample size for certain student groups. In particular, we are interested in the Black and Hispanic student groups. If available, we would like the postsecondary enrollment data broken down by 2- and 4-year institution enrollment. Our preference is for both in- and out-of-state postsecondary enrollment, yet we recognize that not every state has those data available. Please see template for receiving the requested data attached which includes a series of data definitions.

**F000526-121119**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/11/2019	Zak Horn		Contracts between the ISBE and the Illinois Association of FCCLA aka Family, Community, Career Leaders of America for the past 5 years. Specific emails or communications regarding funding, contracts, Comptroller disbursements, compliance and contractual procedures. Documents related to the vouchers or payment requests made from the ISBE to the Comptroller for each of the past five years as well as any communications between the ISBE and the Comptroller regarding the payment of these obligations.

**F000527-121119**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/11/2019	Director Jennifer Earls	Murray State University College of Education and Human Services	We would like to receive the Standard TSR Data Set for the following years, if possible: 2017, 2018, 2019

**F000528-121219**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/12/2019	Community Engagement Coordinator Megan Glenn	University of Southern Indiana	We are requesting the email addresses of 3rd, 4th & 5th grade teachers in the following counties to send registration information about University of Southern Indiana's 36th annual Heritage Artisans Days event: Lawrence Wabash Edwards Wayne Jefferson Hamilton White Saline Gallatin Pope Hardin We will use these email addresses to send teachers registration information about our educational event.

**F000529-121319**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/13/2019	Dusty Rhodes	WUIS / NPR Illinois	Any current MOUs with the following private facilities in Massachusetts: 11381 11383 63381 63659 64303

**F000530-121319**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/13/2019	Zak Horn		Requesting grants or contracts from the ISBE to "Illinois Assoc of FCCLA" or "Illinois Association of Family, Career & Community Leaders of America" or similar name, listed under "IL ASSOC OF FAMILY CAREER AND" or similar name for CTE Student Organizations, RCDT # 64108553051, Grantee DUNS 964882752, FEIN 376039106 are identifiers for this organization. I am looking for all of the applications, contracts/agreements/award notifications, project reports and vouchers sent to the Comptroller for FYs 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20. The most current project number is 2020-3270-00-64-108-5530-51, as a reference, but I am looking for all projects associated with this organization and for all of the years listed above.

**F000531-121319**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/13/2019	Grants manager Laurie Scott	Champaign Community Unit School District #4	Good afternoon, I respectfully request information related to the Healthy Communities proposals submitted for the Jan 22, 2019 deadline (CSFA #: 586-84-1532; CSFA Title: Healthy Communities Investment Grant.) Specifically, I would like to receive a copy of the reviewers' comments and scoring for the proposal submitted by K. Andrew R. Richards/ University of Illinois Urbana-Champaign, Department of Kinesiology & Community Health. And, if available please a copy of all FY19 grant awards by agency, total score, and funding level would be appreciated. If you have any questions, please let me know. Thank you for your assistance. Laurie Scott .

**F000532-121619**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/16/2019	General Music Teacher Lu Horning		Our Fine Arts PLC in Carterville CUSD #5 needs information about high-quality Fine Arts programs in Illinois with the approximate student population of CUSD #5 to include: Classes offered that are considered Fine Arts and their grading (credited or not); Ratio of Students to Staff; School population and percentage enrolled in Fine Arts; Fine Art requirements & elective offerings We intend to use this data for two things: 1) As pertinent information for our District to consider addition Fine Arts staff (after 14 years of growth with no additional personnel), and 2) As grant information to show our need in the event we are chosen to apply for an Arts grant (in process now) Thank you for any help you can give us. Lu Horning (We have not found this information on the Illinois Report Card Data as it is peculiar to Fine Arts - not covered in the Report Card)

**F000533-121719**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/17/2019	Ms. Deborah Weiss	Whitted Takiff, LLC	1.Policies and procedures by which school districts may accept out of district placements of general education students both with and without tuition, including, but not limited to, any approval requirements by the ISBE; 2. Approval process for school district's to allow its teachers', who reside out of district, children to attend the school district in which they teach, as opposed to reside, tuition free; and 3. Records reflecting the application submissions, discourse and/or approvals by the state board of education for Pearl City CUSD#200 teachers who reside out of district children to attend Pearl City CUSD #200 tuition free. Please provide the above information for school years 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20.

**F000534-121819**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/18/2019	Assistant Superintendent of Finance and Operations Chris Johnson	New Trier High School District 203	A copy of all EBF spending plans for 2019 and 2020 filed by school districts through the IWAS portal. Preferred format is Excel or CSV, but I can accept any format you have (PDF, etc). I am studying EBF for my doctoral program and this will assist me with my research. I have communicated with Sara Shaw about this request.

**F000535-121919**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/19/2019	President Ryan Gutzeit	The Student Loan Help Group	This is a data request for the 2019-2020 school year for all instructional staff and teachers. Here is the list of the fields needed: District name First name Last name Email address School name School phone School description (Elementary, middle, high or other.) Job title Purpose: To give intellectual, moral, and social instruction regarding programs available through the US Department of Education

**F000536-121919**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/19/2019	Teri E. Engler	Engler Callaway Baasten & Sraga, LLC	Please consider this my request to narrow the parameters as follows: From 1/1/19 to the present; Communications between the Governor's Office and ISBE concerning complaints against NSEED; and Internal communications between Carmen Ayala, Heather Calomese, Barbara Moore, and ISBE "Principal Consultants." Teri E. Engler Engler Callaway Baasten & Sraga, LLC

**F000537-122019**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/20/2019	Breanne Cooper	MGT Consulting Group	I'd like to request electronic copies of the winning bid along with all other bids and evaluators' notes/comments that were submitted in response to the request for Preschool Development Grant B-5 to American Institutes for Research, excluding our bid. Please feel free to contact me with any questions or any additional information that is needs.

**F000538-122019**

Create Date	Customer Full Name	Company Name	Public Record Desired
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**F000538-122019**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/20/2019	reporter Jennifer Smith Richards	Chicago Tribune	Pursuant to the Illinois Freedom of Information Act, the Chicago Tribune and ProPublica Illinois request the following public records in the possession of the Illinois State Board of Education: • Any and all data submitted by educational entities to ISBE of all instances of physical restraint or time-out used during the current (2019-20) and past two school years (2018-19 and 2017-18) since Nov. 20, 2019; • Any and all data submitted by educational entities to ISBE of all instances of physical restraint or timeout since Nov. 20, 2019. If the files are available electronically, please provide access to them electronically. Because this information would be used in a newspaper story intended to educate the public, we ask that you waive or reduce the normal fee for producing this information. If the cost of producing this information would be more than \$50, please notify me before proceeding. If in your view any of the above records contain information you deem to be exempt from disclosure please redact that portion of the record and provide the remainder, specifying the precise nature of the redacted information and the exemption on which you rely should we were to ask for its disclosure. Feel free to contact me if you have questions. I would be happy to discuss the request. Sincerely, Jennifer Smith Richards Reporter Chicago Tribune 160 N Stetson Ave. Chicago, IL 60601 312-222-5430 Jodi S. Cohen ProPublica Illinois Jodi.Cohen@Propublica.org 312-731-8867

**F000539-122119**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/21/2019	Bobby Chung	University of Illinois	I have another request on school admin level data. Could I have the number of teachers and new hire for each school back to 2005? For the new hire, could it also be broken into race/gender/education? I looked at the record card, but seems not having this information. Thank you!

**F000540-122119**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/21/2019	Walter Brzeski		The documents involved in issuing an emergency special education certificate to James M. Gardiner, Kelley K. (Windeatt) Alioto, and Kimberly K. (Windeatt) Smith . ELIS doesn't show such a certification for these individuals.

**U000888-121319**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/13/2019			

**U000890-121619**

Create Date	Customer Full Name	Company Name	Public Record Desired
12/16/2019			