

ILLINOIS STATE BOARD OF EDUCATION



Springfield

ISBE Conference Room, 4th Floor,
100 N. First Street, Springfield, IL

This meeting will be audio cast on the internet at www.isbe.net.

June 19, 2019 - 10 a.m.

I. Roll Call / Pledge of Allegiance

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

II. Public Participation

III. Resolutions & Recognition - (pp. 3)

- a. Mark Jontry, Illinois Association of Regional Superintendents of Schools

IV. Presentations

- a. Evidence-Based Funding - (pp. 4 - 32)
- b. Public Comment - Evidence-Based Funding

V. Closed Session / Lunch:

- a. **Superintendent Performance Goals**

VI. Approval of Superintendent Performance Goals

VII. Approval of Board Legacy Statement and Protocols - (pp. 33-35)

VIII. Approval of Board Bylaws and Conflict of Interest Policy - (pp. 36-58)

IX. Approval of Board Meeting Calendar for Fiscal Year 2019-20 - (pp. 59-62)

X. American Intercontinental University Appeal - (pp. 63 - 88)

XI. Superintendent's Report - Consent Agenda - (pp. 89 - 157)

- a. *Approval of Minutes - (pp. 89)
 - 1. Plenary Minutes: May 14, 2019
- b. *Rules for Initial Review - (pp. 90 - 95)
 - 1. Part 155 (Electronic Transfer of Funds)
- c. *Contracts & Grants Over \$1 Million - (pp. 96-98)
 - 1. Intergovernmental Agreement with Sangamon-Menard Regional Office of Education #51 for School Support Managers
- d. *Progress Report on the Comprehensive Strategic Plan for Elementary and Secondary Education - (pp. 99-154)
- e. *Approval of National Association of State Boards of Education Dues - (pp. 155 - 157)

End of Consent Agenda

XII. Discussion / Update Items

- a. Legislative Update - (pp. 158-165)
- b. Budget Update - (pp. 166 - 177)
- c. ESSA Update
- d. Teacher Shortage Update (pp. 178 - 183)
- e. Sexual Risk Avoidance Education Grant
- f. Information Systems CDW LLC Amendment - (pp. 184 - 187)
- g. Assessment Update – Illinois Assessment for Readiness - (pp. 188 - 190)
- h. Chicago Public Schools Special Education Compliance Update

XIII. Announcements & Reports

- a. Superintendent's/Senior Staff Announcements
- b. Chairperson's Report
- c. Member Reports

XIV. Information Items

- a. ISBE Fiscal & Administrative Monthly Reports - (pp. 192 - 241)
- b. Freedom of Information Act Monthly Report - (pp. 242 - 253)
- c. Regulatory Agenda - (pp. 254 - 259)
- d. Summary of FY 2019 Rulemaking - (pp. 260 - 268)

XV. Adjourn

This meeting will be accessible to persons with disabilities. Persons planning to attend who need special accommodations should contact the Superintendent's office no later than the date prior to the meeting. Contact the Superintendent's office at the State Board of Education by phone at (217) 782-2221, TTY/TDD at (217) 782-1900 or fax at (217) 785-3972.

NOTE: The chairperson 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
RESOLUTION



**Honoring
Mark Jontry
June 2019**

WHEREAS, Mr. Mark Jontry has devoted his career to being a lifelong advocate for education.

WHEREAS, Mr. Mark Jontry served for 25 years in the education field as a middle school teacher, building administrator, assistant regional superintendent of schools, and regional superintendent of schools for Region #17 since 2008.

WHEREAS, Mr. Mark Jontry has provided significant leadership to the Regional Offices of Education and fostered collaboration between school districts, Regional Offices of Education, and the Illinois State Board of Education.

WHEREAS, Mr. Mark Jontry, after years of dedicated service, earned the admiration and respect of colleagues by serving the Illinois Association of Regional Superintendents of Schools as co-chair of the Legislative Committee, vice president of the Executive Board for two years, and president of the Executive Board for the past two years with fidelity and humility.

WHEREAS, Mr. Mark Jontry has helped the Illinois Association of Regional Superintendents of Schools reach important milestones, including, but not limited to, the successful consolidation of offices in 2015 and enhancement of the IARSS annual Raising Student Achievement Conference.

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education extends its sincere appreciation and gratitude to **Mr. Mark Jontry** for his dedication to the field of education and to Illinois students and educators.

Darren Reisberg, Board Chair

Dr. Donna S. Leak, Vice Chair

Dr. Cristina Pacione-Zayas, Secretary

Dr. Christine Benson, Member

Cynthia Latimer, Member

Dr. David R. Lett, Member

Susie Morrison, Member

Jane Quinlan, Member

Jacqueline Robbins, Member



Evidence-Based Funding Update

Board Meeting
June 19, 2019



A Review of EBF Mechanics



How Does the Formula Work?

The Evidence-Based Funding (EBF) formula performs calculations in three general stages.

Completing the first and second stages produces a ratio that determines how far away a district is from adequate funding in Stage Three.

- **Stage 1**: Determining the cost of educating all students, according to the defined cost factors. The result is the **Adequacy Target** for each district. This is the ratio's **Denominator**.
- **Stage 2**: Measuring each district's local resources for comparison to the Adequacy Target. This is the ratio's **Numerator**.
- **Stage 3**: Distributing additional state funds to assist districts in meeting their Adequacy Targets. (**Tier Funding**)

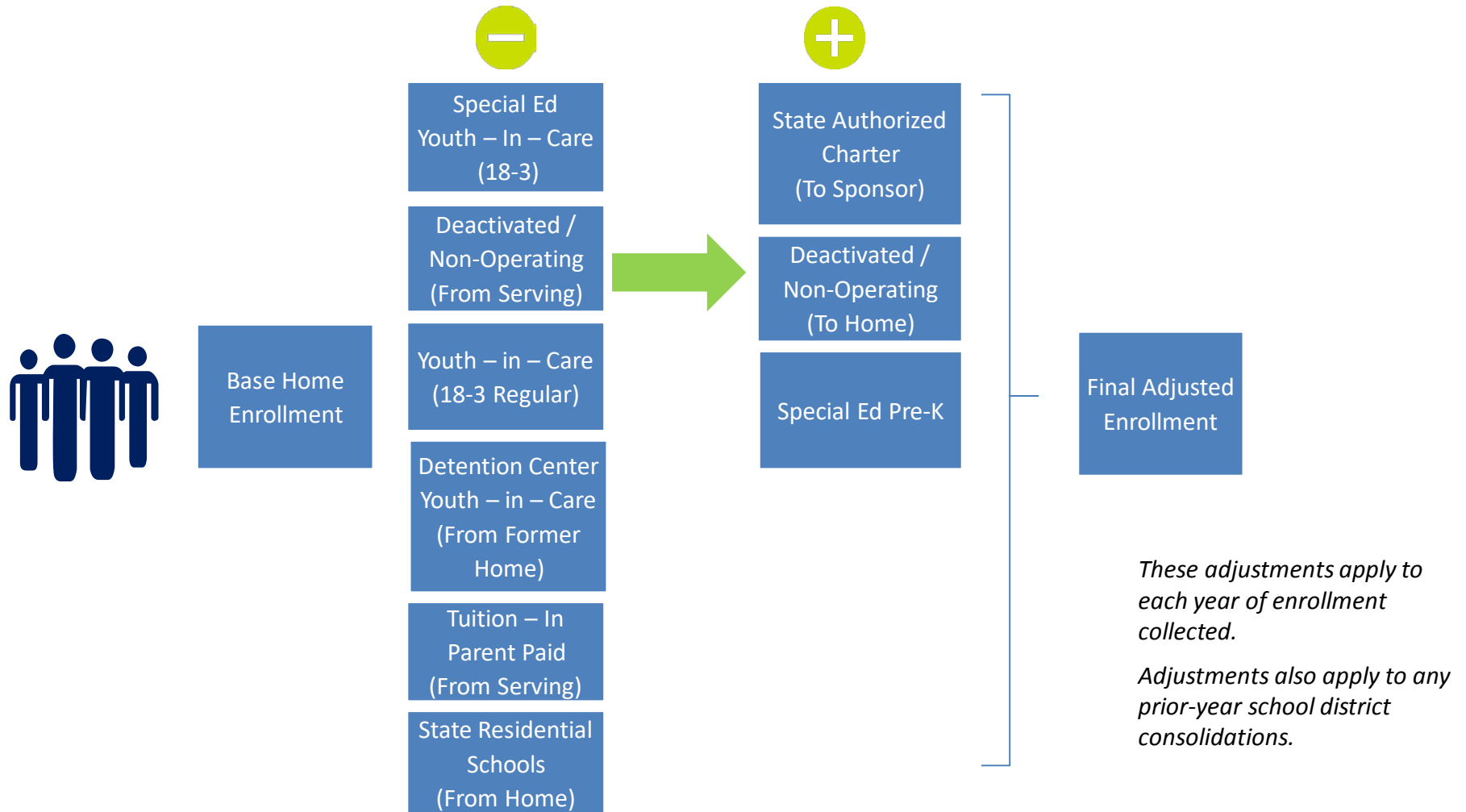
$$\begin{array}{|c|} \hline \text{Final} \\ \text{Resources} \\ \hline \end{array} \div \begin{array}{|c|} \hline \text{Adequacy} \\ \text{Target} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{Final \% of} \\ \text{Adequacy} \\ \hline \end{array}$$



Stage 1: A Brief Summary of Determining a District's Adequacy Target (Building the Denominator)



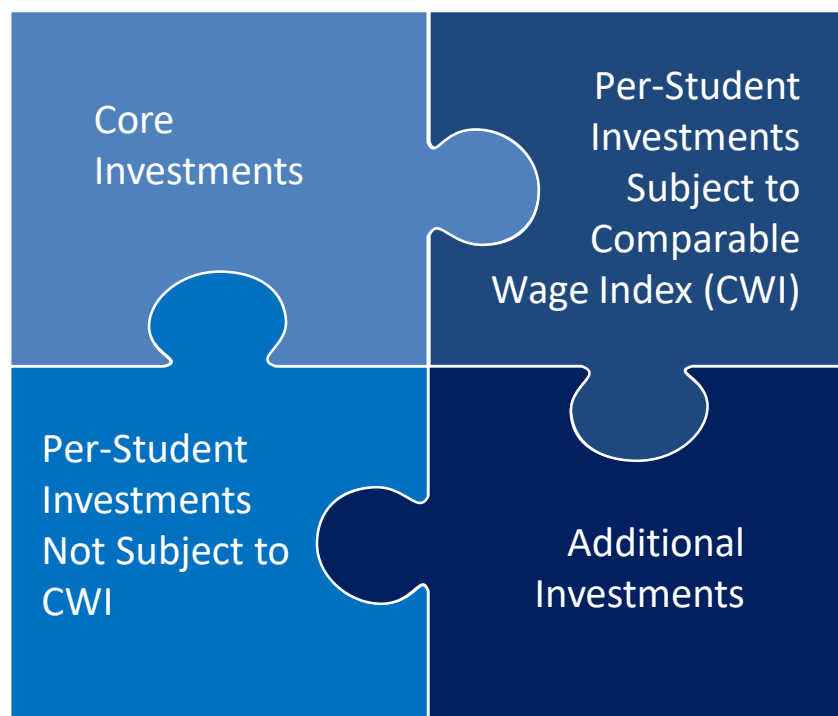
Adequacy Target – Enrollment



**ISBE collects the above data on both October 1 and March 1. EBF calculations use the greater of the three-year average or current year for each data set. Final enrollment for each year is the average of the October 1 and March 1 data sets.*



Adequacy Target



- Represents the sum of all 34 cost factors or the cost to educate students.
- **It is not a constant variable in the EBF distribution calculation and will change annually.**
- The Adequacy Target does not include:
 - Transportation
 - Early Childhood Education
 - High Cost Special Education
 - Career Technical Education (CTE) & Regional Offices of Education (ROE) Alternative Education



Abbreviations Used

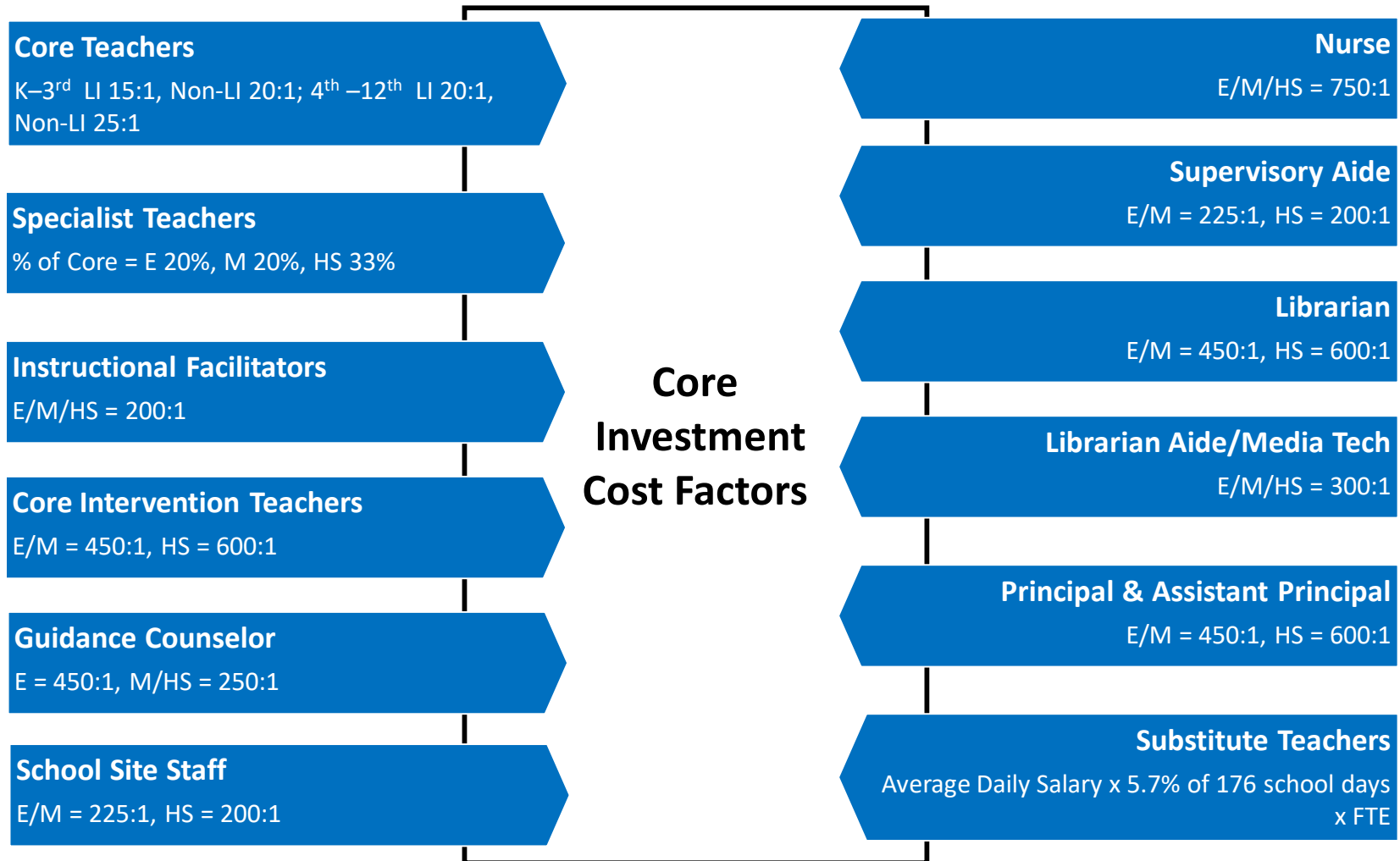
Several abbreviations are used when building a district's Adequacy Target. They are as follows:

Item	Abbreviation
Elementary	E
Middle School	M
High School	HS
Low-Income*	LI
Non Low-Income	Non-LI

* Reported by the Department of Human Services (DHS).

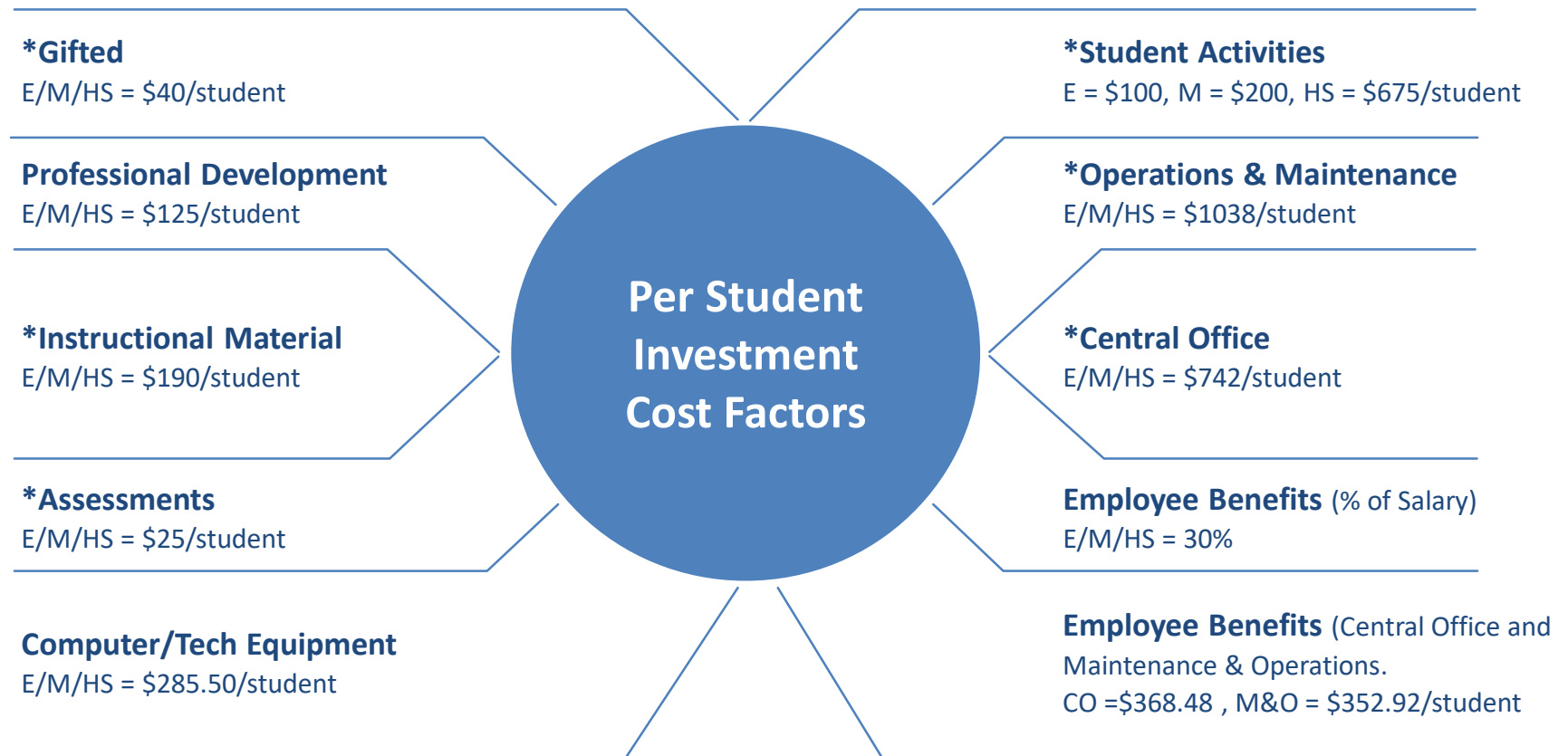


Adequacy Target – Core Investments





Adequacy Target – Per Student Investments

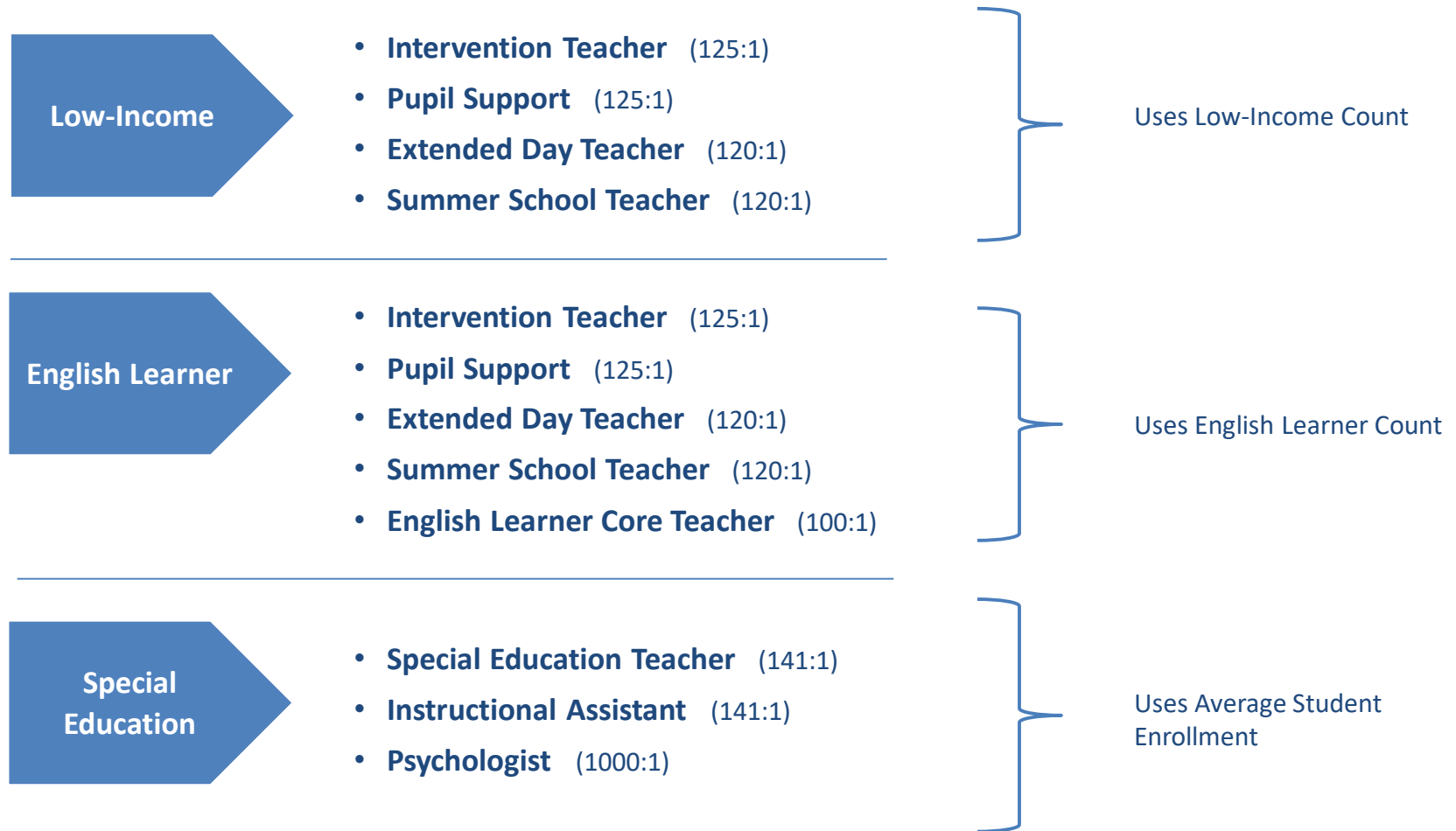


**Recalibrated annually based upon AFR averages.*



Adequacy Target – Additional Investments

Additional Investment Cost Factors





Adequacy Target – Regionalization Factor

A Regionalization Factor is used to determine the Final Adequacy Target.

The Regionalization Factor or Comparable Wage Index (CWI) is a measure of regional variations in salaries.



Note: EBF sets the lowest Regionalization Factor to 0.90 and the highest is 1.05706.

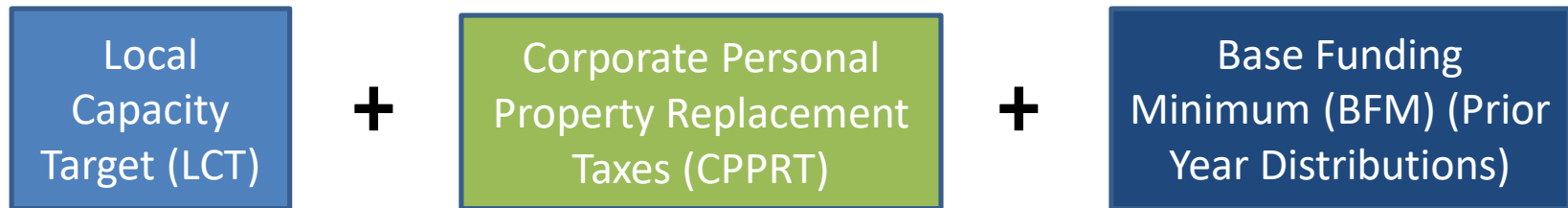


Stage 2: A Brief Summary of Determining a District's Local Resources (Building the Numerator)



Determining Local Resources & Percent of Adequacy

EBF defines a district's resources as the sum of:



Dividing a district's resources by its **Adequacy Target** determines the district's **Percent of Adequacy**:



Increasing any element of the numerator (Resources) means a district appears closer to its Adequacy Target, resulting in less State funding.

*i.e. A low Percent of Adequacy means the district is distant from meeting its Adequacy Target and **needs greater state assistance**. A higher Percent of Adequacy means the district is closer to its Adequacy Target and therefore **requires less state assistance (Tier Funding)**.*



Stage 3: A Brief Summary of Distribution of New State Funding



Determining State Contribution – Tier Assignments

A district's Final percent of Adequacy determines its assignment into one of the four tiers.

*A low percent of Adequacy means the district is distant from meeting Adequacy and **needs and receives more state assistance**.*

*A higher percent means the district is closer to Adequacy and therefore **requires and receives less state assistance**.*

Tier	Target Ratio	State Assistance
Tier 1	TBD (in FY 19 65.55%)	Furthest away from Adequacy, more state assistance
Tier 2	<90%	
Tier 3	≥90% <100%	
Tier 4	≥100%	Greater than adequacy, least amount of state assistance.



Tier Distribution

- Tier Funding is the additional state assistance distributed to districts through the Distribution Formula.
- Tier Funding represents approximately 4% of the total FY 2019 \$6.836 Billion EBF appropriation.

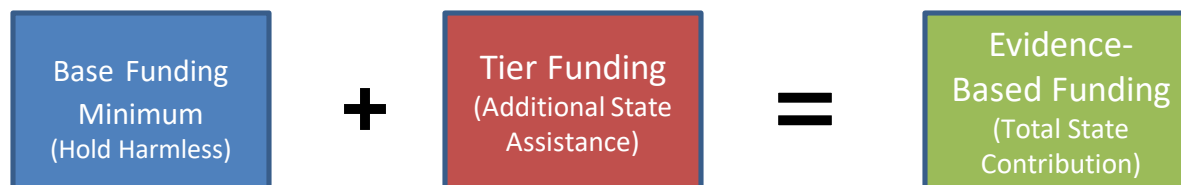
Tier	# of Districts, Lab Schools	Funds Distributed	% of FY 19 Tier \$
Tier 1	307	\$267 Million	89%
Tier 2	348	\$80 Million	10%
Tier 3	58	\$2.7 Million	.09%
Tier 4	140	\$300 Thousand	0.1%
Total	853	\$300 Million	100%

**Reminder: Tier 1 districts also receive a portion of Tier 2 funding.*



Determining State Contribution

As examined in the introduction, the State Contribution to Evidence-Based Funding is comprised of:



Tier Funding will vary depending on a district's Final % of Adequacy



What Were the Results?

A Review of the FY 2019 Statistics



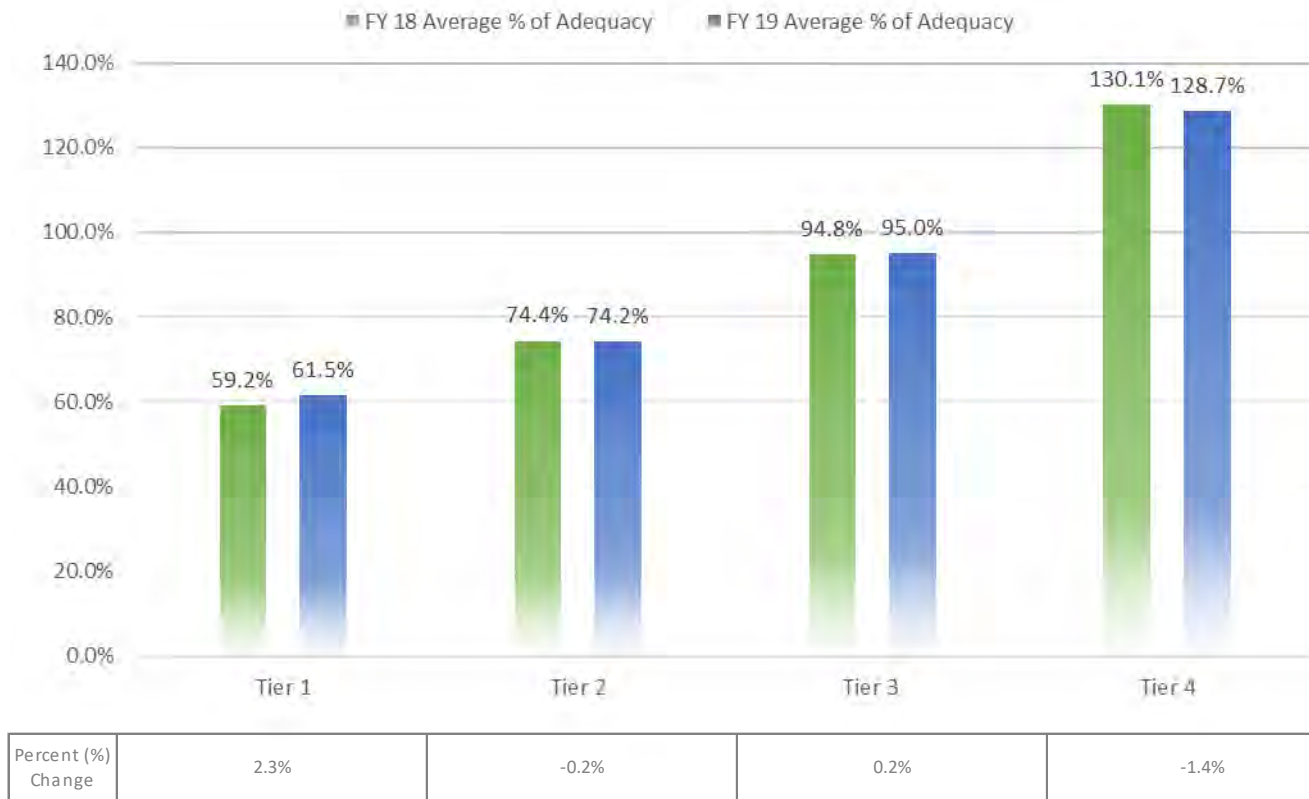
FY 2019 Results Statistics

- The Final Percent of Adequacy ranges from 47.2% - 280.4%. 81 districts are below 60%.
- 655 districts' Final Percent of Adequacy is less than 90%, which represents 77% of all districts and 81% of students in Illinois.
- Every county but two in IL has at least one district below 90% of the Final Percent of Adequacy. Those two counties without districts below 90% represent only 3 districts.
- 89% of Tier Funding was distributed to Tier 1 districts.



FY 19 Results – Making Progress in Tier 1

COMPARISON OF FY 18 AND 19 AVERAGE
PERCENT OF ADEQUACY BY TIER





Staff Estimate \$4.8 Billion Cost to Move All Districts to 90% of Adequacy

- Based on FY 19 data, staff estimate the cost of reaching 90% of adequate funding for all districts as \$4.83 billion.
- If Illinois is to reach 90% of adequacy by 2027, the law's goal for adequate funding, then Illinois would need to invest an increased \$660 million annually into the EBF system.
- These values are based on FY 19 data. Changes in enrollment, student demographics, local property wealth, revised average salary values and recalibration of the 34 cost factors will alter the cost of meeting adequate funding for all students.



EBF Introduces Stability to Education Funding

- Each district receives a Base Funding Minimum which consists of the FY 17 grant amounts prior to consolidation into EBF, plus the prior year of Tier funding.
- Assuming increases in appropriations, each district can budget for what it received in the prior year and expect additional Tier funding.
- Stability should be noted in discussions with local school boards and bond rating agencies as this represents an improvement over recent past history when each of the 5 combined grants was recalculated annually.
- For some of our most under-resourced districts like Cahokia 187 and East St. Louis 189, converting to EBF avoided millions in losses that would have occurred in the old General State Aid grant system as attendance declines.



The Impact of EBF

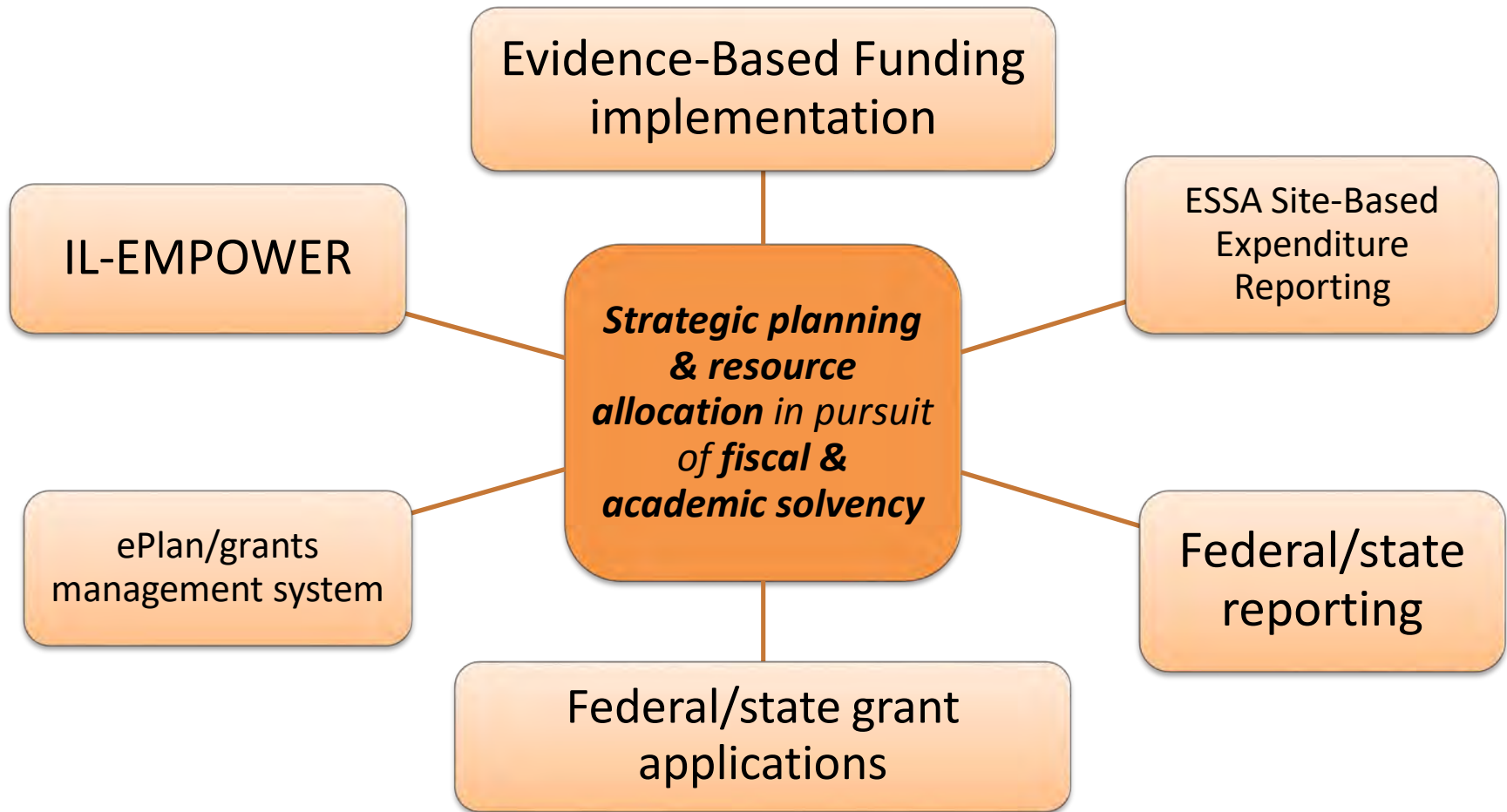
- Funding streams to districts have been integrated.
- Better understanding individual district needs to differentiate support.
- We can ultimately become better advocates for children to improve equity and ensure that every child has access and the opportunity for inclusion.



Annual Spending Plan

- Annual Spending Plans are due by September 30th each year
- For FY20, ISBE has worked in conjunction with the Professional Review Panel to develop a **reflective year plan** focusing on:
 - Use of additional state assistance (EBF tier funding)
 - Use of designated funds (EBF and otherwise) for three student groups: low-income students, English Learners, and students with disabilities
- All Organizational Units* will submit an annual spending plan through IWAS. Where possible, IWAS will pre-populate data. A working document will also be available through the annual budget template. Pilot year implementation will inform development of future spending plans.

**"Organizational Unit" as defined in statute currently includes all school districts, laboratory schools, and Regional Offices of Education*





What Will Change in FY 2020?

A Review of Annual Changes to Data



Data That Changes Annually

- Property Value (EAV)
- Corporate Personal Property Replacement Tax (CPPRT) - Revenue
- Tax Rates & Limiting Rates
- Enrollment
- English Learner Enrollment
- Low-Income Student Population
- Consumer Price Index (CPI)
- Average Teacher Salary (EIS Data)
- Salaries for Two Positions Indexed for ECI - School Site Staff & Non-Instructional Assistants
- Computer/Technology for Tier 1 and Tier 2 Districts in FY 19
- CPS Unfunded Liability



Will There Be Other Changes?

SB 2096 (Manar/Davis) Amends the School Code. This is an initiative of the State Board. Includes underlying clean up changes requested by the State Board to address potential audit and audit findings, makes changes to the Property Tax Relief Grant and makes leadership changes to the Professional Review Panel (PRP, enacted by EBF). ISBE position: support.

SB 1814 (Steans/Harris) is the FY 20 Budget Implementation Bill. The bill includes three changes that impact education:

- Makes changes to Evidence-Based Funding for Student Success Law to include (receive Tier Funding) alternative education programs operated by Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs),
- Creates a School Construction Task Force,
- Increases the cap on end-of-career salary increases from 3 percent to 6 percent, and
- Allows private special education schools that serve CPS students to receive additional funds to make up for adjustments made as a result of the elimination of the CPS Block Grant in PA 100-465 (EBF).

Effective immediately. ISBE position: none.

HB 2078 (Stuart/Manar) / SB 0010 (Manar/Stuart) Amends the School Code. Requires the salaries of teachers to be no less than \$40,000 by the 2023-24 school year. Provides for a four-year phase-in period beginning with the 2020-21 school year. Requires the Professional Review Panel to study the impact of this change. Effective January 1, 2020. ISBE position: neutral.



Next Steps

- Finalize data collection and calculation of the Fiscal Year 2020 EBF Distribution to be completed and payments commencing on August 10, 2019
- Update EBF User Tools to be completed October, 2019
- Collect FY2020 EBF Spending Plan due September 30, 2019
- ISBE will engage with the field through focus groups and surveys to learn from the EBF Spending Plan Reflective year and implement accordingly for future fiscal years
- Publish Property Tax Relief Grant Materials by October, 2019
- Provide support to the EBF Professional Review Panel

Illinois State Board of Education

Board Legacy Statements and Protocols

To be voted on at the June 19, 2019 Board Meeting

DRAFT

During a self-evaluation exercise, members of the Board discussed, among other things, what they hoped to achieve by the end of their respective terms. A summary of those statements follows here:

- Understand what needs to be done to move forward with solutions.
- Empower the right people, programs and funds to serve our schools and communities.
- Be known for advocating and making decisions based always on the needs of students.
- Finding the sweet spot, not throwing away my shot, and being in the room where it happens.
- Continued advocacy for equitable funding.
- Providing reasonable solutions for the current teacher shortage.
- Developing and administering an assessment system that is meaningful for all concerned.
- Child-Centered
- Advocating for improved outcomes and opportunities for all Illinois students.
- Doing the right thing for Illinois students even when it may not have been popular.
- Having done everything I could to advocate, make decisions about, and lead equity efforts; so that every single student received what they needed to succeed.
- Reestablishing the respect and trust that the education stakeholder community has in ISBE as a leader and a partner.
- Contributing to building an effective system that ensures equitable opportunities for all children to meet their full potential.
- Contributing to a better alignment of what success looks like for children and knowing that schools across the State are able to provide the highest quality opportunities for children and their communities.

Further, the Board members discussed the following practices that will guide their and the State Superintendent's collective work:

Agenda and Meeting Preparation

The Board will...

- Utilize an annual board agenda calendar to drive topics for the board to discuss.
 - Major topics will be a mix between curriculum/instruction (e.g., the State ESSA plan or IL-EMPOWER) and finance (e.g., the Evidence-Based Funding Model).
 - The agendas overall should relate to the Board's/agency's strategic plan, once set.
- Follow the below process for receiving the agenda and board meeting materials.

- Board Meeting Agenda and Packet Posting will be posted the Friday before the board meeting.
- Board Packet Revisions needed by Wednesday before the Friday posting.
- Board Packets sent to Board Members Friday before board material posting.
- Draft Agenda to Chairman Friday before packet sent to board members.
- Other than in extraordinary circumstances, any item to be acted upon by the Board, will be considered by the Board as an informational item at the preceding meeting. An exception, and there may be others, would be Board action to authorize rules to go out for public comment, since the Board will have an opportunity to then review the public comment at a later point in time before adopting the relevant rules.
- All Board memoranda will contain sufficient background and context such that Board members can feel as prepared as possible to make informed decisions. Additional context will be provided for areas started by the previous Board. Ensure next steps regarding agenda items and board discussions are, as much as possible, vocalized by the State Superintendent at the Board meeting and further captured by the State Superintendent in her weekly updates to the Board.
- Send all questions to the Board Services Coordinator, cc'd to State Superintendent and Chairman, by email. Answers will come from staff then back through the Board Services Coordinator/State Superintendent to all board members.

Board Meetings

The Board will...

- Have a majority of Board meetings in Springfield, with likely two in Chicago, and then three elsewhere across the State. A meeting calendar will be approved by the Board annually. The calendar will identify locations of meetings.
- To the extent possible, all Board meetings will be conducted with all Board members in the same location (versus meetings by videoconference).
With respect to meetings elsewhere across the State, the Board will (a) rotate to best ensure a presence over time in all regions and (b) aim to meet at least once a year in a district in which the State has intervened or that has been identified (and is receiving) comprehensive State support.
- The Board may, at certain meetings (particularly those outside of Springfield and Chicago) consider a format over two days, with the meeting beginning at lunch on Day 1 and finishing at lunch on Day 2
- The Chair and Superintendent should be clear in advance about the duration of the meeting and make every effort to avoid running over. Estimated time for agenda items will be indicated on the Board Briefs.
- The Board will adhere to Bylaw provisions related to the rotating order of voting.
- Minutes of meetings will, per the Open Meetings Act, include a summary of discussion on all matters proposed, deliberated or decided, as opposed to a verbatim record or detailed accounting of all exchanges.

Board/Superintendent Relations

The Board will...

- Send questions of staff to the Board Services Coordinator, cc'd to State Superintendent, so that the response can be sent to all. ("One knows, all know.").
- The Chair has asked that the Board members provide timely feedback and suggestions to the Chair regarding his performance.



Board/Education Stakeholders Relations

Board members will...

- Have the State Superintendent speak for the agency and the Board Chair speak for Board.
 - If invited as a Board member to speak at an event, prior to accepting, contact the Board Services Coordinator, cc'd to the State Superintendent and Board Chair, so as to determine whether any conflict exists. Assuming no conflict exists, the Board Services Coordinator will work with staff to ensure the Board member promptly receives support to make the event successful.
- Direct any requests from the media to the Board Services Coordinator, cc'd to the State Superintendent and Board Chair. The Board Services Coordinator will then work directly with ISBE's Office of Communications.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 19, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Stephanie Jones, General Counsel 

Agenda Topic : Board Bylaws and Conflicts of Interest Policy

Materials: Revised Bylaws and Policy

Staff Contact(s): Stephanie Jones

Purpose of Agenda Item

The Office of the General Counsel requests the Board to update the bylaws to reflect recent legal changes and to approve Board policy changes that clarify the Board's conflict of interest policy.

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

Not Applicable.

Background Information

Public Act 100-1135 changed the qualifications of a number of Board members for the Illinois State Board of Education. The new law, which passed in November of 2018, requires a number of Board members to be active educators. As a result of the new law, a number of provisions in the bylaws are in conflict with current Board makeup, including provisions that prohibit employees of school boards from serving on the ISBE Board. In addition, the active educators bring with them different conflicts of interest than the Board has dealt with in the past, necessitating the review of conflicts of interest provisions in the bylaws and the Board's conflict of interests policy. The recommendations document the procedures that the agency is currently following to address conflicts of interest.

In addition to the changes brought about by Public Act 100-1135, there is one additional technical change in the bylaws. The bylaws currently require the Board to set a schedule for Board meetings at the beginning of each calendar year. If the Board wishes to change that schedule, the Board must publish notice in the newspaper 10 days in advance of the meeting that is changed. In light of the appointment of the new Board, the General Counsel recommends changing the calendar setting date to the fiscal year so that the new Board has the opportunity to determine its own schedule of Board meetings going forward while avoiding the cost of posting the 10-day notice for each board meeting date that may be changed.

The Board has the ability to change its bylaws at any time. The recommendation to change the bylaws at this time is limited to the changes described above, but nothing prevents the Board from making further changes at future meetings.

Pros and Cons of Various Actions

Pros: The Board Bylaws would reflect current law and the current process for addressing conflicts of interest.

Cons: Staff does not see any cons.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby approves the revisions to the State Board Bylaws and conflicts of interest policy as presented.

Next Steps

Upon Board authorization, Agency staff will finalize revisions and publish the new bylaws and policy.



Illinois State Board of Education

100 W. Randolph St., Suite 14-300 • Chicago, Illinois 60601
www.isbe.net

Darren Reisberg
Chairman

Dr. Carmen I. Ayala
State Superintendent of Education

BYLAWS OF THE ILLINOIS STATE BOARD OF EDUCATION

AMENDED: June 2019

BYLAWS OF THE ILLINOIS STATE BOARD OF EDUCATION

TABLE OF CONTENTS

	Page
I. OBJECT	1
II. POWERS AND DUTIES	1
III. MEMBERSHIP	2
Members and Terms	
Qualifications and Ethics Requirements	
Reimbursement of Expenses	3
IV. OFFICERS	3
Elective Officers	
Duties	
V. MEETINGS	4
Regular Meetings	4
Special and Emergency Meetings	4
Meetings Open to the Public—Open Meetings Act	5
Location of Meetings	6
Agenda	6
Quorum/Voting Procedures	6
Minutes	7
VI. COMMITTEES	7
Standing Committees	7
Membership of Standing Committees	9
Temporary Committees and Advisory Bodies	9
Committee and Advisory Body Meetings and Procedures	9
VII. PARLIAMENTARY AUTHORITY	10
VIII. INDEMNIFICATION	10
IX. AMENDMENTS	10
EXHIBITS	
A-Section 1A-4 of the School Code	11
B-State Board Code of Conduct-Adopted June 19, 2019	
C-State Board Conflicts of Interest Policy	17

BYLAWS OF THE ILLINOIS STATE BOARD OF EDUCATION

ARTICLE I

OBJECT

The Constitution of the State of Illinois states that a fundamental goal of the People of the State is the educational development of all persons to the limits of their capacities. In addition, the Constitution states that the State shall provide for an efficient system of high quality public educational institutions and services. The State Board of Education shall endeavor to implement these goals. (Article X of the Constitution of the State of Illinois)

ARTICLE II

POWERS AND DUTIES

The State Board of Education shall have such powers and duties as may be specified from time to time in the School Code (105 ILCS 5/1 *et seq.*) or other applicable laws of the State of Illinois or the United States of America. Such powers and duties shall include, but not be limited to, those powers and duties set forth in Section 1A-4 of the School Code attached hereto as Appendix A.

- A. In accordance with Section 1A-4B of the School Code, the State Board of Education shall determine the qualifications of and appoint a chief education officer to be known as the State Superintendent of Education. The State Superintendent may be proposed by the Governor and shall serve at the pleasure of the Board and pursuant to a performance-based contract linked to statewide student performance and academic improvement within Illinois schools. A performance-based contract issued for the employment of the State Superintendent of Education shall contain terms and provisions consistent with Section 1A-4B of the School Code including, but not limited to, an expiration date no later than the February 1 following each gubernatorial election. The Board shall set the compensation of the State Superintendent of Education and establish his or her duties, powers and responsibilities. (1A-4B)*

* Unless otherwise stated in the text, all references are to the School Code of Illinois (105 ILCS 5/1-1 *et seq.*).

- B. The State Board may delegate to the State Superintendent of Education the authority to act on the Board's behalf, provided such delegation is made pursuant to adopted Board policy or the powers delegated are ministerial in nature. The State Board may not delegate authority to the Superintendent to (1) nonrecognize school districts, (2) withhold State payments as a penalty, or (3) make final decisions under the contested case provisions of the Illinois Administrative Procedure Act unless otherwise provided by law. (5/1A-4B)

ARTICLE III

MEMBERSHIP

A. Members and Terms

1. The members of the State Board of Education shall be appointed by the Governor with the advice and consent of the Senate. (1A-1)
2. The Board shall consist of eight (8) members and a chairperson appointed as follows: 2 appointees shall be selected from among those counties of the State other than Cook County and the 5 counties contiguous to Cook County, one of whom must represent the educator community; 2 appointees shall be selected from Cook County, one of whom shall be a resident of the City of Chicago and one of whom shall be a resident of that part of Cook County which lies outside the city limits of Chicago and of whom one must represent the educator community; 2 appointees shall be selected from among the 5 counties of the State that are contiguous to Cook County, one of whom must represent the educator community; and 3 members shall be selected as members-at-large (one of which shall be the chairperson). With respect to the educator community appointments, no more than one member may be employed as a district superintendent, principal, school business official, or teacher and no more than one may be employed by the same school district or school. (1A-1(b))
3. Vacancies in terms shall be filled by appointment by the Governor with the advice and consent of the Senate for the extent of the unexpired term. If a vacancy in membership occurs at a time when the Senate is not in session, the Governor shall make a temporary appointment until the next meeting of the Senate, when the Governor shall appoint a person to fill that membership for the remainder of the term. If the Senate is not in session when appointments for a full-term are made, the appointments shall be made as in the case of vacancies. (1A-1(b)) Of the members whose terms expire on the second Wednesday of January, 2007 and every four years thereafter, at no time may more than two of those members be from one political party. Of the members whose terms expire on the second Wednesday of January, 2009 and every four years thereafter, at no time may more than two of those members be from one political party. Party membership is defined as having voted in the primary of the party in the last primary before appointment. (1A-1(c))
4. All terms shall be for four years, except that the initial terms of the eight members appointed to the Board pursuant to Public Act 93-1036 shall be as set forth in Section 1A-1(b). No member shall be appointed to more than two 4-year terms. (1A-2)

5. The State Superintendent of Education shall not serve as a member of the State Board of Education. (1A-4B)

B. Qualifications and Ethics Requirements

1. The members of the State Board of Education shall be citizens of the United States and residents of the State of Illinois and shall be selected as far as may be practicable on the basis of their knowledge of, or interest and experience in, problems of education. (1A-2)
2. No member of the State Board of Education shall have any interest in or benefit from funds provided by the State Board of Education to an institution of higher learning, public or private, within Illinois, nor shall they be members of a school board or board of school trustees of a public or nonpublic school, college, university or technical institution within Illinois.
3. All members of the State Board of Education shall abide by the Board's adopted Code of Conduct attached hereto as Exhibit B, the Conflicts of Interest Policy attached hereto as Exhibit C, and all requirements set forth in the State Officials and Employees Ethics Act of 2003. (5 ILCS 430/1 *et seq.*)

C. Reimbursement of Expenses

1. Members shall be reimbursed for all ordinary and necessary expenses incurred in performing their duties as members of the Board. (1A-2) All such reimbursement for expenses shall be consistent with the laws, policies and requirements of the State of Illinois and the State Board of Education.
2. Any member may claim \$50 per day over and above expenses for attending a meeting of the Board or one of its committees, or a hearing sponsored by the Board or one of its committees. Board members shall be required to claim the \$50 on an executed expense claim form in order to receive the payment. (1A-2)

ARTICLE IV

OFFICERS

A. Elective Officers

1. The officers of the State Board of Education shall be a Chairperson, Vice-Chairperson, and Secretary.
2. The Chairperson shall be selected by the Governor in accordance with Section 1A-1(b).
3. The Vice-Chairperson and Secretary shall be elected from among, and by the membership of the State Board of Education. This election shall take place biennially in February of odd-numbered years.
4. A nominating committee appointed by the Board Chairperson shall recommend a slate of elective officers to the Board for its consideration. Nominations may

also be made from the floor. The elective officers shall be elected by roll call ballot.

5. The terms of the Vice-Chairperson and the Secretary shall be for two years, beginning immediately following their election.
6. Vacancies occurring in the elected offices of the Board shall be filled by the Board at the next regular or special meeting thereof for the unexpired term of such officer.

B. Duties

1. The Chairperson shall preside over all meetings of the Board, call meetings as herein provided, appoint the members and chairs of all Standing and Temporary committees and advisory bodies, represent the Board in ceremonial and other appropriate situations, appoint Board members to act on behalf of the Board in specified circumstances, and perform such other duties as may be vested in him or her by the Board.
2. The Vice-Chairperson shall preside over all meetings in the absence of the Chairperson and perform such other duties as may be vested in him or her by the Chairperson or the Board.
3. The elected Secretary shall review the record of proceedings at all regular, special and emergency meetings of the Board, take the record of the proceedings at closed meetings of the Board, and perform such other duties pertaining to the office as the Board may from time to time direct. In the event that the Secretary is absent from any regular or special meeting of the Board, the Chairperson shall appoint a Board member in attendance at that meeting to serve as Secretary *Pro Tem*.

ARTICLE V

MEETINGS

A. Regular Meetings

1. The Board shall meet at least once a month unless otherwise provided by the Board.
2. At the beginning of each fiscal year, the Board shall have prepared and made public a schedule of all regular meetings, including the dates, time and location of said meetings. (5 ILCS 120/2.02(a)) If a change is made in regular meeting dates, at least ten (10) days' notice of such change shall be given in accordance with Section 2.03 of the Open Meetings Act.
3. At least three days before the date of a regular meeting, the members shall be given written notice* containing the time, place, and agenda for the meeting, and other related and necessary material. The notice will be sent to each member of the Board at the address provided by the member. Attendance at a meeting shall constitute waiver of notice thereof, except where a member attends a meeting for the express purpose of objecting to the holding of the meeting because the meeting is not lawfully called or convened.

* All references to written notice shall be interpreted as including electronic mail.

B. Special and Emergency Meetings

1. Upon the call of the Board Chairperson or the request of at least one-third of the members of the Board, special meetings may be held to conduct the business of the Board.
2. At least three days in advance of the special meeting, the members of the Board shall be provided with written notice containing the time, place, and purpose of the special meeting, the names of the Board members who called the meeting, and other related and necessary materials.
3. The Board shall consider only those matters included in the call and set forth on the agenda for the special meeting of the Board.
4. Emergency meetings of the Board may be called in the event of a *bona fide* emergency. Notice to Board members for emergency meetings shall be issued in writing as soon as is practical in advance of the emergency meeting. The written notice shall include the time, place and purpose of the emergency meeting.
(5 ILCS 120/2.02)
5. During emergency meetings, the Board shall consider only those matters directly related to the call for the emergency meeting.

C. Meetings Open to the Public--Open Meetings Act

1. All regular, special and emergency meetings of the Board and its committees (a) shall be open to the public and the press, unless the Board or one of its committees takes action to go into closed session in accordance with the Open Meetings Act; and (b) may take place in the traditional face to face manner, by teleconference or video conference, subject to the physical presence requirements set forth in Sections 2.01 and 7 of the Open Meetings Act (5 ILCS 120/2.01 & 7).
2. Subject to Sections 2.01 and 7 of the Open Meetings Act (5 ILCS 120/2.01 & 7), a quorum of members of the Board or one of its committees must be physically present at the location of an open meeting. If, however, an open meeting is held simultaneously at one of the state educational agency's offices and one or more other locations in a public building, which may include other of its offices, through an interactive video conference and the Board or committee provides public notice and public access as required under the Open Meetings Act for all locations, then members physically present in those locations all count towards determining a quorum. "Public building" means any building or portion thereof owned or leased by any public body.
3. To the extent the physical presence requirements of Section 2.01 and 7 of the Open Meetings Act are applicable, if a quorum of the members of the Board or one of its committees is physically present as required by Section 2.01 of the Open Meetings Act, a majority of the Board or the relevant committee may allow a member of that body to attend the meeting by other means (i.e., video or audio conference) if the member is prevented from physically attending because of: (a) personal illness or disability; (b) employment purposes or the business of the public body; or (c) a family or other emergency. If a member wishes to attend a meeting by other means, the member must notify the staff Secretary (designated

in Section V.G of these Bylaws) within 24 hours before the meeting unless advance notice is impractical. Such notice may be made by electronic means and must include the reason for the request and the specific exception under which it falls. The Board or committee must then take a roll call vote at the outset of such meeting to determine whether to permit such member to attend by other means (the requesting member may vote and such vote shall be counted towards the majority required for permission). Any member attending a meeting by other means must identify himself or herself any time he or she speaks during such meeting.

4. Closed sessions of the Board and its committees may be convened only for the purposes authorized in Section 2(c) of the Open Meetings Act, 5 ILCS 120/2(c). No final action may be taken during closed session. Final action on any matter discussed during closed session shall be preceded by a recital in open session on the matter being considered and other information that will inform the public of the business being conducted. (5 ILCS 120/2(d))
5. The Board shall ensure that public notice is given regarding all regular, special and emergency sessions of the Board. Such public notice shall be made in the manner established by law no less than 48 hours prior to regular or special meetings and as soon as practical for emergency meetings (but in any event, prior to the holding of such meeting).
6. Any person or organization may request regular notification of the time, location and purpose of State Board meetings. In addition to such notice, copies of the meeting agendas and materials shall be provided consistent with individual requests.
7. Three or more board members may not gather for the purpose of discussing Board business without adhering to the requirements of the Open Meetings Act.

D. Location of Meetings

1. The meetings of the Board shall be held throughout the State, at locations determined in advance by the Board.
2. In the event that the Board or one of its committees meets via video conference, a location shall be identified at which the public may have an opportunity to watch and/or listen to the proceedings.

E. Agenda

1. The State Superintendent of Education, under the direction of the Chairperson, shall have prepared, in writing, the agenda for regular, special and emergency meetings.
2. The agenda for regular meetings of the Board shall include, but not be limited to, the following items: Call to Order and Roll Call, Pledge of Allegiance, Consideration of and Possible Actions on Any Requests for Participation in Meeting by Other Means, Approval of Minutes, Reports of the Chairman and the Superintendent, Items for Board Action, Public Participation, Committee and Board Member Reports, and Information Items. The order of business shall be determined during the preparation of the agenda for each meeting, but may be modified at the discretion of the Chairman during the course of the meeting.

3. The Public Participation agenda item for regular meetings of the Board shall include an opportunity for members of the public to present to the Board their comments and recommendations on educationally-relevant issues. Public participation in the Board meeting shall be in compliance with policies and procedures adopted by the Board.
4. The Board shall provide an opportunity for public participation during special and emergency meetings, provided that such public commentary is directly relevant to the issues on the agenda. Public participation in such special and emergency meetings of the Board shall be in compliance with policies and procedures adopted by the Board.
5. The agenda and order of business shall be included in the notice for each regular, special and emergency meeting. The Board shall not take action on any item unless the subject is identified on the published agenda. However, the Board may consider (without taking action on) items not specifically set forth on a regular meeting agenda.

F. Quorum/Voting Procedures

1. Five (5) members of the Board shall constitute a quorum. (1A-4E)
2. A majority vote of the members appointed, confirmed, and serving on the Board at the time of the vote is required to approve any action. (1A-4E)
3. A Board member may vote by telephone or video conference provided that he or she is permissibly present under Sections 2.01 and 7 of the Open Meetings Act (5 ILCS 120/2.01 & 7) and Section V.C of these Bylaws and fully participates in the discussion leading to the specific vote and casts his or her own vote. Votes may not be cast by proxy nor in any other form except by personal participation.
4. Every motion or resolution adopted by the Board shall be taken by determining the ayes and nays. A voice vote may be taken on any motion or resolution except for those involving the expenditure of money, action to permit a Board member's attendance by other means (as discussed in Section V.C of these Bylaws), the convening of a closed session of the Board or the election of officers. A member may request that any motion or resolution be voted upon by call of the roll.
5. The voting order of members for roll call votes shall be determined in relation to the maker of the motion, with that Board member casting the first vote and subsequent votes taken by calling upon the next person in alphabetical order from the person first to vote.

G. Minutes

1. Minutes shall be taken of all regular, special and emergency meetings, whether open or closed, and a verbatim record shall be made of all closed meetings in the form of an audio or video recording. Minutes shall include, but not be limited to: (i) the date, time and place of the meeting; (ii) the members of the public body recorded as either present or absent and whether the members were physically present or present by means of video or audio conference; and (iii) a summary of discussion on all matters proposed, deliberated, or decided, and a record of any votes taken.

2. The Board shall biennially designate a staff Secretary to the Board who shall, on behalf of the elected secretary, take and record the roll of members present at all regular, special and emergency meetings of the Board, record the minutes of these meetings, record the votes for all motions for which a roll call vote is to be taken, keep the official records of the Board, and perform such other duties as are assigned. The elected Secretary shall record the minutes of all closed sessions held by the Board.
3. All minutes of regular, special and emergency meetings of the Board shall be approved by action of the Board. These minutes shall be prepared and submitted in draft form to the members in advance of the date at which the minutes shall be considered for corrections, changes, additions, and final approval.
4. After the Board has approved the minutes of regular, special and emergency Board meetings, the minutes shall be available to the public in accordance with the Open Meetings Act. (5 ILCS 120/2.06(b))
5. Once every six (6) months, the Board shall review the minutes of all closed meetings and make a determination, to be reported in open session, that (i) the need for confidentiality still exists as to all or part of those minutes, or (ii) the minutes or portions thereof no longer require confidential treatment and are available for public inspection. (5 ILCS 120/2.06(d))

ARTICLE VI

COMMITTEES

A. Standing Committees

1. The Board shall maintain and charge as indicated the following standing committees which shall present recommendations to the Board:

Finance and Audit Committee

The Finance and Audit Committee shall develop the State Board of Education's annual budget and monitor its progress in the General Assembly; work to improve the financing of local school districts and other institutions within the purview of the State Board of Education; at least annually, review Board member travel policy and related matters; review agency administrative and operational policies and procedures, including the implementation of policies and procedures relating to contracts; review and approve Requests for Sealed Proposals per policy; provide oversight for the Internal Audit Function; review all external audits of the State Board of Education and the agency response; develop a process for a quarterly review of the State Superintendent's expenses and time allocations and for sharing the results of the review with the entire Board; and perform such other responsibilities as are designated by the Board or the Board Chairperson.

This Committee's Chairperson shall be authorized to (a) establish, on an *ad hoc* basis and with the concurrence of the Board Chairperson, such subcommittees as he or she determines are necessary for appropriately fulfilling the Committee's responsibilities; and (b) expand, with the concurrence of the Board Chairperson and with the same notice required pursuant to Section VI.D.2 herein, his or her

Committee to a Committee of the Whole for a particular meeting, at which all Board members legally present would have the right to vote and have such vote counted towards the Committee's recommendation.

Education Policy Planning Committee

The Education Policy Planning Committee shall be responsible for developing recommendations for strategic actions by the State Board of Education on issues of short- and long-term relevance to Illinois education. The Committee shall provide a forum for Board discussion about the direction of educational policy and its implications for the State of Illinois educational system. The committee will be responsible for identifying issues of future interest to the Board and studying the implications for education and the State Board of Education. The committee will develop policy topics for Board meeting agendas and a long-term policy development calendar. The unique responsibility of this Committee is to ensure that the Board deals with long-range issues and needs as well as current concerns.

This Committee's Chairperson shall be authorized to (a) establish, on an *ad hoc* basis and with the concurrence of the Board Chairperson, such subcommittees as he or she determines are necessary for appropriately fulfilling the Committee's responsibilities; and (b) expand, with the concurrence of the Board Chairperson and with the same notice required pursuant to Section VI.D.2 herein, his or her Committee to a Committee of the Whole for a particular meeting, at which all Board members legally present would have the right to vote and have such vote counted towards the Committee's recommendation.

2. All Standing Committees shall regularly report to the full Board regarding their work and their recommendations for Board action.

B. Membership of Standing Committees

Biennially, the Board Chairperson shall appoint or reappoint all members and designate the chairperson of the standing Board Committees. The appointments shall be made no later than March 1 of odd-numbered years and take effect on March 1 of that same year.

Any vacancies in the membership of these committees which may occur prior to the annual appointment or reappointment of committee membership shall be filled by appointment of the Board Chairperson. Members of standing committees shall serve for two-year terms.

C. Temporary Committees and Advisory Bodies

1. The Board Chairperson may establish temporary committees and advisory bodies through written notice to the other Board members. Membership of temporary committees shall consist solely of Board members. Membership of advisory bodies may include non-members of the Board.
2. The written notice from the Chairperson shall specify the charges to and membership of a temporary committee or advisory body. The Chairperson shall regularly request reports to the Board concerning their activities, and shall dissolve them when their specific charges have been completed. The Chairperson

may fill any vacancies in committee or advisory body membership which may occur.

D. Committee and Advisory Body Meetings and Procedures

1. Committee and advisory body meetings will be held in conjunction with regular meetings of the full Board or at the call of either the committee chairperson or one-third of the committee members.
2. At least three days before each committee or advisory body meeting, the members shall be given notice of the time, place, and agenda of the meeting.
3. Except as allowed by law, all committee and advisory body meetings shall be open meetings in accordance with the Open Meetings Act and Section V.C of these Bylaws.
4. Committees and advisory bodies may conduct their business in meetings of two or more members. A majority of members must approve recommendations to the State Board of Education.
5. A record shall be taken of all committee and advisory body meetings in accordance with Section V.G of these Bylaws.
6. All committees and advisory bodies may conduct public hearings relevant to their responsibilities.

ARTICLE VII

PARLIAMENTARY AUTHORITY

Board meetings shall be conducted according to procedures established by the Board, with parliamentary questions to be resolved by reference to the current edition of *Robert's Rules of Order*.

ARTICLE VIII

INDEMNIFICATION

The Board shall seek from the Office of the Attorney General the indemnification of all of its present and former members to the fullest extent permitted from time to time by the State Employee Indemnification Act (5 ILCS 350/0.01 *et seq.*), or any successor thereto.

ARTICLE IX

AMENDMENTS

Except for those sections prescribed by law, the Bylaws may be amended at a regular or special meeting of the Board by a vote of six Board members provided such amendments have been filed with the State Board staff secretary, in writing, fourteen (14) days prior to such meeting. The staff secretary shall mail a copy thereof to each member of the Board.

|

EXHIBIT A
SECTION 1A-1 through 1A-4 OF THE SCHOOL CODE
(Membership, Qualifications, Term, Vacancies, and Duties of Illinois State Board of
Education members)

(105 ILCS 5/1A-1) (from Ch. 122, par. 1A-1)
Sec. 1A-1. Members and terms.

(a) (Blank).

(b) The State Board of Education shall consist of 8 members and a chairperson, who shall be appointed by the Governor with the advice and consent of the Senate from a pattern of regional representation as follows: 2 appointees shall be selected from among those counties of the State other than Cook County and the 5 counties contiguous to Cook County, one of whom must represent the educator community; 2 appointees shall be selected from Cook County, one of whom shall be a resident of the City of Chicago and one of whom shall be a resident of that part of Cook County which lies outside the city limits of Chicago and of whom one must represent the educator community; 2 appointees shall be selected from among the 5 counties of the State that are contiguous to Cook County, one of whom must represent the educator community; and 3 members shall be selected as members-at-large (one of which shall be the chairperson). With respect to the educator community appointments, no more than one member may be employed as a district superintendent, principal, school business official, or teacher and no more than one may be employed by the same school district or school. The changes made to this Section by this amendatory Act of the 100th General Assembly apply to appointments made after the effective date of this amendatory Act of the 100th General Assembly. The Governor who takes office on the second Monday of January after his or her election shall be the person who nominates members to fill vacancies whose terms begin after that date and before the term of the next Governor begins.

The term of each member of the State Board of Education whose term expires on January 12, 2005 shall instead terminate on the effective date of this amendatory Act of the 93rd General Assembly. Of these 3 seats, (i) the member initially appointed pursuant to this amendatory Act of the 93rd General Assembly whose seat was vacant on April 27, 2004 shall serve until the second Wednesday of January, 2009 and (ii) the other 2 members initially appointed pursuant to this amendatory Act of the 93rd General Assembly shall serve until the second Wednesday of January, 2007.

The term of the member of the State Board of Education whose seat was vacant on April 27, 2004 and whose term expires on January 10, 2007 shall instead terminate on the effective date of this amendatory Act of the 93rd General Assembly. The member initially appointed pursuant to this amendatory Act of the 93rd General Assembly to fill this seat shall be the chairperson and shall serve until the second Wednesday of January, 2007.

The term of the member of the State Board of Education whose seat was vacant on May 28, 2004 but after April 27, 2004 and whose term expires on January 10, 2007 shall instead terminate on the effective date of this amendatory Act of the 93rd General Assembly. The member initially appointed pursuant to this amendatory Act of the 93rd General Assembly to fill this seat shall serve until the second Wednesday of January, 2007.

The term of the other member of the State Board of Education whose term expires on January 10, 2007 shall instead terminate on the effective date of this amendatory Act of the 93rd General Assembly. The member initially appointed pursuant to this amendatory Act of the 93rd General Assembly to fill this seat shall serve until the second Wednesday of January, 2007.

The term of the member of the State Board of Education whose term expires on January 14, 2009 and who was selected from among the 5 counties of the State that are contiguous to Cook County and is a resident of Lake County shall instead terminate on the effective date of this amendatory Act of the 93rd General Assembly. The member initially appointed pursuant to this amendatory Act of the 93rd General Assembly to fill this seat shall serve until the second Wednesday of January, 2009.

Upon expiration of the terms of the members initially appointed under this amendatory Act of the 93rd General Assembly and members whose terms were not terminated by this amendatory Act of the 93rd General Assembly, their respective successors shall be appointed for terms of 4 years, from the second Wednesday in January of each odd numbered year and until their respective successors are appointed and qualified.

(c) Of the 4 members, excluding the chairperson, whose terms expire on the second Wednesday of January, 2007 and every 4 years thereafter, one of those members must be an at-large member and at no time may more than 2 of those members be from one political party. Of the 4 members whose terms expire on the second Wednesday of January, 2009 and every 4 years thereafter, one of those members must be an at-large member and at no time may more than 2 of those members be from one political party.

Party membership is defined as having voted in the primary of the party in the last primary before appointment.

(d) Vacancies in terms shall be filled by appointment by the Governor with the advice and consent of the Senate for the extent of the unexpired term. If a vacancy in membership occurs at a time when the Senate is not in session, the Governor shall make a temporary appointment until the next meeting of the Senate, when the Governor shall appoint a person to fill that membership for the remainder of its term. If the Senate is not in session when appointments for a full term are made, the appointments shall be made as in the case of vacancies.

(Source: P.A 100-1135, eff. 11-28-18.)

(105 ILCS 5/1A-2) (from Ch. 122, par. 1A-2)
Sec. 1A-2. Qualifications.

1A-2. Qualifications. The members of the State Board of Education shall be citizens of the United States and residents of the State of Illinois and shall be selected as far as may be practicable on the basis of their knowledge of, or interest and experience in, problems of public education. No member of the State Board of Education shall benefit from funds provided by the State Board of Education to an institution of higher learning, public or private, within Illinois, nor shall members be school trustees of a public or nonpublic college, university or technical institution within Illinois. No member shall be appointed to more than 2 4-year terms. Members shall be reimbursed for all ordinary and necessary expenses incurred in performing their duties as members of the Board. Expenses shall be approved by the Board and be consistent with the laws, policies, and requirements of the State of Illinois regarding such expenditures, plus any member may include in his or her claim for expenses \$50 per day for meeting days.

(Source: P.A.100-1135, eff. 11-28-18.)

(105 ILCS 5/1A-2.1) (from Ch. 122, par. 1A-2.1)

Sec. 1A-2.1. Vacancies. The Governor may remove for incompetence, neglect of duty, or malfeasance in office any member of the State Board of Education. A vacancy also exists on the State Board of Education when one or more of the following events occur:

1. A member dies.
2. A member files a written resignation with the Governor.
3. A member is adjudicated to be a person under legal disability under the Probate Act of 1975 or a person subject to involuntary admission under the Mental Health and Developmental Disabilities Code.
4. A member ceases to be a resident of the region from which he or she was appointed.
5. A member is convicted of an infamous crime or of any offense involving a violation of his or her duties under this Code.
6. A member fails to maintain the qualifications stated in Section 1A-1 and 1A-2 of this Code.

(Source: P.A.100-1135, eff. 11-28-18.)

(105 ILCS 5/1A-4) (from Ch. 122, par. 1A-4)

Sec. 1A-4. Powers and duties of the Board.

A. (Blank).

B. The Board shall determine the qualifications of and appoint a chief education officer, to be known as the State Superintendent of Education, who may be proposed by the Governor and who shall serve at the pleasure of the Board and pursuant to a performance-based contract linked to statewide student performance and academic improvement within Illinois schools. Upon expiration or buyout of the contract of the

State Superintendent of Education in office on the effective date of this amendatory Act of the 93rd General Assembly, a State Superintendent of Education shall be appointed by a State Board of Education that includes the 7 new Board members who were appointed to fill seats of members whose terms were terminated on the effective date of this amendatory Act of the 93rd General Assembly. Thereafter, a State Superintendent of Education must, at a minimum, be appointed at the beginning of each term of a Governor after that Governor has made appointments to the Board. A performance-based contract issued for the employment of a State Superintendent of Education entered into on or after the effective date of this amendatory Act of the 93rd General Assembly must expire no later than February 1, 2007, and subsequent contracts must expire no later than February 1 each 4 years thereafter. No contract shall be extended or renewed beyond February 1, 2007 and February 1 each 4 years thereafter, but a State Superintendent of Education shall serve until his or her successor is appointed. Each contract entered into on or before January 8, 2007 with a State Superintendent of Education must provide that the State Board of Education may terminate the contract for cause, and the State Board of Education shall not thereafter be liable for further payments under the contract. With regard to this amendatory Act of the 93rd General Assembly, it is the intent of the General Assembly that, beginning with the Governor who takes office on the second Monday of January, 2007, a State Superintendent of Education be appointed at the beginning of each term of a Governor after that Governor has made appointments to the Board. The State Superintendent of Education shall not serve as a member of the State Board of Education. The Board shall set the compensation of the State Superintendent of Education who shall serve as the Board's chief executive officer. The Board shall also establish the duties, powers and responsibilities of the State Superintendent, which shall be included in the State Superintendent's performance-based contract along with the goals and indicators of student performance and academic improvement used to measure the performance and effectiveness of the State Superintendent. The State Board of Education may delegate to the State Superintendent of Education the authority to act on the Board's behalf, provided such delegation is made pursuant to adopted board policy or the powers delegated are ministerial in nature. The State Board may not delegate authority under this Section to the State Superintendent to (1) nonrecognize school districts, (2) withhold State payments as a penalty, or (3) make final decisions under the contested case provisions of the Illinois Administrative Procedure Act unless otherwise provided by law.

C. The powers and duties of the State Board of Education shall encompass all duties delegated to the Office of Superintendent of Public Instruction on January 12, 1975, except as the law providing for such powers and duties is thereafter amended, and such other powers and duties as the General Assembly shall designate. The Board shall be responsible for the educational policies and guidelines for public schools, pre-school through grade 12 and Vocational Education in the State of Illinois. The Board shall analyze the present and future aims, needs, and requirements of education in the State of Illinois and recommend to the General Assembly the powers which should be exercised by the Board. The Board shall recommend the passage and the legislation necessary to determine the appropriate relationship between the Board and local boards of education and the various State agencies and shall recommend desirable modifications in the laws which affect schools.

D. Two members of the Board shall be appointed by the chairperson to serve on a standing joint Education Committee, 2 others shall be appointed from the Board of Higher Education, 2 others shall be appointed by the chairperson of the Illinois Community College Board, and 2 others shall be appointed by the chairperson of the Human Resource Investment Council. The Committee shall be responsible for making recommendations concerning the submission of any workforce development plan or workforce training program required by federal law or under any block grant authority. The Committee will be responsible for developing policy on matters of mutual concern to elementary, secondary and higher education such as Occupational and Career Education, Teacher Preparation and Certification, Educational Finance, Articulation between Elementary, Secondary and Higher Education and Research and Planning. The joint Education Committee shall meet at least quarterly and submit an annual report of its findings, conclusions, and recommendations to the State Board of Education, the Board of Higher Education, the Illinois Community College Board, the Human Resource Investment Council, the Governor, and the General Assembly. All meetings of this Committee shall be official meetings for reimbursement under this Act. On the effective date of this amendatory Act of the 95th General Assembly, the Joint Education Committee is abolished.

E. Five members of the Board shall constitute a quorum. A majority vote of the members appointed, confirmed and serving on the Board is required to approve any action, except that the 7 new Board members who were appointed to fill seats of members whose terms were terminated on the effective date of this amendatory act of the 93rd General Assembly may vote to approve actions when appointed and serving.

Using the most recently available data, the Board shall prepare and submit to the General Assembly and the Governor on or before January 14, 1976 and annually thereafter a report or reports of its findings and recommendations. Such annual report shall contain a separate section which provides a critique and analysis of the status of education in Illinois and which identifies its specific problems and recommends express solutions therefor. Such annual report also shall contain the following information for the preceding year ending on June 30: each act or omission of a school district of which the State Board of Education has knowledge as a consequence of scheduled, approved visits and which constituted a failure by the district to comply with applicable State or federal laws or regulations relating to public education, the name of such district, the date or dates on which the State Board of Education notified the school district of such act or omission, and what action, if any, the school district took with respect thereto after being notified thereof by the State Board of Education. The report shall also include the statewide high school dropout rate by grade level, sex and race and the annual student dropout rate of and the number of students who graduate from, transfer from or otherwise leave bilingual programs. The Auditor General shall annually perform a compliance audit of the State Board of Education's performance of the reporting duty imposed by this amendatory Act of 1986. A regular system of communication with other directly related State agencies shall be implemented.

The requirement for reporting to the General Assembly shall be satisfied by filing copies of the report with the Speaker, the Minority Leader and the Clerk of the House of Representatives and the President, the Minority Leader and the Secretary of the Senate and the Legislative Council, as required by Section 3.1 of the General Assembly Organization Act, and filing such additional copies with the State Government Report Distribution Center for the General Assembly as is required under paragraph (t) of Section 7 of the State Library Act.

F. Upon appointment of the 7 new Board members who were appointed to fill seats of members whose terms were terminated on the effective date of this amendatory Act of the 93rd General Assembly, the Board shall review all of its current rules in an effort to streamline procedures, improve efficiency, and eliminate unnecessary forms and paperwork.

(Source: P.A. 95-626, eff. 6-1-08; 95-793, eff. 1-1-09.)

EXHIBIT B
STATE BOARD CODE OF CONDUCT

Adopted June 2019

The Illinois State Board of Education recognizes its responsibility to lead the effort to provide an excellent education for every child in Illinois. The task demands the highest standards of professional and ethical conduct to inspire confidence that this Board will meet the goal. As a member of this Board, I shall do my best to meet these standards:

1. To devote the time, thought and study needed to perform in an exemplary manner my responsibilities as an educational leader, state policy maker and steward of public funds.
2. To work with fellow Board members in a spirit of harmony and cooperation in spite of difference of opinion that may arise during vigorous debate.
3. To base my personal decisions upon all available facts and upon the best thinking that emerges from Board debate; to vote my honest conviction in every case, unswayed by partisan, regional, or other bias; and once the decision has been made, to abide by and uphold the final majority of the Board.
4. To remember that I have no legal authority as an individual outside the meetings of the Board; to conduct my relationships with State Board staff, the public and the media in a manner which is consistent with this fact; and to avoid speaking or giving the appearance of speaking for the Board except when either representing an adopted position of the Board or when designated as its spokesperson.
5. To avoid circumstances that present conflicts of interest or even the appearance of impropriety with respect to my position as a member of the State Board of Education.
6. To maintain strict confidentiality regarding Agency information and executive session matters until privileged information becomes public knowledge.
7. To bear in mind that the primary function of the Board is to establish policy and that the implementation of such policy is the responsibility of the State Superintendent and the staff of the state education agency.
8. To welcome and encourage active participation by citizens in the development of educational policy and to do my utmost to respect and represent perspectives from all parts of the diverse communities we serve across the state.
9. To strive for positive and productive Board relationships with the State Superintendent and Agency staff, and all individuals and groups with whom we work as members of the Illinois State Board of Education.

EXHIBIT C
STATE BOARD CONFLICTS OF INTEREST POLICY

11. Definitions. The following Conflicts of Interest Policy shall apply to any matter in which a State Board member has or may have a conflict of interest. A member has a conflict of interest in a matter if the member's interest, either through employment business, investment or family, might reasonably create the appearance of or result in;

1. using public office for direct or indirect private gain;
2. giving preferential treatment to any organization or person;
3. losing independence or impartiality of action;
4. making a government decision outside official channels; or
5. adversely affecting the confidence of the public in the integrity of the Board.

12. Disclosure of Outside Interests. Board members that have outside interests shall immediately disclose those interests to the Board Secretary, who will notify the General Counsel. Prior to the Board taking action on an agenda item, if a Board member or members have conflicts, the Chairman of the Board will announce the conflict to the Board. If the conflict has not been identified prior to the Board meeting, the Board member with a conflict must disclose the conflict to the Board before action is taken

Determination of Potential Conflict of Interest.

The Board secretary shall maintain a list of Board member interests so that the Board may determine on a monthly basis if Board member interests cause a conflict of interest. Board staff shall include in the Board memorandum regarding each action item if they believe a Board member has a conflict along with a recommendation as to whether that member should abstain from participating in action on the agenda item. If a Board member disputes the conflict or if Board staff is unsure whether a particular interest constitutes a conflict, the Board may use any of the following procedures to determine if a conflict of interest exists.

- i. The Board, the member, or Board staff may request a determination from the General Counsel of the State Board of Education;
- ii. The member may ask the Board to determine whether such an interest constitutes a conflict of interest. The Board shall ask the member with the potential conflict of interest to leave the meeting during such discussions or deliberations on whether a conflict of interest exists. The member with the potential conflict of interest may be counted in determining the existence of a quorum at any meeting of the Board where the interest is discussed but shall not vote on whether a conflict exists. A majority of the non-interested Board members present at a meeting at which a quorum is present must determine whether a conflict exists; or

- iii. The member with the potential conflict of interest may indicate his or her willingness to follow the procedures set forth in Section 1.4 of this Policy absent a determination by the Board that a conflict of interest exists.

14. Procedure When Conflict of Interest Determined. Upon the Board's determination that a conflict of interest exists:

- i. The Chairperson may appoint a non-interested person to investigate alternatives to the proposed transaction or arrangement;
- ii. The Board must approve the matter involving the conflict of interest by a majority vote of non-interested members as being in the best interest of the Board and for the Board's own benefit; and
- iii. The member with the conflict of interest shall not participate in the discussion or vote regarding the matter.

15. Procedures for Adequate Record Keeping. The minutes of the meeting of the Board shall include: (i) the names of the member(s) who disclosed an actual or potential conflict of interest, the nature of the conflict of interest, and whether the Board determined there may be a conflict of interest; and (ii) the names of the members who were present for discussion and votes relating to the matter, the content of these discussions, and a record of the vote.

ILLINOIS STATE BOARD OF EDUCATION
June 19, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 

Agenda Topic: 2019 Board Meeting Dates

Materials: Board Meeting Calendar for FY2019-2020

Staff Contact(s): Ana C. Arredondo, Board Services Coordinator

Purpose of Agenda Item

The purpose of this agenda item is for the Board to review proposed dates for FY2020. Other boards and advisory groups are beginning to schedule their FY2020 meeting dates and wish to work around meetings of the State Board of Education.

Background Information / History

The previous calendar had two days where the meetings were held In the Chicago and Springfield locations.

Relationship to/Implications for the State Board's Strategic Plan

Action at meetings of the State Board of Education allows for the implementation of all aspects of the Board's Strategic Plan.

Background Information

We are proposing that meetings be held in different locations during the months of August through June. A two-day meeting is recommended for the Board retreat/Board meeting in September. And two day meetings in October, April, and June.

There will be opportunities scheduled throughout the year for the Board to interact with the Student Advisory Council at Board meetings.

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

The board will be holding the meetings in different schools throughout Illinois. This will help build relationships between the Illinois State Board of Education and districts.

Financial Background

Not applicable.

Business Enterprise Program

Not applicable.

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communication: Staff will make arrangements and be in communication with the Board.

Pros and Cons of Various Actions

Pros: The approval of the proposed calendar will allow staff to plan for the 2019 - 2020 Board dates and make plans accordingly.

Cons: None

Board Member(s) Who Will Abstain: None

Superintendent's Recommendation

I recommend that the motion be adopted:

The State Board of Education hereby approves the FY2020 meeting dates for the State Board of Education.


Date of Board Action: June 19, 2019

<p style="text-align: center;"><u>July</u></p> <p style="text-align: center;"><u>No Meeting</u></p>	<p style="text-align: center;"><u>August 14, 2019</u> <u>Springfield</u></p> <p style="text-align: center;"><u>Major Topic: Procurement</u></p> <ul style="list-style-type: none"> • Initial rule adoption for Tort Fund • CPS special education monitor report • ESSA Amendment Feedback • Information Systems Contract Amendment with CDW LLC (formerly known as Computer Discount Warehouse (A)) • Rules Initial Adoption - Part 100 Accounting • Action to remove Streator Elem. SD for Certified in Financial Difficulty Status • Assessment – Evaluation/PSAT standard setting • Perkins Update • FY17/FY18 Compliance Report • University of Illinois Transition Contract - Special Education Transition Center (I) • Philip Rock Center and School IGA (I) • Rules, Initial Approval and Adoption 	<p style="text-align: center;"><u>September 17-18, 2019</u> <u>Springfield</u></p> <p style="text-align: center;"><u>Major Topic: Board Priorities: Legislative/Budget Agenda Recommendation (facilitated by NASBE)</u></p> <ul style="list-style-type: none"> • IARSS Reception • Legislative agenda Discussion • Fall Waiver Report Approval • ESSA Amendment Feedback • Preliminary Statewide Assessment Results • Perkins Update • Seal of Biliteracy • University of Illinois Transition Contract - Special Education Transition Center (A) • Philip Rock Center and School IGA (A) • Rules, Initial Approval and Adoption • Student Advisory Council
<p style="text-align: center;"><u>October 15-16, 2019</u></p> <p style="text-align: center;"><i>Location: East St. Louis with meeting starting Tuesday at noon and ending Wednesday noon</i></p> <p style="text-align: center;"><u>Major Topic: District Intervention</u></p> <ul style="list-style-type: none"> • Report Card 101 (small presentation) • Legislative Agenda approval • Rule adoption for Tort Fund • Approval of the Fall Waiver Report from comments from GA • ESSA Amendment - TAC Facilitator • Perkins Update • Rules, Initial Approval and Adoption 	<p style="text-align: center;"><u>November 22, 2019</u> <u>Chicago</u> <u>16-504 JRTC</u></p> <p style="text-align: center;"><u>Major Topic: Budget Hearings</u></p> <ul style="list-style-type: none"> • Public Budget Hearing in Chicago – RW • ISBE Annual Report (I) • Perkins Update • ISBE Annual Special Education Report Presentation (I) • Rules, Initial Approval and Adoption 	<p style="text-align: center;"><u>December 18, 2019</u> <u>Springfield</u></p> <p style="text-align: center;"><u>Major Topic: Statewide System of Support (IL-EMPOWER)-School Data</u></p> <ul style="list-style-type: none"> • Budget Development Discussion - RW • Commission on Government Forecasting and Accountability (future fiscal year state revenue projections – RW) • Potential RFSP to replace the ILDS/Ed360 Team (currently under a contract with LearningMate) (I) • ISBE Annual Report (A) • Action to remove the Proviso TWP Financial Oversight Panel

		<ul style="list-style-type: none"> • EBF Strategic Plan (I) • Perkins Update • Regulatory Agenda for January – June 2020 • Rules, Initial Approval and Adoption
<p><u>January 15, 2020</u> Springfield <u>Major Topic: Early Childhood</u></p> <ul style="list-style-type: none"> • Big Topic; • Approval of the Budget Recommendation – RW • Student Advisory Council • Potential RFSP to replace the ILDS/Ed360 Team (currently under a contract with LearningMate) (A) • EBF Strategic Plan (A) • Perkins Update • Rules, Initial Approval and Adoption 	<p><u>February 19, 2020</u> Chicago 16-504 JRTC <u>Major Topic:</u> <u>Assessment/Student Data</u></p> <ul style="list-style-type: none"> • Spring Waiver Report Approval • Perkins Update • Rules, Initial Approval and Adoption 	<p><u>March 18, 2020</u> Springfield <u>Major Topic: Financial Recognition</u></p> <ul style="list-style-type: none"> • School District Financial Profile – RW • Approval of the Spring Waiver Report from comments from GA • NIU Contract • Perkins Update • Rules, Initial Approval and Adoption • Student Advisory Council
<p><u>April 14-15, 2020</u> <i>Location: Macomb with meeting starting Tuesday at noon and ending Wednesday noon</i> <u>Major Topic: Safe and Healthy Climate (SEL)</u></p> <ul style="list-style-type: none"> • Approval of the Special Education Receipts, Expenditures and Net Expenditures Report – RW • Perkins Update • Rules, Initial Approval and Adoption 	<p><u>May 20, 2020</u> Springfield <u>Major Topic: College and Career Readiness</u></p> <ul style="list-style-type: none"> • Comprehensive Strategic Plan for Elementary and Secondary Education Progress Report (I) • Special Education Materials Center of Visually Impaired Grant (I) • Rules, Initial Approval and Adoption 	<p><u>June 16-17, 2020</u> <i>Location: Rockford with meeting starting Tuesday at noon and ending Wednesday noon</i> <u>Major Topic: Special Education</u></p> <ul style="list-style-type: none"> • Discussion of the Budget that was passed by the General Assembly - RW • NASBE Dues – July 1st. - ACA • Comprehensive Strategic Plan for Elementary and Secondary Education Progress Report (A) • Regulatory Agenda for July – December 2020 • Special Education Due Process System Report • Special Education Materials Center of Visually Impaired Grant (A) • Rules, Initial Approval and Adoption

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 19, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 

Agenda Topic: Appeal for Program American Intercontinental University Appeal

Expected Outcome: American Intercontinental University Appeal

Materials: Appendix A: SEPLB Letter of Denial
Appendix B: Letter of Intent to Appeal from American Intercontinental University
Appendix C: Appeal from American Intercontinental University
Appendix D: June 4, 2019 Letter of Response from American Intercontinental University

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, 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 deny the approval of the Teacher Leader Program for American Intercontinental University (AIU).

Background Information/History

American Intercontinental University is seeking approval to offer an educator preparation program that leads to a Teacher Leader endorsement on the Illinois professional educator license. Institutions seeking approval to offer a new preparation program must first be reviewed by the State Educator Preparation and Licensure Board (SEPLB). An institution denied approval of an educator preparation program by SEPLB may appeal the finding to the State Board of Education. The State Board of Education may accept, modify, or reverse a recommendation made by the SEPLB.

AIU's Teacher Leader Program was reviewed by the SEPLB on five separate occasions. SEPLB considered American Intercontinental University's request for approval to offer a Teacher Leader Program in Illinois during the December 1, 2017; March 2, 2018; April 6, 2018; December 7, 2018; and April 5, 2019, meetings.

AIU initially presented the Teacher Leader Program on December 1, 2017. The program was tabled by a vote of 14-2. This action was based on concerns that included lack of alignment to standards and insufficient information regarding assessment of candidates. SEPLB requested that AIU provide evidence of the specific measures used to assess students and how assessments aligned to national and state standards.

AIU presented additional information at the March 2, 2018, SEPLB meeting. The program was again tabled, this time by a vote of 8-2 with one abstention. SEPLB members expressed continued concerns, including lack of alignment to standards within the syllabi presented, online mode of delivery, and lack of face-to-face interactions. Also, SEPLB requested that AIU provide additional clarity of how candidates' leadership skills and knowledge would be assessed. Additionally, AIU was asked to present evidence of program accountability in regard to mentor selection and partnership, candidate field experiences, as well as evidence of assignments that included using

data to inform decisions and drive instruction and support of teachers (e.g., serving as a mentor teacher). Finally, the Teacher Leader endorsement is not required for the purposes of assignability, so SEPLB also questioned the need for any institution to deliver this program in Illinois.

AIU presented additional information at the April 6, 2018, SEPLB meeting. AIU representatives stated that they provided adequate information to address the SEPLB's questions and concerns. The Teacher Leader Program was denied approval by a unanimous vote. SEPLB members expressed that AIU did not address the concerns raised in the previous meeting. The denial was based on continued concerns about the online mode of delivery for mentoring and the selection process for program mentors. Specifically, the SEPLB stated there was a lack of evidence within the proposal that a quality program would be delivered that addresses the standards outlined in 23 Illinois Administrative Code, Part 25, Section 25.32¹. Emily Fox, secretary of SEPLB, sent the letter of denial to the dean at American Intercontinental University on April 25, 2018.

On May 3, 2018, Dr. Jeannette Jones, dean of education for American Intercontinental University, sent the State Superintendent a request to appeal the program denial to the State Board of Education. Dr. Jones disagreed with the denial due to the fact that AIU's Teacher Leader Program proposal underwent multiple reviews for alignment to Illinois Administrative Code by ISBE staff prior to being reviewed by the SEPLB.² She maintained that American Intercontinental University met the requirements for program approval as set forth in Section 25.120 of 23 Illinois Administrative Code. Ultimately, however, AIU withdrew the appeal prior to consideration by the State Board. Instead, AIU elected to revise the proposal to address SEPLB's concerns from previous meetings and re-submit the Teacher Leader Program to SEPLB for approval.³

AIU presented an updated program proposal with additional information at the December 7, 2018, SEPLB meeting. The updated proposal was tabled by a vote of 13-2. SEPLB members requested more details on diversity within the program; detailed instructor guides outlining pedagogical strategies, alignment to code, and the Danielson Framework for Teaching; crosswalk between the Danielson model and Dreyfus Model of Skill Acquisition; and evidence that the Council for the Accreditation of Educator Preparation assessment is sufficient in place of a grade point average.

AIU returned to present the Teacher Leader Program, providing requested additional information, at the April 5, 2019, SEPLB meeting. SEPLB members voted unanimously to deny approval of the program. SEPLB members denied the program based on findings that AIU did not adequately address the concerns outlined in writing from the December 2018 meeting. Members specifically cited a lack of standards alignment and Danielson model infusion, as well as the program's focus on adult learning versus work and responsibilities of the teacher leader.⁴ Fox sent a letter of denial to the dean at American Intercontinental University on April 8, 2019.

On April 17, 2019, Dr. Jones sent the State Superintendent a request to appeal the program denial to the State Board of Education. Dr. Jones disagreed with the denial, citing the proposal's

¹25.32 states, "...*understanding, applying and evaluating the specific needs of new teachers for induction and mentoring, the ability to coach teachers and staff, and ability to observe instruction and provide coaching, mentoring.*"

²Please note that all proposals undergo a staff review prior to sharing with SEPLB. This review, while in depth, considers matters of compliance first and foremost and substance secondarily. SEPLB members possess the expertise and experience to consider the substance of a proposal in ways that ISBE staff do not.

³Currently, there is nothing in the Illinois Administrative Code that prohibits an institution from withdrawing an appeal to the State Board and submitting a "new" proposal to SEPLB for consideration.

⁴The Teacher Leader endorsement is not required for assignability in this role in an Illinois public school. Additionally, 23 Illinois Administrative Code, Part 25, Section 25.120 states that programs must meet the required standards for the program being presented. Per SEPLB, AIU's Teacher Leader Program did not meet the standards identified in 23 Illinois Administrative Code, Part 25, Section 25.32 (d)(2)(A, B, D): "...*understanding, applying and evaluating the specific needs of new teachers for induction and mentoring, the ability to coach teachers and staff, and ability to observe instruction and provide coaching, mentoring.*"

matrix identifying which AIU courses satisfy each of the Illinois standards. Additionally, ISBE staff's multiple reviews of the proposal indicate the courses and program met standards and rule requirements for the Teacher Leader Program. Dr. Jones also contends that the requirement for Danielson framework focus within a program may be appropriate for an undergraduate teacher education program, but not an advanced program where candidates already have an Illinois teaching license. Lastly, AIU argued that SEPLB's concerns that the program is incorrectly focused on adult learning, lacks a Danielson model infusion, is incongruent with the Teacher Leader Model Standards that promote professional learning among peers, fails to offer a collaborative culture supporting educator development, and does not advocate for student learning in the profession, all of which fall under the curricula of Adult Learning and Training.

ISBE heard the appeal of the Teacher Leader Program at AIU at its May 15, 2019, meeting. The appeal consisted of two parts: ISBE staff sharing concerns that led to its recommendation to deny the Teacher Leader Program at AIU and the response of AIU to these concerns. In both instances, Board members were able to ask questions.

First, staff shared two reasons for unanimous denial from SEPLB at the April SEPLB meeting:

- Questionable alignment between standards and course experiences -- The current approval process for programs via the licensure board requires that there is a recognizable alignment between the standards in rule and the coursework and other experiences. This alignment provides a "picture" to SEPLB members that either makes sense (e.g., they can see how one experience leads/ties/aligns to the next and throughout the overall program). In the opinion of SEPLB, AIU did not do this.
- Questionable alignment between teacher leadership and adult learning -- SEPLB shared its concern about disagreement with the relationship between the roles of teacher leader and adult learning. Put differently, the greater majority of Teacher Leader Programs consider the variety of responsibilities in which a teacher leader may engage. The AIU program spends a disproportionate amount of time on theories of and approaches to adult learning. Moreover, the focus on adult learning is explicitly for spaces such as vocational classrooms, field training, individual and group learning, and topics ranging from technical skills to management training and education.

Second, Dr. Jones presented an overview of the proposed program to State Board members, providing insight into the changes made as a recommendation from SEPLB members. The SEPLB recommendations resulted in the incorporation of more rigorous mentorship, which was added to the program's requirements. In addition, Dr. Jones pointed out the positive outcomes of approving AIU's Teacher Leader Program, most importantly its adaptive learning and flexible online component for experienced, working, and diverse teachers in Illinois. In addition to her prepared comments, Dr. Jones responded to the staff comments and questions of Board members by stating the following. (Please note that at the conclusion of each item an ISBE staff response to the assertion is included.)

- Concerns about syllabi/alignment to/coverage of standards: Within the staff presentation, the concern that the substance of the syllabi was more appropriate for a teacher preparation program than a Teacher Leader Program was shared through referencing specific syllabi and assignments. Dr. Jones mentioned that neither ISBE staff nor SEPLB made any comments on the syllabi to AIU. Had this occurred, and like in other instances where additional information was requested, AIU would have complied.

Many institutions submit syllabi, in addition to the required submission of course descriptions, to demonstrate alignment to and coverage of standards. AIU submitted syllabi; SEPLB members repeatedly considered these as one source of evidence for their concern about lack of alignment/coverage of standards. Please note: There are required Teacher Leader standards to which a program must align its course of study.

Also, ISBE staff review program proposals for compliance and completeness, but not for quality. All program proposals go before the SEPLB for a review of content and quality.

- On the expertise of SEPLB Members: Dr. Jones stated, "...with all due respect, members of the licensure board do not possess the expertise to know if this program is of acceptable quality."

Potential SEPLB members are nominated by their respective organizations (e.g., the Illinois Education Association, the Illinois Federation of Teachers, the Illinois Principals Association, and the Illinois Association of Regional School Superintendents) and undergo an interview with ISBE. This interview includes questions about previous experiences as a teacher and/or leader. Those who are selected often, if not always, serve in leadership positions in their districts. These people do understand the scope of possibility in terms of the role of a teacher leader.

- On need for the program: Dr. Jones stated that her students requested this program.

AIU does not have currently approved educator preparation programs in Illinois and no data was shared to corroborate need.

- On why the program was denied: Dr. Jones was asked why she believes their program was denied. She stated two things: mode of delivery and AIU is a for-profit institution.

In the past, ISBE has approved online programs for Teacher Leadership (e.g., National Louis University, Olivet Nazarene University, and the University of Illinois at Urbana-Champaign). Moreover, there was an initial concern regarding the parent company of AIU in 2017, but staff from the Illinois Board of Higher Education (IBHE) stated at a SEPLB meeting that AIU was (and continues to be) in good standing with IBHE. The reasons for program denial were program quality concerns.

On June 4, 2019, Dr. Jones sent the State Superintendent a letter providing additional responses to staff comments raised by ISBE during the May 15, 2019 meeting (Appendix D). The letter also includes an update to AIU accreditation activities and highlights recent news regarding AIU educator preparation programs.

- Current Status:
SEPLB members voted unanimously at their April 5, 2019, meeting to deny approval of the Teacher Leader Program at AIU. AIU appealed this decision to ISBE on April 17, 2019. Board members heard the appeal of AIU at the May 15, 2019, ISBE meeting, but no action was taken. The Board will, however, act at the June 2019 meeting.
- Relevant Data:
The recommendation for denial resulting from the unanimous vote of SEPLB was based upon questionable alignment between standards and course experiences and questionable alignment between teacher leadership and adult learning. These concerns remain after the remarks from Dr. Jones at the May 15, 2019, State Board meeting were considered.
- Pros and Cons:
 - Pros: Denial of the approval of the Teacher Leader Program for American Intercontinental University ensures that programs that do not meet state requirements or standards will not have the authority to prepare educators in Illinois.
 - Cons: The Teacher Leader endorsement is not required in order to be assigned to this role in an Illinois school; however, denying the approval of the Teacher

Leader Program for American Intercontinental University limits the avenues through which an educator can receive a Teacher Leader endorsement in Illinois.

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

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

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

Financial Background

Not applicable.

Business Enterprise Program

Not applicable.

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

Policy Implications: Not applicable.

Budget Implications: Not applicable.

Legislative Action: Not applicable.

Communication: Not applicable.

Pros and Cons of Various Actions

- **Pros:** Denial of the approval of the Teacher Leader Program for American Intercontinental University ensures that programs that do not meet state requirements or standards will not have the authority to prepare educators in Illinois.
- **Cons:** The Teacher Leader endorsement is not required in order to be assigned to this role in an Illinois school; however, denying the approval of the Teacher Leader Program for American Intercontinental University limits the avenues through which an educator can receive a Teacher Leader endorsement in Illinois.

Board Member(s) Who Will Abstain: None at this time

Recommendations:

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to deny approval of the Teacher Leader Program for American Intercontinental University.

Date of Board Action: ____ June 19, 2019

April 8, 2019

Dr. Jeannette K. Jones, RCC
University Dean of Education
American Intercontinental University
231 N Martingale Rd
Schaumburg, IL 60173

Dear Dr. Jones:

During the April 2019 State Educator Preparation and Licensure Board (SEPLB) meeting, board members considered American Intercontinental University's proposal for Teacher Leader (Pre-K-Grade 12) program.

Pursuant to Section 25.120(b)(2) of the 23 Illinois Administrative Code, the State Educator Preparation and Licensure Board took action to recommend to the State Board of Education that American Intercontinental University's Teacher Leader program be denied approval. The SEPLB's motion to deny was based on findings that AIU did not adequately address the concerns outlined in writing and presented to AIU during the December 7, 2018 meeting. The licensure board cited lack of standard alignment, lack of Danielson model infusion, and the program's focus on adult learning versus work and responsibilities of the teacher leader as reasons for the denial.

Section 25.160(b) of the 23 Illinois Administrative Code does allow an affected institution to submit a notice of objection to the SEPLB's recommendations within 10 days after receipt of this notification. Should you have any questions concerning the SEPLB's recommendation, please contact Bess Johnson at lojohnso@isbe.net or by calling 217-557-9428.

Sincerely,



Emily Fox
Director
Educator Effectiveness Division



231 N. Martingale Road, 6th Floor
Schaumburg, Illinois 60173

April 17, 2019

Dr. Carmen I. Ayala
Superintendent
Illinois State Board of Education
100 North First Street
Springfield, IL 62777-0001

Re: SEPLB Recommendation

Dear Dr. Ayala:

Pursuant to Section 25.160(b) of Title 23 of the Illinois Administrative Code, this letter serves as American InterContinental University's (AIU) objection and formal appeal of the April 5, 2019, State Educator Preparation and Licensure Board (SEPLB) recommendation to deny recognition of AIU's Master of Education degree (M.Ed.) program for Teacher Leader endorsement.

In her April 8, 2019 letter, Emily Fox stated that SEPLB took this action "... based on findings that AIU did not adequately address the concerns outlined in writing and presented to AIU during the December 7, 2018 meeting." The letter goes on to state that "The licensure board cited lack of standard alignment, lack of Danielson model infusion, and the program's focus on adult learning versus work and responsibilities of the teacher leader as reasons for the denial."

We disagree with this conclusion given that AIU's Teacher Leader program proposal completed a successful review by the ISBE staff prior to being presented to SEPLB. While we are aware that staff does not make the final decision, they did review the AIU proposal for a multitude of criteria prior to submitting the request to the SEPLB for review, including Title 23 Illinois Administrative Code, Section 25.32(d)(1-5). The information cited in the April 8 letter was provided in the proposal which was submitted in September 2018 and in the follow-up materials submitted in January 2019.

Given the fact that AIU has provided all information required for the program proposal review process, AIU objects to SEPLB's recommendation and requests that the ISBE approve this request. We respectfully request that a review of our appeal be placed on the May Board meeting agenda. Our detailed appeal is attached.

Thank you for your consideration. I may be reached at (859) 353-2595 or by email at jjones@aiuniv.edu.

Sincerely,

A handwritten signature in black ink that reads "Dr. Jeannette K. Jones, RCC".

Dr. Jeannette K. Jones, RCC
University Dean of Education/Professor

Attachment



Appeal of the SEPLB Recommendation Regarding the
AIU Request for Teacher Leader Endorsement Approval

Submitted to the
Illinois State Board of Education

April 17, 2019

On April 17, 2019, American InterContinental University (“AIU” or the “University”) informed the Illinois State Board of Education (“ISBE”) of its objection and request to appeal the April 5, 2019, State Educator Preparation and Licensure Board (“SEPLB”) recommendation to deny recognition of AIU’s Master of Education degree program for Teacher Leader endorsement (hereafter referred to as “AIU M.Ed.”). This additional narrative and supporting documentation is being submitted as described in Section 25.160(b) of the Illinois Administrative Code.

This document includes background information, a chronology of events, and a summary of the current issue being considered in order to illustrate the rationale for AIU’s appeal of this denial recommendation.

The Teacher Leader Endorsement

At its June 21, 2012, meeting, ISBE adopted its current teacher leader endorsement standards.¹ 23 Illinois Administrative Code 25.32² defines a teacher leader as an individual with the capacity and skills to:

- 1) Harness the collective knowledge of teachers to have a positive impact on teaching and learning and school and student success;
- 2) Promote shared governance and leadership in schools by working effectively with the principal and other adults in the school, with a consistent focus on student learning and achievement;
- 3) Model excellence in teaching with a strong foundation in improving the climate of the school and classroom, curriculum, instruction, assessment and intervention;
- 4) Provide guidance, coaching, mentoring, influence, direction and support to teachers to improve the effectiveness of teaching and learning; and
- 5) Promote and influence change to improve school and student outcomes.

Application History

It is important to note that AIU and its Masters in Education program have been part of the higher education landscape in Illinois since 2001, when the University received initial approval by the Illinois Board of Higher Education (“IBHE”). Over the past 18 years, AIU has maintained a positive relationship with the IBHE, obtaining additional approvals and keeping IBHE informed regarding the University’s status with various regulatory agencies. AIU is regionally accredited by the Higher Learning Commission and its Masters in Education program is programmatically accredited by the Council for the Accreditation of Education Preparation.

Given the ongoing national focus on the emerging role of teacher leaders led by the Teacher Leadership Exploratory Consortium³ and this continued need identified by Illinois, AIU began

¹ https://www.isbe.net/Documents/Board_Meetings/2012-06.pdf (pg. 9)

² <https://www.isbe.net/Documents/25ark.pdf> (pgs. 26-29)

the programmatic planning process to meet this Illinois teacher leader need. AIU utilized the expertise of Dr. Brian Creasman⁴, a nationally known author and teacher leader expert and AIU School of Education Industry Advisory Board member, to assist in this process; the University also consulted with its M.Ed. Program Council and subject matter expert faculty.

In May 2017, AIU's School of Education Dean Dr. Jeannette Jones and Daniel Sessions, AIU Director of Regulatory Operations, communicated with ISBE staff member Jeff Seiler by phone to discuss the approval process. The University was advised that this process included both institutional (overall) approval as well as program-level approval for each endorsement; AIU submitted these proposals on September 14, 2017. ISBE staff completed a substantive review of these materials with AIU making changes and enhancements to ensure the proposals adequately addressed ISBE requirements prior to SEPLB review. On September 15, 2017, ISBE staff advised AIU that both the institutional and program proposals would be considered at the October 6, 2017, SEPLB meeting.

During the October 6, 2017, SEPLB meeting, certain members of the board disregarded the application materials and staff recommendation and instead dedicated extensive time to discussing the tax status of the institution, its owner, and wholly separate institutions formerly owned by the same parent organization. These discussions deviated significantly from the institution's application and devolved into philosophical discussions of the merits of distance learning. Despite guidance from both ISBE and IBHE staff regarding the appropriate criteria for the board's evaluation, SEPLB ultimately recommended that AIU's institutional application be denied. Certain SEPLB members continuously ignored AIU's longstanding track record of operating in Illinois and numerous erroneous comments were made during the meeting where AIU was not permitted to correct misstatements. SEPLB did not take any action regarding the program applications. However, in its October 11, 2017, action letter, ISBE acknowledged that "Claims brought up by members of SEPLB contained items that fall under the scope of the Illinois Board of Higher Education (IBHE) authority."

AIU appealed this action to ISBE as permitted in Section 25.160(b) of the Illinois Administrative Code and on November 17, 2017, ISBE overruled the SEPLB recommendation and approved AIU as an institution.

Following the receipt of institutional approval, AIU staff again met with ISBE staff to confirm the process for SEPLB to review the program proposals. ISBE staff indicated that the proposals which had been previously submitted required no additional updates and they were subsequently added to the December 1, 2017, SEPLB agenda.

³ https://www.ets.org/s/education_topics/teaching_quality/pdf/teacher_leader_model_standards.pdf

⁴ Examples of Dr. Creasman's publications: Creasman, B. & Coquyt. (2016). *The leader within—Understanding and empowering teacher leaders*. New York, NY: Rowman and Littlefield and Creasman, B., Furtrell, B. & Rubin, T. (2019). *ConnectED leaders: Network and amplify your superintendency*. New York, NY: Rowman and Littlefield.

AIU appeared before SEPLB on December 1, 2017, March 2, 2018, and April 6, 2018, to respond to questions about its teacher leader program proposal. Each time, SEPLB members asked numerous program-related questions as well as continued its institution-focused line of questioning, even though AIU was now an ISBE-approved institution. Each time, the University was asked to come back with additional information that SEPLB required to “adequately review” the program proposal. With each set of additional requests, AIU staff worked with ISBE staff to ensure that the University had submitted the information requested by the SEPLB members. Despite these efforts, the Board voted to deny the proposal citing perceived deficiencies outside of the Illinois statutory requirement on April 6, 2018.

New Program Proposal

At this point and after consultation with ISBE staff, AIU decided to start the process over again by submitting a new proposal, rather than pursuing an appeal of its first proposal through the ISBE Board. The University felt that it would be more effective to provide the SEPLB Board with a new, updated application that integrated feedback made by SEPLB and ISBE staff; this application was submitted on September 28, 2018.

On November 13, 2018, ISBE staff emailed a completed “Teacher Leader (PK-12) Review Matrix” (dated October 18, 2018) to AIU, noting that it contained “required changes as well as recommendations/feedback” from ISBE staff (Appendix A). This matrix indicated that four areas were considered as “not met.” AIU staff reviewed this feedback and submitted an updated proposal and additional exhibits to ISBE staff on November 15, 2018. ISBE staff completed a final review of the materials on November 16, 2018 and updated the matrix to indicate that all requirements were now “met” (Appendix B).

At its December 7, 2018, meeting, SEPLB acted to table the proposal pending receipt of the following additional items:

1. An explanation about how the program addresses diversity including needs criteria and measures (item 8 in the Teacher Leader proposal).
2. Copies of the AIU course Instructor Guides that highlight where they align to Section 4 A-E of the code where Danielson is referenced and the pedagogy/teaching strategies were addressed.
3. A “crosswalk” table to indicate how the Danielson Teaching Framework is aligned with other teaching models and the Dreyfus assessment methodology.
4. Evidence that the AIU M.Ed. national teacher preparation third party accreditor (Council for the Accreditation of Educator Preparation) approved that the AIU MED500 entrance assessment was sufficient to replace an undergraduate GPA.

On January 25, 2019, AIU submitted all of the requested documentation which was considered at the April 5, 2019 SEPLB meeting. At this meeting, SEPLB acted to deny the AIU Teacher Leader proposal because they believed the University did not adequately address the concerns identified during the December 7, 2018 meeting.

Reasons for ISBE Appeal

In its April 8, 2019, denial letter, SEPLB states the following basis for its recommendation to deny approval of the teacher leader endorsement proposal submitted by AIU:

AIU did not adequately address the concerns outlined in writing and presented to AIU during the December 7, 2018 meeting. The licensure board cited lack of standard alignment, lack of Danielson model infusion, and the program's focus on adult learning versus work and responsibilities of the teacher leader as reasons for the denial.

AIU is appealing the SEPLB recommendation because it believes the basis for the decision was arbitrary and not based on AIU's application and the information it provided. AIU's Teacher Leader program proposal completed a successful review by the ISBE staff prior to being presented to SEPLB. The October 18, 2018, Review Matrix (Exhibit A) indicated that only four items were not met and the final Review Matrix dated November 16, 2018 (Exhibit B), shows that all items were met. While AIU is aware that ISBE staff does not make the final decision, those individuals did evaluate the AIU proposal for a multitude of criteria prior to submitting the request to the SEPLB for review; the results of this work is reflected in the Matrix documents. During the April 2019 SEPLB meeting, board members spent considerable time trying to question the organization of our original application that was approved by staff. We do not believe this is a justification for rejection since it was approved by ISBE staff.

One reason for the denial is stated as "lack of standard alignment" which came out of a Board discussion that the proposal did not demonstrate alignment with the teacher leader standards outlined in Title 23 Illinois Administrative Code, Section 25.32(d)(1-5)⁵. However, Section 4 of the proposal (which was part of the materials reviewed by SEPLB members) includes a matrix identifying which AIU courses satisfy each of these Illinois standards; this section was marked as "met" in both the October and November staff reviews. In addition, this concern was not raised in December 2018 when the Board initially considered the second proposal nor was it identified as an area of concern during the three earlier reviews of the first proposal. Sections 12 and 13 of the November Matrix also note that the program meets standards in four other areas including the State Content Standards, Social and Emotional Learning Standards, Teacher Leader Model Standards, and Educational Leadership Policy Standards.

AIU provided the Danielson crosswalk along with a faculty subject matter expert academic summary analysis⁶. As noted in the January 2019 response, the Danielson framework focuses on developing teaching skills, which is appropriate for an undergraduate teacher education program. However, the AIU Teacher Leader proposal is an advanced (master's level) program and requires the candidates to already have an Illinois Teaching certification. Therefore, SEPLB's

⁵ Id.

⁶ AIU's January 24, 2019, response to ISBE

focus on being a teacher is incongruent with the Teacher Leader Model Standards⁷ which require Teacher Leaders to promote professional learning of their peers (Domain III), improve outreach and collaboration with families and communities (Domain VI), facilitate improvements in instruction and student learning (Domain IV), foster a collaborative culture to support educator development (Domain I), and advocate for student learning in the profession (Domain VII) all of which fall under the curricula of Adult Learning and Training.

As noted earlier, the program under review was developed with input from a nationally recognized teacher leader expert, Dr. Brian Creasman. He specifically notes that “Programs (like AIU) that provide mentorship through practitioner faculty align with the need for Teacher Leaders to experience diverse professional relationships and learn from national standards peers. The AIU M.Ed. enables the candidate teacher to deliberately grow and empower others for extraordinary outcomes through the Teacher Leader Model Standards which is the model embraced by Illinois.”

As was discussed with the SEPLB multiple times, AIU was open to constructive feedback as the University continued to enhance the program to meet the needs of Illinois students. However, AIU does not believe that personal preferences and opinions of SEPLB members should supersede the Illinois Administrative Code and impact the approval of this program proposal. AIU engaged with the SEPLB process in good faith; however, statements made and actions taken during these meetings continue to give the impression that the Board was more focused on blocking the proposal than providing a review based on the approval standards in the Administrative Code.

Conclusion

AIU submitted its Teacher Leader Program Proposal to SEPLB so graduate students who complete the AIU M.Ed. program with the Adult Education and Training Specialization have the opportunity to obtain the ISBE Teacher Leader endorsement. For over two years AIU has engaged in extensive dialogue about its submitted materials, which fully support the program’s approval. AIU has followed the processes outlined by the Board and ISBE staff and responded positively and collegially during all meetings. With each submission, the materials have undergone a review by ISBE staff prior to being brought to SEPLB and were deemed ready for evaluation.

Approval of the proposal to allow AIU graduates to seek Teacher Leader endorsement in Illinois supports the continued professional growth of the teachers and, more importantly, benefits their PK-12 students and the overall educational environment at their school in the state.

For these reasons, and given the fact that AIU has provided all information required by the Illinois Administrative Code, AIU requests that the ISBE overturn the recommendation of SEPLB and approve this request.

⁷ Id.

APPENDICES

1. Teacher Leader (PK-12) Review Matrix – dated October 18, 2018
2. Teacher Leader (PK-12) Review Matrix – dated November 16, 2018

Illinois State Board of Education
Center for Educator Effectiveness
 100 North First Street, E-310 • Springfield, IL 62777-0001
 Phone: 217.782.2948 • Fax: 217.557.8392

TEACHER LEADER (PK-12) REVIEW MATRIX

INSTITUTION	AIU	Peer Reviewed <input type="checkbox"/> YES Date: <input checked="" type="checkbox"/> NO
PROGRAM	Teacher Leader	
INITIAL REVIEW	10-18-18	
FINAL REVIEW		

Recommendations with a strikethrough indicate areas have been addressed in the final program proposal.

PROGRAM REQUIREMENTS <i>Please see Program Proposal for Rule reference.</i>		
CRITERIA	MET	NOTMET
1. A completed matrix describing:		X
— Admission (including GPA);		
— Retention; and	X	
— Exit from the program.		X
Required Changes Prior to SEPLB Submission: <ul style="list-style-type: none"> Please change projected student entry date (Page 1 – has January 2018) Please clarify which is applicable, Master's degree upon entering the program or completion of Master's degree upon leaving the program. Please clarify in the Exit requirement, "Illinois skills test." Please clarify that candidates must hold a PEL per IAC (25.32) (c) 		
Feedback/Recommendations: <ul style="list-style-type: none"> Please elaborate on the "Writing, Reading, and Math assessment" as part of the "Admission" requirements. 		
FACULTY	MET	NOTMET
2. A completed matrix describing faculty members (terminal degrees listed first).	X	
COURSE OF STUDY	MET	NOTMET
3. A completed matrix describing the required courses, including the mode of delivery.	X	
4. A completed matrix describing how the program meets the coursework requirements in the following areas:	X	
— Leadership;		
— Designing professional development to meet teaching and learning needs;	X	
— Building school culture that focuses on student learning;	X	

— Using assessments to improve student learning and foster school improvement.	X	
— Building collaboration with teachers and stakeholders.	X	
5. A completed matrix describing the required the Profession Educator Licensure coursework relative to: <i>This section may be omitted on some proposals.</i>	N/A	
— Reading methods;		
— Reading in the content area;	N/A	
— Exceptional child instructional methods; and	N/A	
— ESL/Bilingual methods.	N/A	
6. A completed matrix describing the required coursework for subsequent endorsements. (if applicable)	N/A	
FIELD EXPERIENCE AND CLINICAL PRACTICE	MET	NOTMET
7. A completed matrix describing:	X	
— Field experiences;		
— Clock hours; and	X	
— Expected Learning Outcome.	X	
Feedback/Recommendations: <ul style="list-style-type: none"> • Our team, noticed field experiences only exist in one course. Consider including some field experiences in other courses throughout the program. • Please clarify or specifically outline the requirements of the mentor teachers serving in the program. • Please clarify if specific documents exist the mentors will use to facilitate the observations and will they be provided to the mentor to assess leadership experiences? 		
8. A description of the criteria and measures taken to ensure candidates gain experience in diverse settings and with students with varying demographic characteristics.	X	
9. A description of the measures taken to ensure the candidates gain experience with technology relevant to the profession.		X
Required Changes Prior to SEPLB Submission: <ul style="list-style-type: none"> • The description seems to only references technology candidates will use to navigate the AIU program and curriculum itself. Please elaborate on how the technologies will be “relevant to the profession.” 		
10. A description of the program’s requirements for faculty supervision of the field experience and clinical practice.		X
Required Changes Prior to SEPLB Submission: <ul style="list-style-type: none"> • The explanations in this section seem to be in regards to helping students through the program. Please clarify how the faculty themselves participate and guide candidates through their capstone project, which (since this is an online program) is truly their only field experience or clinical practice. 		
ASSESSMENT	MET	NOTMET
11. A completed matrix describing:	X	
— How faculty will collect data from the assessment;		
— How faculty will analyze data from the assessment; and	X	

— How faculty will utilize data from the assessment.	X	
STANDARDS	MET	NOTMET
12. A completed matrix describing the program meets the required standards, as applicable:	X	
a. State Content Standards (or ISLLC);		
b. Social and Emotional Learning Standards; and	X	
c. National Standards	X	
d. CAEP 2013 Accreditation Standards.	N/A	
Required Changes Prior to SEPLB Submission:		
<ul style="list-style-type: none"> Please delete CAEP standards section – not applicable for admin. programs 		
13. A completed matrix describing the program meets the Educational Leadership Policy Standards. (or IPTS)	X	

Illinois State Board of Education
Center for Educator Effectiveness
 100 North First Street, E-310 • Springfield, IL 62777-0001
 Phone: 217.782.2948 • Fax: 217.557.8392

TEACHER LEADER (PK-12) REVIEW MATRIX

INSTITUTION	AIU	Peer Reviewed <input type="checkbox"/> YES Date: <input checked="" type="checkbox"/> NO
PROGRAM	Teacher Leader	
INITIAL REVIEW	10-18-18	
FINAL REVIEW	11-16-18	

Recommendations with a strikethrough indicate areas have been addressed in the final program proposal.

<h3 style="margin: 0;">PROGRAM REQUIREMENTS</h3> <p style="margin: 0; font-style: italic;">Please see Program Proposal for Rule reference.</p>		
CRITERIA	MET	NOTMET
1. A completed matrix describing: — Admission (including GPA);	X	
— Retention; and	X	
— Exit from the program.	X	
Required Changes Prior to SEPLB Submission: <ul style="list-style-type: none"> • Please change projected student entry date (Page 1—has January 2018) • Please clarify which is applicable, Master's degree upon entering the program or completion of Master's degree upon leaving the program. • Please clarify in the Exit requirement, "Illinois skills test." • Please clarify that candidates must hold a PEL per IAC (25.32) (c) 		
Feedback/Recommendations: <ul style="list-style-type: none"> • Please elaborate on the "Writing, Reading, and Math assessment" as part of the "Admission" requirements. 		
FACULTY	MET	NOTMET
2. A completed matrix describing faculty members (terminal degrees listed first).	X	
COURSE OF STUDY	MET	NOTMET
3. A completed matrix describing the required courses, including the mode of delivery.	X	
4. A completed matrix describing how the program meets the coursework requirements in the following areas:		
— Leadership;	X	
— Designing professional development to meet teaching and learning needs;	X	
— Building school culture that focuses on student learning;	X	

— Using assessments to improve student learning and foster school improvement.	X	
— Building collaboration with teachers and stakeholders.	X	
5. A completed matrix describing the required the Profession Educator Licensure coursework relative to: <i>This section may be omitted on some proposals.</i>	N/A	
— Reading methods;		
— Reading in the content area;	N/A	
— Exceptional child instructional methods; and	N/A	
— ESL/Bilingual methods.	N/A	
6. A completed matrix describing the required coursework for subsequent endorsements. <i>(if applicable)</i>	N/A	
FIELD EXPERIENCE AND CLINICAL PRACTICE	MET	NOTMET
7. A completed matrix describing:	X	
— Field experiences;		
— Clock hours; and	X	
— Expected Learning Outcome.	X	
Feedback/Recommendations: <ul style="list-style-type: none"> • Our team, noticed field experiences only exist in one course. Consider including some field experiences in other courses throughout the program. • Please clarify or specifically outline the requirements of the mentor teachers serving in the program. • Please clarify if specific documents exist the mentors will use to facilitate the observations and will they be provided to the mentor to assess leadership experiences? 		
8. A description of the criteria and measures taken to ensure candidates gain experience in diverse settings and with students with varying demographic characteristics.	X	
9. A description of the measures taken to ensure the candidates gain experience with technology relevant to the profession.	X	
Required Changes Prior to SEPLB Submission: <ul style="list-style-type: none"> • The description seems to only references technology candidates will use to navigate the AIU program and curriculum itself. Please elaborate on how the technologies will be “relevant to the profession.” 		
10. A description of the program’s requirements for faculty supervision of the field experience and clinical practice.	X	
Required Changes Prior to SEPLB Submission: <ul style="list-style-type: none"> • The explanations in this section seem to be in regards to helping students through the program. Please clarify how the faculty themselves participate and guide candidates through their capstone project, which (since this is an online program) is truly their only field experience or clinical practice. 		
ASSESSMENT	MET	NOTMET
11. A completed matrix describing:	X	
— How faculty will collect data from the assessment;		
— How faculty will analyze data from the assessment; and	X	

— How faculty will utilize data from the assessment.	X	
STANDARDS	MET	NOTMET
12. A completed matrix describing the program meets the required standards, as applicable:	X	
a. State Content Standards (or ISLLC);		
b. Social and Emotional Learning Standards; and	X	
c. National Standards	X	
d. CAEP 2013 Accreditation Standards.	N/A	
Required Changes Prior to SEPLB Submission:		
● Please delete CAEP standards section—not applicable for admin. programs		
13. A completed matrix describing the program meets the Educational Leadership Policy Standards. (or IPTS)	X	



Response to Discussion Regarding the
AIU Request for Teacher Leader Endorsement Approval

Submitted to the
Illinois State Board of Education

June 4, 2019

On May 15, 2019, American InterContinental University (“AIU” or the “University”) appeared before the Illinois State Board of Education (“ISBE”) to discuss its objection to and appeal of the April 5, 2019, State Educator Preparation and Licensure Board (“SEPLB”) recommendation to deny recognition of AIU’s Master of Education degree program for Teacher Leader endorsement (hereafter referred to as “AIU M.Ed.”).

This supplemental response provides a program update, addresses objections and comments raised during the May 15 meeting, and highlights recent news regarding educator preparation programs.

AAQEP Programmatic Accreditation Update

The AIU School of Education is committed to continuous quality improvement as demonstrated through external validation, including programmatic accreditation. As part of this framework, on May 23, 2019, the University received verbal notification that its M.Ed. program has earned accreditation by the Association for Advancing Quality in Educator Preparation (AAQEP) for a term of seven years. AAQEP promotes excellent, effective, and innovative educator preparation that is committed to evidence-based improvement and enjoys a high degree of community engagement and public confidence. This is a second external programmatic accreditor that earlier this year conducted a comprehensive evaluation of the program. The program also continues to be accredited by the Council for the Accreditation of Educator Preparation.

May 15 Board Discussion Clarification

We would like to respond to several items that were asserted during the presentations and subsequent discussion at this meeting.

AIU did not answer SEPLB questions or requests for additional information

The ISBE staff representative responded to a Board member’s question by stating that AIU did not respond to the requests for clarification and documentation related to content and alignment with standards as requested by SEPLB. As noted below by date and documentation list provided, that assertion was inaccurate. The representative mentioned that the meetings and requests were “iterative” which also was not correct. At each meeting, SEPLB asked for new and different supporting information related to submission items previously approved by the ISBE staff and, in some cases that SEPLB had reviewed in a previous meeting with no questions. All items requested below were provided by AIU as requested.

Date of SEPLB Action	Areas with Additional SEPLB Requests
12/1/2017	<ul style="list-style-type: none"> • Admissions requirement • Syllabi • Assessments
3/2/2018	<ul style="list-style-type: none"> • Measuring candidate leadership • Mentoring • Analyzing research findings • Grading rubric used • Alignment of five core propositions
4/6/2018	<ul style="list-style-type: none"> • Denied based on "...belief that AIU did not adequately address the concerns outlined..." "... Specifically, concerns ... focused around the method of mentoring that was proposed. The SEPLB felt the proposed method of mentoring was insufficient due to its mostly online nature of delivery (i.e.: message boards) and the fact that it was not to be done by current teachers working in the classroom, but instead faculty members of AIU."
12/7/2018	<ul style="list-style-type: none"> • Diversity • Instructor guides (alignment, Danielson, pedagogy/teaching strategies) • Danielson/Dreyfus Crosswalk • CAEP Candidate Assessment
4/5/2019	<ul style="list-style-type: none"> • Denied based on findings that AIU did not adequately address the concerns outlined in writing and presented to AIU during the December 7, 2018 meeting. "The licensure board cited lack of standard alignment, lack of Danielson model infusion, and the program's focus on adult learning versus work and responsibilities of the teacher leader as reasons for the denial."

AIU M.Ed. courses are not graduate level

The ISBE staff representative specifically called out an assignment in EDU601, Unit 1 (the first course in the program) as a perceived example of the staff's belief that it was not appropriate for a teacher leader graduate program because it asked the candidate to identify the role of a teacher. As we responded to the Board when asked about this statement, this was the first time SEPLB or ISBE brought up this concern with AIU. We believe that the ISBE staff representative mischaracterized the assignment and omitted critical context when describing it. The assignment in question is provided at the end of this document; the area inaccurately referenced during the meeting is highlighted. As requested, full instructor guides were previously provided to SEPLB. As described above, AIU's M.Ed. program was recently approved by AAQEP which included a comprehensive review by a team of peer evaluators. We believe that if there were valid concerns with the content and focus of AIU's assignments, they would have been raised during this process.

ISBE representative stated AIU's program is teacher preparation focused

The AIU Teacher Leader proposal is an advanced (master's level) program and will require a candidate to hold an Illinois Teaching certificate to enter the program. Therefore, SEPLB's insistence that AIU's program focus on teaching skills is incongruent with the Teacher Leader Model Standards which require Teacher Leaders to promote professional learning of their peers (Domain III), improve outreach and collaboration with families and communities (Domain VI), facilitate improvements in instruction and student learning (Domain IV), foster a collaborative

culture to support educator development (Domain I), and advocate for student learning in the profession (Domain VII), all of which fall under the curricula of Adult Learning and Training.

Reviewers may not be familiar with advanced level programs. As noted earlier, the program under review was developed with input from a nationally recognized teacher leader expert, Dr. Brian Creasman. He specifically notes that “Programs (like AIU) that provide mentorship through practitioner faculty align with the need for Teacher Leaders to experience diverse professional relationships and learn from national standards peers. The AIU M.Ed. enables the candidate teacher to deliberately grow and empower others for extraordinary outcomes through the Teacher Leader Model Standards which is the model embraced by Illinois.”

As was discussed with the SEPLB multiple times, AIU was open to constructive feedback as the University continued to enhance the program to meet the needs of Illinois students. However, feedback from the various meetings suggested members may have had a personal preferences for campus based instruction among other biases.

Student Success and Teacher Shortage/Retention Issue

In August 2017, the Teacher Turnover Report¹ indicated that *“about 90% of the nationwide annual demand for teachers is created **when teachers leave the profession**, with two-thirds of teachers leaving for reasons other than retirement. If school systems can address the factors that create high turnover, they can reduce the demand for teachers who are in short supply.”* While the report goes on to say that there are multiple reasons for leaving the profession, it does not support the idea that there is a shortage in initial preparation candidates. In other words, the industry enrolls and graduates sufficient teacher candidates, but cannot keep them in the classroom.

Based on what appears to be a comparison of the AIU Teacher Leader proposal to an institution focused on initial teacher certification, this is a critical distinction. It aligns with the AIU School of Education’s belief that its M.Ed. programs are designed to provide quality academic support and experiences for the experienced teacher, not one that is new to the classroom. One of the top reasons that teachers leave the profession (and add to the teacher shortage) is lack of administrative support, lack of opportunities for advancement, and dissatisfaction with their working conditions. The report states that, *“these kinds of dissatisfactions were noted by 55% of those who left the profession and 66% of those who left their school to go to another school.”* Qualified and professionally trained teacher leaders are one way to mitigate these concerns.

A report released on May 16, 2019 from the Learning Policy Institute², confirms the further importance of providing professional growth opportunities for teachers based on the impact it

¹ https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Turnover_REPORT.pdf

² <https://learningpolicyinstitute.org/product/positive-outliers-districts-beating-odds-report>

has on student success. Specifically, “students of color — and, indeed, all students — perform better when served by teachers with better qualifications.” The AIU M.Ed. Teacher Leader proposal provides the avenue for teachers to grow in their qualifications and serve their students with a focus on supporting and leading others.

Conclusion

AIU submitted its Teacher Leader Program Proposal to SEPLB so eligible Illinois teachers who complete the AIU M.Ed. program with the Adult Education and Training Specialization have the opportunity to obtain the ISBE Teacher Leader endorsement. For over two years AIU has engaged in extensive dialogue about its submitted materials, which fully support the program’s approval. AIU has followed the processes outlined by the Board and ISBE staff and responded positively and collegially during all meetings. With each submission, the materials have undergone a review by ISBE staff prior to being brought to SEPLB and were deemed ready for evaluation.

Approval of the proposal to allow AIU graduates to seek Teacher Leader endorsement in Illinois supports the continued professional growth of the teachers and, more importantly, benefits their PK-12 students and the overall educational environment at their school in the state.

For these reasons, and given the fact that AIU has provided all information required by the Illinois Administrative Code, AIU requests that the ISBE overturn the recommendation of SEPLB and approve this request.

APPENDIX

1. EDU 601 Unit 1 Assignment

APPENDIX 1

EDU601 – The Education Leader (*first course of the program*)

Unit 1 - Individual Project

Task Type: Individual Project

Deliverable Length: 8-10 pages, not including title page, abstract, and reference list

Points Possible: 80

Description:

In this assignment, you are asked to review candidate expectations as listed in the **Master of Education Candidate Expectations and Learning Guide**, describe your state's code of ethics, and engage in a reflective self-assessment. These three elements will contribute to your development of course content and provide a foundation for your performance throughout the program.

Step 1: Candidate Leadership Learning

- Read the Master of Education Candidate Expectations and Learning Guide provided.
- Complete the Acknowledgement document provided.
- Submit the completed Acknowledgement form as part of your final assignment.

Step 2: Professional Educator Code of Ethics

- Using the AIU Library, Web resources, or your own connections, locate and review your state's professional educator code of ethics.
- Prepare a brief description of the linkages you perceive between your state's code of ethics and educational leadership.
- Submit a copy of your state's code of ethics and your brief description as part of your final assignment.

Step 3: Reflective Self-Assessment

Consider your own background and goals to address the personal development that is associated with leadership skills. In a Word document, thoroughly address the following questions, and explain your answers:

- Reflecting on your professional experiences, how did you arrive at this point in your career, and how did you arrive at this program?
- Describe the relevant characteristics of other good models of teacher leadership that you have encountered in your experience. What characteristics of good teacher-leaders stand out?
- What is a *leader*? How do you define *leadership* in the context of the teacher's role?
- Use an action research approach to develop a 3-year career plan for yourself, and show how the plan is based in your research findings.
- Explain the role that leadership will play in your immediate and longer future.

There is a requirement for APA document format and for citations and references in this assignment.

Please submit your assignment.

Your assignment will be graded in accordance with the following criteria. Click here to view the grading rubric.

Course Objectives:

- Write a description of educational professional behavior and performance using action research.

***Draft—Pending
Approval***

Illinois State Board of Education Meeting
May 14, 2019
6:30 p.m.

Springfield Location:
ISBE Board Room, 4th Floor
100 N. First Street, Springfield, IL

**ROLL
CALL/PLEDGE OF
ALLEGIANCE**

Members present in Springfield:
Darren Reisberg, *Chairman*
Dr. Christine Benson, *Member*
Cynthia Latimer, *Member*
Dr. David R. Lett, *Member*
Susie Morrison, *Member*
Dr. Cristina Pacione-Zayas, *Member*
Jacqueline Robbins, *Member*
Jane Quinlan, *Member*

Not in attendance:
Dr. Donna S. Leak, *Vice Chair*

Chairman Reisberg brought the meeting to order at 6:30 p.m. Roll call was taken and a quorum was present.

CLOSED SESSION

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

Section 2 (c) (16) meetings to consider self-evaluation, Practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the public body is a member.

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

**RETURN TO
OPEN SESSION**

Ms. Benson moved and was seconded by Ms. Morrison that the State Board of Education return to Open session.

**MOTION FOR
ADJOURNMENT**

Chairman Reisberg adjourned the meeting at 8:45 p.m.



Respectfully Submitted,

Dr. Cristina Pacione-Zayas
Board Secretary

Darren Reisberg
Chairman

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 19, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Robert Wolfe, Chief Financial Officer 

Agenda Topic: Part 155 (Electronic Funds Transfer)

Expected Outcome: Approval to File the Proposed Rules in the Illinois Register for Public Comment

Materials: Recommended Rules

Staff Contact(s): Tim Imler, Director, Funding and Disbursements
Jeffrey Aranowski, Executive Director, Safe and Healthy Climate
Cara Wiley, Director, Regulatory Support and Wellness

Purpose of Agenda Item

The Funding and Disbursements Division requests the Board to authorize the State Superintendent to authorize the solicitation of public comment on the proposed amendments.

Background Information/History

The Electronic Funds Transfer (EFT) pilot program was created in 1994, with ISBE as a participant. ISBE adopted the initial Part 155 administrative rules to implement EFT in December 1995. As a pilot agency, ISBE collected and maintained local education bank account and routing information for ISBE payments to be deposited electronically by the Office of the Comptroller. Subsequently, ISBE proposed Public Act 88-641 [105 ILCS 5/2-3.116], which mandated EFT for all Regional Offices of Education, school districts, and other providers entitled to payment by the State Board. The legislation was enacted July 1, 2002.

ISBE began meetings in March 2017 with staff at the Office of the Comptroller to discuss transition of ISBE's EFT responsibilities for 1,900 participants over to that office. At the time, ISBE was unable to provide participant banking information to the Comptroller, so all existing participants were required to sign up directly with that office. The sign-up process and agency communications with the Comptroller continued over this past year, culminating with a technical change in the voucher layout in our MIDAS system that transitioned all ISBE vouchers to use the Comptroller EFT system on November 30, 2018.

- **CURRENT STATUS:** ISBE staff collaborated with Comptroller staff to amend the Part 155 rules as presented.
- **RELEVANT DATA:** ISBE has maintained and updated more than 1,900 participant banking records until transition to the Comptroller in November 2018.
- **PROS AND CONS:** ISBE is relieved of EFT administration for our grantees that receive funding from the agency. No known cons.

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

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.

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

Financial Background

Not applicable.

Business Enterprise Program

Not applicable.

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

Policy Implications: Limited to ISBE referring new participants or inquiries regarding banking changes to the Office of the Comptroller.

Budget Implications: None.

Legislative Action: None.

Communication: 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 the *Superintendent's Weekly Message* and the agency's website, will be used to inform interested parties of the opportunity to comment on this rulemaking.

Pros and Cons of Various Actions

Pros: Funding and Disbursement staff are relieved of EFT administration for ISBE grantees

Cons: None.

Board Member(s) Who Will Abstain: 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 155 (Electronic Funds Transfer)

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

Date of Board Action: June 19, 2019

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER c: FINANCE

PART 155
ELECTRONIC TRANSFER OF FUNDS

Section

- 155.10 Purpose
- 155.20 Participation
- 155.30 Initiation of Electronic Fund Transfers
- 155.40 Altering Electronic Fund Transfer Arrangements
- 155.50 Terminating Electronic Fund Transfer Arrangements
- 155.60 Responsibilities of the State Superintendent of Education
- 155.70 Responsibilities of the Comptroller

AUTHORITY: Implementing and authorized by Sections 2-3.2a and 2-3.116 of the School Code [105 ILCS 5/2-3.2a and 2-3.116].

SOURCE: Adopted at 19 Ill. Reg. 16538, effective December 5, 1995; amended at 26 Ill. Reg. 16193, effective October 21, 2002; amended at 29 Ill. Reg. 10131, effective June 30, 2005; amended at 43 Ill. Reg. _____, effective _____.

Section 155.10 Purpose

This Part sets forth the procedural requirements for receiving funds via electronic transfer from the State Board of Education through the office of the Comptroller pursuant to Sections 2-3.2a and 2-3.116 of the School Code [105 ILCS 5].

Section 155.20 Participation

- a) Each payment made under a program administered by the State Board of Education shall be disbursed by the Comptroller through the electronic transfer of funds. Entities required to receive funds electronically shall include but not be limited to:
 - 1) school districts;
 - 2) regional superintendents of schools;

- 3) other public educational agencies such as cooperatives, joint agreements, and charter schools;
 - 4) other payees such as nonpublic schools, universities, hospitals, township treasurers, community-based organizations, and day care centers; and
 - 5) individuals.
- b) At the option of the local school board, a school district may request its regional superintendent of schools to receive all payments due to the district. Each school board that wishes payments to be directed to the regional office of education shall adopt a resolution to this effect. A school district shall make this request in writing no later than May 31 of the fiscal year preceding the fiscal year in which the arrangement is to begin and shall forward to the regional superintendent a copy of the resolution adopted by the local board.
- 1) If the regional superintendent wishes to accept receipt of one or more districts' funds, he or she shall do so no later than June 10 of the fiscal year preceding the fiscal year in which the arrangement is to begin by submitting to the State Superintendent of Education a copy of each school board's resolution.
 - 2) If the regional superintendent does not accept receipt of a district's funds, he or she shall send written notification to this effect to the district superintendent no later than ten days after receiving the district's request so that the district may comply with the requirements of Section 155.30 prior to the beginning of the new fiscal year.
- c) The State Superintendent shall direct the Comptroller to transfer each payment to an account identified by a participant pursuant to Section 155.30, unless:
- 1) An entity participates in the Illinois Funds investment account administered by the Treasurer and an approved application has been processed by the Treasurer;
 - 2) A State agency instructs the State Superintendent to remit funds due to the agency via intergovernmental transfer;
 - 3) The State Board is required to direct funds to a specified financial institution in conformance with an agreement executed under Section 820-50(b) of the Illinois Finance Authority Act [20 ILCS 3501], Section 13 of

the Local Government Debt Reform Act [30 ILCS 350], or other applicable law; or

- 4) the expected duration of a financial relationship is so short or the expected number of payments is so small as to make the establishment of an arrangement for the electronic transfer of funds undesirable in the judgment of the State Superintendent.

(Source: Amended at 43 Ill. Reg. _____, effective _____)

Section 155.30 Terminating Electronic Fund Transfer Arrangements

The State Superintendent of Education and the Comptroller shall have the right to terminate an arrangement for the electronic transfer of funds for repeated problems or other interruptions in the processing of electronic fund transfers, or as otherwise permitted or required by law.

(Source: Amended at 43 Ill. Reg. _____, effective _____)

Section 155.40 Responsibilities of the State Superintendent of Education

- a) The State Superintendent shall transmit to the Comptroller a 38-character descriptive entry for each payment authorized that, when communicated to the participant (see Section 155.70), will describe the origin and nature of the payment. In addition, the State Superintendent shall populate a number in the voucher layout of payments to the Comptroller that indicates the account for the participant. The codes are as follows:
0 = Single Account
1 = Multiple Account
8 = Illinois Funds
- b) The State Superintendent or the Comptroller may withhold payments to a participant as permitted or required by law per 20 ILCS 3005/2.11. The State Superintendent or the Comptroller, as applicable, shall provide written notice to the participant of this action.
- c) The State Superintendent may withhold payments to a participant for failure to meet the terms of a contract.

Section 155.50 Responsibilities of the Comptroller

To initiate electronic transfer of payments, the participant shall contact the Office of the Comptroller. A participant who wishes to change any account information that impacts the electronic deposit of funds shall contact the Office of the Comptroller.

- a) The Comptroller will process completed and signed Authorizations for Direct Deposit of Payments to permit the electronic transfer of funds.
- b) The Comptroller may issue a warrant instead of transferring funds electronically when:
 - 1) A designated financial institution rejects a transfer attempted pursuant to this Part;
 - 2) An amount is subject to garnishment, offset, reduction, involuntary withholding or other proceeding as provided by law (any amount payable after such action may be issued as a warrant); or
 - 3) The transfer is rejected by the Comptroller's internal authorization system.
 - 4) In no instance shall a warrant be issued for less than \$5 unless the participant has active electronic funds transfer direct deposit account information on file.

(Source: Amended at 43 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 19, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education



Agenda Topic: Intergovernmental Agreement with Sangamon-Menard Regional Office of Education #51 for School Support Managers

Expected Outcome: Approve the Intergovernmental Agreement (IGA) with Sangamon-Menard Regional Office of Education #51 for School Support Managers

Materials: None required

Staff Contact(s): Allison Sherman, Executive Director, IL-EMPOWER

Purpose of Agenda Item

The IL-EMPOWER Division requests the Board to authorize the State Superintendent to enter into an Intergovernmental Agreement (IGA) with the Sangamon-Menard Regional Office of Education #51 (ROE 51) for fiscal year 2020 in the amount of \$946,181.36.

Background Information/History

IL-EMPOWER is the state support system for schools identified for improvement. The system, inclusive of School Support Managers and Vendor Learning Partners, is outlined in the Illinois Every Student Succeeds Act (ESSA) Support and Accountability Plan, approved by the U.S. Department of Education on August 30, 2017. Approval of this IGA for School Support Managers ensures continued compliance to the Illinois ESSA Plan. Consequently, any changes to this course of action necessitates a proposed amendment of the plan, submitted to the U.S. Department of Education.

The purpose of this IGA is to provide 6 School Support Managers to oversee the continuous improvement planning of schools annually designated for improvement within the Academic and School Quality/Student Success Indicators. Support Managers are accessible to schools in each region of the state and meet directly with school and district staff to deliver support and oversee accountability (outlined below). School Support Managers and Learning Partners help schools build capacity within the seven standards of the state-adopted Illinois Quality Framework for continuous school improvement.

Support

- ☐ Build school capacity in data literacy to identify achievement and equity gaps.
- ☐ Support implementation of Illinois Quality Framework and Supporting Rubric system needs assessment.
- ☐ Guide the selection process for vendor and/or peer learning partner(s).
- ☐ Support the development of a three-year School Improvement Plan (SIP).

Accountability

- ☐ Ensure alignment of evidence to identified priorities in school needs assessment.
- ☐ Ensure alignment of school needs to SIP activities and grant budget.

- ☐ Monitor progress and effectiveness of school improvement planning.
- ☐ Oversee school accountability for completion of all program evaluation surveys, self-assessments, and periodic reports.

Support Managers possess experience/expertise as a school and/or district leader. They are evaluated annually for successful performance and completion of deliverables outlined in their role.

- ☐ **CURRENT STATUS:** IL-EMPOWER employs six School Support Managers contingent on the IGA renewal for continued employment through June 30, 2020.
- ☐ **RELEVANT DATA:** School Support Managers are assigned to 203 Comprehensive Support Schools and will support 561 Targeted Support Schools through partnership with the Regional Offices of Education.
- **PROS AND CONS:** School Support Managers are the cornerstone for ensuring that school improvement systems are effectively advancing outcomes and opportunities for all students. This meets the state's obligation under the Illinois ESSA Plan. Hiring for these roles is dependent on continued federal funding as outlined in the Financial Background.

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

The goals of ISBE are incorporated into the Illinois ESSA Plan. School Support Managers assist schools in navigating resources of IL-EMPOWER to build continuous improvement systems at the local level to advance achievement and learning opportunities for all students.

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

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

Financial Background

IL-EMPOWER began the 2018-19 school year with seven qualified School Support Managers. It is anticipated there will be approximately \$1.2 million of unexpended dollars in FY 2019, which will help fund the current 6 School Support Managers in the 2019-20 school year.

If approved, the IGA will be awarded to ROE 51 for the term of one year, commencing on July 1, 2019, and ending on June 30, 2020. This IGA is non-competitive and can be annually renewed for additional school years. Renewal options are contingent on the grantee's successful completion of identified deliverables, continued IL-EMPOWER programming needs, and availability of federal funds.

This request is to enter into an IGA for one year (FY 2020) in the amount of \$946,181.36 with ROE 51. The funding is drawn from federal Title I 1003(a) School Improvement funds.

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
FY18	\$			\$	\$	\$ 411,375.90
FY19	\$	\$2,213,442.82		\$	\$	\$ 2,213,442.82
FY20	\$	\$		\$	\$946,181.36	\$ 946,181.36
	\$	\$		\$	\$	\$
	\$	\$		\$	\$	\$
Total	\$	\$			\$946,181.36	\$ 3,571,000.08

Business Enterprise Program

IGAs are exempt from the agency's Business Enterprise Program (BEP) goal because each state agency and university is subject to its own BEP goal.

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

Policy Implications: None.

Budget Implications: The proposed activities will be funded with the Title I 1003(a) School Improvement funds.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

Pros: Approving this IGA ensures that ISBE will continue to implement the system of support for school improvement as outlined in the Illinois ESSA Plan.

Cons: Funding for this IGA is contingent on the availability of federal Title I 1003(a) School Improvement funds. **Board Member(s) Who Will Abstain:** Jane Quinlan

Recommendation

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 Sangamon-Menard Regional Office of Education #51 for \$946,181.36 for fiscal year 2020.

Date of Board Action: June 19, 2019

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 19, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education
Melissa Oller, Chief Operating and Professional Capital Officer



Agenda Topic: 2019 Strategic Plan Progress Report

EXPECTED OUTCOME: The Board authorizes the State Superintendent to submit the 2019 Strategic Plan Progress Report as presented to the Governor and General Assembly.

Materials: DRAFT Comprehensive Strategic Plan for Elementary and Secondary Education Progress Report

Staff Contact(s): Jackie Matthews, Director of Media and External Communications

Purpose of Agenda Item

The ISBE Office of Communications requests the Board to authorize the State Superintendent to submit ISBE's 2019 Comprehensive Strategic Plan for Elementary and Secondary Education Progress Report ("2019 Strategic Plan Progress Report") as presented to Governor Pritzker and the General Assembly. ISBE submits an annual update to the plan by July 1 each year, as required by Public Act 93-1036 or the Education Reform and Accountability Act of 2004.

The 2019 Strategic Plan Progress Report largely addresses work initiated under the agency's previous administration, as the majority of the current Board and the current State Superintendent of Education assumed their roles in February 2019.

Background Information/History

The State Board of Education, pursuant to PA 93-1036, must develop and maintain a continuing five-year Comprehensive Strategic Plan for Elementary and Secondary Education. The Board is required to update and submit the plan to the Governor and the Illinois General Assembly on or before July 1 each year.

This "Strategic Plan Progress Report" provides a blueprint for how the agency concentrated its efforts and resources in the preceding year to serve Illinois' students and families and advance toward meeting its goals.

ISBE first developed and submitted its Comprehensive Strategic Plan for Elementary and Secondary Education Progress Report in 2005. The State Board amended its strategic plan in September 2015 to reflect a new vision for public education, establish a new mission, and identify refocused and measurable goals.

- **CURRENT STATUS:** The draft of the report is complete and ready for submission.
- **RELEVANT DATA:** None
- **PROS AND CONS:** The pros are that approving the 2019 Strategic Plan Progress Report will allow ISBE to meet its statutory obligation under PA 93-1036 and will help inform lawmakers and the public of the progress and accomplishments of Illinois' state education agency over the past year. There are no cons.

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

The 2019 Strategic Plan Progress Report describes how the agency has advanced toward fulfilling the Board's mission, vision, and goals. The report consists of both concluded initiatives and ongoing efforts. The report also includes examples of how Illinois schools and districts are utilizing the funds appropriated and programs enacted by Illinois lawmakers to make it possible for all students to progress toward an excellent and equitable education.

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

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

Financial Background

N/A

Business Enterprise Program

N/A

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

Policy Implications: The 2019 Strategic Plan Progress Report will help to inform lawmakers of how individual programs, policy, and funding streams fit into the bigger picture of ISBE's strategic plan to accomplish the Board's goals.

Budget Implications: None

Legislative Action: None

Communication: Agency staff will post the report on the ISBE website, in addition to submitting it to Governor Pritzker and the General Assembly.

Pros and Cons of Various Actions

Pros: Approving the 2019 Strategic Plan Progress Report will allow ISBE to meet its statutory obligation under PA 93-1036 and will help inform lawmakers and the public of the progress and accomplishments of Illinois' state education agency, school districts, and schools over the past year.

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 submit the 2019 Comprehensive Strategic Plan for Elementary and Secondary Education Progress Report as presented to Governor Pritzker and the General Assembly.

Date of Board Action: June 19, 2019

REVISED

9:55 am, Jun 11, 2019

DRAFT



**Illinois
State Board of
Education**

NOT FOR PUBLIC RELEASE

2019

PROGRESS REPORT

Comprehensive Strategic Plan for
Elementary and Secondary Education



**Darren Reisberg, Chairman
Dr. Carmen I. Ayala, State Superintendent**

STATE BOARD OF EDUCATION



Dr. Carmen I. Ayala
State Superintendent
of Education



Darren Reisberg
Chair
Chicago



**Dr. Donna
Simpson Leak**
Vice Chair
Flossmoor



**Dr. Cristina
Pacione-Zayas**
Secretary
Chicago

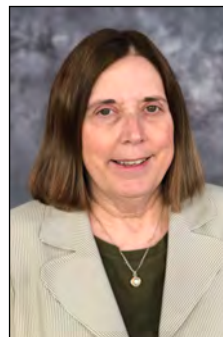
The State Board of Education consists of nine members who are appointed by the Governor with the consent of the Senate.

Board members serve four-year terms, with membership limited to two consecutive terms.

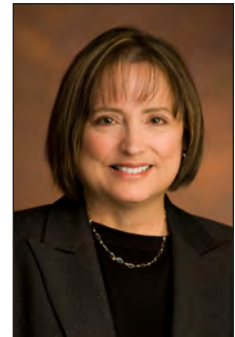
The Board appoints the State Superintendent of Education, who may be recommended by the Governor.



Susan Morrison
Chair of the Education Policy
Carlinville



Jane Quinlan
Chair of the Finance and Administration
Champaign



Dr. Christine Benson
Ottawa



Cynthia Latimer
Aurora



Dr. David Lett
Springfield



Jacqueline Robbins
Batavia

June 30, 2019

The Honorable Governor JB Pritzker
The Honorable Members of the Illinois General Assembly
Illinois Statehouse
Springfield, Illinois

Re: Illinois State Board of Education Comprehensive Strategic Plan – July 2019 Progress Report

Dear Governor Pritzker and Members of the General Assembly:

The Illinois State Board of Education (ISBE) updates its Comprehensive Strategic Plan for Elementary and Secondary Education each year, as required by Public Act 93-1036 (the Education Reform and Accountability Act of 2004). This annual "Strategic Plan Progress Report" details actions the agency is taking to fulfill our Board's mission, vision, and goals.

The 2019 Strategic Plan Progress Report largely addresses work initiated under the agency's previous administration, as the majority of the current Board and the current State Superintendent of Education assumed their roles in February 2019.

As the agency's new leadership, we are excited to build on the progress that is being made to ensure all students have equitable supports and opportunities to achieve excellence. We are working with ISBE staff to learn where efforts can be strengthened.

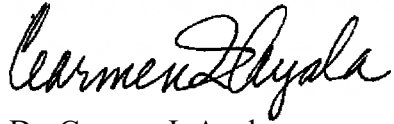
The State's investments in Evidence-Based Funding have begun to level the playing field for Illinois' 852 school districts. ISBE's new support system for schools, IL-EMPOWER, and other tools are shifting mindsets and enhancing collaboration within districts and ISBE so that resources are most effectively spent for transformative and sustainable improvement.

As American engineer W. Edwards Deming said, "Every system is perfectly designed to get the results it gets." ISBE is continuing to reshape adult systems to produce better results for children. Equity is the cornerstone of ISBE's approach, which means that the needs of students, families, and communities must determine our strategies and our investments.

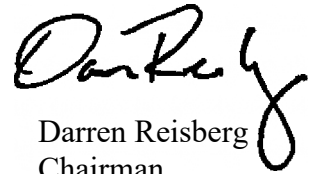
Illinois' education system is facing challenges that are national in scope, such as the teacher shortage and development of accountability assessments that work for teachers and families. We intend for Illinois to be a leader in solving these issues.

We deeply value your efforts and assistance as we address these challenges and move toward a culture of equity and excellence in all of our schools. We look forward to continuing our collaboration to support the agency's mission and to ensure every Illinois student succeeds.

Sincerely,

A handwritten signature in black ink, reading "Carmen Ayala". The script is fluid and cursive, with the first name and last name clearly legible.

Dr. Carmen I. Ayala
State Superintendent of Education

A handwritten signature in black ink, reading "Darren Reisberg". The script is cursive, with the first name and last name clearly legible.

Darren Reisberg
Chairman



Illinois State Board of Education

Progress Report

Comprehensive Strategic Plan for Elementary and Secondary Education

June 2019

Table of Contents

Comprehensive Strategic Plan for Elementary and Secondary Education

Executive Summary	9
-------------------	---

Section One: Key Areas of Focus

Money: Establish an adequate and equitable education finance system	18
Quality: Common definition of, and fair access to, quality education	22
Autonomy: Maximize district autonomy to provide quality education to all families	26
Competency: Encourage competency-based learning	29
Community: Districts and schools as centers of healthy communities	30

Section Two: Progress on Agency Goals

Goal: All kindergartners are assessed for readiness	33
Goal: Ninety percent or more of third-grade students are reading at or above grade level	36
Goal: Ninety percent or more of fifth-grade students meet or exceed expectation in mathematics	38
Goal: Ninety percent or more of ninth-grade students are on track to graduate with their cohort	40
Goal: Ninety percent or more of students graduate from high school ready for college and career	43
Goal: All students are supported by highly prepared and effective teachers and school leaders	47
Goal: Every school offers a safe and healthy learning environment for all students	51



Illinois State Board of Education

Executive Summary

2019

Executive Summary

The Illinois State Board of Education develops and maintains a continuous year comprehensive strategic plan for elementary and secondary education in accordance with Public Act 93-1036. Agency staff revisit the plan each spring to review accomplishments made during the past year and re-evaluate the agency's strategies moving forward. The State Board amended its strategic plan in September 2015 to re-evaluate its vision for public education, establish a new mission, and identify refocused and measurable goals and key areas of concentration.

ISBE'S VISION

Illinois is a state of whole, healthy children nested in a whole, healthy system where all children and adults are socially and economically secure.

ISBE'S MISSION

Provide leadership and resources to achieve excellence across all Illinois districts through engaging

legislators, school administrators, teachers, students, parents, and other stakeholders in formulaic advocacy or policies that enhance education, empower districts, and ensure equitable outcomes for all students.

ISBE'S GOALS

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

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



ISBE's Student Advisory Council took a tour of the Governor's Mansion in September 2018.

ISBE'S KEY AREAS OF FOCUS

ISBE's key areas of focus are the strategies the agency is employing to make progress toward its goals.

- Money: Establish an adequate and equitable education system
- Quality: Common denominator, and fair access to, quality education
- Autonomy: Maximize district autonomy to provide quality education to all families
- Competency: Encourage competency-based learning
- Community: Districts and schools as centers of healthy communities

MONEY

The State of Illinois overhauled school funding in 2017, directing the greatest share of newly available state resources to schools in the greatest need. In the two fiscal years that the new Evidence-Based Funding (EBF) formula has been in place, the state has distributed \$667 million in new funding to districts furthest from reaching their adequate funding targets.

EBF organizes districts into four tiers according to their percentages of adequacy, or how close they are to meeting their adequacy targets. Tier 4 districts meet or exceed their adequacy targets, while Tier 1 districts are furthest from their adequacy targets. Tier 2 districts serve as a proxy for Tier 3 districts. ISBE can use to more equitably distribute other grants.

ISBE and its advisory group of superintendents, school board members, and other stakeholders have continued to work toward implementing evidence-based expenditure reform. In fall 2019, as required by the federal Every Student Succeeds Act (ESSA). Furthermore, Illinois policymakers, and educators will be able to explore resource allocation to each school within a single district.

ISBE also works closely with three districts that have Financial Oversight Panels to support their efforts to regulate

QUALITY

ISBE began developing a new support and accountability system after ESSA became federal law in December 2015. The new accountability system established a common denominator framework for measuring school quality. The new support system, called IL-EMPOWER, puts schools in the driver's seat and promotes systemic inquiry and transformation to ensure equity and excellence for all students. The new support and accountability system launched statewide in October 2018.

Every school in the state now receives an annual summative design assessment and the performance of each student group. ISBE engaged in a six-week dynamic communication campaign prior to the statewide launch to ensure all schools had the information needed to understand and communicate to their own stakeholders about their design assessment. IL-EMPOWER.

A total of 204 schools received a design assessment identifying them for comprehensive supports, and another 561 schools received a design assessment identifying them for targeted supports. ISBE distributed federal funding, launched an equity-driven needs assessment, and deployed school support managers as the agency implemented the IL-EMPOWER school improvement process.

ISBE embarked on a statewide listening tour in May 2019 to inform the creation of the new accountability system. The amendment process is part of the agency's commitment to continuous engagement and improvement.

Spring 2019 also saw improvements to Illinois' assessment system. Students in the ninth and tenth grades began taking the PSAT 8/9 and PSAT 10, respectively. These assessments, along with the SAT in the 11th grade, provide a measure of academic growth for students in high school. Students in grades 3-8 took the Illinois Assessment of Readiness, which maintains the rigor and content of the previous accountability assessment while reducing test time by one-third.

AUTONOMY

ISBE also supports districts' autonomy with improved tools and e t technology to streamline planning and r ocesses and to support holis vice to students. The ISBE-developed data dashboard Ed360 delivers near-r trics to school districts in an easy-to-use and secure interface. Ed360 supports districts in making autonomous, evidence-based decisions to iden y and meet students' needs. More than 700 districts statewide had opted into using Ed360 as of May 2019.

Ed360 will expand t ta related to the 12 federal formula grants as part of the IL ePlan. st phase of the IL ePlan, the Consolidated District Plan, in February 2019. The IL ePlan reduces the burden on grantees and promotes collabora oss grant areas.

ered a series of three Results Driven Accountability Cohort seminars over a 12-month period to build districts' local capacity to improve their special educa ograms in accordance with the duca seminar ts through an improvement

planning process f oblem. The seminars not only receiv e feedback from ts, but also resulted in measurable gains in targeted outcomes.

COMPETENCY

Illinois' venture into competency-based educa began in earnest in 2016 when ISBE launched the Competency-Based High School Gradua Requirement Pilot Program as authorized by Public Act 99-0674, the Postsecondary and Workforce Readiness Act (110 ILCS 148). Competency-based educa asks students to demonstrate their mastery of skills aligned with state standards and to incorporate their knowledg Students learn, then demonstrate what they know in crea e and individualized ways. This approach allows appren s, internships, and community service, as well as what students learn in the classroom, to count toward gradua

The pilot program started with 10 school districts. Stories of success from Chicago, Kankakee, and Peoria, produced by ISBE's storytellers and available at www.isbe.net/stories, fueled the growth of the



Student Advisory Council member Zaporah Price, a senior at Gwendolyn Brooks College Preparatory Academy in Chicago Public Schools, tes t a House Appropria ee hearing about competency-based educa

competency-based education movement in Illinois. As of April 2019, 45 school districts across the state were participating in the pilot program.

COMMUNITY

Research shows that parent, family, and community involvement in education correlates to higher academic performance and school improvement. ISBE's internal Parent and Family Engagement Workgroup is also developing a framework for parent and family engagement to support the efforts of ISBE and districts. ISBE's Division of English Learners models effective family engagement. The division hosts a Bilingual Parent Summit each year, providing a rich mix of information on the cultural importance to parents from linguistically and culturally diverse backgrounds. More than 1,300 bilingual parents, educators, administrators, and other advocates attended the 14th annual summit on May 11, 2019.

Students benefit from partnerships between families and education systems start early. The Illinois Early Learning Project provides evidence-based, reliable information to parents and educators or families, caregivers, and teachers of young children. The Illinois Infant/Early Childhood Mental Health Consultation initiative that seeks to enhance awareness of the mental health needs of young children and their families. This project enables stable and continuous enrollment of children with social services in child care settings from birth to 7 years old. The Illinois Early Childhood Asset Map provides comprehensive early childhood data and maps to local and state agencies and other stakeholders to improve outcomes for Illinois children.

GOAL: ALL KINDERGARTNERS ARE ASSESSED FOR READINESS.

ISBE recognizes that kindergarten is a critical milestone in a child's long-term education. Research shows that children demonstrating skills of school readiness at age 5 are generally more successful in grade school, are less likely to drop out of high school, and even earn higher salaries as adults. Before 2017, Illinois did not have a common measure of students' math and literacy skills until third grade. Illinois teachers statewide began using the Kindergarten Individual Development Survey (KIDS)

in the fall of 2017 to observe and document students' math, literacy, and social-emotional development. KIDS provides a data snapshot that can support the state in understanding where children may or may not have adequate resources for high-quality early learning programs.

More than 99 percent of districts statewide with kindergarten students implemented KIDS in 2018, the second year of mandatory statewide data collection. ISBE released preliminary district-level data from the fall 2018 KIDS collection to school districts in March 2019, along with guidance on data usage and framing, a template infographic to support local communication, KIDS coaches, and other supports. ISBE will release a statewide report at the end of June 2019.

GOAL: NINETY PERCENT OR MORE OF THIRD-GRADE STUDENTS ARE READING AT OR ABOVE GRADE LEVEL.

Third grade is a pivotal level in a student's development often described as the year when students move from "learning to read" to "reading to learn." Children begin developing literacy skills well before they enter kindergarten and need high-quality instruction to build the foundation to achieve literacy by third grade. The percentage of third-grade students who met or exceeded standards in English language arts on the state's assessment held steady at approximately 31 percent in the 2017-18 school year.

ISBE used 2015 federal Preschool Development Grant-Expansion funding to partner with Illinois State University to create the Birth-to-Third Grade Consortium, a comprehensive system of supports for the birth-to-third grade alignment. ISBE's fiscal year 2020 budget request includes a \$100 million increase in funding for the Early Childhood Block Grant, which ISBE estimates would serve approximately 100,000 children in high-quality Pre-K, Preschool for All, and Preschool for All Expansion programs.



Maine South High School student Lydia Cruz won first place in the statewide poster contest celebrating Arts Education Week. All public and private schools and libraries in the state received a poster with her design. The Abraham Lincoln Presidential Library and Museum displayed her artwork for a full year. Cruz also designed the pattern for an egg representing the State of Illinois in the annual White House Easter Egg Roll.

GOAL: NINETY PERCENT OR MORE OF FIFTH-GRADE STUDENTS MEET OR EXCEED EXPECTATIONS IN MATHEMATICS.

The percentage of fifth-grade students who met or exceeded standards in math on the state's assessment held steady at approximately 36 percent in the 2017-18 school year. Research from the University of California-Irvine School of Education indicates that consistent after-school programs during the elementary school years is linked to narrowing the gap in math achievement by grade 5. Schools use federal Title I funds to supplement educational services and programming for students from homes with limited resources, including through after-school programs.

Federally funded 21st Century Community Learning Center grants also support a wide range of services to reinforce and complement regular academic programs outside of the school day. Sixty-one percent of elementary students and 70 percent of middle and high school students

attended 21st Century Community Learning Center programs improved academically, according to teachers surveyed.

GOAL: NINETY PERCENT OR MORE OF NINTH-GRADE STUDENTS ARE ON TRACK TO GRADUATE WITH THEIR COHORT.

Research shows that a student who is on track in eighth grade "on track" is almost five times more likely to graduate from high school than a student who does not. The statewide percentage of ninth-grade students on track to graduate at the end of the 2017-18 school year held steady at 86.6 percent. Students facing special challenges to accessing educational services and supports to stay on track to graduate.

The federally funded Migrant Education program provides supplemental educational services to children of migrant workers and youth who fall under the definition of migrant workers.

themselves. Results of the 2017-18 Migrant Education Program annual evaluation showed that the program helped students attain significant progress in reading, literacy, and math. The McKinney-Vento homeless education program addresses the challenges that children and youth with inconsistent enrollment face in enrolling, attending, and succeeding in school. Just over 67 percent of homeless students identified statewide who started ninth grade in 2015 graduated within four years. The Truants' Alternative and Opportunity Education Program (TAOEP) ensures that students experiencing attendance challenges have equitable access to an education. TAOEP served 25,844 students in 74 programs statewide during 2018.

Career and technical education (CTE) supports students in mastering state standards and staying engaged in school through hands-on learning that is connected to concrete career opportunities. Middle and high school CTE programs serve more than 283,000 students. ISBE continues to improve and expand the state's CTE offerings through both the Illinois Association for CTE grant and the state planning requirement included in the reauthorization federal CTE law.

GOAL: NINETY PERCENT OR MORE OF STUDENTS GRADUATE FROM HIGH SCHOOL READY FOR COLLEGE AND CAREER.

ISBE continues to implement the Postsecondary and Workforce Readiness (PWR) Act to address key barriers to the successful transition of students into college and careers. The PWR Act includes training in math, college and career pathways endorsements, the Postsecondary and Career Expectations framework, and competency-based education.

All 39 community college districts are working collaboratively with high schools on implementation plans for implementing the Transfer Math course. Transfer Math allows students to take and complete courses during their senior year of high school that guarantee placement into credit-bearing math courses at any Illinois community college and acceptance into a four-year college.

Taking Advanced Placement (AP) classes and exams prepares students for the rigor of college-level instruction. Earning a 3 or higher on an AP exam can



Illinois State Superintendent of Education Dr. Carmen Ayala joined students and staff from La Dama: Women's Showcase, a celebratory event hosted by the school's National Latina Organization, at Lyons Township High School in honor of National Women's Month.

earn students early college credit. More than 40 percent of Illinois students in the Class of 2018 took an AP exam during high school – up from 22.5 percent in 2008. Illinois now ranks 10th or 11th in growth over the past 10 years in the percentage of graduates scoring a 3 or higher on an AP exam during high school.

ISBE also supports college and career preparation through the Seal of Biliteracy, which encourages and recognizes students' efforts to learn multiple languages. Robust agricultural education programs across the state also prepare students for success after graduation.

GOAL: ALL STUDENTS ARE SUPPORTED BY HIGHLY PREPARED AND EFFECTIVE TEACHERS AND SCHOOL LEADERS.

ISBE's annual survey showed more than 1,400 vacant teaching positions across the state during the 2017-18 school year. ISBE is implementing a long-term approach to strengthening the educator workforce and teacher pipeline in Illinois, including releasing two Requests for Proposals for \$1 million in state funds to expand teacher leadership and teacher residencies.

Unilingual or bilingual educators make up 12 percent of all teacher vacancies. ISBE continues to support the Teacher Exchange Program, which brings dozens of teachers from Spain to teach in Illinois schools. ISBE launched the Diverse and Learner-Ready Teacher Network in February 2019 to strengthen the educator workforce to engage students of all cultural backgrounds. This network of 24 educators from across the state is working to create standards for culturally responsive teaching and to develop recommendations for increasing teacher diversity.

ISBE also supports the quality of Illinois' teacher workforce through efforts in teacher preparation. ISBE's Partnership for Educator Preparation continues to support educator preparation programs in exploring their strengths, weaknesses, and areas for improvement. All 58 Illinois independent education boards have educator, administrator, or school support preparation programs and submit data to ISBE about their candidates. ISBE's Con

Improvement Center works with educator preparation providers and their district partners together to better recruit, train, and retain teachers in high-need subjects and in high-need schools.

GOAL: EVERY SCHOOL OFFERS A SAFE AND HEALTHY LEARNING ENVIRONMENT FOR ALL STUDENTS.

ISBE supports school districts in administering the Illinois 5Essens survey – or an approved alternative survey – annually on school culture and climate indicators. ISBE's partner for the 5Essens, UChicago Impact, launched a new data dashboard website in March 2018 that allows schools to track data on how they compare to similar schools, disaggregate their own data based on student population, and connect to research that supports growth in school culture and climate indicators.

ISBE also supports a safe and healthy learning environment for students in Chicago Public Schools by serving in the role of the district's Regional Education Administrator. In the state's first ever Public Inquiry during the 2017-18 school year, analyzing Chicago Public Schools' special education services, policies, and procedures. Following the inquiry, ISBE issued a Corrective Action Report and appointed a monitor to oversee and implement improvements to special education in the district through 2021.

Ensuring a healthy learning environment for all students includes meeting students' needs so their brains and bodies have the fuel they need to grow. ISBE awarded more than \$1.3 million in U.S. Department of Agriculture Farm to School Service grants during FY 2018 to help districts purchase equipment to serve healthier meals, improve food safety, and expand access to more students. The Fresh Fruit and Vegetable Program increased the availability of fresh fruits and vegetables in nearly 300 elementary schools during the 2018-19 school year.

Section One:

Key Areas of Focus

Money:

Establish an adequate and equitable educa

system.

The State of Illinois overhauled its school funding formula in 2017 so that the schools in the greatest need would receive the greatest share of newly available state resources. The state has distributed \$667 million in new funding in the two years that the formula has been operational. The investment has significantly increased districts' capacity to care for the whole child.

The Evidence-Based Funding (EBF) for Student Success Act distributes almost all newly appropriated education dollars to the districts furthest from their funding targets. Each district's funding target considers the cost of providing low student-teacher ratio, technology, and other strategies that are essential for a quality education. Each district's funding target also considers

supports schools provide for English Learners, students from homes with limited resources.

Eighty-one percent of Illinois students attend schools in districts funded at less than 90 percent of their Adequacy Targets. The funding investment of \$4.9 billion in order for the state to reach its goal of adequate and equitable funding for all students. ISBE continues to advocate for this increased investment.

ISBE created two EBF user tools for district staff to better understand the mechanics of the new primary state funding distribution system. The EBF Data Impact Calculator allows a district administrator to alter enrollment or tax data and observe how it would



The implementation of the Evidence-Based Funding (EBF) for Student Success Act, along with the Transparency Panel and an Independent Authority, has enabled North Chicago School District to improve its academic outcomes for all students.

have a set annual year 2019 EBF calculation. The other tool is the Adequacy Target Gap Analysis, which allows a district administrator to enter actual and hypothetical state-level values, then compare those to EBF-recommended levels to make budget decisions.

The new funding law requires that each district submit an EBF Spending Plan, indicating its priorities. School districts' largest focus was on raising and retaining educator quality, 85 percent of Illinois school districts planned to invest more money, with 75 percent planning to invest more in programs in FY 2019 to ensure that every student has a safe and healthy learning environment for all students.

The FY 2019 EBF Spending Plan asked districts to choose academic growth strategies. Seventy-six percent of districts expected to achieve academic growth by improving programs, curriculum, and/or learning tools. Seventy-three percent of districts expected to achieve academic growth by focusing on increasing student achievement, including English Learners, low-income students, and students with disabilities.

PROGRAMS IN ACTION



Rock Falls High School 301 was the first district eligible for the Property Tax Relief Grant to provide documentation for a total abatement of property taxes. Rock Falls was eligible to abate \$507,000 in local property taxes and to receive a grant of \$488,000 from the state in return. The amount will be added to the district's Base Funding Minimum in FY 2020 and on, further increasing the benefit to students through the grant program.

EBF organizes districts into four tiers according to their percentages of adequacy or how close they are to meeting their adequacy targets. Tier 4 districts' funding meets or exceeds their adequacy targets, while Tier 1 districts are furthest away from their adequacy targets. These tiers serve as a proxy for the state's ISBE can use to more equitably distribute other grants.

COMPARISON OF FY 18 AND 19 AVERAGE PERCENT OF ADEQUACY BY TIER



The Evidence-Based Funding for Student Success Act became law in 2017. The Evidence-Based Funding formula provides a clear picture of what each district needs to enable student success and control costs. The formula also provides funding for districts furthest from their adequacy targets.



Evidence-Based Funding has changed the trajectory of economic loss Illinois. Galesburg Community Unit School District 205 lowered class sizes and hired 10 instructional paraprofessionals and nurses.

The Early Childhood Block Grant increases access to early health and learning services for children from birth to age 5. ISBE's Request for Proposals for the FY 2020 grant gave priority to awardable proposals from entities that proposed tiered services to children who reside within EBF Tier 1 or Tier 2 district boundaries and that could document a local gap in service provision in their area.

The site-based expenditure requirement in the federal Every Student Succeeds Act will further deepen Illinois' understanding of resource allocation within districts when ISBE begins reporting on expenditures at the school level in October 2019. For example, Illinois policymakers, and educators will be able to explore resource allocation within a district, asking questions related to transparency, equity, student outcomes, best practices, or innovative districts can use site-based expenditure data to make programmatic decisions more deeply rooted in student needs and student outcomes.

ISBE convened an advisory group of Illinois superintendents and other statewide representatives to shape the implementation of evidence-based expenditure reporting. The group grounded itself in what value this data could have for districts and their communities.

group returned to this value proportionately as it made recommendations regarding data visualization on the State Report Card, data collection training for peer reviewers, the State Board of Education, the Education of the States, and the Edunomics Lab at Georgetown University have highlighted Illinois as a national model for its practices.

Illinois school districts generate the bulk of their revenue through local property taxes. ISBE administered the State Property Tax Relief Grant in FY 2019, as part of the agency's implementation of the Evidence-Based Funding for Student Success Act. Twenty-eight districts of the 373 that applied were deemed eligible to abate an estimated \$68 million in local property taxes and receive a total of \$50 million in return from the state, in accordance with the formula and appropriate statute.

ISBE has pursued more equitable funding distribution beyond EBF. The U.S. Department of Agriculture's Child Nutrition Programs, including National School Lunch and School Breakfast, serve more than a million Illinois students each day. The federal government shutdown in February 2019 put funding for these programs at risk. ISBE proactively developed an equitable cash disbursement plan to ensure that districts most at risk could continue to provide services.

programs, even in the event that federal funding ceased.

Part of ISBE's efforts to promote racial and academic equity includes working closely with school districts that have Financial Oversight Panels to support their efforts to register or a Financial Oversight Panel after meeting criteria for , as determined by statute. Three school districts currently have Financial Oversight Panels:

- The North Chicago School District Financial Oversight Panel and Independent Authority were established in May and June, respectively, of 2012. Since that time, the district has improved its academic offerings to students. The percentage of the ninth-graders in the 2018-19 school year and 87.5 percent of student career and technical education pathways were on track to graduate. Enrollment in postsecondary increased 13 percent in the last year to 60 percent of the graduates. The district also implemented a dual language program in the early grades. The district had decreased operating expenses by the end of FY 2018, the district realized an operating surplus of \$1.3 million.
- The East St. Louis School District Financial Oversight Panel was established in April 2012. Since that time, the district has improved its academic offerings to students. The percentage of ninth-graders on track to graduate increased to 80 percent for the 2016-17 school year – up from 69 percent the previous year. Enrollment in Advanced Placement classes has increased from 30 in 2012 to 325 in 2018. The value of scholarships earned by the graduates increased to more than \$12.4 million in 2018 from \$389,000 in 2014. The district had decreased spending of \$2.6 million in operating expenses in 2014. By the end of FY 2017, the district realized an operating surplus.
- The current Proviso School District Financial Oversight Panel was established in June 2012, at which time the district was sustaining operating expenses through incurred debt. Currently, the district is incurring debt only for facility health, life, and safety needs. A \$25 million

was successfully raised, so the Financial Oversight Panel helped the district develop a plan that incorporates funding required for facility needs. This was done while also increasing state and federal funding programs to enhance programming for students.

ISBE's electronic Grants Management System team also implemented improvements to reduce the burden on grantees. The team developed new software to pre-populate key grant information for more than 60 state and federal grants from ISBE. The team created a new system that allows Local Education Agencies to upload grant data from a formatted Excel file directly into the grant system.

ISBE also maintained its commitment to accountability and transparency by establishing programs aligned to the seven agency-wide goals for all agency programs. ISBE selected 53 of those measures to serve as the agency's public facing performance measures for use in the state's Budget and Results and Public Accountability report.

PROGRAMS IN ACTION



EBF Spending Plans show districts working to better meet the health and wellness needs of students. Districts statewide have hired more than 30 social workers to help support students' mental health.

Districts would not have been able to afford these services without Evidence-Based Funding. Iroquois County is an area that has been hit hard by natural disasters, with devastation from flooding in the past few years. That puts the district on the front lines of trying to meet basic needs for families, including food and mental health support. District leaders say those essential supports would not have been possible without the funding they received from EBF.

Pikeland is a rural community with few health resources, so administrators hired a guidance counselor and a nurse to serve students. Similarly, Belleville Township added mental health resources for students, and Freeport hired behavioral support staff and a family resource coordinator. Chicago Ridge expanded physical education to four days a week rather than three.

Quality:

Common designator framework for measuring school quality, and fair access to, quality education

ISBE's new system of support and accountability established a designator framework for measuring school quality. The system helps ISBE identify which schools need the greatest assistance to meet the state's shared goals. ISBE began developing the new support and accountability system after the Every Student Succeeds Act (ESSA) became law in December 2015 and replaced the previous federal education law, No Child Left Behind. ISBE developed the Illinois ESSA Plan, which detailed the new support and accountability system, through robust engagement with administrators, educators, advocates, and other stakeholders.

In the new system, every school in the state receives an annual summative designator based on performance indicators, including graduation rates, students' growth and proficiency, and English language arts, chronic absenteeism, and culture and climate surveys. The four summative designators are:

- Exemplary: A school performing in the top 10 percent of schools statewide with no underperforming student groups.
- Commendable: A school that has no underperforming student groups, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide.
- Underperforming: A school in which one or more student groups is performing at or below the level of the "all students" group in the lowest performing 5 percent of schools.
- Lowest-Performing: A school that is in the lowest-performing 5 percent of schools in Illinois and any high school with a graduation rate of 67 percent or less.

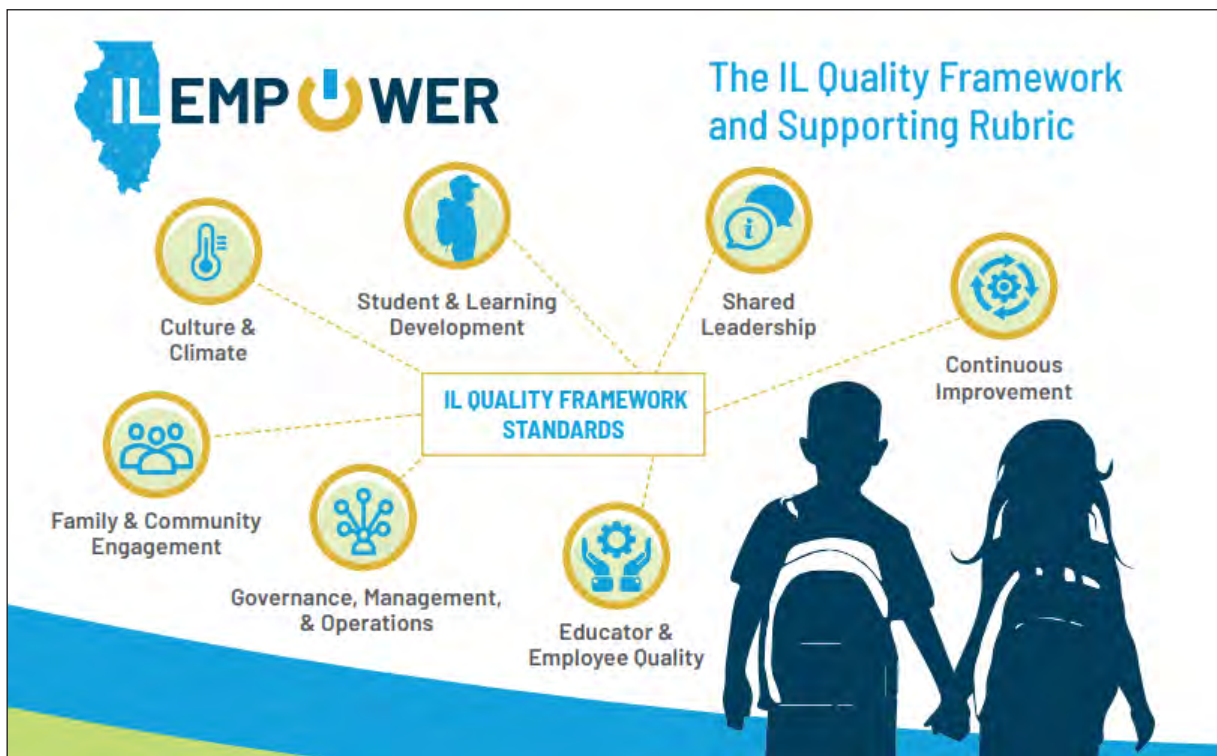
The Underperforming and Lowest-Performing designators allow schools to receive additional funding and supports through IL-EMPOWER. ISBE issued preliminary summative designator reports in 2018. The system launched state designator reports on the ISBE Report Card on October 30, 2018.

ISBE is committed to engaging in ongoing dialogue with stakeholders about the Illinois ESSA Plan and to update the plan every three years, as needed. ISBE conducted a Support and Accountability Listening Tour in May 2019 to gather feedback to inform the creation of the plan by August 2020; changes will go into effect for the 2020-21 school year. The listening tour focused on gathering feedback on the designator framework, and the assessment policy for newly arrived English Learners. The amendment process is part of the agency's commitment to continuous improvement and improvement.

ISBE engaged in a six-week dynamic communication campaign prior to the statewide launch to ensure all schools had the information needed to understand and communicate to their own stakeholders about their designator. The campaign included 11 graphically designed fact sheets emailed to a list of more than 6,000 stakeholders, a new comprehensive website landing page at www.isbe.net/support, social media, media engagement, template letters for districts to use in



State Superintendent of Education Dr. Carmen Ayala recognized superintendents and principals of districts with Illinois Association of Superintendents and Principals (IASAP) Executive Director Dr. Brent Clark and Illinois Principals Association Executive Director Dr. Jason Leahy at a luncheon on May 1, 2019.



ISBE launched a six-week communication campaign before the release of the 2018 Illinois Report Card. The campaign included fact sheets and infographics for so districts had the information they needed to understand and communicate the new designations with system of support and accountability, all stakeholders about

local communication to families, and a roadshow with six in-person events for stakeholders to receive information. The emails received an average open rate of 47.7 percent, which is almost double the national average for government industry email campaigns. Links within the emails received an average click rate of 8.8 percent, which is more than double the national average for government industry email campaigns.

A total of 204 schools received the Lowest-Performing designation on the IL-EMPOWER school improvement process in October 2018. Another 561 schools received the Underperforming designation and began the IL-EMPOWER process. Some schools chose to start year in the process as a planning year and begin formal implementation the 2019-20 school year. The identified districts received a total of \$68 million in federal dollars and \$1 million in state dollars to support their improvement efforts.

IL-EMPOWER gives schools more choice and voice in school improvement. Schools engage in a needs

assessment in collaboration with all stakeholders to determine their areas of improvement. The Illinois Balanced Accountability Measure (IBAM) developed the two-part needs assessment, called the Illinois Quality Framework Rubric. The framework identifies seven standards of successful schools and guides schools through a process of gathering evidence to self-determine gaps in their performance. Schools submit their evidence and ratings through the online rubric.

ISBE's approach to school improvement aims to support schools and districts in making systems in resource allocation to close gaps in equity, opportunity, and achievement.

School support managers are assigned to all Lowest-Performing schools as thought partners and coaches, helping them navigate IL-EMPOWER resources to build work plans for continuous improvement. Identified from a vetted network of vendors and peer schools that offer services aligned to meet the school's improvement needs in curriculum and instructional governance

PROGRAMS IN ACTION



Posen-Robbins Elementary School District 143.5 is fully engaged in the IL-EMPOWER school improvement program with a focus on improving the equity of services to English Learners.

“Originally, we have concentrated on the Illinois Standards and our delivery of the standards within daily lessons,” said Dr. Anthony Edison, the district’s superintendent.

Evidence-Based Funding Posen-Robbins received allowed the district to enhance overall programming, including Saturday school; expand after-school and summer school programming; focus on data analysis; and improve teacher and administrator training through Learning Partners.

“It is our wish that as we move upward in our design that the funding that provides additional assistance continues,” said Dr. Edison.

and management, or culture and climate. The peer school learning partners are schools with either the Commendable or Exemplary designation that have proven success in school improvement strategies or programming. It is the belief of the agency that some of the best professional development happens when schools work alongside a peer that has faced and overcame a similar challenge.

IL-EMPOWER also includes two storytellers. The storyteller series, called *Illinois Sparks: Case Studies in School Improvement*, stems from the same idea as the peer learning partners – that schools in Illinois have achieved incredible growth, other schools can benefit from what they have learned, and the state education board facilitates that peer-to-peer learning. The storytellers identify, produce, and share stories of effective and replicable practices. The first story thus far has attained more than 1,500 page views.

Improvements to the online and interactive Illinois Report Card to support districts’ and families’ understanding of school quality in Illinois. In 2018, the website received more than 8.2 million page views, up more than 150,000 page views from the total in 2017. ISBE works year-round to make the Illinois Report Card one of the best in the national Education Data Campaign included Illinois in its 50-state analysis of school report cards as a Bright Spot for helping parents easily understand and gain meaningful use of school data.

The ability to identify students in the greatest need and to provide targeted supports requires common assessments of student performance. Spring 2019 saw improvements to Illinois’ assessment system. Students in the ninth and tenth grades began taking the PSAT 8/9 and PSAT 10, respectively. These assessments, along with the SAT in the 11th grade, provide a measure of academic growth for students in high school. Students in grades 3-8 took the Illinois Assessment of Readiness. The 2019 administration of the assessment of Readiness reduced test time by about one-third to six hours or less, in response to feedback from the assessment of Readiness. The assessment measures the same rigorous Illinois Learning Standards and includes the same high-quality test questions the last four years. Using the same content and measuring the same standards ensures comparability from year to year, which is essential for including growth as an indicator in the support and accountability system.



ISBE launched *Illinois Sparks: Case Studies in School Improvement* to share effective, replicable practices from school districts across the state. ISBE shared a story about how Huntley High School’s implementation of a medical academy allowed students to take advantage of hands-on learning experiences outside of the classroom and during the school day. In this photo, students in Huntley’s Medical Academy work in rotation with Centegra doctors and nurses in Care Coordination Cardiac Catheter Lab.

ISBE conducted a week-long communication campaign to provide superintendents, principals, and assessment coordinators with information about the Illinois Assessment of Readiness. The campaign included template letters to send to families, social media videos and graphics, and emails with fact sheets addressing major topics.

ISBE is committed to continue to make improvements through various collaborative efforts with superintendents and administrators. ISBE requested \$3 million in FY 2020 for a holistic review of the state's assessment system from pre-K through 12th grade.

All of ISBE's efforts in support and accountability are grounded in equity – in ensuring that students with different life experiences receive what they need to have a level playing field. Effective leadership for equity must include internal inquiry and conversation at the agency. ISBE's internal Equity Advisory Working Group (EAWG) began its work in 2018 with the long-term goal of building the capacity of all internal agency staff to understand and integrate equitable practices into all agency implementation. EAWG has continued to identify meaningful areas of agency staff, as well as designing and implementing new tools for reform and improvement at both the individual and divisional level.

The EAWG supported the State Board in developing a stated set of equity principles and beliefs to guide

PROGRAMS IN ACTION



Brookwood School District 167 is immersed in the school improvement process to improve student outcomes. Brookwood has received ongoing individualized support through the IL-EMPOWER school improvement process. IL-EMPOWER provided the district in-depth information about the Illinois Quality Framework Rubric and how to use the rubric to identify areas of need through an analysis of demographics, perceptions, student learning, and school processes.

“Without this support, we feel we would be riding the same ‘treadmill’ and never get to a place where change is really needed,” said Bethany A. Lindsay, the district's superintendent. “Most importantly, the process has allowed us to not look for blame or to point fingers, but to solely focus on what can be done with an effort to make it happen.”

the agency's work. The EAWG also drafted and began disseminating an internal equity self-assessment tool and climate and culture assessment, as well as made available an Equity Resource Library for all agency employees to access. Other divisions at the agency have engaged the EAWG to review their work through an equity lens, including by reviewing ESSA State Conference proposals and the Fiscal Year 2020 Budget Book.



ISBE staff participated in the agency's 2019 Support and Accountability Listening Tour starting on September 22, 2019. The tour gathered feedback on design and implementation of the state's assessment policy for newly arrived English Learners.

Autonomy:

Maximize district autonomy to provide quality education for all families.

The people closest to the students in each community in Illinois are best situated to meet their unique needs. ISBE believes educators are most effective when they have autonomy, along with relevant and high-quality supports, and equitable resources. ISBE promotes transparency, tools, and training to support school districts in making evidence-based decisions to identify and meet students' needs.

ISBE continues to improve the Ed360 data dashboard and to expand its implementation statewide. Ed360, developed by ISBE with support from the federal Statewide Longitudinal Data Systems Grant Program, delivers near-real-time analytics back to school districts in an easy-to-use interface that ensures role-based security. Educators use Ed360 to make evidence-based decisions, connect to professional development. ISBE crowdsources ideas for improvement and updates Ed360 regularly in response to educator feedback.

The Ed360 team surpassed its goal of reaching 700 district opt-ins by April 2019. The Ed360 outreach team makes presentations to school districts and Regional Education Councils and conducts conference sessions to share updates to the data dashboard and to learn about educators' data needs. These personal interactions and crowdsourced feedback are the building blocks of making Ed360 a dynamic and useful tool for educators.

IL ePlan



The IL ePlan consolidates and streamlines the federal grant application and implementation process to reduce the burden on grantees and support holistic services to students.

ISBE also supports districts' autonomy with tools and emerging technology that bring people together for meaningful collaboration. In the next phase of the IL ePlan, the Consolidated District Plan, in February 2019. The IL ePlan streamlines the federal grant management process to reduce the burden on grantees and support holistic services to students. These tools will support planning and grant management that takes into account

PROGRAMS IN ACTION



Dr. Anthony Scarsella

"I would highly encourage my colleagues to take a look at Ed360 if they have not already done so," said Dr. Anthony Scarsella, superintendent of Palos Community Consolidated School District 118. "Palos 118 has been looking for a user-friendly platform that consolidates our assessment data in one place and that our teachers can easily use. Ed360 is that platform. I commend ISBE for providing Ed360 free of charge to school districts."

consideration to fully meet each student's needs. The IL ePlan will also help ISBE understand each grantee holistically, so the agency can provide improved technical assistance to school districts that is rooted in equity.

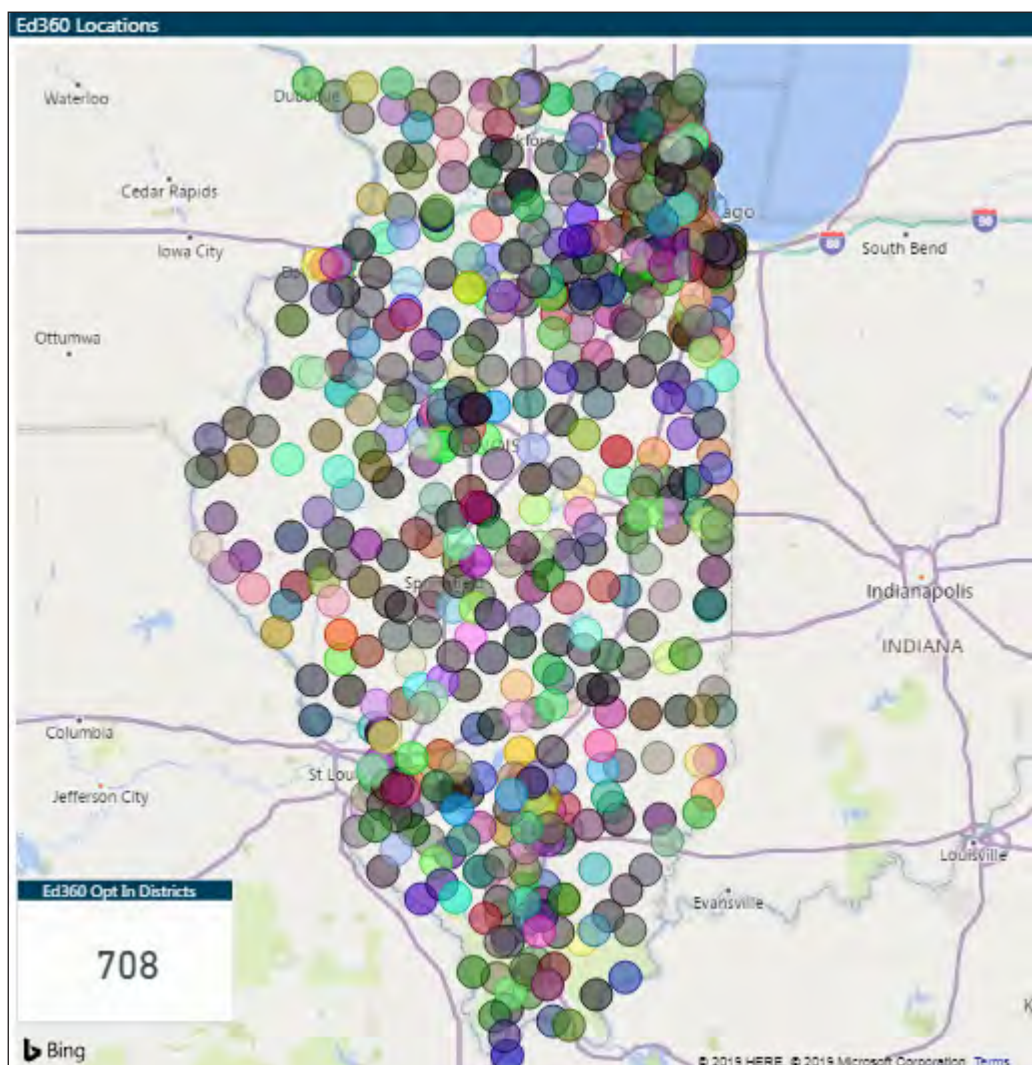
The Consolidated District Plan opened in February 2019 for fiscal year 2020 grants. This online form allows grantees to answer one set of planning questions to meet those requirements for all 12 of the federal formula grants. The Consolidated District Plan pre-populates with a grantee's narrative responses from the previous years' plans, where applicable.

The online form will streamline individual FY 2020 grant applications.

ISBE will add information from the ISBE data warehouse relating to grants to Ed360 during the second phase of the IL ePlan, which is slated for release during FY 2020.

Beyond tools and technology, ISBE supports district's autonomy by building local capacity through high-quality professional development and coaching. ISBE's Results Driven Accountability Cohort supports districts in improving their special education programs in accordance with IDEA (20 U.S.C. 1415).

ISBE has also offered a series of three Results Driven Accountability (RDA) Cohort seminars over a



As of May 9, 2019, 708 districts have opted in to using Ed360, which offers districts the autonomy to make evidence-based instructional decisions connected to professional development.

PROGRAMS IN ACTION



“Seriously, we could not have asked for anything more in a training. Even though it was a short amount of time, you managed to cover a ton of content in a very clear way. The updates in the PowerPoint presentations were excellent and will truly help us conceptualize training differently,” said Rachel Merke,

training coordinator with the Lake County Training Center, after going through Indicator 13 training. She added, “Thank you for training our very complicated questions are now all excited to get together next month during our regular monthly meeting to review all that we have learned. I know personally, I don’t want to be known for running IEP. And I know that my principals do not as well. I’ve already put a plan into the works for us to hold a training this May to disseminate your information across all our buildings. I’m looking forward to combing through the PowerPoint again!”

12-month period to selected districts and schools in Chicago Public Schools District 299. These cohorts addressed district performance on the 17 indicators of the IDEA State Performance Plan, Indicator 5, which addresses the placement of students with disabilities in a least restrictive environment.

The first seminar identified the problem, facilitated a root cause analysis, and developed a theory of change or implementation plan. During the second seminar, cohorts created an improvement plan and worked through steps to achieve measurable results. Cohorts conducted an evaluation of results and began considering a plan for sustainability of improved outcomes for students. Districts and schools also developed a community of practice and engaged in peer-to-peer learning with others in the regional cohort.

Participants provided feedback on the RDA process. “I said the RDA process ‘required us to look deeper into our overall curriculum, resources, and procedures as a district to work together among teacher and learning, and special education towards a common goal.’” Participants said the RDA process “increased collaboration between general education teachers and allowed them to analyze data in order to make evidence-based outcomes-based decisions.”

These efforts resulted in 52.5 percent of students meeting or exceeding general education standards for more than 80 percent of their school day. On average, schools in the RDA Cohort increased this percentage of students by approximately 18 percent.

Indicator 13 of the IDEA State Performance Plan focuses on improving the postsecondary and transition outcomes for students. ISBE provided many on-site presentations to regional groups, including the Lake County Training Center, and provided webinars and training modules via the ISBE website. Agency staff collaborated with state vocational rehabilitation groups, including the Department of Human Services Secondary Transition Experience Program and the State Rehabilitation Council. Consistent efforts to improve Illinois’ performance on Indicator 13 has resulted in 99.17 percent compliance, up from 86.4 percent in 2010.

Competency:

Encourage competency-based learning.

The growing competency-based movement in Illinois is modernizing education for the 21st century. Illinois' students need a new approach that breaks away from the one-size-fits-all model. Competency-based education allows students to demonstrate mastery of learning targets that are aligned to state standards and incorporate knowledge.

Students advance after demonstrating mastery, rather than after completing requirements for "seat time." Students can learn and show what they know in creative, individualized ways. Competency-based education allows what students learn through apprenticeships, internships, and community service to count as well as what they learn in the classroom.

Scoring rubrics that set expectations help students, families, and teachers better understand where each student is in their learning and what they need to work on to advance. Competency-based education's personalized approach allows students to move at their own pace, which ensures students progress once they have mastered the foundation for the next level. It allows students to move on without waiting for their peers, or they can obtain

Illinois' venture into competency-based education began in earnest in 2016 when ISBE launched the Competency-Based High School Graduation Requirement Pilot Program as authorized by Public Act 99-0674, the Postsecondary and Workforce Readiness (PWR) Act (110 ILCS 148).

The pilot program started with 10 school districts. Stories of success from Chicago, Kankakee, and Peoria, produced by ISBE's storytellers and available at www.isbe.net/stories, fueled the growth of the competency-based education movement in Illinois.

An amendment to the PWR Act allows school districts to collaborate to apply for the pilot. Districts create common frameworks and share resources by working together as a collaborative. Three collaboratives joined the pilot in December 2018. Forty-five school districts across the state are part of the learning community in the pilot as of April 2019. ISBE released a Request for Applications in May 2019 to complete the third cohort of the pilot.

Pilot districts are at all phases of implementation to further strengthen their programs. They learn from experts and peers, and share successes with other schools. ISBE hosts meetings for the pilot districts throughout the year that feature presentations, coaching, and networking.

PROGRAMS IN ACTION



Benito Juarez Community Academy in Chicago Public Schools joined Illinois' competency-based education pilot in 2016. The school had used standards-based grading since 2008. Principal Juan Carlos Ocon wanted to take the school's transformation step further. "Competency-based education allowed our school to take a holistic approach to each student," said Ocon. "The competency-based pilot was an acceleration of what we were already doing. In a standards-based environment, we've been doing the right thing."



Students at Benito Juarez Community Academy can take on a challenge.

Community:

Districts and schools as centers of healthy c



Pictured from left to right are Sam Aguirre, director of the ISBE Division of English Learners; Rosa Álvarez, a member of the Bilingual Parent Advisory Council and a parent of a Harvard CUSD 50 student; State Superintendent of Education Dr. Carmen Ayala; Soledad López, a member of the Bilingual Parent Advisory Council, a parent of a Sycamore CSD 427 student, and a participant in Universidad para Padres at Northern Illinois University; and ISBE Board member Dr. Christine Benson.

The whole community plays a role in the growth and development of its young people. Research shows that parent, family, and community involvement in education correlates to higher academic performance and school improvement. When schools, parents, families, and community work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs.

Effective parent engagement strengthens the relationship between the school and the community. ISBE's internal Parent and Family Engagement Workgroup is developing a framework for parent and family engagement to support the efforts of districts and ISBE.

ISBE's Division of English Learners models effective parent engagement. The division hosts an annual Bilingual Parent Summit that provides a rich mix of information about the cultural importance to parents from linguistically and culturally diverse backgrounds. Top speakers are joined by experts and panels on such topics as pathways to academic success, enhanced parent involvement, immigration, citizenship, bilingual education programs, community college services, effective parent techniques, health care alternatives, and much more. More than 1,300 bilingual parents, educators, administrators, and other advocates attended the 14th annual summit on May 11, 2019.

PROGRAMS IN ACTION



School districts statewide use federal Title IV funding to support parent and family engagement programs. Park Forest-Chicago Heights School District 163 used its Title IV funding to develop parental involvement programs that foster support in academics or students in prekindergarten through eighth grade.

Students benefit from strong partnerships between families and educational systems start early. The Illinois Early Learning (IEL) Project provides evidence-based, reliable information on early care and education for families, caregivers, and teachers of young children. Resources are available on the IEL website that include reports, blogs, videos, and information and the project-based approach to learning for families and professionals to help support young children's well-being as well as their learning and school readiness. There were more than 3.9 million hits to the Illinois Early Learning [website](#) in the fiscal year 2019.

The Illinois Infant/Early Childhood Mental Health Consultation project seeks to enhance awareness of the mental health needs of young children and their families. This project enables stable and consistent enrollment of children from birth to 7 years old, strengthening the capacity of individual agencies to address the needs of young children.

The project, which launched in September 2015, is built upon research that social and emotional development is the foundation for success in learning and in life, and can be supported by creating early partnerships among families, providers, programs, systems, and mental health professionals. State-funded preschool programs with access to Infant/Early Childhood Mental Health Consultation services resulted in a 50 percent decrease in expulsions rates -- 5.7 children per 1,000, compared to 10.8 children per 1,000 for programs with no consultation services.

ISBE also believes public systems must collaborate with each other to strengthen the capacity of each Illinois community to support its children. The Illinois Early

Childhood Asset Map (IECAM) is a partnership with the University of Illinois Urbana-Champaign's College of Education and the Illinois Early Childhood Coalition. IECAM provides comprehensive early childhood data and maps to local and state agencies and other stakeholders to improve outcomes for Illinois children. Data on the IECAM [website](#) can be used to make state resource allocation transparent, help coordinate early childhood services, support early childhood research, assist grant writers, guide policy making, and provide a snapshot of the early childhood landscape in Illinois. In FY 2019, IECAM was involved in the following groups:

- **Illinois Opioid Crisis Response Advisory Council:** The IECAM project director is a member of this advisory council and, moreover, the council oversees related to children and families. IECAM provides the council and council data as requested to assist in addressing the opioid epidemic and helping more Illinois families.
- **Risk and Reach Project:** IECAM is part of the Core Partners team developing the Illinois Risk and Reach Report. The report examines risk factors affecting young children and their families through a set of data tools that explore the links to state investments in family stability, health, and early care and education. The report was released in March 2019 to help inform early childhood stakeholders who make policy and funding decisions.
- **Illinois Family Investment Council:** The IECAM project director is a member of this newly formed advisory council that will advise the IFF study related to early care and education programs around the State of Illinois. The IFF report is due to be published during the second quarter of FY 2019.

Section Two:

Progress on Board Goals

Goal: All kindergartners are assessed for readiness.

RESULTS TO DATE

Kindergarten is a critical milestone in a child's long-term educational trajectory. Research shows that children demonstrating readiness at age 5 are generally more successful in grade school, are less likely to drop out of high school, and even earn more as adults.

Children enter kindergarten with a wide range of early childhood experiences, including in-home care, child care centers, family care, Head Start, prekindergarten, and privately run programs. Before 2017, Illinois did not have a common measure of students' math and literacy skills until first grade. Understanding students' developmental readiness as they enter kindergarten will help the state align policy and investment with what children need for long-term academic and social success.

In the fall of 2017, teachers observed 106,670, or 81 percent, of the 132,378 children enrolled in kindergarten statewide using the Kindergarten Individual Development Survey (KIDS). KIDS is an observational tool designed to help teachers, administrators, families, and policymakers better

understand the developmental readiness of children entering kindergarten. Teachers observe and collect data for 14 measures and apply a rating for each measure based on evidence collected for each child. These ratings are entered into the KIDStech data system, provide a snapshot of development at kindergarten entry and indicate the students' level of development in three areas – language and literacy, math, and fine motor development.

ISBE released the fall 2017 KIDS data in August 2018. The aggregate data reinforced the need statewide for increased investments in our early learners. The data showed that of the students rated on all 14 of the required measures:

- 23.6 percent demonstrated kindergarten readiness in all three developmental areas,
- 17.6 percent reached readiness in two developmental areas,
- 17.2 percent reached readiness in one developmental area, and
- 41.6 percent did not reach readiness in any developmental areas.

PROGRAMS IN ACTION



Melissa Davidson, a kindergarten teacher at Morrisonville Elementary School, used KIDS data to determine that her students would benefit from a play-based approach to instruction over a traditional academic curriculum. Melissa started using the KIDS measures in 2015 and found that her students learned more through play than with the traditional coursework she'd been using for the previous three years. In the fall, she transformed her classroom to play-based learning, with daily mini math and reading lessons. Melissa says she's found that play-based instruction provides more opportunities for the learning to individual student needs. And she says her students have more consistent behavior issues. Melissa evaluates her students using 29 KIDS measures twice a year, and she shared her experience with other districts during a KIDS networking day in January 2019.



This is Melissa Davidson's play-based kindergarten classroom at Morrisonville Elementary School.



KINDERGARTEN INDIVIDUAL DEVELOPMENT SURVEY
Every Illinois Child Ready for Kindergarten

KIDS tracks developmental progress of students in their current kindergarten class and provides data about student development as they approach first grade.

KIDS data supports the state in understanding where children live or may not have adequate resources for high-quality early learning programs. Research by Nobel Prize-winning economist and University of Chicago Professor James Heckman found that for every dollar invested in high-quality early childhood programs, \$7 to \$13 is returned per child each year in improved educational, economic, health, and social outcomes.

ISBE used free and reduced-price lunch eligibility as an indicator of students from homes with limited resources. The aggregate fall 2017 data showed that 16

percent of students eligible for free or reduced-price lunch demonstrated kindergarten readiness in all three developmental areas, compared to 30 percent of students not eligible for free and reduced-price lunch. The data both support the state's understanding of where children live or may not have access to high-quality early learning programs and serves as a powerful tool for advocacy.

ONGOING EFFORTS

More than 99 percent of all school districts with kindergarten students implemented KIDS in 2018, the second year of mandatory statewide data collection. ISBE released preliminary district-level data from the fall 2018 KIDS collection to all school districts in March 2019. ISBE supported the March 2019 data release to districts with instructional materials, guidance on data usage, a template infographic to support local communication, guidance on framing the KIDS data, a webinar to support administrator coaches, a KIDS book list, and KIDS digital resources. ISBE will release the statewide report at the end of June 2019.



East Aurora School District 131's early childhood program supports kindergarten readiness not only through developmentally appropriate instruction but also through robust parent and family engagement.



East Aurora SD 131 received \$4,354,529 in total Early Childhood Block Grant funding, which amounts to \$5,443 per student. More than 3,000 children under the age of 5 reside within the district; however, its early childhood programs have capacity to serve only 838.

Ensuring KIDS data are collected and available to districts in the same academic year provides the greatest value to teachers and administrators. ISBE hopes the earlier release of the preliminary district-level KIDS data to districts will encourage more districts to consider administering KIDS again during the spring rather than the 170th day of attendance, to track developmental progress of students in their current kindergarten class and provide data about student development as they approach kindergarten and administrative requirements, but it is highly encouraged for teachers, schools, and districts. Once spring data are entered, teachers and administrators can produce classroom-, school- and district-level reports to gauge student and group developmental progress across the school year. Teachers have access to classroom-level KIDS data as soon as they enter data to KIDSTech, so there are more KIDS data to inform instruction and focus curriculum based on the developmental strengths and areas of need that have been identified.

ISBE is committed to providing professional development, including by providing two years of funding for KIDS coaches across the state. KIDS coaches offer a range of services, including one-on-one technical assistance calls and visits, group coaching sessions, classroom walkthroughs, and support in interpreting data to improve classroom instruction. Coaches are available to all districts, on demand, to support professional development at the classroom, school, district, or regional level.

ISBE also assesses students for English language proficiency before entering kindergarten. School districts serve students in need of assistance to reach English proficiency through appropriate English Learner services. ISBE continues to assess KIDS administration and working to improve future data and usage, including aligning data with other ISBE assessments, improving professional development for teachers and administrators, and further examining how the tool is being implemented with English Learners.

Goal: Ninety percent or more of third-grade students are reading at or above grade level.

RESULTS TO DATE

Third grade is a pivotal level in a student's development often described as the year when students move from "learning to read" to "reading to learn." Students who do not meet grade-level reading expectations by third grade are five times more likely to graduate by age 19 than their peers who read proficiently, according to the American Education Research Association.

The percentage of third-grade students who met or exceeded standards in English language arts on the state's assessment held steady at approximately 31 percent in the 2017-18 school year, compared to 30 percent in the 2016-17 school year.

Children begin developing literacy skills well before they enter kindergarten. High-quality early learning experiences are essential for students to develop the foundational literacy skills they need to be able to read at grade level by third grade. Data from the fall 2017 Kindergarten Individual Development Survey shows that 44 percent of kindergartners demonstrated readiness in language and literacy development. With the continued expansion of and emphasis on the importance of early childhood education, we hope that this focus on literacy development continues throughout the child's education.

ISBE is committed to the expansion of high-quality early childhood education programs to ensure that all Illinois children develop a strong foundation in literacy.

ONGOING EFFORTS

ISBE administers state and federal grants to expand access to early childhood education. The State Board's fiscal year 2020 budget request includes a \$100 million increase in funding for the Early Childhood Block Grant. ISBE estimates that this increase would serve approximately 100,000 children. ISBE released its Request for Proposals for FY 2020 Early Childhood Block Grants on April 12.

PROGRAMS IN ACTION



Elgin School District U-46 is the second-largest district in Illinois. The community's vibrant student population includes more than 100 national languages; more than half of students are from Hispanic families who value their district's nationally recognized English Learner programs. Elgin was awarded Preschool Expansion grants in 2014. District leaders worked to identify the hardest to reach families and have made many adaptations to their programs to serve their needs. Elgin may be the only district in the state with birth-to-five facilitators – one for each age group – programs, another for preschool into kindergarten and the early grades, and a pipeline committee to address systems that are not aligned. Elgin stands on to work hard to identify changes they can implement districtwide to ensure that more of their community's children and families have their best chance for success at school and in life.



Two students play and learn at Elgin School District U-46's Independence Center for Early Learning.

Awarded grants will fund the expansion or creation of programs to serve children through Preventive, Preschool for All, and Preschool for All programs that propose to serve children in areas with fewer resources.

The Preschool for All program emphasizes the relationships among early childhood education, parental involvement, and future success in school. Illinois' goal is for 80 percent of all children to be fully ready for kindergarten by 2021, to ensure their success as they continue through the third grade year.

In 2015, ISBE received federal Preschool Development Grant-Expansion funding and technical assistance to develop and implement birth-to-third grade alignment strategies. This grant allowed ISBE to partner with Illinois State University to establish and implement the Birth-to-Third Grade (B-3) Consortium, a comprehensive system of supports for the birth-to-third grade alignment. The B-3 Consortium reported the first four years of the project in January 2019; the report's key findings include that:

- Adequate early care and education programs for preschool education through the eyes of kindergarten through high school (K-12) administrators.
- B-3 strategies must be responsive to community context.
- Stable funding opportunities are necessary to support this work.
- Stakeholder commitment and buy-in are key to sustaining momentum.
- A shared body of data helps to clarify community needs and make the case for needed services.
- Solid relationships form the foundation for change, which is the case with all systems-building work.
- Serving the most at-risk children and families, as opposed to serving a universal or less at-risk population, requires a more targeted approach, tailored to their specific needs, competencies, and sets of services.
- Because of a lack of integrated coordination at the state level, current programs bear the burden of some redundant, overlapping requirements and procedures.

B-3 alignment requires providers and stakeholders to work together to support a coherent education experience from birth through age 8. ISBE continues to focus on eight core elements for B-3 alignment: community partnerships, comprehensive services, family engagement, supported teacher joint professional development, aligned curriculum and instruction, data-driven practices, and data-driven improvements.

PROGRAMS IN ACTION



The McLean County Unit District 5 early learning program provides a safe and supportive environment for the district's youngest learners. McLean County is home to Illinois State University and the corporate headquarters of State Farm Insurance, yet nearly half of the community's population lives in poverty. The needs-based early learning programs at two elementary school sites, Brigham and Sugar Creek, teach students how to work with others, acquire and use language for communication and feelings, develop skills and knowledge needed for success, and love school. Unit 5 was one of 18 grantees selected to participate in the first phase of the Preschool Expansion in 2014. The district's administrators, teachers, and family engagement staff have since gained experience developing birth-to-third grade systems and supports, while testing various and sustainable responses to some of the problems faced by families in the district. The district has implemented a three-year plan for improving families' trust between programs and schools, focusing on collaborative planning, and professional development to improve outcomes for children and families.



McLean County Unit District 5 engages parents through its Parent Advisory Board.

Goal: Ninety percent or more meet or exceed expectations

Grade students math

RESULTS TO DATE

As the world and its career paths become increasingly complex, students' success depends not only on what they know but also what they can do with that knowledge. It is more important than ever for Illinois students to be equipped with the knowledge and skills to solve tough problems, gather and evaluate evidence, and make sense of information. That students are on track with math concepts as they enter middle school is key to preparing them for success well beyond high school.

Research from the University of California-Irvine School of Education indicates that consistent elementary school years is linked to narrowing the gap in math achievement by grade 5. Researchers found that:

- When a student is consistently on track, there is no gap in low-income and high-income children's math achievement at grade 5.
- The more consistently a student is on track, the narrower the gap in math achievement.
- The more rarely a student is off track, the smaller the achievement gap.



Two students participating in a math game with dice at the Cats Commitment after-school program at Galva Elementary School.

PROGRAMS IN ACTION



Cats Commitment is one of the 22 after-school sites that form the Bureau Henry Stark Regional Education Center program. Cats Commitment, which is located at Galva Elementary School, serves approximately 110 kindergarten-through-sixth grade students in the largely rural community in Henry County. The program offers snacks, homework help, tutoring, and outdoor recreation. Students participate in a range of enrichment clubs that help them develop math and other academic skills in a fun, safe, and supportive learning environment.

Each year, ISBE disburses \$1.09 billion in federal Title I grants to school districts statewide. Schools use these Title I funds to supplement educational services and programming for students from homes with limited resources. Many districts opt to use Title I funds to provide enrichment programs for students in math, including through after-school programs.

The percentage of students who met or exceeded standards in math on the state's assessment held steady at approximately 36 percent in the 2017-18 school year, compared to 37 percent in the 2016-17 school year.

ONGOING EFFORTS

ISBE administers federally funded 21st Century Community Learning Center (CCLC) grants to provide extra support for students and families with the goal of improving academic achievement. These programs offer students a wide range of services that are designed to reinforce and complement regular academic programs. There are currently grants for 21st CCLC programs provided to school districts, community-based organizations, and regional educational agencies across Illinois. Families of students served by these community learning centers also gain valuable and meaningful engagement in their children's education.

The results show these programs are working. The 2016-17 21st Century Community Learning Centers

statewide evaluation reported students who attended 30 or more days throughout the year. Sixty-seven percent of elementary students were regular attendees, compared with 44 percent of middle/high school students. According to teachers, the majority of regular 21st Century Community Learning Center students in need of improvement did improve their academic achievement:

- 61 percent of elementary students improved academically, and 65 percent improved with regard to completion of work to teachers' satisfaction
- 70 percent of middle/high school students improved academically, and 71 percent improved with regard to completion of work to teachers' satisfaction

PROGRAMS IN ACTION



The Collaborative for Healthy and Thriving Students grant supports 21st Century Community Learning Center programs to enhance integration of in-school and out-of-school community services, better align resources, and create a catalyst to bring partners together to serve the needs of the whole child. Two grants funded by the Charles Stewart Foundation were awarded in September 2018 – one to Quincy School District 172 and the other to Youth and Opportunity United.

Quincy SD 172 created an intervention program to provide supports to students who were chronically absent from school. As of December 2018, 19 students and families have received support, including the intervention. An attendance plan was also developed. The intervention sessions are an opportunity to ensure each student has basic needs met, including housing, food, and a sense of physical safety.

Youth and Opportunity United (Y.O.U.) created a program to increase science, technology, engineering, and mathematics (STEM) and experiential learning, and family engagement. Y.O.U. provides twice-weekly workshops where students can explore gardening, sustainability, personal/financial literacy, and visual arts. Y.O.U. collaborates with licensed clinical counselors to provide therapy. Y.O.U. has increased parent/caregiver engagement by hosting family engagement events and two community events. Y.O.U. also executed a contract with a partnering school district to fund elements of Community Schools programs, such as parent engagement and health services.



Quincy SD 172 created an intervention program to provide supports to students who were chronically absent from school. As of December 2018, 19 students and families have received support, including the intervention.

Goal: Ninety percent or more of ninth-grade students are on track to graduate with their cohort.

RESULTS TO DATE

ISBE measures the percentage of ninth-grade students on track to graduate using the metric developed by the University of Chicago School Research. The research showed that a student in ninth grade “on track” is almost twice as likely to graduate from high school than the student who is not. The metric defines “on track” as having earned at least one full-year course credits (10 semester credits) and no more than one semester “F” in a core subject. The research shows that students who do not meet this threshold have a higher risk of dropping out of school.

The statewide percentage of ninth-grade students on track to graduate at the end of the 2017-18 school year held steady at 86.6 percent, compared to the 2016-17 school year.

School districts support students in staying on track to graduate through early intervention programs or them to engage in different ways. The Migrant Education Program, McKinney-Vento homeless education program, and Truants’ Alternative and Outreach Education Program serve as examples of statewide programs to provide students who face unique challenges with equitable access to learn.

PROGRAMS IN ACTION



Adlai E. Stevenson High School’s Family and Consumer Sciences program has been instrumental in creating a Student + Teacher = Academic Responsibility (STAR) program for its students. The STAR model was a result of school-wide culture changes that focused on the classroom, curriculum, and assessment. Key areas of focus within the STAR design, which stem from the Illinois-adopted standards, include safety, growth mindset, meaning and purpose, belonging and structure, and student responsibility. The STAR model is a framework for an academically responsible classroom blended with student voice. Another crucial component to the change in culture at Adlai E. Stevenson High School. Using an online data collection tool, teachers are encouraged to create personalized surveys that focus on social-learning standards. Student voice surveys are given in the fall and spring. Every freshman and juniors in the fall and spring as well.



Adlai E. Stevenson High School uses a Student + Teacher = Academic Responsibility (STAR) design based on the Illinois-adopted learning standards.

The Migrant Education program is federally funded and provides supplemental education services to children of migrant workers and youth who fall under the definition of migrant workers themselves. Migrant workers move from one place to another for seasonal or temporary agricultural work. ISBE serves as the grantee for the federal funds and oversees migrant education services in the state.

During the regular school year, the migrant program operates in support of, and in coordination with, regular school programs. There are currently seven summer grant-funded regular year grantees. Northern Illinois University works closely with ISBE to develop the workshops and trainings that prepare

program recruiters, data personnel, educators, and administrators for the implementation of summer programs.

The results of the 2017-18 Migrant Education program annual evaluation showed that the program met 11 of 13 of the Measurable Program Outcomes. Evidence showed that the program helped students attain significant progress in reading and literacy, as well as math.

The McKinney-Vento homeless education program is designed to address the challenges that children and youth with inconsistent housing often face in enrolling, attending, and succeeding in school. ISBE grants at

PROGRAMS IN ACTION



Dallas Terry went to college for one semester and decided it wasn't for him. He discovered a passion for training while working at a local auto body shop. Terry later obtained a degree in career and technical education that landed him a job at Carbondale Community High School. He started as a teacher and now leads the school's Career and Technical Education.

Terry piloted a program focusing on intangible skills that have transferability across including responsibility, work ethic, communication, project management, and all concerns that local employers have said they wanted to see enhanced among the CCHS students they work with.

The Carbondale Boat Regatta is one example of how Terry helped students use these skills. He guided them through project management as they created and communicated, stayed on track while making adjustments, as needed.

Terry said of the curriculum, "Every kid needs to know how to be career ready and sometimes we overshadow that, the fact that really we're preparing all of our kids for some career down the road."



Dallas Terry, a teacher and department chair at Carbondale Community High School, works with career and technical education students.

Story Credit: Stephanie Esters at Carbondale Community High School 165 in *The Southern Illinoisan*.

least 75 percent of allocated federal funds to Local Education Agencies (LEAs) to ensure homeless students are identified and receive a full and equal opportunity to succeed in school. LEAs designate a local homeless liaison to coordinate services to ensure that homeless children and youth enroll in and attend school, so these students have the opportunity to succeed academically. Just over 67 percent of homeless students identified statewide who started ninth grade in 2015 graduated within four years.

The Truants' Alternative and Opportunity Education Program (TAOEP) ensures that students experiencing attendance challenges have equitable access to an education. TAOEP presents students and their parents with programming and interventions during part of the alternative to regular school attendance. These services can provide assistance to help students stay on track to graduate from high school ready for college and career. During 2018, TAOEP served 25,844 students in 74 programs statewide through Regional Education Districts, charter schools, and community colleges.

ONGOING EFFORTS

During student pathways to success, a pathway to meet academic standards recognizes the diversity of Illinois' students and the diversity of Illinois' economy. ISBE continues to expand career and technical education (CTE), which prepares individuals for high-skill, high-wage, in-demand employment that furthers Illinois' global competitiveness. CTE programs provide learners with the skills, knowledge, and competency need to thrive in college and careers. All students benefit from career-connected learning that emphasizes real-world skills within a selected career focus. Students gain practical knowledge while discovering and preparing for success in potential careers. The reauthorization of the Carl D. Perkins Career and Technical Education Improvement Act (Perkins V) on July 31, 2018, aims to more fully develop students' academic knowledge and technical and employability skills through career-connected learning.

Middle and high school CTE programs serve more than 283,000 students. Students in CTE programs take specialized courses in addition to the required core courses. Students participate in work-based

learning, gain experience while in school. CTE students have the opportunity to earn industry-recognized credentials and college credits while in high school. More than 30,000 students successfully completed dual credit CTE courses in 2018.

The Illinois Association for Career and Technical Education (IACTE) grant has improved CTE instruction across the state. The IACTE provides up-to-date professional development sessions through its annual conference. More than 200 attendees participated in 55 breakout sessions on a variety of topics, including pedagogy, working special populations, career planning, Illinois Learning Standards, evaluation assessments, leadership and technology, industry partnerships, and more. The IACTE's annual conference received praise from attendees, with nine in 10 recommending it to a colleague and 99 percent of attendees reporting making the information into the classroom.

The IACTE also hosted seven sessions of its New and Nearly New Teacher Workshops. Attendees said the professional development was useful, with 100 percent saying it will impact their professional growth or student growth and 100 percent planning to incorporate what they learned in the classroom.

ISBE is engaging stakeholders in developing a four-year statewide plan for strengthening CTE in Illinois.

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

RESULTS TO DATE

Students have many different strengths and interests and deserve access to diverse school to support their learning and preparation for their next steps after graduation. ISBE's focus on programs that assist students in preparing to succeed in their chosen path after high school includes Advanced Placement (AP), career and technical education, and dual credit. ISBE partners with the Illinois Student Assistance Commission to share the Postsecondary and Career Expectations framework and career information with students.

The state's investment in dual credit has greatly expanded access to college preparatory classes and the exams students can take to earn early college credit. Scoring a 3 or higher on an AP exam can earn students college credit, potentially saving more affordable and allowing students to take a greater number of advanced courses while

in college. Students can even graduate early, get a head start on their careers. Illinois public universities guarantee college credits for students who achieve scores of 3 and higher on an AP exam, per Public Act 099-0358.

ISBE covers the AP exam fee in 2018 for all students from homes with limited resources as part of statewide efforts to increase AP access and success for historically under-enrolled students. Nearly one-third of all AP exam takers in the Class of 2018 received a fee reduction from 17.4 percent in 2007. Nearly one-quarter of all AP exam takers scoring a 3 or higher in the Class of 2018 received a fee reduction from 9.1 percent in 2007.

Illinois also partners with the national organization Quality Opportunity Schools, which works with individual schools to support their efforts to enroll more students of color and students from homes with limited resources in AP classes and exams.



State Superintendent of Education, Dr. Carmen Ayala observed students learning culinary arts at the Regional Alternative Center for Developing Youth (READY) Program in Champaign.

Other highlights from Illinois' AP successes include:

- College Board named Fenton High School District 100 in Bensenville the AP District of the Year among all small-sized districts in the United States and Canada, marking the sixth year in nine years that Illinois has had an AP District of the Year.
- Twenty-two Illinois school districts made the Class of 2018 AP District Honor Roll.
- Illinois ranked 10th in the nation for growth over the past 10 years in the percentage of graduates scoring a 3 or higher on an AP exam during high school.
- 27.3 percent of the Class of 2018 scored a 3 or higher on an AP exam during high school, compared to the national average of 23.5 percent. That's up from 15 percent in 2008.
- Illinois ranks 10th in the nation for the percentage of the Class of 2018 scoring a 3 or higher on an AP exam during high school.
- 40.8 percent of Illinois students in the Class of 2018 took an AP exam during high school – up from 22.5 percent in 2008.

A series of grants promote high-quality agricultural education as a vital part of the Illinois economy continue to have a pipeline of innovative and highly trained talent. There are currently 334 agricultural education programs in Illinois, up from 327 last year. Ninety-four of those programs offer dual credit courses.

ISBE's grants for agricultural education

- Incentive Grants for Secondary Agricultural Education provide funding for teacher professional development, curricular enhancements and supplies, travel that is work-related, and extended day contracts and services related to FF
- Postsecondary Incentive Funding Grants, which are awarded to the four eligible agriculture teacher education programs in Illinois: University of Illinois at Urbana Champaign, Illinois State University, Southern Illinois University Carbondale, and Western Illinois University. The goal of this program is to ensure that high-quality programming is being provided by agriculture teacher preparation programs and to make efforts toward consistency across the ins

- The Growing Agricultural Science Teachers grant, which began in 2009 to help address the growing teacher shortage in Illinois and national agricultural education grant provides funds to eligible universities and community colleges that have programs tied with agricultural education teacher preparation programs. Funds are used to support professional development of agricultural education faculty, teacher recruitment, and retention

ONGOING EFFORTS

The agency continues to implement the Postsecondary and Workforce Readiness (PWR) Act to address key barriers to the successful transition of school students into college and careers. The PWR Act includes four aligned strategies that require coordinated efforts among school districts, postsecondary education providers, and other public and private organizations. The strategies were developed through an inclusive, year-long process led by the P-20 Council's College and Career Readiness Committee. The strategies include:

1. Establish a Postsecondary and Career Expectations (PaCE) framework.
2. Develop a competency-based high school graduation requirements pilot program.
3. Develop high school coursework and criteria that will place students into college credit-bearing work – either through dual credit or through college credit by exam.
4. Create college and career pathway endorsements on high school diplomas.

The PaCE framework assists students with career exploration and development, postsecondary education exploration, and career readiness. The framework outlines what students should know about college, career, and workforce preparation from eighth to 12th grade. The PaCE framework was adopted in 2017 by ISBE, the Illinois Board of Higher Education, the Illinois Community College Board, and the Illinois Student Assistance Commission. ISBE included the PaCE framework in a Career Pathways Guide designed to assist students in determining what courses to complete and which experiences to undergo in order to explore career options and to build on their talents and interests. The guide connects learning



State Superintendent of Education, Carmen Ayala recognized the achievements of students being inducted into the Sociedad Honoraria Hispánica and received the State Seal of Bilingual Education at J. Sterling Morton High School East on May 2, 2019.

experiences with in-demand career fields across a range of industries in Illinois.

Through this partnership, the program increases college and career readiness by ensuring that students complete a program during their senior year of high school that guarantees placement into credit-bearing math courses at any Illinois community college and accept into a community college district. Community college districts are working collaboratively with high schools on plans and memorandums of understanding for implementation of the program. Partners have hosted 31 summits serving 37 community college districts with 645 attendees. Online and face-to-face events have resulted in 2,285 individuals being trained in the program.

College and career pathway endorsement is a voluntary program for school districts that recognizes achievement of public high school graduates with

2020. The college and career pathway endorsement framework, which was adopted by ISBE in June 2017, requires an individualized learning plan, career-focused internships or similar experiences, and career exploration of internships or similar experiences. The framework includes eight endorsement areas:

- Finance & Business Services
- Health Sciences & Technology
- Agriculture Food & Natural Resources
- Information Technology
- Manufacturing, Engineering, Technology & Trades
- Human & Public Services
- Arts & Communication
- Cross-Sector Essential Employability Competencies

In addition to the technical competencies for each college and career pathway endorsement, the framework includes 10 cross-sector essential employability competency statements that include teamwork, communication, problem-solving, decision-

making critical thinking, flexibility, resilience, reliability, cultural competence, and planning/organizing.

Efforts to expand bilingual education have also proven successful. The State Seal of Biliteracy encourages and recognizes student efforts. More than 100 districts have indicated their intent to participate in the program in the 2018-19 school

year. In the 2017-18 school year, 5,756 students received instruction in different languages and 3,057 students received the Commendation.

Read more about Illinois' work in career and technical education at <https://www.isbe.net/cte> and in competency-based education at www.isbe.net/competency.

PROGRAMS IN ACTION



The College Board named Fenton High School District 100 in Bensenville the national District of the Year among all small-sized school districts in the United States and Canada, based on the district's increases in AP access and achievement.

More than a third of students at Fenton are enrolled in at least one of the 24 AP courses offered. The number of students at Fenton who took AP exams grew by 30 percent in three years.

The district focused on enrolling students of color and students from homes with limited resources – both growing populations at Fenton. The district's partnership with the non-profit Opportunity Schools helped Fenton identify students who showed promise and commitment but who previously were missing out on AP classes, ex



Fenton High School District 100 was named the AP District of the Year among all small-sized districts in the United States and Canada, based on the district's increases in AP access and achievement.

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

RESULTS TO DATE

ISBE is implementing a longed approach to strengthening the educator workforce in Illinois. ISBE's efforts include professional development, creating pathways to increase teacher diversity, emphasizing leadership, and developing partnerships to improve teacher preparation. This addresses the teacher shortage in Illinois and across the nation overnight. Addressing the shortage will require both short- and long-term solutions.

ISBE published a comprehensive suite of recommendations based on research and data in its "Teach Illinois: Strong Teachers, Strong Classrooms" report, released in September 2018. ISBE's annual survey showed more than 1,400 vacant teaching positions across the state during the 2017-18 school year. Of those, 1,299 unfilled positions were for school support personnel and nearly 200 open administrative positions.

The data show the problem across all districts: 90 percent of teacher vacancies were in districts funded below adequacy. The "Teach Illinois" report highlighted effective practices implemented in Illinois and across the country to develop and retain a highly effective teacher workforce; Illinois' hardest-hit school districts need additional resources to implement these models. ISBE advocated for a \$375 million increased investment in Evidence-Based Funding, as well as \$2.4 million for competitive grants to implement solutions to the teacher shortage.

ISBE released two Requests for Proposals for grants to support the teaching profession in the wake of the recommendations in the "Teach Illinois" report. The Teacher Residency Planning Grant makes \$750,000 available annually for districts serving high rates of low-income students or students of color and districts that are experiencing chronic teacher shortages. The



ISBE launched "The First Year" blog series to share Illinois teachers' reflections on their first years in the classroom. First-grade teacher Liz Pimentel said a great mentor and workshops on restoration helped her the most during her first year teaching.

The grant provides funding for school districts in partnership with inservice teachers and a approved teacher preparation programs to develop their capacity to design, prepare for, and implement innovative approaches to work in the form of a teacher residency.

Teacher residencies place a teacher candidate in a classroom with a licensed teacher to learn alongside them, similar to the residency model in medicine. The teacher residents gain rich and varied experiences as they work with and learn from practicing teachers as they hone their craft and research.



ISBE's Diverse and Learner-Ready Teacher Netw

st mee

ch 22, 2019.

suggests that well-designed and well-implemented teacher residency models can create long-term benefits for districts, families, and most importantly, for the students they serve,” according to the Learning Policy Institute. ISBE will share the knowledge gained by Teacher Residency Planning Grant recipients with districts and stakeholders statewide to further support the growth of this program.

The Teacher Leader Problems of Practice Grant makes \$250,000 available to support districts in addressing local challenges to developing and retaining teacher leaders. Teacher leaders model excellence in the classroom, coach and mentor colleagues, and work with principals to effect changes in school policies and culture that improve student outcomes. Nearly 500 candidates completed approved teacher leader programs across the state since ISBE updated the Teacher Leader endorsement in 2012. Exemplars across the country demonstrate that strong teacher leadership increases student achievement and growth, leads to broader use of effective teaching strategies, and strengthens school culture through the retention of highly effective teachers.

District applicants for the Teacher Leader Problems of Practice Grant will receive priority for improving

diversity and culturally responsive practices for teacher leaders. Underfunded school districts, such as those in Evidence-Based Funding Tiers 1 and 2, will receive larger grants of up to \$75,000, while Tier 3 and 4 districts will receive up to \$50,000.

The Illinois student body has become more and more linguistically diverse, creating greater demand for bilingual teachers. The number of students whose native language is something other than English increased from 4.4 percent in 2014 to 12 percent in 2018. Unfortunately, bilingual educators make up 12 percent of all teacher vacancies.

ISBE continues to support the Teacher Exchange Program, which brings teachers from Spain to teach in Illinois schools. The program gives both the teachers and their Illinois school colleagues the opportunity to learn from each other from their own, while helping to meet the need of Illinois' growing bilingual student populations. Recruitment efforts in Spain resulted in 72 new teachers being contracted to join Illinois classrooms in the 2019-20 school year. The support of the Spanish government makes the program possible. ISBE, in partnership with Chicago Public Schools, is building relationships with other countries to potentially replicate this successful model.

ISBE's professional development efforts seek to build the capacity of Illinois educators to meet the individual needs of each student in their care. Illinois, like many states, is faced with the challenges of narrowing an achievement gap between non-English Learner students and English Learners. Eighty-one percent of non-English Learners graduated high school in four years, compared to 77 percent of English Learners. Twelve percent of English Learners met or exceeded standards in math on the state assessment, compared to 32 percent of all students.

ISBE recently hosted a range of professional development for nearly 200 teachers of English Learners. Topics ranged from using the screener and English language proficiency to appropriately place students, to collaborate methods in bilingual classrooms, to professional development. ISBE also sponsored professional development focusing on dual language programs through the University of Colorado Boulder and workshops on effective practices through the Illinois Resource Center.

ONGOING EFFORTS

Only 15 percent of teachers in Illinois' public schools are teachers of color, compared to 52 percent of students. ISBE launched the Diverse and Learner-Ready

Teacher Network (DLRTN) in February 2019 to provide recommendations for increasing teacher diversity and to create standards for culturally responsive teaching. The network is composed of 24 leaders from across the state, including two members of ISBE's Student Advisory Council. The DLRTN conducted its first meeting in late March to begin its work of developing culturally responsive teaching standards and, eventually, to spearhead efforts to improve recruitment and retention of diverse candidates into the teaching pipeline. Illinois is one of nine states selected by the Council of Chief State School Officers to engage in the national Diverse and Learner-Ready Teacher Network effort.

Illinois' work to strengthen the teacher workforce also includes partnerships with inservice educators to ensure all new Illinois teachers are learner-ready on day one. The Partnership for Educator Preparation is a collaborative effort to support educator preparation programs in exploring their strengths, weaknesses, and areas for improvement. The project reached an important milestone in June 2018 by completing year 1 of the two-year pilot. The pilot has expanded in its second year to include not only teacher but also school support and administrator preparation programs. All 58 Illinois inservice educators are required to have educator, administrator, or school support preparation programs and to submit information to ISBE about their candidates.



ISBE published a comprehensive suite of recommendations backed by state and national research and data in its "Teach Illinois: Strong Teachers, Strong Classrooms" report, which was released in September 2018. Stakeholder engagement continues to be important in implementing those recommendations.



Several administrators from Illinois districts were part of a delegation to the Visiting Teachers Program.

In 2018, the Partnership for Educator Preparation subcommittee began reviewing current principal preparation processes in Illinois against national standards in order to determine if current principal preparation processes will recommend a set of metrics to support principal preparation program continuous improvement.

ISBE's regional Continuous Improvement Plan for 2018-2020 includes three university and district partnerships, each with their own problem of practice. The plan leverages collaboration between university preparation providers and their district partners to better recruit, train, and retain teachers in high-need subjects and in high-need schools. Cohort 1 includes:

- Illinois State University and Macon-Pike County, focusing on aligning district teacher vacancy data to candidate interest data to drive the collaborative development of a special education placement for elementary education students that includes a recruitment pipeline;
- Governors State University and Crete-Monee 201-U, focusing on aligning the university's clinical observation of district teacher performance evaluation frameworks and calibration of district and university evaluators to ensure reliability; and

- Northern Illinois University and DeKalb District 428, focusing on examining demographic data across the P-16 pipeline to develop and implement a P-16 strategy for increasing the diversity of teacher candidates, the teacher workforce.

The cohort's work will wrap up in the summer of 2019.

ISBE continues to strengthen professional development opportunities for educators after they enter the classroom. ISBE partners with the Illinois Principals Association to connect principals to high-quality professional development through the Ed Leaders Network. The website serves as a platform for teachers, principals, and superintendents to access, write, and assign high-quality professional development modules. The Ed Leaders Network also provides a social networking platform for educators to connect with each other.

ISBE is creating a partnership between Ed360 and Ed Leaders Network, so every educator in an Ed360-enabled district will enjoy a seamless connection to this on-demand learning library and networking site. ISBE and the Illinois Principals Association will announce the partnership vice statewide later in 2019.

Goal: Every student has a safe and healthy learning environment for all students.

RESULTS TO DATE

A safe and healthy learning environment is essential for children to reach their full potential. Research shows that schools are more likely to improve student outcomes when they focus on improving at least three indicators: effective leadership, collaborative teachers, and safe environments, and these factors have improved student outcomes. Schools that include better attendance and higher student achievement.

Each year, ISBE administers the Illinois 5Essen Survey on school culture and climate indicators. The 2018-19 school year was the first year in which all districts were required to administer a climate and culture survey. Almost all school districts administered the 5Essen Survey, which was developed and administered in partnership with the University of Chicago's UChicago Impact, while 3 percent of school

districts administered an approved alternate survey. Teachers, students, and parents completed the 5Essen Survey from December through March. The 2018-19 version of the 5Essen Survey incorporated several enhancements:

- Following a successful pilot program during the 2017-18 school year, ISBE rolled out a fourth-grade 5Essen Survey statewide.
- The early childhood survey, or Early Ed Essen Survey, was incorporated into the statewide 5Essen Survey administration.
- Parent surveys were made available earlier in fall 2018 than in previous years so that parents could be informed of it during parent-teacher conferences as early as October.
- Professional learning to support understanding of the research behind the survey, data usage, and improvement efforts is being developed with stakeholders to build toward improving school climate and culture.

PROGRAMS IN ACTION



East Leyden High School created a video to inform parents about the importance of completing the 5Essen Survey. Principal Jason Markey, student school board member Joseph Sanchez, and teacher Areli Diaz were featured in the video, speaking to parents about how the district uses their input to make the school a better place for students. Parent participation rose statewide during the 2018-19 survey compared to previous years. ISBE credits schools and administrators for their hard work to engage parents in taking the survey.



East Leyden High School Principal Jason Markey is joined by student school board member Joseph Sanchez and teacher Areli Diaz in a video produced to encourage parents to take the 5Essen Survey.

ISBE's partner, UChicago Impact, also launched a new data repository in March 2018 that allows schools to track data on how they compare to similar schools, and connect to research that supports growth indicators. This new tool allows districts to disaggregate the 5Essen data based on student population so that school administrators can see if there are existing student groups and work to address those issues.

ONGOING EFFORTS

ISBE serves as the Regional Education Center for Chicago Public Schools (CPS). In this role, ISBE is responsible for building a structure to support and empower CPS to ensure children and families in the district receive robust, safe, and healthy education.

ISBE undertook the state's first-ever Public Inquiry during the 2017-18 school year to analyze CPS' special education services, policies, and procedures. Per the request, ISBE issued a Comprehensive Report and appointed a monitor to oversee and implement improvements to special education in the district through 2021. The Comprehensive Report includes nine areas of direction and oversight: an ISBE-appointed monitor, special education budget, Individualized Education Program (IEP) meeting stakeholder involvement, electronic IEP system, learning plan, data collection, student support, Career and Technical Education, and English Learner Supports and Services. The report also includes recommendations for the improvement of these core areas:

- To create sustainable change in CPS' system of special education
- To provide technical assistance to CPS to implement changes to change the culture of special education districtwide and in individual CPS schools; and
- To provide training, programmatic support, grants, or other technical assistance to ensure that CPS makes necessary reforms to ensure that students, parents, and families have the resources they need to guarantee appropriate services and supports.



State Superintendent of Education Dr. Carmen Ayala celebrated the life and legacy of American labor leader and activist César Chávez at the Joliet Central High School's fourth annual "Sí Se Puede (Yes We Can)" Kermés.

The ISBE-appointed monitor provides monthly reports taken by CPS to address the current state. The goal is to change the culture of special education in Chicago Public Schools and achieve systemic improvement in the quality of service provided to students.

Early milestones in ISBE's work with CPS' special education program included training more than 25,000 CPS teachers in person and via webinar, receiving guidance from the U.S. Department of Education on its proposed process for student support, an updated procedural manual, and training parents across the city through CPS' Parent University.

The ISBE-appointed monitor regularly attends IEP meetings (average of one to three per week), meets with CPS' budget team to review special education data, and meets with the advocates who brought the complaint to ISBE to hear their concerns and continue the partnership focused on improving outcomes for students.

In CPS and in districts across the state, many students receive the majority of their meals at school. ISBE administers a range of programs statewide to meet students' needs and ensure they have access to healthy food to power their brains and bodies to learn.

PROGRAMS IN ACTION



ISBE created the best practices for Marquardt School District 15. She was nominated by Armie Gasbarro, assistant superintendent of Finance and Operations for the district. "Sandy goes above and beyond her role as director of Food and Nutrition Services. For example, she started a Young Chefs Club to teach middle school students cooking skills in order to plan and prepare healthy meals," Gasbarro wrote in his nomination letter. "This popular club has given students an opportunity to share their knowledge and skills at district events." Voss also directs programs in Glen Ellyn District 41, Queen Bee District 16, and St. Mary's School.



Sandy Voss, ISBE's Director of Food and Nutrition Services, interacting with students who make healthy choices in her role as director of Food and Nutrition Services for Marquardt School District 15.

The U.S. Department of Agriculture (USDA) Food and Nutrition Assistance Program provides grants to ISBE to help school districts purchase equipment to serve healthier meals, improve food safety, and expand access to more students. ISBE awarded \$1.365 million to 55 National School Lunch Program (NSLP) sponsors in fiscal year 2018. In March 2019, the USDA announced the availability of more NSLP Equipment Assistance Grants.

The Fresh Fruit and Vegetable Program increases the availability of fresh fruits and vegetables in elementary schools that participate in NSLP. Nearly 300 schools received total funding of \$4.9 million for this program during the 2018-19 school year. ISBE also hosted the annual programs Back to School Conference, where more than 100 professionals attended 23 breakout sessions, a general session with the State Superintendent and Lieutenant Governor, a

culinary demonstration, and a award presentation.

ISBE also works to keep students safe online. Schools nationwide are under constant threat by malware, ransomware, phishing, and other types of cyberattacks. Understanding the importance of digital safety is key to keeping our schools safe. ISBE partnered with the Illinois Principals Association and the State's Department of Information Technology (DoIT) to keep schools well-informed of the latest technology threats. These partnerships provide Cyber Security Awareness Training to our 852 public school districts; plans are also underway to use cyber security awareness content provided by DoIT to build online training for release within the Ed Leaders Network professional development platform. This is an ongoing effort to help school districts harden their defenses against a variety of cyberattacks.



Illinois State Board of Education

2019 Progress Report

Published by the Office of Communications, June 2019

STATE BOARD OF EDUCATION MEETING
June 19, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I Ayala, State Superintendent of Education



Agenda Topic: National Association of State Boards of Education (NASBE) Dues – Membership Renewal FY 2020

Materials: None

Staff Contact: Ana C. Arredondo, Board Services Coordinator

Purpose of Agenda Item

Board Services requests the Board to authorize the State Superintendent to pay the membership dues for the National Association of State Boards of Education (NASBE) for 2020.

Relationship to/Implications for the State Board's Strategic Plan

NASBE membership allows members of the Board access to professional training and support to uphold the Board's Strategic Plan:

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

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

Background Information

Each year NASBE invites all 50 states to renew their membership in the association for the coming year.

The Board Services Office has received the NASBE invoice for the FY2020 association dues. NASBE is offering the option of contributing to a professional development account for the explicit purpose of State Board professional development provided by NASBE. This professional development account is a way of helping members access the professional development critical to success.

Financial Background

NASBE membership is renewed on a yearly basis, with Board approval required for each renewal. The cost of NASBE dues for FY2020 is \$42,369 without any contribution to the Illinois professional development account; an additional contribution of \$5,150 to the professional development fund would make the NASBE dues for FY2020 \$47,519.

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

Policy Implications: None

Budget Implications: NASBE dues are paid from General Revenue Fund contractual funds.

Legislative Action: None

Communication: None

Pros and Cons of Various Actions

Pros: NASBE membership gives Board members access to professional development and support.

Cons: None

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to renew NASBE membership for FY2020 for the amount of \$42,369 and contribute \$5,150 to the professional development account for a total amount of \$47,519.

Next Steps

Upon Board authorization, agency staff will submit payment for NASBE FY2020 membership dues.

National Association of State Boards of Education
333 John Carlyle Street
Suite 530
Alexandria, VA 22314
FED ID # 46-0282694

Invoice

Ana Arredondo
Illinois State Board of Education
100 N. First St.
Springfield, IL 62777


Customer Number: 00-ILLINOIS
Invoice Date: June 3, 2019
Invoice #: 0019100-IN

Item	Description	Number	Quantity	Amount
2020 STATE DUES	2020 NASBE Membership Dues	EACH	1	42,369
2020 PUBS	2020 Publications Annual	EACH	1	20
2020 NCOSEA Dues	2020 NCOSEA Membership Dues	EACH	1	130
PDA	PDA Funds (Optional)			5,000
Net Invoice				47,519
Total Due				47,519

For wire transfer information, contact Sharon Cannon (sharon.cannon@nasbe.org)

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 19, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 

Agenda Topic: Legislative Update

Expected Outcome: For the Board to be informed of actions taken by the General Assembly

Materials: None

Staff Contact(s): Amanda Elliott, Executive Director of Legislative Affairs

Purpose of Agenda Item

To inform the Board of actions taken by the General Assembly over the sSpring legislative session.

Hot Topics

Summary

The House and Senate adjourned on Saturday, June 1 and Sunday, June 2, respectively. The General Assembly tackled many major issues this session, including initial steps to implement a progressive income tax, an increase to the minimum wage, the legalization of recreational cannabis and sports betting, passage of the Reproductive Health Care Act, and passage of the first vertical and horizontal capital bill in 10 years. The legislature returns for the fall veto session October 28-30 and November 12-14.

Budget

The fiscal year 2020 budget includes \$8.88 billion General Funds appropriations to the State Board of Education. In addition to expected appropriations, funds were appropriated for YouthBuild Illinois (\$2.5 m), the Art Institute of Chicago (\$30.0 th), parent education pilots (\$175.0 th), rural mental health (\$1.0 m), STEM programming (\$200.0 th), and mobile tolerance centers (\$1.0 m). Evidence-Based Funding (EBF) increased by \$375 million, \$50 of which will be utilized for the Property Tax Relief Grant (PTRG). An additional \$3.65 million was appropriated for this program. SB 2096, which makes changes to the PTRG program to address issues identified in the first round of grant awards (FY 2019), passed both Houses. Early childhood funding was increased by \$50 million, the minimum amount required to meet federal grant requirements.

A substantive bill is filed annually, along with the budget bill to “implement” the budget. This is referred to as the Budget Implementation bill (BIMP). The FY 2020 BIMP bill includes changes to EBF to include (receive Tier Funding) alternative education programs operated by Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs), creates a School Construction Task Force, changes the cap on end-of-career salary increases from 3 percent to 6 percent, and allows private special education schools that serve CPS students to receive additional funds to make up for adjustments made as a result of the elimination of the CPS Block Grant in PA 100-465 (EBF).

For information on the K-12 budget, please see the Budget Update board memo.

Property Tax Freeze

The General Assembly passed a series of bills that will pave the way to a graduated income tax in Illinois. SJRCA 1 (Harmon/Marwick) passed both the House and Senate, which will allow voters to decide whether Illinois should have a graduated income tax. SB 690 (Manar/Zalewski), which created a property tax freeze for school districts that receive minimum amounts of funding, was “shelled.” This means an amendment was filed on the bill to eliminate the provisions included in the underlying bill. Instead, Representative Jonathan Carroll filed SB 1932, which creates the Property Tax Task Force to recommend short- and long-term solutions to provide property tax relief. ISBE will monitor this task force.

Teacher Quality

The General Assembly has been discussing issues related to the teacher shortage for the last several years. Legislation has been signed into law that reduces barriers for licensure, including allowing for out-of-state reciprocity. Legislation that eliminates the basic skills test (HB 423 and SB 1952) passed both

chambers. Legislation to eliminate content and the teacher performance assessment (edTPA) did not advance. ISBE is also required to evaluate content tests (HB 423). Legislation moving alternative programs from two- to one-year programs did not advance.

Tracked Legislation

Note that some of the items below are also listed within Hot Topics and may appear in multiple categories.

Below is a summary of tracked legislation. All bills listed have passed both the House and Senate.

Teacher Quality

Licensure

HB 423 (Scherer) Amends the School Code. Eliminates the test of basic skills requirement through June 30, 2025, and requires ISBE to evaluate cut scores for the content area test. Effective immediately. ISBE position: neutral.

HB 2605 (Crespo/Bertino-Tarrant) Amends the Children with Disabilities Article of the School Code. With regard to the speech-language pathologist provision, provides that a Professional Educator License with a school support personnel endorsement for non-teaching speech-language pathologist shall be issued to a speech-language pathologist who (i) holds a regular license as a speech-language pathologist pursuant to the Illinois Speech-Language Pathology and Audiology Practice Act and (ii) holds a current Certificate of Clinical Competence in speech-language pathology from the American Speech-Language-Hearing Association. Effective January 1, 2020. ISBE position: support.

SB 1901 (Weaver/Bennett) Amends the School Code. This is an initiative of the State Board. Makes cleanup changes in the Licensure Article and exempts fuel from lowest bidding requirements for school districts. Effective immediately. ISBE position: support.

SB 1952 (Manar/Stuart) Eliminates test of basic skills. Allows student teachers to be paid, and allows teachers who teach in a Tier 1 school district to apply for a refund of edTPA fees. ISBE position: neutral.

Preparation

HB 0035 (Mayfield/Martinez) / SB 244 (Martinez/Mayfield) Amends the Grow Your Own Teacher Education Act. Makes changes to the definitions of "cohort," "eligible school," and "hard-to-staff school," and defines "dual credit course." Provides that Grow Your Own Illinois (rather than the Board of Higher Education) shall administer the Grow Your Own Teacher Education Initiative as a grant competition to fund consortia that will carry out Grow Your Own Teacher preparation programs. Effective immediately. ISBE position: neutral.

SB 1460 (Manar/Stuart) Amends the School Code. Provides that priority in the distribution of funds appropriated for the Illinois Teaching Excellence Program must be given to a qualified educator employed by an Organizational Unit assigned to Tier 1 under the EBF formula of the Code. Effective January 1, 2020. ISBE position: support.

Salary / Return to Work

HB 1472 (Davidsmeyer/Bertino-Tarrant) Amends the Downstate Teacher Article of the Illinois Pension Code. Changes the ending date of the employment from no later than June 30, 2019, to no later than June 30, 2021, in the provision defining "eligible employment" for the purpose of allowing a teacher to return to teaching in subject-shortage areas without impairing his or her retirement status or retirement annuity. Effective immediately. ISBE position: support.

HB 2078 (Stuart/Manar) / SB 0010 (Manar/Stuart) Amends the School Code. Requires the salaries of teachers to be no less than \$40,000 by the 2023-24 school year. Provides for a four-year phase-in period beginning with the 2020-21 school year. Effective January 1, 2020. ISBE position: neutral.

SB 1584 (Aquino/Ortiz) Amends the Chicago Teacher Article of the Illinois Pension Code. Increases to 120 days (instead of 100 days) the number of days a service retirement pensioner who is re-employed as a teacher may work without having his or her pension canceled for school years beginning on or after July 1, 2019. Makes conforming changes. Effective immediately. ISBE position: support.

Renewal / Fees

HB 0355 (Batinick/McConchie) Amends the School Code. Allows professional development for educator license renewal to provide training on inclusive practices in the classroom that examine instructional and

behavioral strategies that improve academic and social-emotional outcomes for all students, with or without disabilities. Effective January 1, 2020. ISBE position: neutral.

Evaluations

HB 0247 (Carroll/Harmon) Amends the School Code. Applies licensure and evaluation requirements to driver education instructors employed at facilities contracted by school districts to provide driver education to students. ISBE position: neutral.

SB 1213 (Lightford/Stuart) Amends the School Code. Creates a local appeals process for unsatisfactory evaluations. ISBE position: neutral.

Background Checks

HB 2982 (Swanson/McConchie) Amends the School Code. Provides that a regional superintendent may disclose to the State Board of Education whether an applicant seeking employment as a substitute teacher with a school district has been issued a certificate based on a criminal history records check or check of the Statewide Sex Offender Database or Statewide Murderer and Violent Offender Against Youth Database made by the superintendent. Makes other changes concerning the Statewide Murderer and Violent Offender Against Youth Database. Effective immediately. ISBE position: neutral.

Charter Schools

SB 1226 (Holmes/Welch) Amends the State Finance Act and the Charter Schools Law of the School Code. Provides that on July 1, 2020, the State Charter School Commission is abolished and the terms of all members end. Provides that all of the powers, duties, assets, liabilities, contracts, property, records, and pending business of the commission are transferred to the State Board of Education on that date. Removes the appeal process and provides that final decisions of a local school board are subject to judicial review under the Administrative Review Law. Effective January 1, 2020. ISBE position: neutral.

HB 3659 (Ortiz/Jones) Amends the Charter Schools Article of the School Code. Provides that, no later than one year after the effective date of the amendatory Act, a charter school's board of directors or other governing body must include at least one parent or guardian of a pupil currently enrolled in the charter school who may be selected through the charter school or a charter network election, appointed by the charter school's board of directors or other governing body, or appointed by the charter school's Parent Teacher Organization or its equivalent. Effective January 1, 2020. ISBE position: neutral.

Child Abuse

HB 3687 (Harper/Bertino-Tarrant) Amends the Code of Criminal Procedure of 1963. Provides that upon commencement of a prosecution for a sex offense against a person known to be an employee of a school, the state's attorney shall immediately provide the superintendent of schools or school administrator who employs the employee with a copy of the complaint, information, or indictment. Effective immediately. ISBE position: support.

SB 0456 (Martinez/Crespo) Amends the School Code. Includes many provisions from ISBE and Chicago Public Schools (CPS) educator misconduct bills. Cleans up procedures regarding educator misconduct so the agency can prioritize and expedite action related to the most serious offenses. Allows the agency to temporarily suspend a license before a conviction is made. Creates the Make Sexual and Severe Physical Abuse Extinct Task Force. Effective January 1, 2020. ISBE position: support.

SB 1239 (Morrison/Gabel) Amends the Abused and Neglected Child Reporting Act. Provides that any report received by the Department of Children and Family Services (DCFS) alleging the abuse or neglect of a child by a person who is not the child's parent, a member of the child's immediate family, a person responsible for the child's welfare, an individual residing in the same home as the child, or a paramour of the child's parent shall immediately be referred to the appropriate local law enforcement agency and state's attorney for consideration of criminal investigation or other action. Effective January 1, 2020. ISBE position: no position.

SB 1418 (Lightford/Hoffman) Amends the Children's Advocacy Center Act. Provides that consent is not required for a forensic interview to be electronically recorded and that failure to record does not render a forensic interview inadmissible. Provides that nothing in the Act shall be construed to limit or prohibit electronically recorded forensic interviewing in accordance with provisions concerning surveillance and investigations in the Criminal Code of 2012 and Code of Criminal Procedure of 1963. Effective January 1, 2020. ISBE position: monitor.

SB 1778 (Morrison/Feigenholtz) Amends the Abused and Neglected Child Reporting Act. Removes the list of mandated reports under the Act and instead lists several categories of professionals required to report suspected child abuse and neglect to DCFS. Provides that nothing in the Act requires a child to come before a mandated reporter in order for the reporter to make a report of suspected child abuse or child neglect. Requires the department to seek assistance from businesses and organizations to raise awareness about child abuse and child neglect and the department's statewide toll-free child abuse hotline. Effective January 1, 2020. ISBE position: support.

Postsecondary and Workforce Readiness

HB 0037 (Mayfield/Link) Amends the School Code. Makes the State Seal of Biliteracy available to both public and nonpublic high school graduates (rather than public high school graduates only) who have attained a high level of proficiency in one or more languages in addition to English and have met the criteria to obtain the State Seal of Biliteracy. Makes conforming changes. Effective January 1, 2020. ISBE position: support.

HB 2822 (West/Stadelman) Amends the School Code. Provides that the State Board of Education's school Report Cards must include information regarding career and technical education opportunities offered to students in schools and districts. Effective July 1, 2020. ISBE position: neutral.

HB 2868 (Scherer/Gillespie) Amends the School Code. Requires the State Board of Education to develop a work-based learning database to help facilitate relationships between school districts and businesses and expand work-based learning in this state. Defines "work-based learning." Effective immediately. ISBE position: neutral.

HB 3652 (Edly-Allen/Bush) Amends the School Code. Provides that, in assisting all students with a college or postsecondary education plan, a school counselor must include a discussion on all postsecondary education options, including four-year colleges or universities, community colleges, and vocational schools. Effective immediately. ISBE position: neutral.

SB 1498 (Bennett/Costello) Amends the School Code. Provides that, subject to appropriation, the State Board of Education must develop an Agricultural Education Pre-Service Teacher Training Program beginning at the secondary level that provides grants. Provides that the funds provided by the State Board may be used to support (i) a stipend not to exceed \$7,500 to be distributed in monthly installments for a non-traditional agricultural education teaching student or a pre-service teaching student for work completed under the Training Program, (ii) lodging for a pre-service training student, (iii) reimbursement for meals for the pre-service teaching student, (iv) reasonable costs charged by a participating Illinois agricultural company, or (v) any educational costs related to the Training Program. Effective immediately. ISBE position: pending.

Safe and Healthy Climate

HB 0160 (Flowers/Collins) Amends the Cannabis Control Act. Provides that enhanced penalties for delivering cannabis in a school or on school property does not apply to a violation that occurs in or on the grounds of a building that is designated as a school but is no longer operational as a school. Effective immediately. ISBE position: no position.

HB 1475 (Bryant/Morrison) Creates the Seizure Smart School Act. Requires the parent or guardian of a student with epilepsy who seeks assistance with epilepsy-related care in a school setting to submit a seizure action plan with the student's school. Effective January 1, 2020. ISBE position: neutral.

HB 1561 (Crespo/Cullerton) Amends the Freedom of Information Act. Exempts records concerning the work of a school district's threat assessment team from the Act. Effective immediately. ISBE position: support.

HB 2627 (Kifowit/Castro) Amends the School Code. Provides that a student may not be questioned or detained at a school site at which students are detained in connection with criminal charges or allegations, taken into custody, or engaged with law enforcement personnel without the presence of the student's parent or guardian, a school social worker, or a licensed mental health professional. Effective immediately. ISBE position: neutral.

HB 3086 (Lilly/Belt) Amends the School Code. Provides that a school board shall require its schools to either connect at-risk students with anger management classes offered in the community or conduct their own anger management classes for at-risk students. Provides that if the school board requires a school to conduct these classes, the classes do not have to be implemented until the beginning of the 2021-22 school year. Also requires the Emotional Intelligence and Social and Emotional Learning Task Force to study, in

addition to other topics, strategies and instruction to address the needs of students with anger management issues. Effective immediately. ISBE position: neutral.

SB 1250 (Murphy/Villa) Amends the School Code. Allows for the self-administration of medication when a student has a 504 Plan and other requirements are met. Effective January 1, 2020. ISBE position: neutral.

SB 1371 (Rose/Brady) Amends the School Code. Defines "temporary door-locking device." Provides that, upon submitting an application to the regional superintendent of schools, a school district may obtain a temporary door-locking device for use on a school building. Provides that the device shall be engaged for a finite period of time in accordance with the school district's school safety plan adopted under the School Safety Drill Act. Provides that a school district with an approved temporary door-locking device shall conduct an in-service training program for staff members on the proper use of the device. Effective January 1, 2020. ISBE position: neutral.

SB 1658 (Munoz/Ford) Amends the School Code. Subject to appropriation, allows the State Board to issue grants to school districts to support school safety and security. Effective January 1, 2020. ISBE position: neutral.

SB 1731 (Koehler/West) Amends the School Code. Provides that an in-service training program on the warning signs of mental illness and suicidal behavior in youth must utilize evidence-based training that educates the participants on (i) recognizing the signs and symptoms of mental illness and substance use disorders, including common psychiatric conditions such as schizophrenia, bipolar disorder, major clinical depression, and anxiety disorders and common substance use disorders such as opioids and alcohol; (ii) providing referrals to mental health or substance use disorder services or other support to individuals in the early stages of developing a mental illness or substance use disorder, recommending resources available in the community for individuals with a mental illness or substance use disorder, and recommending any other relevant resources; and (iii) ensuring the safe de-escalation of crisis situations involving individuals with a mental illness. Provides that a school district may utilize the Mental Health First Aid training program to provide the training. Effective January 1, 2020. ISBE position: neutral.

SB 2124 (Rose/Caulkins) Amends the School Code. Adds pneumatic guns, spring guns, paint ball guns, and BB guns that have specified features and that are brought to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school to the list of objects for which a student shall be expelled for a period of not less than one year. Effective immediately. ISBE position: no position.

Special Education

HB 0424 (Hernandez/Martinez) Amends the School Code. Requires the State Board to adopt rules to establish the criteria, standards, and competencies for bilingual language interpreters who attend Individualized Education Program meetings. Also requires ISBE to maintain a database of registered bilingual language interpreters. Effective January 1, 2020. ISBE position: support.

HB 3302 (Crespo/Koehler) Amends the Children with Disabilities Article of the School Code. Provides that, for the Chicago School District only, a complainant has no less than two years following the creation of the State Board of Education's compensatory education plan and notification of that plan to parents and guardians of impacted children to file a complaint concerning delays and denials of special education services in the 2016-17 or 2017-18 school years. Effective July 1, 2019. ISBE position: neutral.

HB 3586 (Crespo/Koehler) Amends the Children with Disabilities Article of the School Code. Provides that, for the Chicago School District only, the school district shall, in collaboration with its primary office overseeing special education policies, publish on the school district's publicly available website any proposed changes to its special education policies, which must be available at least 45 days before the adoption of that policy change. This will begin with the 2019-20 school year. Provides that the State Board of Education must (rather than may) create a telephone hotline to address concerns regarding the provision of special education services in a school district. Makes other changes. Effective July 1, 2019. ISBE position: neutral.

SB 0209 (Bertino-Tarrant/Davis) Amends the School Code. With regard to special education joint agreements, provides that under no circumstances may a petition for withdrawal from a joint agreement be presented to other member districts less than 18 months from the date of the proposed withdrawal. Provides that each withdrawing district shall develop a comprehensive plan that includes the administrative policies and procedures outlined in specified special education rules of the State Board of Education and all relevant

portions of the federal Individuals with Disabilities Education Act. Effective immediately. ISBE position: neutral.

School Districts

HB 0921 (Stuart/Bush) Amends the School Code. Provides that if an educational support personnel employee is removed or dismissed as a result of a decision of the school board to decrease the number of educational support personnel employed by the board or to discontinue some particular type of educational support service and he or she accepts the tender of a vacancy within one calendar year from the beginning of the following school term, then that employee shall maintain any rights accrued during his or her previous service with the school district. Effective immediately. ISBE position: neutral.

HB 2177 (Unes/Tracy) Amends the School Code. Provides that, upon request, the school board of a school district that maintains grades 10 through 12 may posthumously award a diploma to any service member who was killed in action while performing active military duty in the armed forces of the United States. Effective immediately. ISBE position: neutral.

HB 2205 (Smith/Sims) Amends the Chicago School District Article of the School Code. With regard to a proposed school closure, requires the chief executive officer to publish on the school district's website a full financial report on the closure that includes an analysis of the closure's costs and benefits to the district. Effective immediately. ISBE position: no position.

HB 2272 (Ramirez/Aquino) Amends the School Code. Subjects the governing bodies of contract schools in Chicago to the Freedom of Information Act and the Open Meetings Act. Effective January 1, 2020. ISBE position: neutral.

HB 2719 (Manar/Stuart) makes completion of a Free Application for Federal Student Aid (FAFSA) a graduation requirement. A waiver will be made available by the State Board of Education for students and parents who do not want to fill out a FAFSA for any reason. ISBE position: support.

HB 2802 (Welch/Castro) Amends the School Code. With regard to boards of education in school districts having a population of not fewer than 1,000 and not more than 500,000 inhabitants, provides that if, whenever a vacancy occurs, members of the board fail to fill the vacancy within 60 (rather than 45) days after the vacancy occurs, the regional superintendent of schools shall fill the vacancy. Effective January 1, 2020. ISBE position: no position.

SB 0028 (Bertino-Tarrant/Crespo) Amends the School Code. Requires five clock hours per school day. As amended by Senate Amendment 1, allows exceptions for career-based learning and dual credit courses. Expands existing e-learning pilot statewide (allowable in three school districts). Effective July 1, 2019. ISBE position: support.

SB 1746 (Belt/Greenwood) Amends the School Code. With regard to issuing bonds not to exceed a certain amount for the purpose of creating, re-creating, or increasing a working cash fund, adds to that amount 85 percent of the most recent amount of all state funding received by the school district. Effective immediately. ISBE position: neutral.

SB 1798 (Rose/Edly-Allen) Amends the School Code. Requires each school district to create, maintain, and implement an age-appropriate policy on sexual harassment that must be included in the district's student code of conduct handbook. Provides that a school district's or charter school's policy on bullying must be included in the student code of conduct handbook in an age-appropriate manner. Effective January 1, 2020. ISBE position: neutral.

Student Records and Data

HB 0254 (Guzzardi/Peters) Amends the School Code. Provides that, no later than day 60 of instruction in each school year, a school board shall report to the State Board of Education for kindergarten through grade 12 classes certain information about actively employed teachers, pupil-teacher ratios, class instructors, and class sections. Defines terms. Requires the State Board of Education to publish the information contained in the reports on its website no later than December 1, 2020, and annually thereafter. Sets forth class size goals to be achieved by the 2021-22 school year. Effective January 1, 2020. ISBE position: neutral.

SB 0117 (Barickman/Bennett) Amends the Illinois School Student Records Act. Provides that if the rights and privileges accorded to a parent under the Act have been transferred to a student, a school must give

reasonable prior notice to the student (rather than the parent) before any school student record is destroyed or any information is deleted from that record. Effective January 1, 2020. ISBE position: no position.

SB 1941 (Lightford/Welch) Amends the School Code. Establishes the Safe Schools and Healthy Learning Environments Grant Program. Effective July 1, 2019. ISBE position: neutral.

HB 3606 (Martwick/Aquino) Amends the Student Online Personal Protection Act. Adds new terms and additional requirements for operators and school districts. Effective immediately. ISBE position: neutral.

Curriculum

HB 0246 (Moeller/Steans) Amends the School Code. Requires that in public schools only, the teaching of history of the United States shall include a study of the roles and contributions of lesbian, gay, bisexual, and transgender people in the history of this country and this state. Effective July 1, 2020. ISBE position: neutral.

HB 2087 (Carroll/Bertino-Tarrant) Amends the School Code. Provides that a school district's decision to allow a student to take a portion of a driver education course through a distance learning program must be determined on a case-by-case basis and must be approved by the student's driver education teacher and the student's parent or guardian. Defines "distance learning program." Provides that under no circumstances may the student take the entire driver education course through a distance learning program. Effective immediately. ISBE position: no position.

HB 2165 (Murphy/Manar) Amends the School Code. With regard to required high school courses as a prerequisite to receiving a high school diploma, removes a provision specifying that the three years of mathematics must include one year of Algebra I and one year that includes geometry content and may include one year of an Advanced Placement computer science course. Effective January 1, 2020. ISBE position: neutral.

HB 2265 (Lilly/Collins) Amends the School Code. Provides that every public elementary school shall include in its sixth-, seventh-, or eighth-grade curriculum, beginning with the 2019-20 school year, at least one semester of civics education. Effective July 1, 2019. ISBE position: neutral.

HB 3462 (Bristow/Plummer) Amends the School Code. Allows school districts to provide a hunting education course in or out of school. Allows the State Board to provide resources to school districts. Effective immediately. ISBE position: neutral.

SB 1601 (Sims/Martwick) Amends the School Code. With regard to the required history of the United States course, provides that, beginning with the 2020-21 school year, the course must also include instruction on the history of Illinois. Effective January 1, 2020. ISBE position: neutral.

SB 1694 (Bush/Welch) Amends the School Code. With regard to the prerequisites to receiving a high school diploma, provides that each pupil entering the ninth grade in the 2020-21 school year or a subsequent school year must, in addition to other course requirements, successfully complete one year of workplace preparation studies that cover legal protections in the workplace, including protection against sexual harassment and racial and other forms of discrimination and other protections for employees. Effective January 1, 2020. ISBE position: neutral.

School Funding

SB 2096 (Manar/Davis) Amends the School Code. This is an initiative of the State Board. Includes underlying clean up changes requested by the State Board to address potential audit and audit findings, makes changes to the Property Tax Relief Grant and makes leadership changes to the Professional Review Panel (PRP, enacted by EBF). ISBE position: support.

SB 1814 (Steans/Harris) is the FY 20 Budget Implementation Bill. The bill includes three changes that impact education:

- Makes changes to Evidence-Based Funding for Student Success Law to include (receive Tier Funding) alternative education programs operated by Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs),
- Creates a School Construction Task Force,
- Increases the cap on end-of-career salary increases from 3 percent to 6 percent, and
- Allows private special education schools that serve CPS students to receive additional funds to make up for adjustments made as a result of the elimination of the CPS Block Grant in PA 100-465 (EBF).

Effective immediately. ISBE position: none.

Task Forces / Councils *(this is a list of all bills that include a task force, some are listed above).*

SB 0456 (Martinez/Crespo) Amends the School Code. Includes changes related to sexual abuse in schools and educator misconduct. Also creates the Make Sexual Abuse and Severe Physical Abuse Extinct Task Force to address issues concerning the sexual abuse of students in school-related settings. The Task Force must submit its findings on or before September 15, 2020. ISBE position: support.

SB 1814 (Steans/Harris) Creates the School Construction Law Task Force to study and make recommendations on changes to the School Construction Law. The Task Force must submit its recommendations on or before March 1, 2020. ISBE position: none.

SB 1932 (Manar/Carroll) Amends the Property Tax Code. Creates the Property Tax Relief Task Force. The Task Force is comprised of legislators and a representatives of the Governor. The Task Force is required to review best practices and recommend short- and long-term property tax relief for homeowners. The Taks Force is required to submit a report to the General Assembly and Governor by December 31, 2019. Effective immediately. ISBE position: none.

HB 2983 (Slaughter/Glowiak) requires the Governor's Cabinet on Children and Youth to create the Youth Homelessness Prevention Subcommittee. The subcommittee is required to discharge planning, service plans, and discharge procedures for youth leaving the custody of various State agencies, collect data on housing stability of youth, create a plan to improve discharge policies, and provide recommendations on community plans for sustainable housing. The subcommittee is required to file a report with the Governor every 6 months and annually with the General Assembly. Effective January 1, 2020. ISBE position: none.

HB 3086 (Lilly/Belt) Amends the School Code. Among other changes, requires the Emotional Intelligence and Social and Emotional Learning Task Force to study, in addition to other topics, strategies and instruction to address the needs of students with anger management issues. Effective immediately. ISBE position: none.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 19, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Robert Wolfe, Chief Financial Officer 

Agenda Topic: Fiscal Year 2020 Budget Passed by General Assembly

Expected Outcome: Summary Update of FY 2020 Budget Passed by General Assembly

Materials: Exhibit A – Fiscal Year 2020 Operating Budget Passed by General Assembly
Exhibit B – Fiscal Year 2020 Capital Budget Passed by General Assembly

Staff Contact: Scott Harry, Director, Budget

Purpose of Agenda Item

The purpose of this agenda item is to update the Board on the FY 2020 operating and capital budgets passed by the General Assembly.

Background Information/History

The General Assembly passed two budget bills (Senate Bill 262 with House Amendment 1 and House Bill 62 with Senate Amendments 1 and 2) on June 1, 2019. These appropriations bills include both FY 2020 operations and capital funding and three FY 2019 supplemental appropriations for the Illinois State Board of Education (ISBE). Appropriations in these bills are subject to gubernatorial action. Funding for all appropriations are provided in Exhibits A and B.

The FY 2020 General Funds budget for ISBE is \$8.883 billion, which represents a \$498.5 million or 5.9 percent increase when compared to FY 2019 appropriations (not including supplementals, pending gubernatorial action). The following budget highlights are presented based on the following funding principles: Equity, Quality, Community, and Educator Recruitment and Recognition.

EQUITY

Evidence-Based Funding (EBF) – Aligned to Goals 1-7; Equity Principles 1-5

There is an increase of \$375 million for EBF in FY 2020 compared to the funding level in FY 2019. This includes at least \$300 million for Tier Distribution (subject to distribution calculations and impact from implementing SB1814, which adds alternative education programs operated by a Regional Office of Education or Intermediate Service Center into the EBF formula) and \$50 million for Property Tax Relief Pool Grants. A separate line-item appropriation of \$3.65 million was also added by the General Assembly to supplement the Property Tax Relief Pool Grant funding.

Mandated Categorical Reimbursements (MCATs) – Aligned to Goals 1-5, 7; Equity Principles 1-2 and 4

The FY 2020 budget funds the Mandated Categorical Reimbursement lines at the Board-recommended levels and added \$26.3 million for Regular and Vocational Transportation. The table on the next page provides the estimated FY 2020 proration levels for each of the MCAT lines.

Program Name	FY 2019 Proration Level	FY 2020 Estimated Proration Level
Transportation-Regular/Vocational	82%	86%
Transportation-Special Education	86%	82%
Special Education-Private Tuition	80%	80%
Orphanage Tuition	100%	100%
Special Education – Orphanage Tuition	100%	100%
Illinois Free Lunch/Breakfast	29% est.	29%

Early Childhood Education – Aligned to Goals 1-7; Equity Principles 1-5

The FY 2020 budget increases funding for the Early Childhood Block Grant by \$50 million over FY 2019; however, it is a decrease of \$50 million from the FY 2020 Board recommendation for this program. The Board-recommended level of \$593.7 million was estimated to serve an additional 14,000 children. The budget passed by the General Assembly of \$543.7 million is estimated to serve an additional 4,600 to 5,800 children, depending on the mix of Preschool for All and Preschool for All Expansion grants and any potential allocation of funding to quality supports.

The U.S. Department of Education awarded Illinois an \$80 million grant in December 2014 for Preschool Expansion. The approved application incorporated the state's plan to invest more in early childhood education, expanding access to quality services for children in Illinois. As part of the grant proposal, Illinois has provided an increase of \$50 million per year since 2016 to the Early Childhood Block Grant. FY 2020 will be the final year of that five-year commitment.

QUALITY

Assessments – Aligned to Goals 2-4; Equity Principles 1-5

The FY 2020 budget funds assessments at the Board-recommended funding level of \$46.5 million from the General Revenue Fund (GRF). The General Assembly did not fund a separate \$3 million line item for P-12 Assessment Alignment Evaluation.

State and federal funding will allow the agency to implement an assessment system to meet diverse student needs and to better understand the quality of public education and equity outcomes for all children. Assessments will be conducted in multiple grades to ensure student growth can be calculated for the overall summative rating in the accountability system.

Advanced Placement (AP) – Low-Income AP Test Fee – Aligned to Goal 5; Equity Principles 1-2

A total of \$2 million is appropriated for the Advance Placement (AP) Low-Income AP Test Fee, which is the amount the Board recommended. This is a new GRF appropriation in FY 2020.

By covering a portion of the test fee, 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 so that they can complete AP exams will continue to increase access to well-rounded, rigorous learning opportunities and support college readiness.

Career and Technical Education – Aligned to Goals 4-6; Equity Principles 1-2 and 4-5

The FY 2020 budget funds Career and Technical Education at the Board-recommended funding level of \$43.1 million, which is a \$5 million increase over FY 2019. The increase will allow additional opportunities for competitive and pilot grants, with funding emphasis on districts furthest away from percentage of adequacy.

This funding allows the state to meet the federal matching requirement of the Carl D. Perkins Career and Technical Education Act of 2006, which was reauthorized in July 2018 as the

Strengthening Career and Technical Education for the 21st Century Act (known as Perkins V). It leverages approximately \$42.3 million in annual federal funding.

District Intervention – Aligned to Goals 1-7; Equity Principles 1-5

The General Assembly appropriated \$12.1 million for District Intervention in FY 2020, which is a \$5.5 million increase over the Board's recommendation.

This line provides grant funding to East St. Louis SD 189 and North Chicago CUSD 187. These interventions resulted in the placement of Financial Oversight Panels and assumption of control of the governance in both school districts. These districts have limited financial resources and rely heavily on state and federal funding.

COMMUNITY

After-School Programs – Aligned to Goals 2-5 and 7; Equity Principles 1-5

The After-School Programs funding level for FY 2020 is \$20 million, which is \$5 million more than both the Board's recommendation and the FY 2019 level.

The FY 2017 through FY 2019 funding from this line was distributed as grants through the Healthy Community Incentive Fund. (See next item.)

Healthy Community Incentive Fund – Aligned to Goals 1-7; Equity Principles 1-5

The FY 2020 budget did not fund this program; however, funds from the After-School Program line were used in FY 2017 through FY 2019 to distribute Healthy Community Incentive Fund grants. The FY 2020 After-School Programs appropriation will also be used to fund these program grants.

These grants help coordinate, align, and leverage efforts aimed toward serving the needs of the whole child by enabling school districts to take the lead role in cross-sector partnerships as centers of collective impact.

EDUCATOR RECRUITMENT AND RECOGNITION

The FY 2020 budget passed by the General Assembly did not fund the Board's recommended level of \$2.4 million to support recommendations outlined in the *Teach Illinois* report to address educator shortage and retention issues.

National Board Certification – Aligned to Goal 6; Equity Principles 2 and 5

The FY 2020 budget funds this program at \$1.5 million, which is \$500,000 more than the Board's recommendation.

The funds provide support to teachers and school counselors seeking National Board Certification, with priority given to educators in schools on Early Academic Warning or Watch status or who serve in schools with 50 percent or more low-income students.

Teach for America – Aligned to Goal 6; Equity Principles 2 and 5

The FY 2020 budget funds this program at \$1 million, which is \$22,500 more than the Board's recommendation.

Teach for America recruits, supports, and places teachers in schools serving low-income students. The program recruits outstanding and diverse leaders (prioritizing minority teachers who reflect the racial and ethnic backgrounds of students they will serve) who have demonstrated a commitment to expand opportunity and access for all children inside and outside of the classroom.

GRF Miscellaneous Highlights

- The following are new appropriations added by the General Assembly:
 - Mental Health Services - \$1 million;
 - Parent Education Pilot Program - \$175,000;
 - Science, Technology, Engineering, and Math (STEM) Program - \$200,000;
 - YouthBuild Illinois - \$2.5 million;
 - Mobile Tolerance Education Center - \$1 million; and
 - School of the Art Institute of Chicago - \$30,000.
- The following lists the amount of increases from the Board's recommended level for various lines:
 - Philip J. Rock Center and School - \$200,000;
 - Community and Residential Services Authority - \$71,000;
 - Southwest Organizing Project - \$1.5 million;
 - After School Matters - \$1 million; and
 - Teach for America - \$22,500.
- The following lists the amount of decreases to the Board's recommended level:
 - School Support Services - \$1 million; and
 - District Consolidation - \$160,000 (adjusted after April election to reset amount).

Other State Funds

The General Assembly's budget for other state funds is the same as the Board's recommended level, except for a \$3 million decrease in the Drivers Education Fund to adjust for available revenues to reduce payment backlog from three months to two months by the end of FY 2020.

Federal Funds

The Board and the General Assembly recommended the same amounts for federal funds.

Capital Funds

The General Assembly included the following amounts in the capital portion of the budget bills for P-12 education purposes (see Exhibit B):

- A new appropriation of \$200 million to ISBE for School Maintenance Grants to school districts other than Chicago Public Schools (CPS) from the School Infrastructure Fund. (ISBE is appropriated the amount associated with the 80 percent portion of the State Gaming Fund amounts distributed to the School Infrastructure Fund. CPS receives 20 percent of State Gaming Fund amounts distributed to the School Infrastructure Fund paid directly from the Capital Development Board.)
- The following are reappropriations to ISBE. The amounts will be adjusted to the unexpended June 30, 2019, balance:
 - District Broadband Expansion - \$16.3 million;
 - Severely Overcrowded School Construction Grants - \$25 million;
 - School Maintenance for grants to school districts other than CPS - \$40 million from School Infrastructure Fund (ISBE submitted a written capital release request in August 2018, but the request is still pending at the Governor's Office of Management and Budget.); and
 - School Maintenance Grants - \$4.4 million from School Construction Fund.
- The following are new appropriations to the Capital Development Board:
 - Philip J. Rock Center and School - \$6.5 million; and
 - Early Childhood Construction Grants - \$100 million.

- A \$3.4 million reappropriation to the Capital Development Board for Energy Efficiency Projects is also included, and the amount will be adjusted to the unexpended June 30, 2019, balance.

FY 2019 Supplementals

The General Assembly included the following FY 2019 supplemental appropriations in the budget bill:

- Regional Office of Education Grants for Alternative Schools and Safe Schools - \$7 million from GRF; and
- Prompt Payment Interest Liabilities from Prior Years - \$27,000 from GRF and \$20,400 from the Education Assistance Fund.

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

The budget is important for all aspects of the State Board's Strategic Plan. State funding supports critical school functions to uphold efforts toward attaining the Board's goals. This funding provides the most support to Illinois' communities most in need.

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

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

Recommendations:

This budget summary is for information purposes only and does not require Board action.

Exhibit A

ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2020 Operations Budget Passed by the General Assembly
June 1, 2019

	FY 19 Enacted Budget PA 100-586*	FY 20 Board Recommendation April 17, 2019	FY 20 Budget SB262 w/ HA1	Comparison of Operating Budget Passed by General Assembly to			
				FY 19 Appropriation		FY 20 Board Recommendation	
				\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
\$000s							
GENERAL FUNDS							
<u>EQUITY</u>							
Evidence-Based Funding	6,836,163.2	7,211,163.2	7,211,163.2	375,000.0	5.5%	0.0	0.0%
Property Tax Relief Grants	0.0	0.0	3,650.0	3,650.0	100.0%	3,650.0	100.0%
Transportation - Special Education	387,682.6	387,682.6	387,682.6	0.0	0.0%	0.0	0.0%
Transportation - Regular/Vocational	262,909.8	262,909.8	289,200.8	26,291.0	10.0%	26,291.0	10.0%
Special Education - Private Tuition	135,265.5	152,320.0	152,320.0	17,054.5	12.6%	0.0	0.0%
Special Education - Orphanage Tuition	73,000.0	80,500.0	80,500.0	7,500.0	10.3%	0.0	0.0%
Illinois Free Lunch and Breakfast	9,000.0	9,000.0	9,000.0	0.0	0.0%	0.0	0.0%
Orphanage Tuition	13,600.0	10,100.0	10,100.0	(3,500.0)	(25.7%)	0.0	0.0%
<i>Subtotal, Mandated Categorical Reimbursements</i>	<i>881,457.9</i>	<i>902,512.4</i>	<i>928,803.4</i>	<i>47,345.5</i>	<i>5.4%</i>	<i>26,291.0</i>	<i>2.9%</i>
Early Childhood Education	493,738.1	593,738.1	543,738.1	50,000.0	10.1%	(50,000.0)	(8.4%)
Mental Health Services	0.0	0.0	1,000.0	1,000.0	100.0%	1,000.0	100.0%
Truants' Alternative and Optional Education	11,500.0	11,500.0	11,500.0	0.0	0.0%	0.0	0.0%
Alternative Education - Regional Safe Schools	6,300.0	6,300.0	6,300.0	0.0	0.0%	0.0	0.0%
Philip J. Rock Center and School	3,577.8	3,577.8	3,777.8	200.0	5.6%	200.0	5.6%
Materials Center for the Visually Impaired	1,421.1	1,421.1	1,421.1	0.0	0.0%	0.0	0.0%
Blind and Dyslexic	846.0	846.0	846.0	0.0	0.0%	0.0	0.0%
Community and Residential Services Authority	579.0	579.0	650.0	71.0	12.3%	71.0	12.3%
Autism	100.0	100.0	100.0	0.0	0.0%	0.0	0.0%
Tax Equivalent Grants	222.6	222.6	222.6	0.0	0.0%	0.0	0.0%
<i>Subtotal, Equity</i>	<i>8,235,905.7</i>	<i>8,731,960.2</i>	<i>8,713,172.2</i>	<i>477,266.5</i>	<i>5.8%</i>	<i>(18,788.0)</i>	<i>(0.2%)</i>
<u>QUALITY</u>							
Assessments	48,600.0	46,500.0	46,500.0	(2,100.0)	(4.3%)	0.0	0.0%
P-12 Assessment Alignment Evaluation	0.0	3,000.0	0.0	0.0	0.0%	(3,000.0)	(100.0%)
Career and Technical Education Programs	38,062.1	43,062.1	43,062.1	5,000.0	13.1%	0.0	0.0%
District Intervention	6,560.2	6,564.2	12,100.0	5,539.8	84.4%	5,535.8	84.3%
Agriculture Education	5,000.0	5,000.0	5,000.0	0.0	0.0%	0.0	0.0%
GATA/Budgeting for Results	0.0	260.0	260.0	260.0	100.0%	0.0	0.0%
Parent Education Pilot Program	0.0	0.0	175.0	175.0	100.0%	175.0	100.0%
School Support Services	1,002.8	2,002.8	1,002.8	0.0	0.0%	(1,000.0)	(49.9%)
State and District Technology Support	2,443.8	2,443.8	2,443.8	0.0	0.0%	0.0	0.0%
STEM Programs	0.0	0.0	200.0	200.0	100.0%	200.0	100.0%
Advanced Placement - Low-Income AP Test Fee	0.0	2,000.0	2,000.0	2,000.0	100.0%	0.0	0.0%
Advance Placement - Course Implementation	500.0	500.0	500.0	0.0	0.0%	0.0	0.0%
<i>Subtotal, Quality</i>	<i>102,168.9</i>	<i>111,332.9</i>	<i>113,243.7</i>	<i>11,074.8</i>	<i>10.8%</i>	<i>1,910.8</i>	<i>1.7%</i>
<u>COMMUNITY</u>							
After-School Programs	15,000.0	15,000.0	20,000.0	5,000.0	33.3%	5,000.0	33.3%

Exhibit A

ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2020 Operations Budget Passed by the General Assembly
June 1, 2019

	FY 19 Enacted Budget PA 100-586*	FY 20 Board Recommendation April 17, 2019	FY 20 Budget SB262 w/ HA1	Comparison of Operating Budget Passed by General Assembly to			
				FY 19 Appropriation		FY 20 Board Recommendation	
				\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
\$000s							
Southwest Organizing Project	2,000.0	2,000.0	3,500.0	1,500.0	75.0%	1,500.0	75.0%
After School Matters	2,443.8	2,443.8	3,443.8	1,000.0	40.9%	1,000.0	40.9%
YouthBuild Illinois	0.0	0.0	2,500.0	2,500.0	100.0%	2,500.0	100.0%
Mobile Tolerance Education Center	0.0	0.0	1,000.0	1,000.0	100.0%	1,000.0	100.0%
School of the Art Institute of Chicago	0.0	0.0	30.0	30.0	100.0%	30.0	100.0%
District Consolidation Costs	1,900.0	378.0	218.0	(1,682.0)	(88.5%)	(160.0)	(42.3%)
Subtotal, Community	21,343.8	19,821.8	30,691.8	9,348.0	43.8%	10,870.0	54.8%
<u>EDUCATOR RECRUITMENT AND RECOGNITION</u>							
Teach Illinois Report	0.0	2,400.0	0.0	0.0	100.0%	(2,400.0)	(100.0%)
Teach for America	977.5	977.5	1,000.0	22.5	2.3%	22.5	2.3%
National Board Certification	1,000.0	1,000.0	1,500.0	500.0	50.0%	500.0	50.0%
Educator Quality Investigations/Hearings	179.9	429.9	429.9	250.0	139.0%	0.0	0.0%
Subtotal, Educator Recruitment and Recognition	2,157.4	4,807.4	2,929.9	772.5	35.8%	(1,877.5)	(39.1%)
TOTAL - GRANTS	8,361,575.8	8,867,922.3	8,860,037.6	498,461.8	6.0%	(7,884.7)	(0.1%)
Agency Capacity	23,217.2	23,217.2	23,217.2	0.0	0.0%	0.0	0.0%
GENERAL FUNDS TOTAL	8,384,793.0	8,891,139.5	8,883,254.8	498,461.8	5.9%	(7,884.7)	(0.1%)
OTHER STATE FUNDS							
AGENCY CAPACITY--OTHER STATE FUNDS							
Ordinary & Contingent Expenses - Indirect Cost Recovery	7,015.2	7,990.0	7,990.0	974.8	13.9%	0.0	0.0%
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 - 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%
Subtotal, Agency Capacity	15,824.1	16,798.9	16,798.9	974.8	6.2%	0.0	0.0%
TOTAL - AGENCY CAPACITY	15,824.1	16,798.9	16,798.9	974.8	6.2%	0.0	0.0%
STATE CHARTER SCHOOL COMMISSION							
State Charter School Commission Fund	1,250.0	1,250.0	1,250.0	0.0	0.0%	0.0	0.0%
Subtotal, State Charter School Commission	1,250.0	1,250.0	1,250.0	0.0	0.0%	0.0	0.0%
GRANTS--OTHER STATE FUNDS							
Drivers Education Fund	18,750.0	19,000.0	16,000.0	(2,750.0)	(14.7%)	(3,000.0)	(15.8%)
Personal Property Replacement Tax Fund - ROE Salaries	11,000.0	11,200.0	11,200.0	200.0	1.8%	0.0	0.0%
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	70.0	100.0	100.0	30.0	42.9%	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%

Exhibit A

ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2020 Operations Budget Passed by the General Assembly
June 1, 2019

	FY 19 Enacted Budget PA 100-586*	FY 20 Board Recommendation April 17, 2019	FY 20 Budget SB262 w/ HA1	Comparison of Operating Budget Passed by General Assembly to			
				FY 19 Appropriation		FY 20 Board Recommendation	
				\$	%	\$	%
\$000s				Increase (Decrease)	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
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%
Subtotal, Grants	55,174.8	55,654.8	52,654.8	(2,520.0)	(4.6%)	(3,000.0)	(5.4%)
TOTAL - GRANTS	55,174.8	55,654.8	52,654.8	(2,520.0)	(4.6%)	(3,000.0)	(5.4%)
OTHER STATE FUNDS TOTAL	72,248.9	73,703.7	70,703.7	(1,545.2)	(2.1%)	(3,000.0)	(4.2%)
FEDERAL FUNDS							
AGENCY CAPACITY							
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	1,378.8	0.0	0.0%	0.0	0.0%
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%
TOTAL-- AGENCY CAPACITY	72,153.3	72,153.3	72,153.3	0.0	0.0%	0.0	0.0%
GRANTS							
<u>Career and Technical Education</u>							
Career and Technical Education - Basic	55,000.0	66,000.0	66,000.0	11,000.0	20.0%	0.0	0.0%
Subtotal, Career and Technical Education	55,000.0	66,000.0	66,000.0	11,000.0	20.0%	0.0	0.0%
<u>Child Nutrition</u>							
Child Nutrition Programs	1,062,500.0	1,062,500.0	1,062,500.0	0.0	0.0%	0.0	0.0%
Subtotal, Child Nutrition	1,062,500.0	1,062,500.0	1,062,500.0	0.0	0.0%	0.0	0.0%
<u>Individuals with Disabilities Act</u>							
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	500.0	800.0	800.0	300.0	60.0%	0.0	0.0%
Subtotal, Individuals with Disabilities Act	788,700.0	789,000.0	789,000.0	300.0	0.0%	0.0	0.0%
<u>Title Programs (excluding Assessments)</u>							
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	21,100.0	23,000.0	23,000.0	1,900.0	9.0%	0.0	0.0%
Title II - Math/Science Partnerships	18,800.0	2,000.0	2,000.0	(16,800.0)	(89.4%)	0.0	0.0%
Title X	5,000.0	5,000.0	5,000.0	0.0	0.0%	0.0	0.0%
Title I - Advanced Placement Program	3,300.0	3,300.0	3,300.0	0.0	0.0%	0.0	0.0%
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%
Subtotal, Title Programs (excluding Assessments)	1,550,600.0	1,535,700.0	1,535,700.0	(14,900.0)	(1.0%)	0.0	0.0%

Exhibit A

ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2020 Operations Budget Passed by the General Assembly
June 1, 2019

				Comparison of Operating Budget Passed by General Assembly to			
				FY 19 Appropriation		FY 20 Board Recommendation	
				\$	%	\$	%
\$000s	FY 19 Enacted Budget PA 100-586*	FY 20 Board Recommendation April 17, 2019	FY 20 Budget SB262 w/ HA1	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
Assessments							
Assessments	35,000.0	35,000.0	35,000.0	0.0	0.0%	0.0	0.0%
Subtotal, Assessments	35,000.0	35,000.0	35,000.0	0.0	0.0%	0.0	0.0%
Other Grants							
Early Learning Challenge	35,000.0	0.0	0.0	(35,000.0)	(100.0%)	0.0	0.0%
Preschool Expansion	35,000.0	35,000.0	35,000.0	0.0	0.0%	0.0	0.0%
Preschool Development Birth Through Five	0.0	3,750.0	3,750.0	3,750.0	100.0%	0.0	0.0%
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	0.0	1,000.0	1,000.0	1,000.0	100.0%	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%
Subtotal, Other Grants	92,500.0	62,250.0	62,250.0	(30,250.0)	(32.7%)	0.0	0.0%
TOTAL - GRANTS	3,584,300.0	3,550,450.0	3,550,450.0	(33,850.0)	(0.9%)	0.0	0.0%
TOTAL - FEDERAL FUNDS	3,656,453.3	3,622,603.3	3,622,603.3	(33,850.0)	(0.9%)	0.0	0.0%
GRAND TOTAL	\$ 12,113,495.2	\$ 12,587,446.5	\$ 12,576,561.8	\$ 463,066.6	3.8%	\$ (10,884.7)	(0.1%)

* FY19 enacted budget does not include capital appropriations contained in PA 100-586 nor FY19 supplementals in SB262 with House Amendment 1.

ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2020 Capital Budget Passed by the General Assembly
June 1, 2019

\$000s	FY 19 Enacted Budget PA 100-586	FY 20 Budget SB262 HAM 1 and HB62 SAM 1 and 2*	Comparison of Capital Budget Passed by General Assembly to FY 19 Appropriation	
			\$ Increase (Decrease)	% Increase (Decrease)
Illinois State Board of Education:				
Capital Development Fund				
School Construction for Severely Overcrowded Schools	25,000.0	0.0	(25,000.0)	(100.0%)
School Construction for Severely Overcrowded Schools (reappropriation)	0.0	25,000.0	25,000.0	100.0%
Capital Development Fund Total	25,000.0	25,000.0	0.0	0.0%
School Infrastructure Fund				
School Maintenance **	40,000.0	200,000.0	160,000.0	400.0%
School Maintenance (reappropriation)	0.0	40,000.0	40,000.0	100.0%
Broadband Expansion	16,300.0	0.0	(16,300.0)	(100.0%)
Broadband Expansion (reappropriation)	0.0	16,300.0	16,300.0	100.0%
School Infrastructure Fund Total	56,300.0	256,300.0	200,000.0	355.2%
School Construction Fund				
School Maintenance (reappropriation)	4,391.1	4,391.1	0.0	0.0%
School Construction Fund Total	4,391.1	4,391.1	0.0	0.0%
Illinois State Board of Education Total	85,691.1	285,691.1	200,000.0	233.4%

ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2020 Capital Budget Passed by the General Assembly
June 1, 2019

\$000s	FY 19 Enacted Budget PA 100-586	FY 20 Budget SB262 HAM 1 and HB62 SAM 1 and 2*	Comparison of Capital Budget Passed by General Assembly to FY 19 Appropriation	
			\$ Increase (Decrease)	% Increase (Decrease)
Capital Development Board:				
School Construction Fund***				
School Construction (reappropriation)	232,276.3	229,239.5	(3,036.8)	0.0%
School Construction FY02 (reappropriation)	286.4	286.4	0.0	0.0%
School Construction (reappropriation)	18,000.0	18,000.0	0.0	0.0%
School Construction Fund Total	250,562.7	247,525.9	(3,036.8)	(1.2%)
Capital Development Fund				
Energy Efficiency Projects (reappropriation)	3,420.0	3,420.0	0.0	0.0%
Philip J. Rock Center and School	0.0	6,500.0	6,500.0	100.0%
Capital Development Fund Total	3,420.0	9,920.0	6,500.0	190.1%
Build Illinois Bond Fund				
Early Childhood Construction	0.0	100,000.0	100,000.0	100.0%
Early Childhood Construction (reappropriation)	5,801.0	5,801.0	0.0	0.0%
Build Illinois Bond Fund Total	5,801.0	105,801.0	100,000.0	100.0%
Capital Development Board Total	259,783.7	363,246.9	103,463.2	39.8%

Exhibit B

**ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2020 Capital Budget Passed by the General Assembly
June 1, 2019**

			Comparison of Capital Budget Passed by General Assembly to FY 19 Appropriation	
			\$ Increase (Decrease)	% Increase (Decrease)
\$000s	FY 19 Enacted Budget PA 100-586	FY 20 Budget SB262 HAM 1 and HB62 SAM 1 and 2*		
GRAND TOTAL	\$345,474.8	\$648,938.0	\$303,463.2	87.8%

* Includes appropriations to both Illinois State Board of Education and Capital Development Board (CDB) for P-12 education purposes.

** ISBE submitted the required written capital release request to GOMB for FY 19 funding; however, it is pending approval.

*** SB1814 creates a School Construction Task Force and it is required to submit recommendations on or before March 1, 2020.



Illinois State Board of Education

Teacher Shortage Short-Term Solutions

June 19, 2019

Three Key Strategies

- Subsequent teaching endorsement changes
- Short-term approval awareness and extension
- Assignability allowances



Subsequent Teaching Endorsements

- Part 25 changes will be shared for adoption at the August ISBE meeting.
- They pertain to individuals who are already licensed teachers.
- Currently considering:
 - 18 semester hours of coursework for all areas except special education, gifted and reading specialists, and driver's education.
 - The aforementioned endorsement requirements will remain unchanged.





Short-Term Approvals

- Short-term approval for teachers at all grade levels (excludes driver's education and special education areas)
- Short-term emergency approval in special education (LBS I)
- Valid for three years
- Improve awareness of a district's ability to utilize these approvals
- Current consideration:
 - Due to sunset in 2020; extend to 2023





Assignability Allowances

- Opportunities that currently exist in Rule.
- Options for licensed teachers to be assigned to positions without holding an endorsement.
- Promote awareness in the field.
- Example 1: A teacher for grades 6-8 only needs to complete 6 semester hours of coursework for any subject taught less than 50 percent of the day.
- Example 2: A high school teacher who met the requirements to teach a particular area at the time of initial licensure is still qualified to teach that area today. (No additional endorsement is needed.)



Communication Plan

- Share the short-term approvals and assignability requirements immediately.
- Publicize in newsletters, one-pager, interactive infographic.
- Create new assignability@isbe.net email address (to be implemented July 1).
- Collaborate with Regional Offices of Education to provide assignability trainings and support to districts.
- Subsequent endorsement rule review at August Board meeting.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 19, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Melissa Oller, Chief Operating and Professional Capital Officer 

Agenda Topic: Contract Amendment for EMC Equipment, Maintenance, Support, and Services (MY152210)

Expected Outcome: Board Approval to Purchase Increased Storage/RAM Capacity to Meet Agency Needs

Materials: None

Staff Contact(s): Nancy Diefenback, Director, Technology Support and Infrastructure
David Williams, Infrastructure Manager
John Shake, Director, Information Systems

Purpose of Agenda Item

The Technology Support and Infrastructure Division requests the Board to authorize the State Superintendent to amend the current contract with CDW to provide ISBE with greater Hyperconverged Infrastructure data storage and RAM to meet ISBE's expanding data needs and provide a better end user experience. The amendment requests moving \$29,000 in remaining fiscal year (FY) 2019 funds to FY 2020, and adding \$160,000 to the existing \$50,000 of FY 2020 funds for a total FY 2020 expenditure amount not to exceed \$239,000. The total contract value will not exceed \$3,511,373 over the six-year term.

Background Information/History

ISBE purchased EMC Equipment, Maintenance, Support, and Services that met storage, backup/recovery, and disaster recovery needs via a previously awarded FY 2015 contract with CDW. The current CDW contract continues through June 30, 2020, and includes renewal terms not to exceed 10 years.

The concept of hyperconvergence has recently become prominent in the IT infrastructure industry, specifically a Hyperconverged Infrastructure (HCI). With HCI, computing, storage, networking, virtualization resources, and other technologies are tightly integrated into a purpose-built box. Under this contract, ISBE upgraded its infrastructure to HCI to improve performance, increase capacity, increase throughput, and provide additional savings in both energy and equipment costs.

ISBE refreshed the storage area network infrastructure at both our primary and disaster recovery datacenters in June/July of 2015 based on vendor and ISBE analysis of past annual data growth and storage needs between 2010 and 2014. However, unprecedented growth in and acceptance of our virtual desktop platform, usage of the Data Warehouse, and other initiatives have increased our storage needs beyond our carefully calculated growth projections. Recent growth has been extraordinary: ISBE experienced a 20 percent increase in one year (2018-19), far surpassing the 5 percent growth rate that had been projected.

ISBE must collect additional education data to meet requirements of the Every Student Succeeds Act and other continually changing federal and state mandates. In addition, ISBE's effort to improve utilization of education data, as with the implementation of Ed360, has greatly fueled our data storage needs. We engaged Exchange Cache Mode, increasing Outlook response times. We added additional database servers to improve support for ISBE's special education databases, including the Special Education Monitoring System to facilitate state-sponsored

Individual Education Programs. But unquestionably, one of the largest drivers of ISBE data storage needs is attributable to new ISBE Data Warehouse projects.

The ISBE Data Warehouse expansion has increased the amount of data ISBE maintains. Last year, ISBE began supporting in-house production of the Illinois Report Card in addition to maintaining millions of records in the Data Warehouse. To create the Report Card, ISBE takes data snapshots from the Data Warehouse to “freeze” data at a point in time, thus allowing report summaries to map back to the snapshot and establish our “source of truth.” In the past, data solutions were created using live data, which was not always repeatable or auditable. Data snapshots from the ISBE Data Warehouse are crucial to ISBE’s accountable and deliberate use of data.

In addition to these outlined data storage needs, ISBE must also provide sufficient disaster recovery data solutions. We must essentially double the space required to meet the state’s education data needs to account for full backups of all data required for data recovery purposes. ISBE’s IT teams are working with Data Strategies and Analytics and other agency divisions to better identify and estimate data growth; however, requests for new data solutions must continually be accommodated.

The additional funding of \$160,000, when combined with existing funds (for a FY 2020 funding total of \$239,000), will allow ISBE to purchase necessary storage and RAM in late summer. We are optimistic that this storage will meet our needs in the coming year as we prepare for our next infrastructure shift to cloud technology. Approval of this funding request and contract amendment will support our increasing data storage needs.

- **Current Status:** Existing storage and RAM are not sufficient to meet agency needs.
- **Relevant Data:** This purchase would expand available storage by 53 percent and available RAM by 102 percent to meet the increased demand agencywide, facilitate code-level upgrades, and ensure high availability.
- **Pros and Cons:**
 - Pro:** Additional storage and RAM will allow division usage to grow, meet all reporting needs, and provide sufficient backup redundancy in the event of a host failure.
 - Con:** Without the amendment and should the existing growth rate continue, we will soon face a time when divisional requests for new programs/systems or additional reporting must be denied as network capacity will be maxed.

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

The contract addresses ISBE’s infrastructure needs. It will allow staff to continually work on all ISBE goals using technology that is faster, more secure, and flexible while reducing our carbon footprint.

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

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

Financial Background

The current contract, initially awarded in 2015 with one previous amendment, provides up to \$3,351,373 for EMC Equipment, Maintenance, Support, and Services, of which \$3,272,230 has been expended. A total of \$29,000 remains allocated for FY 2019, and \$50,000 remains allocated for FY 2020 needs. Additional FY 2020 funds are needed to combine with these remaining funds to purchase greater HCI data storage and RAM to better serve ISBE business and collection needs and create a better experience for all ISBE Outlook and web applications users. FY 2020 total authorized spending will be increased by \$160,000 for potential further data storage needs. ISBE's Budget and Financial Management Office has determined that FY 2019 and FY 2020 expenditures will be made from a combination of state General Revenue Fund and federal Longitudinal Data System (LDS) grant funding.

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
FY15	\$611,476.61					\$611,476.61
FY16	\$693,927.06					\$693,927.06
FY17	\$7,200.00					\$7,200.00
FY18	\$1,938,768.78					\$1,938,768.78
FY19		\$50,000.00			\$(29,000.00)	\$21,000.00
FY20	\$50,000.00				\$189,000.00	\$239,000.00
Total	\$3,301,372.45	\$50,000.00			\$160,000.00	\$3,511,372.45

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

Policy Implications: None.

Budget Implications: The remaining \$29,000 from FY 2019 will be moved to FY 2020. That \$29,000, the \$50,000 previously approved for FY 2020, and the additional request of \$160,000 will all be spent in early FY 2020. The FY 2020 expenditure will not exceed \$239,000. New funding will utilize federal LDS funds. The total contract amount will not exceed \$3,511,373.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

Pros: Unexpected growth in ISBE data collections and systems means that our current storage needs are not being met. This purchase would expand the storage and RAM to meet the increased demand, facilitate code-level upgrades, and ensure high availability.

Cons: Each host server must be isolated in maintenance mode in order to install the latest updates. All data is moved to other host machines and the patches are installed during maintenance mode. The host is rebooted, and then the storage is rebalanced across all hosts. We currently do not have enough space to perform this procedure. The hosts cannot be updated to the latest code levels until new storage is procured. In addition, if one of our host machines was to fail, there would not be enough space available across the remaining hosts to keep the virtual servers on the failed host powered on. Finally, if our data growth continues, there will be time when we will have no additional space available to increase database capacity.

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 a contract amendment with CDW to move \$29,000 in previously approved funding from FY 2019 to

FY 2020 and increase spending by \$160,000 in FY 2020 to provide for increased ISBE data storage and RAM. The total contract amount will not exceed \$3,511,373.

Date of Board Action: August 14, 2019

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 19, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 

Agenda Topic: Assessment Administration Vendor Contract

Materials: None

Staff Contact(s): Mary Reynolds, Executive Director, Innovation and Secondary Transformation
A. Rae Clementz, Director, Assessment and Accountability

Purpose of Agenda Item

The Board will receive an update on, and have the opportunity to discuss, next steps related to assessment administration services for the statewide 3-8 accountability assessment.

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

This request is in regard to Illinois' ability to administer its federally required assessment of English/language arts and mathematics in grades 3 through 8, which is the instrument used to measure the state goals:

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

- ☐ Ninety percent or more of third-grade students are reading at or above grade level.
- ☐ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.

Background Information

The Every Student Succeeds Act (ESSA) requires that all states receiving federal Title I funds administer a set of high-quality, standards-aligned academic assessments of English/language arts and mathematics annually in grades 3 through 8. Substantial work occurs in the months preceding the administration of the test in the spring. District and schools require time to prepare a secure testing environment so that there will be a successful administration of the tests. Accommodated test forms, including Braille, large print, and Spanish test forms, need to

¹ Fiscal Year 2020 and FY 2021

be developed, ordered, printed, and delivered to districts². Illinois provides its administration vendor a roster of all schools and students in the state that need to test, so that schools can be loaded into the management system, test sessions built, and students rostered. Students need opportunities to engage with the delivery platform, ideally integrated meaningfully into ongoing instruction. An assessment administration services contract should be executed before the start of the school year so that this preparatory work can be concluded in time for a spring administration.

As will be discussed and as noted in the Next Steps section below, one option for ISBE is to use a joint procurement led by the District of Columbia for spring 2020 assessment.. Should ISBE enter into such a contract by the end of August, the necessary preparatory work can be concluded in time for spring 2020 (fiscal year 2020) and thus Illinois will not experience a repeat of the procurement cycle and timeline that led to the 2019 administration.

The District of Columbia's procurement was an open, competitive bid. Illinois, as a collaborating party to the procurement, may utilize the resulting contract as desired, as have other affiliated states such as New Jersey, Maryland, and New Mexico.

Timeline of Past Procurements

In 2017, Illinois helped facilitate the transition away from the constraints of a consortium model³ to a flexible content licensing model that provided states new flexibility in accessing, developing, and using high-quality content as a part of their operational summative accountability assessments. It allows states to choose different administration vendors, or create state-customized tests using common, high-quality content. This separated a single test into two contracts, one for content development and management, and one for test administration services. This system creates powerful opportunities, but it also creates certain procurement risks.

ISBE released a Request for Sealed Proposals (RFSP) to procure an administration vendor for the Illinois Assessment of Readiness. The RFSP included development work identified as a

² While the majority (~90%) of tests are delivered online, included the majority of tests with accommodations, taking a paper test is itself an accommodation that can be provided to individual students. Braille materials, large print materials, and reader scripts all require paper materials.

³ A consortium model of assessment means all states give the exact same test, using the same administration vendor. In 2017, seven states were part of the PARCC consortium making this change.

priority for Illinois in addition to the test administration services, including returning machine-scored results of the assessment within one week and human-scored results within one month of the end of the testing window, transitioning the test design to a computer adaptive design, developing true native language mathematics assessment options, and having the option of bringing all accountability assessments onto a single administration and management platform. The procurement was intended to provide bidders with flexibility in the solutions that could be proposed, while ensuring the same outcomes were achieved.

Regrettably, while the evaluation was completed and an award to Data Recognition Corporation (DRC) posted on September 17, 2018, a protest to the procurement was received and remained under review by the Chief Procurement Office (CPO) until January 4, 2019. The CPO granted the protest by Pearson and directed ISBE to use a Best and Final Offer (BAFO) process to clarify its requirements and obtain bids “based upon a consistent set of requirements and assumptions.”

At that same time, given the delay in securing an administration vendor, ISBE sought Board approval on January 16, 2019, for the one-year execution of a contract for assessment administration services under the terms of the joint procurement led by the District of Columbia. At that time, with the BAFO process still underway, executing a one-year option under the District of Columbia’s contract was the only viable method for Illinois to administer its accountability assessment in spring 2019.

Even after the Board approved the one-year option, ISBE was fully engaged in attempting to resolve the protest and bring the procurement to successful execution. A BAFO was drafted by ISBE and reviewed and approved by the CPO. Notifications were sent to Pearson and DRC on February 11, 2019, with a due date for responses of February 20, 2019. An objection to the terms of the BAFO by DRC resulted in an extension of the BAFO deadline to Friday, March 1, 2019. When a second set of objections was submitted by DRC, the CPO finally directed ISBE to cancel its procurement.

In March, a budget request was made for the purpose of evaluating not just the 3 through 8 ELA and mathematics assessments, but the entire assessment system to bring it into strategic alignment. Notably, the enacted FY20 budget does not include the dollars requested; however, the Agency still intends to find a way to conduct such an evaluation in school year 2019-20 (FY 2020).

Next Steps

Both Pearson and DRC have been invited to the June 19 Board meeting to make any pertinent statements about the cancelled procurement and ISBE’s next steps regarding the assessment administration contract. There will be no vote by the Board at the June 19 meeting. Instead, based on the discussion at the meeting, I will propose a recommendation to the Board for action at the Board’s August meeting. Preliminarily, and this can change based on the Board’s discussion, I expect to recommend that the Board enter into a contract with Pearson for the spring 2020 assessment, but that the Agency then issue another RFSP for purposes of securing an assessment administration contract for spring 2021 and beyond. Such a recommendation both ensures stability to Illinois school districts for the 2020 assessment and allows me to prepare a competitive bid that I believe will best serve our assessment system and our school districts going forward.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 19, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Robert Wolfe, Chief Financial Officer 

Agenda Topic: Information Item: SBE Fiscal & Administrative Monthly Reports

Materials: Financial Status Report (contract & grant detail) – FY19
Comparative Statement of Expenditures – FY19
Appropriation and Spending by Program – FY19
Contract & Grant Awards Under \$1 million - FY19
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)
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.

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

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

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 - 07/01/2018 THROUGH 5/31/2019
FY2019

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>May Expenditures</u>	<u>Description</u>
Personal Services and Related	57,861.8	32,058.6	55.4%	2,998.7	Salaries & Benefits
Contractual Services	159,999.3	65,549.8	41.0%	5,048.5	Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees
Travel	2,632.7	694.1	26.4%	85.7	Staff Travel
Commodities	549.3	101.4	18.5%	10.5	Supplies; Books
Printing	534.1	21.8	4.1%	16.8	Agency Printing
Equipment	1,243.1	215.7	17.4%	32.1	Computers; Printers; Furniture
Telecommunications	929.9	439.5	47.3%	46.6	Telecommunications Expenses
Auto Operations	14.6	11.3	77.7%	1.8	Operation of Agency Autos
Prompt Payment Act	32.5	32.1	98.7%	0.0	Prompt Payment
Refunds	4.3	1.8	41.9%	1.5	Refunds
Grants	11,945,993.7	9,068,240.3	75.9%	895,765.5	See Detail Below
Non-appropriated Grants	3,750.0	0.0	0.0%	0.0	See Detail Below
School Construction Grants	29,391.1	0.0	0.0%	0.0	School Construction Funds
TOTAL	12,202,936.3	9,167,366.5	75.1%	904,007.7	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>May</u>	<u>Description</u>
--------------------------	-------------------------	------------------------	------------	--------------------

Agency Contracts Breakdown:

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	832.1	263.0	31.6%	130.1	

Facility Management

Alzina Building II LLC					Lease of Springfield office space.
Federal	582.6	535.0	91.8%	44.6	
GRF	1,212.9	1,113.3	91.8%	92.8	
Other State	420.5	386.0	91.8%	32.2	
Wheeler Construction					Carpentry for ISBE Springfield office.
Other State	50.0	5.0	10.0%	2.4	

General Counsel

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	128.6	128.3	99.8%	10.5	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>May</u>	<u>Description</u>
Agency Contracts Breakdown:					
Illinois Association of Schools					Will provide a staff member to ISBE to provide coordination and support of Agency initiatives, including but not limited to the ESSA accountability system and IL-Empower, and the report card, as requested or directed by ISBE.
GRF	97.5	0.0	0.0%	0.0	
<u>Regulatory Support and Wellness</u>					
American Institutes for Research (AIR) Federal	651.5	543.0	83.3%	54.3	Technical assistance to the 21st Century Community Learning Centers grantees.
Educational Development Center Inc Federal	360.7	360.7	100.0%	0.0	Statewide evaluation of the 21st Century Community Learning Center program.
The University of Chicago GRF	555.0	416.3	75.0%	0.0	Support and services to administer the 5Essential survey of learning conditions to students, teachers and parents across the State of Illinois.
University of Illinois Federal	124.6	103.8	83.3%	10.4	Will replace the IllinoisParents.org with a website called Illinois Families in Action to support parents and families and school districts in having meaningful family engagement and understand the compliance of the NCLB section 1118.
West 40 Intermediate GRF	65.0	0.0	0.0%	0.0	Support of the Non Public School Recognition process as required under 2-3.25o, 3.51.5, 2.3155 and 2-3.6 of the School code and Part 425 of the Administrative Rules.
Macro International Inc Federal	88.9	0.0	0.0%	0.0	Will administer the Illinois Youth Risk Survey.
<u>Innovation and Secondary Transformation</u>					
Casey-West Field Other State	67.1	67.1	100.0%	0.0	School Technology Loan Agreement
Community Unit School District 2 Other State	92.9	92.9	100.0%	0.0	School Technology Loan Agreement
Educational SVC Region Office GRF	1,400.0	944.5	67.5%	92.4	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	200.0	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 Federal	3.4	0.0	0.0%	0.0	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.
GRF	950.0	950.0	100.0%	50.0	
Sandwich Community Unit School District 430 Other State	130.6	130.6	100.0%	0.0	School Technology Loan Agreement
Waterloo Community Unit School District 5 Other State	151.6	151.6	100.0%	0.0	School Technology Loan Agreement
<u>Information Technology</u>					
Afton Partners					Will provide facilitator services for the Statewide Longitudinal Data System (SLDS) Fiscal Equity and Return on Investment (ROI) project. MY182210

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>May</u>	<u>Description</u>
Agency Contracts Breakdown:					
Federal	90.0	83.9	93.2%	8.3	
Anchor Data Systems					One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and the (EIS). MY162215
Other State	153.4	134.8	87.9%	5.2	
Anchor Data Systems					One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). MY162214
Other State	153.4	126.0	82.1%	7.3	
Anchor Data Systems					One programmer analyst to assist on a time and materials basis in the development and maintenance of various web-based applications. ISBE Web Application Security System (IWAS), Driver Education, Entity Profile Systems (EPS), Illinois Longitudinal Data System (ILDS) EIS, SIS and ELIS. MY16223
Federal	165.3	129.7	78.4%	7.4	
Ashbaugh & Associates					One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). - MY162213
Other State	178.3	148.6	83.4%	16.7	
Ashbaugh & Associates					Time and materials contract for a business analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS) - MY162212
Other State	178.3	151.6	85.0%	15.7	
Ashbaugh & Associates					Time and materials contract for the services of on business analyst (Josh Wright) to assist in the continued development and maintenance of the web based Child Nutrition Application System. (WINS). MY16225
Federal	163.3	121.6	74.4%	16.5	
Ashbaugh & Associates					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
Federal	356.0	269.7	75.8%	26.6	
Bowsher Information Systems					One software developer to provide continued development and maintenance of various web-based applications. Kevin Bowsher is assigned as the software developer. MY182216
GRF	149.0	121.3	81.4%	14.4	
Bowsher Information Systems					One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and (EIS). - MY162210
Other State	167.3	142.4	85.1%	6.5	
Bowsher Information Systems					Program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). MY162211
Other State	165.3	136.9	82.8%	2.7	
Bowsher Information Systems					One software developer to assist in the development and maintenance of extant and future data systems as they pertain to Child Nutrition projects. - MY17225
Federal	172.0	145.0	84.3%	15.0	
Bowsher Information Systems					Will supply two 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. MY17223
Federal	324.0	250.5	77.3%	20.7	
Bowsher Information Systems					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
Federal	100.8	100.8	100.0%	0.0	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>May</u>	<u>Description</u>
Agency Contracts Breakdown:					
GRF	67.2	46.6	69.3%	13.8	
Bowsher Information Systems					Will supply one developer to assist in the development and maintenance of extant and future data systems as they pertain to the Special Education projects. MY172212
Federal	168.0	139.0	82.7%	13.3	
Bowsher Information Systems					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
Federal	172.0	144.8	84.2%	14.7	
CDW LLC					Will provide EMC equipment, maintenance, support and service as well as maintenance and support services for ISBEs existing EMC equipment.
GRF	50.0	20.9	41.8%	0.0	
Dynamic Interactive Business					One developer (HemantSinder) 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	78.0	78.0	100.0%	0.0	
GRF	52.0	32.1	61.7%	11.9	
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	139.0	84.8%	7.2	
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	127.3	80.6%	7.2	
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	127.3	77.6%	7.2	
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	241.8	241.8	100.0%	21.6	
GRF	958.2	757.5	79.1%	78.3	
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	82.7	63.6%	0.0	
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	288.4	288.4	100.0%	0.0	
Federal	546.4	201.1	0.0%	51.1	
GRF	470.5	470.5	100.0%	0.0	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>May</u>	<u>Description</u>
Agency Contracts Breakdown:					
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
Federal	169.3	116.2	68.6%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					One business analyst will work under the direction of ISBE IT management on a time and materials basis in the development, maintenance and support of various Special Education web-based and LAN based applications. MY16224
Federal	163.3	121.7	74.5%	13.3	
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. MY19221
GRF	190.0	152.9	80.5%	15.8	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Two programmer analysts to assist on a time and materials basis in the development and maintenance of various SharePoint and Business Intelligence applications. - MY18227
Other State	170.0	148.2	87.2%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					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 related projects. - MY17221
Federal	178.0	120.4	67.6%	0.0	
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. MY18229
Federal	221.9	109.3	49.3%	45.6	
GRF	289.7	289.6	100.0%	0.0	
Other State	18.5	18.5	100.0%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					One Solution Architect and one Outreach Coordinator 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. MY17227
Federal	388.4	302.3	77.8%	28.7	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one project manager, one business analyst, 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.
GRF	810.0	623.5	77.0%	34.5	
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. MY182214
GRF	140.0	117.5	83.9%	12.5	
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. MY19227
Federal	190.0	85.8	45.2%	20.7	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide 2 software developers to provide continued development and maintenance for various SharePoint applications. MY19226
Other State	180.0	118.2	65.7%	32.5	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>May</u>	<u>Description</u>
Agency Contracts Breakdown:					
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. MY19228
Federal	48.0	48.0	100.0%	10.1	
GRF	39.3	12.0	30.5%	12.0	
Other State	20.2	0.0	0.0%	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	32.0	6.4	20.0%	6.4	
GRF	19.2	3.7	19.3%	3.7	
Other State	12.8	0.0	0.0%	0.0	
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	117.3	76.2%	15.0	
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	160.0	124.2	77.6%	9.5	
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	162.0	127.7	78.8%	10.0	
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	123.6	83.0%	13.9	
Northern IL University					NIU through the Center for Governmental Studies will design, develop, implement and manage the Common Demographic Data Administrator (CDDA) for the multi agency Illinois Longitudinal Data System (LDS). MY19222
GRF	70.8	35.4	0.0%	0.0	
Northern IL University					Will utilize expanded fiscal data in the ISBE Data Warehouse and Illinois Longitudinal Data Systems for any early childhood return on investment research project. MY19224
Federal	209.1	126.9	60.7%	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. MY182213
Federal	178.8	178.8	100.0%	0.0	
GRF	63.6	63.6	100.0%	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

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>May</u>	<u>Description</u>
Agency Contracts Breakdown:					
Federal	51.2	0.0	0.0%	0.0	
GRF	51.2	51.2	100.0%	0.0	
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	44.5	19.7	44.3%	0.0	
GRF	38.3	38.3	100.0%	0.0	
Other State	23.5	21.6	91.9%	0.0	
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	141.5	104.6	73.9%	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	162.0	123.8	76.4%	13.2	
<u>College and Career Readiness</u>					
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	247.4	108.4	43.8%	9.6	
<u>Curriculum and Instruction</u>					
Illinois State University					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	1,247.4	70.3%	313.0	
GRF	225.0	225.0	100.0%	0.0	
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	119.2	59.6%	21.3	
Measurement Incorporated				2.0	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
GRF	98.3	0.0	0.0%	0.0	
<u>Early Childhood</u>					
Erikson Institute					Early Childhood Block Grant Prevention Initiative (PI) Programs (Birth to Age Three).
GRF	539.0	494.0	91.7%	134.7	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>May</u>	<u>Description</u>
Agency Contracts Breakdown:					
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	1,100.0	594.2	54.0%	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 enhance ExceleRate Illinois website and create Infant/Early Childhood Mental Health Consultant data system as part of the Gateways Registry System.
Federal	90.9	0.0	0.0%	0.0	
Illinois State University					Services for ISBE and the Governors Office of Early Childhood Development (OECD) to support the OECD and ISBEs implementation of the States Preschool Expansion Grant.
Federal	244.1	132.5	54.3%	31.4	
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	1,524.5	1,143.3	75.0%	0.0	
Northern Illinois					Governors Office of Early Childhood Development (OECD) to support OECDs implementation of the States Race to the Top Early Learning Challenge Grant.
Federal	169.7	127.1	74.9%	14.8	
Pyramid Model Consortium					Will provide services for the implementation of the States Preschool Expansion Grant.
Federal	843.5	314.6	37.3%	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	424.0	424.0	100.0%	0.0	
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	972.1	732.9	75.4%	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	379.6	251.9	66.4%	30.5	
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	379.7	50.6%	80.1	
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. MY19443
Federal	66.7	45.8	68.7%	20.9	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>May</u>	<u>Description</u>
Agency Contracts Breakdown:					
<u>English Language Learning</u>					
Illinois Migrant Council					Support for the migrant education program local projects in the areas of: migrant child recruitment and identification; student information exchange; professional development and technical assistance; migrant summer school instructional curriculum; ongoing needs assessment; service delivery planning and inter and intra state coordination.
Federal	98.3	98.3	100.0%	0.0	
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	409.7	341.4	83.3%	341.4	
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	97.5	97.5%	13.0	
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	375.0	75.0%	83.3	
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	761.1	63.4%	143.8	
<u>Special Education Services</u>					
Boone Winnebago ROE					Hire, supervise and evaluate IEP Facilitators (in partnership with ISBE).
Federal	125.0	26.1	20.9%	0.0	
Hearing Officers (7)					Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code
Federal	439.0	377.7	86.0%	63.6	
Imobersteg, Gail					Annual formative and summative performance evaluations of all Special Education Due Process Hearing Officers.
Federal	50.0	45.8	91.6%	4.1	
Measurement Inc					Parent Survey Reproduction, Dissemination, and Data Collection
Federal	72.6	54.5	75.1%	0.0	
Mediation Officers (7)					Special Education mediation services
Federal	203.0	167.8	82.7%	19.4	
ROE # 20					Harrisburg Project - Manage software for special education districts and co-ops
Federal	798.8	732.2	91.7%	66.6	
Special Education Solutions					Training and technical assistance for ISBEs Special Education Due Process Hearing Officers.
Federal	153.0	140.2	91.7%	12.7	
Special Education Solutions					Special Education Mediator Training
Federal	83.0	76.1	91.7%	6.9	
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	140.7	117.2	83.3%	11.7	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>May</u>	<u>Description</u>
Agency Contracts Breakdown:					
<u>Assessment</u>					
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
GRF	6,362.6	5,821.7	91.5%	527.5	
NCS Pearson Inc.					Provide the following components for the operational summative assessment (performance based on the end of year tests) of the Partnership for Assessment of Readiness for College Careers (PARCC); test development, assessment of administration, psychometric services, reporting, standard setting and program management for paper and computer based testing.
GRF	163.6	163.5	99.9%	0.0	
University of Kansas Ctr for Research					Provide assessments aligned to the Common Core Essential Elements for students with the most significant cognitive disabilities.
Federal	2,263.5	1,584.4	70.0%	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	3,104.5	3,104.5	100.0%	0.0	
GRF	3,104.5	1,241.8	40.0%	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	1,681.0	702.7	41.8%	0.0	
GRF	1,681.0	0.0	0.0%	0.0	
College Entrance Exam Board					Will administer, score and report the assessments of state and federal accountability in grades 9 through 11. MY19641
GRF	9,736.5	7,284.1	74.8%	1,668.6	
Breakthrough Technologies					Will provide system and technical services for the Illinois Science Assessment (ISA). MY19642
Federal	768.0	768.0	100.0%	0.0	
GRF	768.0	618.0	80.5%	192.5	
NCS Pearson					Will provide test administration services for the 3-8 assessment. MY19643
Federal	6,104.2	6,104.3	100.0%	0.0	
GRF	15,556.7	6,892.3	44.3%	0.0	
The Center					Will provide research on accountability best practices., evaluate the functionality of Illinois accountability system and provide opportunities for state agency staff to collaborate with other state technical experts to refine and improve the states accountability system and assessments.
Federal	250.0	92.3	36.9%	92.3	
<u>Educator Certification</u>					
Central IL Staffing Services					3 temporary employees to assist with scanning and uploading mail, forms and other licensure documents.
Other State	50.0	10.4	20.8%	0.0	
Illinois State University					Provide services in support of NBPTS.
Federal	298.0	195.0	65.4%	0.0	
Hearing Officers (6)					Certification Revocation Hearing Officers

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>May</u>	<u>Description</u>
Agency Contracts Breakdown:					
Other State	96.0	6.0	6.3%	4.0	Support the work of the Performance Evaluation Advisory Council (PEAC) which helps guide Illinois public school districts on the Performance Evaluation Reform Act.
Henderson Knox Mercer Warren					
Federal	100.0	17.9	17.9%	17.9	
<u>IL-Empower</u>					
Sangamon County ROE					Will provide content expertise based on the New Illinois Learning Standards incorporating the Common Core to ISBE staff. 18026
Federal	2,213.4	643.8	29.1%	14.1	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
Measurement Inc					
Federal	171.0	113.8	66.5%	0.0	
<u>Data Strategies Analytics</u>					
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	83.4	41.7	50.0%	0.0	Will install and provide software and support for statistical and analytical visualization software. Contract MY19741
SAS Institute Inc					
GRF	0.1	0.1	100.0%	0.0	
Other State	116.5	101.7	87.3%	0.0	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
Northern Illinois University					
Federal	639.1	639.1	100.0%	0.0	
GRF	1,110.9	173.9	15.7%	0.0	
<u>Fiscal Support Services</u>					
Crowe Horwath LLP					Assist staff in extracting and compiling data from the Agency's Internal Accounting System.
GRF	97.1	94.1	96.9%	6.0	
<u>Funding and Disbursements</u>					
MTW Solutions					Develop mechanism for extracting data from electronic E-Grants Management System
Other State	60.0	29.8	49.7%	0.0	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)
MTW Solutions					
Other State	49.5	49.5	100.0%	0.0	
<u>Nutrition Programs</u>					
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	850.0	187.4	22.0%	7.6	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>May</u>	<u>Description</u>
Agency Contracts Breakdown:					
Hambrick & Associates Inc.					Will provide selection and placement services for summer meal ads and announcements in print, billboards, direct mailings, cash jackets, display, transportation (buses & trains), digital and broadcast media. MY16844
Federal	473.7	473.0	99.9%	0.0	
Public Health Department					Health/food safety inspections for the Child and Adult Food Care Program at-risk program.
Federal	120.0	37.0	30.8%	0.0	
Public Health Department					Health/food safety inspections for the Child and Adult Food Care Program at-risk program.
Federal	67.0	67.0	100.0%	0.0	
Precision Business Solutions Inc.					Provide individual(s) to conduct Administrative Reviews for appeals on an as needed basis for the Child Nutrition Programs.
Federal	95.0	37.0	38.9%	1.3	
Premier Staffing Source Inc					12-14 temporary workers to serve as reviewers for the Summer Food Service Program Using Master Contract #CMS805912E
Federal	90.0	74.5	82.8%	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	375.0	375.0	100.0%	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
Federal	2,500.0	616.2	24.6%	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	35.3	0.0	0.0%	0	
GRF	63.7	49.2	77.2%	11.7	

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	324.4	203.0	62.6%	0.0	

Grants Breakdown:

Evidence-Based Funding	6,834,463.3	6,219,920.4	91.0%	659,363.0	Formula
Title I - Low Income	1,090,000.0	461,863.8	42.4%	43,757.1	Formula
Child Nutrition	1,062,500.0	653,828.5	61.5%	82,243.5	Formula - Reimbursement

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>May</u>	<u>Description</u>
Agency Contracts Breakdown:					
IDEA	754,000.0	381,343.3	50.6%	41,101.6	Formula
Early Childhood Block	484,566.0	433,286.8	89.4%	40,919.2	Block grant for Pre-K, parent training and prevention initiative
Transportation Spec Ed	387,682.6	290,820.9	75.0%	-	Formula
Transportation Reg/Voc	262,909.8	197,100.5	75.0%	-	Formula
Title IV	200,000.0	46,518.3	23.3%	3,657.6	Competitive
Title II - Teacher Quality	160,000.0	49,352.9	30.8%	4,762.6	Formula
Spec Ed Private Tuition	135,265.5	101,449.1	75.0%	-	Formula
Spec Ed Orphanage Tuition	73,000.0	24,297.9	33.3%	-	Formula
School Infrastructure	56,300.0	89.9	0.2%	58.7	Grant
Career and Tech Ed - Federal	55,000.0	25,987.0	47.2%	4,633.3	Formula and Competitive - to improve student academic and career skills
Title III - English Language Acq	50,400.0	20,049.1	39.8%	2,071.0	Grant
Career & Tech Ed Programs - State	38,062.1	36,122.5	94.9%	2,246.4	Formula
Early Learning Challenge	33,529.0	0.0	0.0%	-	Grant
Preschool Expansion Grants	31,591.7	11,230.4	35.5%	772.3	Grant
IDEA Preschool	29,200.0	11,635.5	39.8%	928.5	Formula - special education, 3-5 year-olds
Title V - Charter Schools	21,100.0	277.1	1.3%	7.2	Competitive
Title II Math/Science Partnerships	18,800.0	808.4	4.3%	-	Formula
Drivers' Education	18,750.0	14,062.5	75.0%	-	Reimbursement
After-School Programs	15,000.0	7,239.5	48.3%	1,147.3	Grants
Orphanage Tuition	13,600.0	5,689.1	41.8%	-	Reimbursement to school districts for children residing in orphanages
Truants' Alt & Optional Education	11,500.0	10,549.1	91.7%	1,032.4	Competitive - at-risk students/dropout prevention
ROE Salaries	11,000.0	9,534.3	86.7%	869.2	Salaries for ROE's
Illinois Free Lunch and Breakfast	9,000.0	6,663.1	74.0%	850.6	Mandated Categorical - Reimbursement
School Tech. Rev. Loan	7,500.0	442.3	5.9%	-	Loans to schools to implement technology
ROE Services	6,966.0	6,462.5	92.8%	600.1	Services for ROE's
Indirect Grants	6,567.8	5,320.7	81.0%	692.2	Grants to school districts
District Intervention	6,560.2	6,560.2	100.0%	-	Grants
Sexual Risk Avoidance Education	6,447.0	1,287.3	20.0%	56.8	Grant
Alternative Ed/Reg Safe Schools	6,300.0	5,804.1	92.1%	534.5	Formula
Substance Abuse and Mental Health	5,126.1	890.2	17.4%	122.4	Grant
Agriculture Education	5,000.0	4,321.8	86.4%	1,313.6	Grants to school districts
Title X - Education for Homeless	5,000.0	1,365.0	27.3%	124.0	Competitive grants to school districts
IDEA Improvement Part D	5,000.0	1,497.9	30.0%	212.6	Reimbursement
Congressional Earmarks	5,000.0	0.0	0.0%	-	Grants
Preschool Birth to Five (Non-approp)	3,750.0	0.0	0.0%	-	Grant
Philip J. Rock Center & School	3,577.8	2,690.0	75.2%	300.0	Targeted Initiative
Title I - Advanced Placement	3,300.0	0.0	0.0%	-	Fee reimbursement for Adv Placement Exam and Int'l Baccalaureate exam
After School Matters	2,443.8	2,275.0	93.1%	415.0	Grant to After School Matters
Southwest Organizing Project	2,000.0	1,800.0	90.0%	200.0	Grants
Title V-Rural & Low-Income Prog.	2,000.0	1,071.5	53.6%	42.3	Grants to school districts
District Consolidation Costs	1,900.0	1,710.7	90.0%	-	Grants
Mat'ls Ctr for the Visually Impaired	1,421.1	1,250.0	88.0%	200.0	Targeted Init. - with The Chicago Lighthouse for People who are Blind or Visually Impaired
School Support Services	1,002.8	336.1	33.5%	336.1	Grants to lowest performing schools
Nat'l Board Certification	1,000.0	900.0	90.0%	-	Grants
Temporary Relocation	1,000.0	0.0	0.0%	-	Formula grants for school emergency relocation
Teach for America	977.5	896.5	91.7%	81.5	Grant to Teach for America-Chicago
Blind and Dyslexic	846.0	846.0	100.0%	-	Grant to increase achievement of students with visual impairments
Advanced Placement - Course Impl.	500.0	183.4	36.7%	88.2	Grants

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>May</u>	<u>Description</u>
Agency Contracts Breakdown:					
IDEA - Deaf/Blind	500.0	227.6	45.5%	13.6	Grant to Philip J. Rock Center
Tax Equivalent Grants	222.6	222.6	100.0%	-	Grants
After School Rescue Fund	200.0	0.0	0.0%	-	Grants to Schools for After School Programs
Charter Schools-Rev Loan Fund	200.0	0.0	0.0%	-	Other/Repayment of loans
Autism	100.0	88.8	88.8%	11.1	Grants to the IL Autism Training & Tech Assistance Program
ROE Bus Driver Training	70.0	70	100.0%	-	ROE Bus Driver Training
Improv Student Health & Achievement	45.0	0.2	0.4%	-	Grant

ILLINOIS STATE BOARD OF EDUCATION
Financial Status Report
July 1, 2018 through May 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>General Revenue Fund</u>					
Lump Sums	\$ 72,576,100	\$ 45,256,661	\$ 27,319,439	62.36%	37.64%
<i>Sub-total</i>	72,576,100	45,256,661	27,319,439	62.36%	37.64%
Awards and Grants	3,728,852,000	3,398,909,344	329,942,656	91.15%	8.85%
Total General Revenue Fund	\$ 3,801,428,100	\$ 3,444,166,004	\$ 357,262,096	90.60%	9.40%
<u>Education Assistance Fund</u>					
Awards and Grants	\$ 728,849,300	\$ 728,285,429	\$ 563,871	99.92%	0.08%
<u>Common School Fund</u>					
Awards and Grants	\$ 3,213,015,600	\$ 2,645,252,245	\$ 567,763,355	82.33%	17.67%
<u>Teacher Certification Fee Revolving Fund</u>					
Lump Sums	\$ 6,000,000	\$ 1,929,217	\$ 4,070,783	32.15%	67.85%
<u>Drivers Education Fund</u>					
Awards and Grants	\$ 18,750,000	\$ 14,062,471	\$ 4,687,529	75.00%	25.00%
<u>School Dist. Emergency Financial Asst. Fund</u>					
Awards and Grants	\$ 1,000,000	\$ 15,834	\$ 984,166	1.58%	98.42%
<u>SBE Special Purpose Trust Fund</u>					
Lump Sums (00)	\$ 8,484,800	\$ 5,323,208	\$ 3,161,592	62.74%	37.26%
Lump Sums (10)	7,015,200	2,331,712	4,683,488	33.24%	66.76%
Total SBE Special Purpose Trust Fund	\$ 15,500,000	\$ 7,654,920	\$ 7,845,080	49.39%	50.61%

ILLINOIS STATE BOARD OF EDUCATION
Financial Status Report
July 1, 2018 through May 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>SBE Teacher Certification Institution Fund</u>					
Lump Sums	\$ 2,208,900	\$ 305,691	\$ 1,903,209	13.84%	86.16%
<u>SBE Federal Department of Agriculture Fund</u>					
Personal Services and Related Expenditures	\$ 6,803,400	\$ 3,910,478	\$ 2,892,922	57.48%	42.52%
Contractual Services	12,100,000	3,275,440	8,824,560	27.07%	72.93%
Travel	400,000	217,116	182,884	54.28%	45.72%
Commodities	85,000	22,719	62,281	26.73%	73.27%
Printing	156,300	15,950	140,350	10.20%	89.80%
Equipment	310,000	15,543	294,457	5.01%	94.99%
Telecommunications	50,000	30,947	19,053	61.89%	38.11%
<i>Sub-total</i>	19,904,700	7,488,194	12,416,506	37.62%	62.38%
Awards and Grants	1,062,500,000	653,828,463	408,671,537	61.54%	38.46%
Total SBE Federal Department of Agriculture Fund	\$ 1,082,404,700	\$ 661,316,657	\$ 421,088,043	61.10%	38.90%
<u>SBE Federal Agency Services Fund</u>					
Personal Services and Related Expenditures	\$ 342,100	\$ 92,904	\$ 249,196	27.16%	72.84%
Contractual Services	945,000	18,250	926,750	1.93%	98.07%
Travel	30,000	2,322	27,678	7.74%	92.26%
Commodities	40,000	-	40,000	0.00%	100.00%
Printing	700	-	700	0.00%	100.00%
Equipment	12,000	-	12,000	0.00%	100.00%
Telecommunications	9,000	-	9,000	0.00%	100.00%
Awards and Grants	16,050,000	2,182,847	13,867,153	13.60%	86.40%
<i>Sub-total</i>	17,428,800	2,296,323	15,132,477	13.18%	86.82%
Total SBE Federal Agency Services Fund	\$ 17,428,800	\$ 2,296,323	\$ 15,132,477	13.18%	86.82%

ILLINOIS STATE BOARD OF EDUCATION
Financial Status Report
July 1, 2018 through May 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>SBE Federal Department of Education Fund</u>					
Personal Services and Related Expenditures	\$ 25,209,400	\$ 7,777,251	\$ 17,432,149	30.85%	69.15%
Contractual Services	22,335,400	8,244,110	14,091,290	36.91%	63.09%
Travel	1,600,000	258,844	1,341,156	16.18%	83.82%
Commodities	305,000	22,293	282,707	7.31%	92.69%
Printing	341,000	-	341,000	0.00%	100.00%
Equipment	679,000	22,934	656,066	3.38%	96.62%
Telecommunications	400,000	79,708	320,292	19.93%	80.07%
Lump Sums	70,000,000	12,502,072	57,497,928	17.86%	82.14%
<i>Sub-total</i>	120,869,800	28,907,214	91,962,586	23.92%	76.08%
Awards and Grants	2,439,500,000	1,015,512,793	1,423,987,207	41.63%	58.37%
Total SBE Federal Department of Education Fund	\$ 2,560,369,800	\$ 1,044,420,007	\$ 1,515,949,793	40.79%	59.21%
<u>Charter Schools Revolving Loan Program Fund</u>					
Awards and Grants	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
<u>School Infrastructure Fund</u>					
Lump Sums	\$ 600,000	\$ 185,967	\$ 414,033	30.99%	69.01%
District Broadband Expansion	16,300,000	89,929	16,210,071	0.55%	99.45%
School Maintenance Grants	40,000,000	-	40,000,000	0.00%	100.00%
Total School Infrastructure Fund	\$ 56,900,000	\$ 275,896	\$ 56,624,104	0.48%	99.52%
<u>School Technology Revolving Loan Program Fund</u>					
Awards and Grants	\$ 7,500,000	\$ 442,300	\$ 7,057,700	5.90%	94.10%
<u>Temporary Relocation Expenses Revolving Grant Fund</u>					
Awards and Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%

ILLINOIS STATE BOARD OF EDUCATION
Financial Status Report
July 1, 2018 through May 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>Capital Development Fund</u>					
Overcrowded Schools Construction Grants	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	100.00%
<u>School Construction Fund</u>					
School Maintenance Grants	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	100.00%
<u>Personal Property Tax Replacement Fund</u>					
Lump Sums	\$ 70,000	\$ 70,000	\$ -	100.00%	0.00%
Awards and Grants	6,970,000	6,462,500	507,500	92.72%	7.28%
Grants for Educational Purposes	11,000,000	9,534,349	1,465,651	86.68%	13.32%
Total Personal Property Tax Replacement Fund	\$ 18,040,000	\$ 16,066,849	\$ 1,973,151	89.06%	10.94%
<u>After School Rescue Fund</u>					
Lump Sums	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
<u>Fund for Advancement of Education</u>					
Awards and Grants	\$ 641,500,000	\$ 600,000,000	\$ 41,500,000	93.53%	6.47%
<u>State Charter School Commission Fund</u>					
Lump Sums	\$ 1,250,000	\$ 876,625	\$ 373,375	70.13%	29.87%
ISBE TOTALS	\$ 12,202,936,337	\$ 9,167,366,468	\$ 3,035,569,869	75.12%	24.88%

ILLINOIS STATE BOARD OF EDUCATION
Combined Financial Status Report
July 1, 2018 through May 31, 2019

All Funds

	Appropriation Amount	Expenditures to Date (Direct)	Federal Indirect Cost Recovery Expenditures	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
Personal Services and Related Expenditures	\$ 32,581,586	\$ 11,780,633	\$ 226,686	\$ 20,574,267	36.16%	63.15%
Contractual Services	37,292,889	11,537,801	1,912,489	23,842,599	30.94%	63.93%
Travel	2,169,703	478,282	139,703	1,551,718	22.04%	71.52%
Commodities	434,881	45,012	4,881	384,988	10.35%	88.53%
Printing	498,006	15,950	6	482,050	3.20%	96.80%
Equipment	1,001,589	38,477	589	962,523	3.84%	96.10%
Telecommunications	499,369	110,656	40,369	348,344	22.16%	69.76%
Operation of Automotive Equipment	6,989	-	6,989	-	0.00%	0.00%
Lump Sums	166,073,288	66,449,441	-	99,623,848	40.01%	59.99%
Sub-total	240,558,300	90,456,251	2,331,712	147,770,337	37.60%	61.43%
Awards and Grants	11,892,986,900	9,074,578,504	-	2,818,408,396	76.30%	23.70%
Construction Grants	69,391,137	-	-	69,391,137	0.00%	100.00%
Total All Funds	\$ 12,202,936,337	\$ 9,165,034,756	\$ 2,331,712	\$ 3,035,569,869	75.11%	24.88%

General Revenue Fund

Lump Sums	\$ 72,576,100	\$ 45,256,661	\$ -	\$ 27,319,439	62.36%	37.64%
Sub-total	72,576,100	45,256,661	-	27,319,439	62.36%	37.64%
Awards and Grants	3,728,852,000	3,398,909,344	-	329,942,656	91.15%	8.85%
Total General Revenue Fund	\$ 3,801,428,100	\$ 3,444,166,004	\$ -	\$ 357,262,096	90.60%	9.40%

Other State Funds

Lump Sums	\$ 25,828,900	\$ 11,022,420	\$ -	\$ 14,806,480	42.67%	57.33%
Sub-total	25,828,900	11,022,420	-	14,806,480	42.67%	57.33%
Awards and Grants	4,646,084,900	4,004,145,058	-	641,939,842	86.18%	13.82%
Construction Grants	69,391,137	-	-	69,391,137	0.00%	100.00%
Total Other State Funds	\$ 4,741,304,937	\$ 4,015,167,477	\$ -	\$ 726,137,460	84.68%	15.32%

Federal Funds

Personal Services and Related Expenditures	\$ 32,354,900	\$ 11,780,633	\$ -	\$ 20,574,267	36.41%	63.59%
Contractual Services	35,380,400	11,537,801	-	23,842,599	32.61%	67.39%
Travel	2,030,000	478,282	-	1,551,718	23.56%	76.44%
Commodities	430,000	45,012	-	384,988	10.47%	89.53%
Printing	498,000	15,950	-	482,050	3.20%	96.80%
Equipment	1,001,000	38,477	-	962,523	3.84%	96.16%
Telecommunications	459,000	110,656	-	348,344	24.11%	75.89%
Lump Sums	70,000,000	12,502,072	-	57,497,928	17.86%	82.14%
Sub-total	142,153,300	36,508,883	-	105,644,417	25.68%	74.32%
Awards and Grants	3,518,050,000	1,671,524,103	-	1,846,525,897	47.51%	52.49%
Total Federal Funds	\$ 3,660,203,300	\$ 1,708,032,986	\$ -	\$ 1,952,170,314	46.66%	53.34%

ILLINOIS STATE BOARD OF EDUCATION
Awards and Grants Expenditures
July 1, 2018 through May 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>General Revenue Fund</u>					
Evidence-Based Funding	\$ 2,252,798,300	\$ 2,247,518,778	\$ 5,279,522	99.77%	0.23%
Advanced Placement Classes	500,000	183,372	316,628	36.67%	63.33%
District Consolidation	1,900,000	1,710,724	189,276	90.04%	9.96%
Agriculture Education	5,000,000	4,321,796	678,204	86.44%	13.56%
Vocational Education Career and Technical Education	38,062,100	36,122,488	1,939,612	94.90%	5.10%
Early Childhood Education	484,566,042	433,286,830	51,279,212	89.42%	10.58%
District Intervention	6,560,200	6,560,200	-	100.00%	0.00%
Blind and Dyslexic	846,000	846,000	-	100.00%	0.00%
Materials Center for the Visually Impaired	1,421,100	1,250,000	171,100	87.96%	12.04%
Alternative Education/Regional Safe Schools	6,300,000	5,804,118	495,882	92.13%	7.87%
Truants' Alternative/Optional Education	11,500,000	10,549,067	950,933	91.73%	8.27%
National Board Certification Reimbursement	1,000,000	900,000	100,000	90.00%	10.00%
Teach for America	977,500	896,500	81,000	91.71%	8.29%
Special Education-Private Tuition	135,265,500	101,449,123	33,816,377	75.00%	25.00%
Special Education-Orphanage Tuition	73,000,000	24,297,936	48,702,064	33.28%	66.72%
Transportation-Regular/Vocational	262,909,800	197,100,512	65,809,288	74.97%	25.03%
Transportation-Special Education	387,682,600	290,820,893	96,861,707	75.02%	24.98%
Free Lunch/Breakfast	9,000,000	6,663,122	2,336,878	74.03%	25.97%
Orphanage Tuition	13,600,000	5,689,070	7,910,930	41.83%	58.17%
Southwest Organizing Project-Parent Mentoring	2,000,000	1,800,000	200,000	90.00%	10.00%
Tax Equivalent Grants	222,600	222,600	-	100.00%	0.00%
School Support Services	1,002,800	336,052	666,748	33.51%	66.49%
Autism	100,000	88,800	11,200	88.80%	11.20%
After-School Programs (Community Health Initiative)	15,000,000	7,239,491	7,760,509	48.26%	51.74%
Philip Rock Center	3,577,800	2,690,000	887,800	75.19%	24.81%
After School Matters	2,443,800	2,275,000	168,800	93.09%	6.91%
Total General Revenue Fund	\$ 3,717,236,142	\$ 3,390,622,473	\$ 326,613,669	91.21%	8.79%
<u>Education Assistance Fund</u>					
Evidence-Based Funding	\$ 727,149,356	\$ 727,149,356	-	100.00%	0.00%
			-		
Total Education Assistance Fund	\$ 727,149,356	\$ 727,149,356	\$ -	100.00%	0.00%

ILLINOIS STATE BOARD OF EDUCATION
Awards and Grants Expenditures
July 1, 2018 through May 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>Common School Fund</u>					
Evidence-Based Funding	\$ 3,213,015,600	\$ 2,645,252,245	\$ 567,763,355	82.33%	17.67%
			-		
Total Common School Fund	\$ 3,213,015,600	\$ 2,645,252,245	\$ 567,763,355	82.33%	17.67%
<u>Special Purpose Trust Fund</u>					
Special Purpose Trust	\$ 6,567,822	\$ 5,320,708	\$ 1,247,114	81.01%	18.99%
Total Special Purpose Trust Fund	\$ 6,567,822	\$ 5,320,708	\$ 1,247,114	81.01%	18.99%
<u>Teacher Certificate Fee Revolving Fund</u>					
Lump Sums			\$ -		
Total Teacher Certificate Fee Revolving Fund	\$ -	\$ -	\$ -		
<u>Drivers Education Fund</u>					
Driver Education Grants	\$ 18,750,000	\$ 14,062,471	\$ 4,687,529	75.00%	25.00%
Total Drivers Education Fund	\$ 18,750,000	\$ 14,062,471	\$ 4,687,529	75.00%	25.00%
<u>Fund for the Advancement of Education</u>					
Evidence-Based Funding	\$ 641,500,000	\$ 600,000,000	\$ 41,500,000	93.53%	6.47%
Total Fund for the Advancement of Education	\$ 641,500,000	\$ 600,000,000	\$ 41,500,000	93.53%	6.47%
<u>SBE Federal Department of Agriculture Fund</u>					
Federal Nutrition Programs	\$ 1,062,500,000	\$ 653,828,463	\$ 408,671,537	61.54%	38.46%
Total SBE Federal Department of Agriculture Fund	\$ 1,062,500,000	\$ 653,828,463	\$ 408,671,537	61.54%	38.46%

ILLINOIS STATE BOARD OF EDUCATION
Awards and Grants Expenditures
July 1, 2018 through May 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>SBE Federal Agency Services Fund</u>					
Abstinence Education	\$ 6,447,000	\$ 1,287,266	\$ 5,159,734	19.97%	80.03%
Improving Student Health	45,000	200	44,800	0.44%	99.56%
Substance Abuse and Mental Health	5,126,125	890,202	4,235,923	17.37%	82.63%
Total SBE Federal Agency Services Fund	\$ 11,618,125	\$ 2,177,668	\$ 9,440,457	18.74%	81.26%
<u>SBE Federal Department of Education Fund</u>					
Title VI Rural and Low Income Students (Flexibility & Account)	\$ 2,000,000	\$ 1,071,504	\$ 928,496	53.58%	46.42%
Preschool Expansion Grant	31,591,662	11,230,445	20,361,217	35.55%	64.45%
Title III - English Language Acquisition	50,400,000	20,049,115	30,350,885	39.78%	60.22%
Charter Schools	21,100,000	277,088	20,822,912	1.31%	98.69%
Advanced Placement Fee	3,300,000	-	3,300,000	0.00%	100.00%
Title I - Basic	934,326,548	442,634,467	491,692,081	47.37%	52.63%
Title I - Migrant Children	5,610,109	1,099,168	4,510,941	19.59%	80.41%
Title I - Neglected/Delinquent	1,479,900	451,251	1,028,649	30.49%	69.51%
Title I - School Improvement	148,583,443	17,678,887	130,904,556	11.90%	88.10%
Title IV - 21st Century/Community Service	110,000,000	32,801,147	77,198,853	29.82%	70.18%
Title IV - ESEA Student Support	90,000,000	13,717,139	76,282,861	15.24%	84.76%
Title II - Teacher Quality	160,000,000	49,352,943	110,647,057	30.85%	69.15%
Title II - Math/Science Partnerships	18,800,000	808,435	17,991,565	4.30%	95.70%
Title X - McKinney Homeless	5,000,000	1,365,047	3,634,953	27.30%	72.70%
IDEA - Preschool	29,200,000	11,635,505	17,564,495	39.85%	60.15%
IDEA - Improvement	5,000,000	1,497,934	3,502,066	29.96%	70.04%
IDEA	754,000,000	381,343,252	372,656,748	50.58%	49.42%
IDEA - Deaf/Blind	500,000	227,553	272,447	45.51%	54.49%
Career and Technical Education - Basic Perkins	55,000,000	25,986,999	29,013,001	47.25%	52.75%
Early Learning Challenge	33,529,000	-	33,529,000	0.00%	100.00%
Special Federal Congressional Initiatives	5,000,000	-	5,000,000	0.00%	100.00%
Total SBE Federal Department of Education Fund	\$ 2,464,420,662	\$ 1,013,227,879	\$ 1,451,192,783	41.11%	58.89%
<u>Charter Schools Revolving Loan Program Fund</u>					
Charter Schools Revolving Loans	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
Total Charter Schools Rev. Loan Program Fund	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%

ILLINOIS STATE BOARD OF EDUCATION
Awards and Grants Expenditures
July 1, 2018 through May 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>School Technology Revolving Loan Program Fund</u>					
School Technology Revolving Loans	\$ 7,500,000	\$ 442,300	\$ 7,057,700	5.90%	94.10%
Total School Technology Rev. Loan Program Fund	\$ 7,500,000	\$ 442,300	\$ 7,057,700	5.90%	94.10%
<u>Temporary Relocation Expenses Revolving Grant Fund</u>					
Temporary Relocation Revolving Loans/Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
Total Temporary Relocation Exp. Rev. Grant Fund	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
<u>School Infrastructure Fund</u>					
School Infrastructure	\$ 56,300,000	\$ 89,929	\$ 56,210,071	0.16%	99.84%
Total School Infrastructure Fund	\$ 56,300,000	\$ 89,929	\$ 56,210,071	0.16%	99.84%
<u>Capital Development Fund</u>					
Overcrowded Schools Construction Grants	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	100.00%
Total Capital Development Fund	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	100.00%
<u>School Construction Fund</u>					
School Maintenance Grants	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	100.00%
Total School Construction Fund	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	100.00%
<u>Personal Property Tax Replacement Fund</u>					
Lump Sums	\$ 70,000	\$ 70,000	\$ -	100.00%	0.00%
Awards and Grants, Lump Sums	6,966,000	6,462,500	503,500	92.77%	7.23%
Grants for Educational Purposes	11,000,000	9,534,349	1,465,651	86.68%	13.32%
Total Personal Property Tax Replacement Fund	\$ 18,036,000	\$ 16,066,849	\$ 1,969,151	89.08%	10.92%
<u>After School Rescue Fund</u>					
Lump Sums	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
Total After School Rescue Fund	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
TOTAL AWARDS AND GRANTS - ALL FUNDS	\$ 11,975,384,844	\$ 9,068,240,341	\$ 2,907,144,503	75.72%	24.28%

ILLINOIS STATE BOARD OF EDUCATION
Comparative Statement of Expenditures to Date (May 31, 2019)
Fiscal Years 2019 and 2018

	FY19				FY18			
	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
<u>All Funds</u>								
Personal Services and Related Expenditures	\$ 32,581,586	\$ 11,780,633	\$ 226,686	36.16%	\$ 33,692,262	\$ 11,290,159	\$ 1,337,362	37.48%
Contractual Services	37,292,889	11,537,801	1,912,489	30.94%	36,605,780	12,688,564	2,190,780	40.65%
Travel	2,169,703	478,282	139,703	22.04%	2,185,811	461,874	155,811	28.26%
Commodities	434,881	45,012	4,881	10.35%	454,178	51,674	24,178	16.70%
Printing	498,006	15,950	6	3.20%	498,777	34,763	777	7.13%
Equipment	1,001,589	38,477	589	3.84%	1,243,458	131,600	243,458	30.16%
Telecommunications	499,369	110,656	40,369	22.16%	477,608	116,780	18,608	28.35%
Operation of Automotive Equipment	6,989	-	6,989	0.00%	10,012	-	10,012	
Lump Sums	166,073,288	66,449,441	-	40.01%	165,083,215	55,875,636	-	33.85%
Sub-total	240,558,300	90,456,251	2,331,712	38.57%	240,251,100	80,651,050	3,980,985	35.23%
Awards and Grants	11,892,986,900	9,074,578,504	-	76.30%	11,704,161,200	8,747,262,111	141,864	74.74%
Construction Grants	69,391,137	-	-	0.00%	4,391,137	-	-	
Total All Funds	\$ 12,202,936,337	\$ 9,165,034,756	\$ 2,331,712	75.11%	\$ 11,948,803,437	\$ 8,827,913,161	\$ 4,122,849	73.92%
<u>General Revenue Fund</u>								
Lump Sums	\$ 72,576,100	\$ 45,256,661	\$ -	62.36%	\$ 73,285,300	\$ 47,520,145	\$ -	64.84%
Sub-total	72,576,100	45,256,661	-	62.36%	73,285,300	47,520,145	-	64.84%
Awards and Grants	3,728,852,000	3,398,909,344	-	91.15%	3,669,329,600	2,965,592,053	-	80.82%
Total General Revenue Fund	\$ 3,801,428,100	\$ 3,444,166,004	\$ -	90.60%	\$ 3,742,614,900	\$ 3,013,112,198	\$ -	80.51%
<u>Other State Funds</u>								
Lump Sums	\$ 25,828,900	\$ 11,022,420	\$ -	42.67%	\$ 25,778,900	\$ 7,732,268	\$ -	29.99%
Sub-total	25,828,900	11,022,420	-	42.67%	25,778,900	7,732,268	-	29.99%
Awards and Grants	4,646,084,900	4,004,145,058	-	86.18%	4,520,331,600	4,116,431,845	-	91.06%
Construction Grants	69,391,137	-	-	0.00%	4,391,137	-	-	0.00%
Total Other State Funds	\$ 4,741,304,937	\$ 4,015,167,477	\$ -	84.68%	\$ 4,550,501,637	\$ 4,124,164,113	\$ -	90.63%
<u>Federal Funds</u>								
Personal Services and Related Expenditures	\$ 32,354,900	\$ 11,780,633	\$ -	36.41%	\$ 32,354,900	\$ 11,290,159	\$ -	34.89%
Contractual Services	35,380,400	11,537,801	-	32.61%	34,415,000	12,688,564	-	36.87%
Travel	2,030,000	478,282	-	23.56%	2,030,000	461,874	-	22.75%
Commodities	430,000	45,012	-	10.47%	430,000	51,674	-	12.02%
Printing	498,000	15,950	-	3.20%	498,000	34,763	-	6.98%
Equipment	1,001,000	38,477	-	3.84%	1,000,000	131,600	-	13.16%
Telecommunications	459,000	110,656	-	24.11%	459,000	116,780	-	25.44%
Lump Sums	70,000,000	12,502,072	-	17.86%	70,000,000	4,746,073	-	6.78%
Sub-total	142,153,300	36,508,883	-	25.68%	141,186,900	29,521,486	-	20.91%
Awards and Grants	3,518,050,000	1,671,524,103	-	47.51%	3,514,500,000	1,665,238,213	-	47.38%
Total Federal Funds	\$ 3,660,203,300	\$ 1,708,032,986	\$ -	46.66%	\$ 3,655,686,900	\$ 1,694,759,699	\$ -	46.36%

Illinois State Board of Education

FY 2019 Appropriation & Spending by Program 07/01/2018 thru 5/31/2019

(Dollars in Thousands)

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
STATE						
Distributive Grants	<u>\$7,719,521.1</u>	<u>\$7,717,821.2</u>	<u>\$1,699.9</u>	<u>\$6,848,787.8</u>	<u>\$6,847,651.8</u>	<u>\$1,136.1</u>
Evidence - Based Funding	\$6,836,163.2	\$6,834,463.3	\$1,699.9	\$6,221,056.5	\$6,219,920.4	\$1,136.1
District Consolidation Cost	\$1,900.0	\$1,900.0	\$0.0	\$1,710.7	\$1,710.7	\$0.0
<u>Mandated Categoricals</u>	<u>\$881,457.9</u>	<u>\$881,457.9</u>	<u>\$0.0</u>	<u>\$626,020.7</u>	<u>\$626,020.7</u>	<u>\$0.0</u>
Illinois Free Lunch/Breakfast	\$9,000.0	\$9,000.0	\$0.0	\$6,663.1	\$6,663.1	\$0.0
Orphanage Tuition 18-3 (Reg Ed)	\$13,600.0	\$13,600.0	\$0.0	\$5,689.1	\$5,689.1	\$0.0
Sp-Ed - Orphanage Tuition 14-7.03	\$73,000.0	\$73,000.0	\$0.0	\$24,297.9	\$24,297.9	\$0.0
Sp-Ed - Private Tuition	\$135,265.5	\$135,265.5	\$0.0	\$101,449.1	\$101,449.1	\$0.0
Sp-Ed - Transportation	\$387,682.6	\$387,682.6	\$0.0	\$290,820.9	\$290,820.9	\$0.0
Transportation - Regular/Vocational	\$262,909.8	\$262,909.8	\$0.0	\$197,100.5	\$197,100.5	\$0.0
Standards - Assessment & Accountability	<u>\$48,600.0</u>	<u>\$0.0</u>	<u>\$48,600.0</u>	<u>\$23,843.8</u>	<u>\$0.0</u>	<u>\$23,843.8</u>
Assessments	\$48,600.0	\$0.0	\$48,600.0	\$23,843.8	\$0.0	\$23,843.8
Ensuring Quality Ed Personnel	<u>\$1,977.5</u>	<u>\$1,977.5</u>	<u>\$0.0</u>	<u>\$1,796.5</u>	<u>\$1,796.5</u>	<u>\$0.0</u>
National Board Certification	\$1,000.0	\$1,000.0	\$0.0	\$900.0	\$900.0	\$0.0
Teach for America	\$977.5	\$977.5	\$0.0	\$896.5	\$896.5	\$0.0
Early Childhood	<u>\$493,738.1</u>	<u>\$484,566.0</u>	<u>\$9,172.1</u>	<u>\$439,672.5</u>	<u>\$433,286.8</u>	<u>\$6,385.6</u>
Academic Difficulty	<u>\$17,800.0</u>	<u>\$17,800.0</u>	<u>\$0.0</u>	<u>\$16,353.2</u>	<u>\$16,353.2</u>	<u>\$0.0</u>
Alternative Learning/Regional Safe Schools	\$6,300.0	\$6,300.0	\$0.0	\$5,804.1	\$5,804.1	\$0.0
Truants' Alternative Optional Education	\$11,500.0	\$11,500.0	\$0.0	\$10,549.1	\$10,549.1	\$0.0
Learning Technologies	<u>\$2,443.8</u>	<u>\$0.0</u>	<u>\$2,443.8</u>	<u>\$1,901.2</u>	<u>\$0.0</u>	<u>\$1,901.2</u>
Technology for Success	\$2,443.8	\$0.0	\$2,443.8	\$1,901.2	\$0.0	\$1,901.2
Career Preparation	<u>\$43,062.1</u>	<u>\$43,062.1</u>	<u>\$0.0</u>	<u>\$40,444.3</u>	<u>\$40,444.3</u>	<u>\$0.0</u>
Agricultural Education	\$5,000.0	\$5,000.0	\$0.0	\$4,321.8	\$4,321.8	\$0.0
Career and Technical Education	\$38,062.1	\$38,062.1	\$0.0	\$36,122.5	\$36,122.5	\$0.0
Administration	<u>\$23,217.2</u>	<u>\$0.0</u>	<u>\$23,217.2</u>	<u>\$20,786.4</u>	<u>\$0.0</u>	<u>\$20,786.4</u>
Targeted Initiatives	<u>\$27,873.0</u>	<u>\$27,114.1</u>	<u>\$758.9</u>	<u>\$17,557.8</u>	<u>\$16,931.3</u>	<u>\$626.5</u>

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Advanced Placement Classes	\$500.0	\$500.0	\$0.0	\$183.4	\$183.4	\$0.0
After School Matters	\$2,443.8	\$2,443.8	\$0.0	\$2,275.0	\$2,275.0	\$0.0
After-School Programs	\$15,000.0	\$15,000.0	\$0.0	\$7,239.5	\$7,239.5	\$0.0
Autism	\$100.0	\$100.0	\$0.0	\$88.8	\$88.8	\$0.0
Blind & Dyslexic	\$846.0	\$846.0	\$0.0	\$846.0	\$846.0	\$0.0
Community Residential Services Authority	\$579.0	\$0.0	\$579.0	\$448.9	\$0.0	\$448.9
Educator Misconduct Investigations	\$179.9	\$0.0	\$179.9	\$177.6	\$0.0	\$177.6
Southwest Organizing Project - Parent Mentoring	\$2,000.0	\$2,000.0	\$0.0	\$1,800.0	\$1,800.0	\$0.0
School Support Services	\$1,002.8	\$1,002.8	\$0.0	\$336.1	\$336.1	\$0.0
Materials Center for the Visually Impaired	\$1,421.1	\$1,421.1	\$0.0	\$1,250.0	\$1,250.0	\$0.0
Philip J. Rock Center & School	\$3,577.8	\$3,577.8	\$0.0	\$2,690.0	\$2,690.0	\$0.0
Tax Equivalent Grants	\$222.6	\$222.6	\$0.0	\$222.6	\$222.6	\$0.0
OTHER STATE						
Regional Services	<u>\$18,040.0</u>	<u>\$18,036.0</u>	<u>\$4.0</u>	<u>\$16,066.8</u>	<u>\$16,066.8</u>	<u>\$0.0</u>
ROE - Bus Driver Training	\$70.0	\$70.0	\$0.0	\$70.0	\$70.0	\$0.0
ROE - Salaries	\$11,000.0	\$11,000.0	\$0.0	\$9,534.3	\$9,534.3	\$0.0
ROE - School Services	\$6,970.0	\$6,966.0	\$4.0	\$6,462.5	\$6,462.5	\$0.0
School Infrastructure Fund	<u>\$56,900.0</u>	<u>\$56,300.0</u>	<u>\$600.0</u>	<u>\$275.9</u>	<u>\$89.9</u>	<u>\$186.0</u>
School Infrastructure	\$56,900.0	\$56,300.0	\$600.0	\$275.9	\$89.9	\$186.0
Driver Education	<u>\$18,750.0</u>	<u>\$18,750.0</u>	<u>\$0.0</u>	<u>\$14,062.5</u>	<u>\$14,062.5</u>	<u>\$0.0</u>
Other Funds	<u>\$70,810.2</u>	<u>\$51,419.2</u>	<u>\$19,391.1</u>	<u>\$17,784.8</u>	<u>\$12,323.2</u>	<u>\$5,461.6</u>
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
Charter Schools Revolving Loan Fund	\$200.0	\$200.0	\$0.0	\$0.0	\$0.0	\$0.0
District Intervention Funding	\$6,560.2	\$6,560.2	\$0.0	\$6,560.2	\$6,560.2	\$0.0
Emergency Financial Assistance Fund	\$1,000.0	\$0.0	\$1,000.0	\$15.8	\$0.0	\$15.8
Indirect Costs	\$8,926.5	\$0.0	\$8,926.5	\$2,331.7	\$0.0	\$2,331.7
ISBE - Special Purpose Trust Fund	\$6,573.5	\$6,567.8	\$5.6	\$5,323.2	\$5,320.7	\$2.5
ISBE Teacher Certificate Institute Fund	\$2,208.9	\$0.0	\$2,208.9	\$305.7	\$0.0	\$305.7
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	\$442.3	\$442.3	\$0.0
State Charter School Commission	\$1,250.0	\$0.0	\$1,250.0	\$876.6	\$0.0	\$876.6
Teacher Certification Fee Revolving Fund	\$6,000.0	\$0.0	\$6,000.0	\$1,929.2	\$0.0	\$1,929.2
Temporary Relocation Revolving Fund	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
FEDERAL						
Federal Funds	<u>\$3,656,453.3</u>	<u>\$3,538,538.8</u>	<u>\$117,914.5</u>	<u>\$1,708,033.0</u>	<u>\$1,669,234.0</u>	<u>\$38,799.0</u>
Advanced Placement Fee Payment	\$3,300.0	\$3,300.0	\$0.0	\$0.0	\$0.0	\$0.0
Career & Technical Education	\$57,917.5	\$55,000.0	\$2,917.5	\$26,558.2	\$25,987.0	\$571.2
CEEDAR Grant - University of Florida	\$20.0	\$0.0	\$20.0	\$20.0	\$0.0	\$20.0
Charter Schools	\$21,100.0	\$21,100.0	\$0.0	\$277.1	\$277.1	\$0.0
Child Nutrition	\$1,082,404.7	\$1,062,500.0	\$19,904.7	\$661,316.7	\$653,828.5	\$7,488.2
Early Learning Challenge	\$35,000.0	\$33,529.0	\$1,471.0	\$0.0	\$0.0	\$0.0
IDEA - Deaf Blind, Part C	\$500.0	\$500.0	\$0.0	\$227.6	\$227.6	\$0.0
IDEA - Improvement Plan	\$5,533.0	\$5,000.0	\$533.0	\$1,558.3	\$1,497.9	\$60.4
IDEA - Pre-School	\$29,967.7	\$29,200.0	\$767.7	\$11,784.5	\$11,635.5	\$149.0
Illinois Purchase Care Review Board	\$449.8	\$0.0	\$449.8	\$249.6	\$0.0	\$249.6
Improving Student Health and Achievement	\$467.6	\$45.0	\$422.6	\$54.7	\$0.2	\$54.5
Individuals with Disabilities Educ. Act, Pt. B	\$774,748.8	\$754,000.0	\$20,748.8	\$388,711.3	\$381,343.3	\$7,368.0
Longitudinal Data System	\$5,200.0	\$0.0	\$5,200.0	\$1,304.0	\$0.0	\$1,304.0
Math & Science Partnerships	\$19,006.4	\$18,800.0	\$206.4	\$826.2	\$808.4	\$17.8
National Center for Education Statistics	\$425.4	\$0.0	\$425.4	\$62.3	\$0.0	\$62.3
Preschool Expansion Grant	\$35,000.0	\$31,591.7	\$3,408.3	\$12,211.3	\$11,230.4	\$980.9
School Health Programs	\$875.2	\$0.0	\$875.2	\$0.0	\$0.0	\$0.0
School Health Programs - Abstinence	\$6,455.0	\$6,447.0	\$8.0	\$1,288.5	\$1,287.3	\$1.2
School Health Programs - Adolescent Health	\$500.0	\$0.0	\$500.0	\$0.0	\$0.0	\$0.0
Special Congressional Initiatives	\$5,000.0	\$5,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Substance Abuse and Mental Health (SAMHA)	\$5,381.0	\$5,126.1	\$254.9	\$953.2	\$890.2	\$63.0
Title I - Basic Programs	\$945,162.7	\$934,326.5	\$10,836.2	\$446,649.0	\$442,634.5	\$4,014.5
Title I - Education of Migratory Children	\$5,685.7	\$5,558.1	\$127.6	\$1,106.6	\$1,086.5	\$20.0
Title I - Migrant Consortium Incentive	\$127.6	\$52.0	\$75.6	\$82.5	\$12.6	\$69.9
Title I - Neglected and Delinquent	\$1,577.4	\$1,479.9	\$97.5	\$468.5	\$451.3	\$17.2
Title I - School Improvement	\$153,526.8	\$148,583.4	\$4,943.4	\$18,807.2	\$17,678.9	\$1,128.4
Title II - Quality Teachers	\$162,814.1	\$160,000.0	\$2,814.1	\$49,777.5	\$49,352.9	\$424.5
Title III - English Language Acquisition	\$52,978.1	\$50,400.0	\$2,578.1	\$20,713.5	\$20,049.1	\$664.4
Title IV - Student Support & Academic Enrich.	\$90,113.2	\$90,000.0	\$113.2	\$13,719.5	\$13,717.1	\$2.4
Title IV - 21st Century Schools	\$112,657.4	\$110,000.0	\$2,657.4	\$34,209.5	\$32,801.1	\$1,408.3
Title V - Rural & Low Income Programs	\$2,098.6	\$2,000.0	\$98.6	\$1,094.3	\$1,071.5	\$22.8
Title VI - State Assessment	\$35,000.0	\$0.0	\$35,000.0	\$12,502.1	\$0.0	\$12,502.1
Title X - McKinney Homeless Assistance	\$5,459.5	\$5,000.0	\$459.5	\$1,499.3	\$1,365.0	\$134.3

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
TOTAL - ALL FUNDS:	\$12,199,186.3	\$11,975,384.8	\$223,801.5	\$9,167,366.5	\$9,068,240.3	\$99,126.1

Illinois State Board of Education Contract Awards May 1, 2019 - May 31, 2019					
Vendor	Illinois Procurement Bulletin/BidBuy Award Notice Date	Type of Award	Term	Contract Term Amount	Description
Illinois Network of Childcare Resource and Referral Agencies (INCCRRA)	3/4/2019	Sole Source	5/6/19-12/30/19	\$ 200,000.00	Vendor will enhance ExceleRate Illinois website and create I/ECMHC data system as part of the Gateways Registry system.
Board of Trustees of the University of Illinois	N/A	Intergovernmental Agreement	5/6/19-12/31/19	\$ 18,177.00	The University will partners with the needs assessment vendor to develop a restructured performance measurement plan based on ELC Metrics Dashboard published in IECAM and in tandem with the strategic planning process; as well as implement the performance measurement plan, including development of a performance measurement dashboard. The University will develop homelessness resources an da directory to ensure children experiencing homelessness can enroll in ECCE programs and resource toolkits to promote co-location and the establishment of partnerships for early childhood programming and homeless services.
Audrey Rechner	N/A	Personal Service Contract	5/1/19-6/30/19	\$ 27,360.00	Support of and project coordination for Technical Assistance Team
Howard Hammel	N/A	Personal Service Contract	7/1/19-12/31/19	\$ 70,896.00	Contractor will be responsible for data reporting automation, data quality improvement, and other assignments as required.
Laner Muchin	N/A	Exempt	7/1/19-6/30/20	\$ 25,000.00	Will serve as the legal representative of the State Superintendent or Illinois State Board of Education, as applicable, in all pre-hearing (including, without limitation, investigations), hearing and post-hearing maters with respect to the change in approval status for a nonpublic special education program in accordance with applicable law, including Article 14 of the Illinois School Code (105 ILCS 5/14-17.02).
Measurement, Inc.		RFSP	7/1/19-6/30/20	\$ 100,192.00	Contractor will perform an independent evaluation to determine the degree to which dissemination of best practices and effective innovation have occurred at existing charter schools and each grant awarded site and to determine the difference these activities have made.
Renee Racette	N/A	Exempt	6/1/19-4/30/2020	\$ 100,597.21	Contractor will assist the Director of College and Career Readiness/Curriculum and Instruction in the development of the Illinois Perkins State Plan.
Tim Folger	N/A	Exempt	7/1/19-6/30/2020	\$ 65,000.00	Contractor will provide individual on-site or office based training for home based staff, conduct administrative reviews for Child Nutrition programs, attend ISBE training provided to all home-based staff, provide technical assistance or preoperational visits for all Child Nutrition Programs.
Julia Burd	N/A	Exempt	7/1/19-6/30/2020	\$ 65,000.00	Contractor will provide individual on-site or office based training for home based staff, conduct administrative reviews for Child Nutrition programs, attend ISBE training provided to all home-based staff, provide technical assistance or preoperational visits for all Child Nutrition Programs.
Jeanette Andrews	N/A	Exempt	7/1/19-6/30/2020	\$ 65,000.00	Contractor will provide individual on-site or office based training for home based staff, conduct administrative reviews for Child Nutrition programs, attend ISBE training provided to all home-based staff, provide technical assistance or preoperational visits for all Child Nutrition Programs.
Gavin Doughty	N/A	Exempt	7/1/19-6/30/2020	\$ 97,500.00	Contractor will provide assistance and facilitation activities associated with the Professional Capital Project Management Capacity Growth Initiative.
Bowsher Information Systems	2/11/2019	RFSP	7/1/19-6/30/2020	\$ 171,312.00	This is a contract for a programmer analyst to provide services related to the development and maintenance of the Educator Data System
Bowsher Information Systems	2/11/2019	RFSP	7/1/19-6/30/2020	\$ 167,328.00	This is a contract for a programmer analyst to provide services related to the development and maintenance of ISBE's Educator Licensure Information Systems
Ashbaugh & Associates	1/31/2019	RFSP	7/1/19-6/30/2020	\$ 182,268.00	This is a contract for a business analyst to provide services related to the development and maintenance of ISBE's Educator Licensure Information Systems
Ashbaugh & Associates	2/11/2019	RFSP	7/1/19-6/30/2020	\$ 182,268.00	This is a contract for a programmer analyst to provide services related to the development and maintenance of ISBE's Educator Licensure Information Systems
Anchor Data Systems	3/22/2019	RFSP	7/1/19-6/30/2020	\$ 155,376.00	This is a contract for a programmer analyst to provide services related to the development and maintenance of ISBE's Educator Licensure Information Systems
Anchor Data Systems	3/22/2019	RFSP	7/1/19-6/30/2020	\$ 155,376.00	This is a contract for a programmer analyst to provide services related to the development and maintenance of the enterprise Educator Data System
LearningMate Solutions	2/25/2019	RFSP	7/1/19-6/30/2020	\$ 1,305,284.00	This is a contract for one project manager, one business analyst, one data architect and two programmer analysts to assist in the continued development and maintenance of the Illinois Longitudinal Data Systems
MSF&W	2/11/2019	RFSP	7/1/19-6/30/2020	\$ 182,000.00	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.
SEA Group, Inc.	2/13/2019	RFSP	7/1/19-6/30/2020	\$ 164,000.00	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.
Bowsher Information Systems	2/11/2019	RFSP	7/1/19-6/30/2020	\$ 330,000.00	Will supply two software developers 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.
Bowsher Information Systems	2/11/2019	RFSP	7/1/19-6/30/2020	\$ 176,000.00	Will provide one software developer to assist in the development and maintenance of extant and future data systems as they pertain to Child Nutrition projects.
Veterans Consulting	2/25/2019	RFSP	7/1/19-6/30/2020	\$ 164,000.00	Will provide one software developer to assist in the development and maintenance of extant and future data systems as they pertain to Special Education projects
National Louis University	3/22/2019	RFSP	7/1/19-6/30/2020	\$ 1,569,844.74	Will conduct program assessments of Preschool for All Children/Preschool Expansion programs using the Early Childhood Environmental Rating Scale Revised
Pamela Jurkoshek	4/23/2019	RFSP	7/1/19-6/30/2020	\$ 41,250.00	Will work in conjunction with ISBE staff to oversee the process for determining Local Education Agencies are in compliance with the maintenance of effort
Crowe Horwath	3/29/2019	RFSP	7/1/19-6/30/2020	\$ 119,000.00	Will follow agency procedures for GAAP reports and IOCs SAMs Chapter 27 procedures to assist staff in enacting and compiling data from the Agency's Internal Accounting System for the purpose of converting accounting information from Cash basis to modified accrual in order to prepare the required GAAP applications, forms, and packages for submission of the resultant report of the Agencies 20 separate funds.
CN Resource	5/6/2019	RFSP	7/1/19-6/30/2020	\$ 450,000.00	Contractor will ensure ISBE meets the review requirements for the USDA NSLP reviews
Illinois Action for Children	5/21/2019	RFSP	7/1/19-6/30/2020	\$ 1,200,000.00	Will provide a system of statewide supports for early childhood community systems development

**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: (05/01/2019-05/31/2019)

Program: 2019 - 3220, Career & Technical Ed Improvement (CTEI)

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
05-016-2070-46(00)	NORTH SUBURBAN EDUC REG-EFE	PARK RIDGE	\$922,837	05/30/2019
07-016-7900-45(00)	CAREER NETWORK SO COOK - EFE	OLYMPIA FIELDS	\$401,179	05/03/2019
13-000-0000-46(00)	MCW CAREER AND TECHNICAL EDUC	SALEM	\$368,607	05/09/2019
16-000-0000-46(00)	KISHWAUKEE ED CONSORTIUM-EFE	MALTA	\$361,820	05/09/2019
30-000-0000-46(00)	JACKSON-PERRY REG DEL SY-EFE	PINCKNEYVILLE	\$289,538	05/02/2019
47-098-0050-46(00)	WHITESIDE-EFE 230	STERLING	\$715,937	05/15/2019
50-082-7470-45(00)	EAST ST LOUIS REGIONAL VOCATIONA	EAST ST LOUIS	\$183,049	05/01/2019
51-084-7310-45(00)	REGIONAL OFFICE OF CAREER	SPRINGFIELD	\$971,792	05/30/2019
			\$4,214,759	

Program: 2019 - 3235, Agriculture Education

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-0010-26(20)	COMMUNITY UNIT SCH DIST NO 1	PAYSON	\$4,773	05/22/2019
01-001-0020-26(20)	LIBERTY CUSD 2	LIBERTY	\$7,821	05/09/2019
01-001-0030-26(20)	COMMUNITY UNIT SCHOOL DIST 3	CAMP POINT	\$4,476	05/15/2019
01-001-0040-26(20)	MENDON CUSD 4	MENDON	\$4,105	05/22/2019
01-001-1720-22(20)	QUINCY SD 172	QUINCY	\$3,858	05/22/2019
01-005-0010-26(20)	BROWN COUNTY CUSD 1	MOUNT STERLI	\$3,833	05/22/2019
01-009-0150-26(20)	BEARDSTOWN CUSD 15	BEARDSTOWN	\$4,031	05/22/2019
01-009-0640-26(20)	VIRGINIA CUSD 64	VIRGINIA	\$13,487	05/24/2019
01-009-2620-26(20)	A-C CENTRAL CUSD 262	ASHLAND	\$3,809	05/22/2019
01-069-0010-26(20)	FRANKLIN CUSD 1	FRANKLIN	\$4,452	05/09/2019
01-069-0270-26(20)	TRIOPIA CUSD 27	CONCORD	\$14,155	05/17/2019
01-069-1170-22(20)	JACKSONVILLE SD 117	JACKSONVILLE	\$3,512	05/24/2019
01-075-0030-26(20)	PLEASANT HILL CUSD 3	PLEASANT HILL	\$4,501	05/22/2019
01-075-0040-26(20)	GRIGGSVILLE CUSD 4	GRIGGSVILLE	\$3,611	05/22/2019
01-075-0100-26(20)	PIKELAND CUSD 10	PITTSFIELD	\$13,768	05/22/2019
01-086-0010-26(20)	COMMUNITY UNIT SCHOOL DISTRICT 1	WINCHESTER	\$4,105	05/24/2019
01-086-0020-26(20)	SCOTT-MORGAN CUSD 2	BLUFFS	\$3,932	05/22/2019
03-003-0010-26(20)	MULBERRY GROVE CUSD 1	MULBERRY GRO	\$13,265	05/24/2019
03-003-0020-26(20)	BOND COUNTY 2	GREENVILLE	\$4,773	05/24/2019
03-011-0010-26(20)	MORRISONVILLE CUSD 1	MORRISONVILLE	\$4,204	05/21/2019
03-011-0030-26(20)	COUNTY OF CHRISTIAN TAYLORVILLE	TAYLORVILLE	\$4,798	05/07/2019
03-011-0040-26(20)	EDINBURG CUSD 4	EDINBURG	\$13,611	05/24/2019
03-011-0080-26(20)	PANA SD 8	PANA	\$14,303	05/24/2019
03-025-0100-26(20)	SCHOOL UNIT DISTRICT NO 10	ALTAMONT	\$13,320	05/16/2019
03-025-0200-26(20)	BEECHER CITY CUSD 20	BEECHER CITY	\$2,904	05/24/2019
03-025-0300-26(20)	DIETERICH CUSD 30	DIETERICH	\$3,289	05/24/2019
03-025-0500-26(20)	COMMUNITY UNIT SCHOOL DIST 50	TEUTOPOLIS	\$3,215	05/03/2019
03-026-2020-26(20)	ST ELMO CUSD 202	SAINT ELMO	\$4,229	05/24/2019
03-026-2030-26(20)	VANDALIA CUSD 203	VANDALIA	\$4,130	05/03/2019
03-026-2040-26(20)	RAMSEY CUSD 204	RAMSEY	\$3,240	05/17/2019
03-068-0020-26(20)	PANHANDLE COMM UNIT SCH DIST	RAYMOND	\$4,254	05/24/2019
03-068-0030-26(20)	HILLSBORO CUSD 3	HILLSBORO	\$13,611	05/07/2019
03-068-0120-26(20)	LITCHFIELD CUD 12	LITCHFIELD	\$3,982	05/09/2019
03-068-0220-26(20)	NOKOMIS CUSD 22	NOKOMIS	\$4,427	05/24/2019
04-004-1000-26(21)	BELVIDERE CUSD 100	BELVIDERE	\$3,363	05/24/2019

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:(05/01/2019-05/31/2019)

04-004-2000-26(20)	NORTH BOONE CUD 200	POPLAR GROVE	\$3,042	05/24/2019
04-101-3210-26(20)	PECATONICA CUSD 321	PECATONICA	\$3,734	05/24/2019
04-101-3220-26(20)	DURAND CUSD 322	DURAND	\$6,569	05/24/2019
08-008-3080-26(20)	EASTLAND CUSD 308	LANARK	\$3,820	05/24/2019
08-008-3140-26(20)	WEST CARROLL CUSD 314	MOUNT CARROL	\$4,130	05/24/2019
08-008-3990-26(20)	CHADWICK-MILLEDGEVILLE CUSD 399	CHADWICK	\$4,600	05/24/2019
08-043-1200-22(20)	GALENA UNIT SCHOOL DISTRICT	GALENA	\$3,275	05/24/2019
08-043-2050-26(20)	WARREN CUSD 205	WARREN	\$13,611	05/24/2019
08-043-2060-26(20)	STOCKTON CUSD 206	STOCKTON	\$4,278	05/06/2019
08-043-2100-26(20)	RIVER RIDGE CUSD 210	HANOVER	\$3,399	05/24/2019
08-043-2110-26(20)	SCALES MOUND CUSD 211	SCALES MOUND	\$3,795	05/24/2019
08-089-1450-22(20)	FREEPORT SD 145	FREEPORT	\$2,844	05/24/2019
08-089-2000-26(20)	PEARL CITY CUSD 200	PEARL CITY	\$4,081	05/28/2019
08-089-2010-26(20)	DAKOTA CUSD 201	DAKOTA	\$3,512	05/28/2019
08-089-2030-26(20)	ORANGEVILLE SCHOOL DISTRICT 203	ORANGEVILLE	\$3,413	05/24/2019
09-010-0010-26(20)	FISHER CUSD 1	FISHER	\$12,757	05/24/2019
09-010-0030-26(20)	COMMUNITY UNIT SCHOOL DIST 3	MAHOMET	\$4,229	05/21/2019
09-010-0070-26(20)	COMMUNITY UNIT SCH DIST 7	TOLONO	\$4,254	05/28/2019
09-010-0080-26(20)	HERITAGE CUSD 8	HOMER	\$14,006	05/16/2019
09-010-1160-22(20)	URBANA SD 116	URBANA	\$2,770	05/17/2019
09-010-3050-16(20)	ST JOSEPH OGDEN CHSD305	SAINT JOSEPH	\$4,551	05/28/2019
09-027-0050-26(20)	GIBSON-MELVIN-SIBLEY CUSD 5	GIBSON CITY	\$4,303	05/28/2019
09-027-0050-26(30)	GIBSON-MELVIN-SIBLEY CUSD 5	GIBSON CITY	\$7,459	05/07/2019
09-027-0100-26(20)	PAXTON BUCKLEY LODA CUSD	PAXTON	\$4,798	05/17/2019
11-012-002C-26(20)	MARSHALL CUSD 2C	MARSHALL	\$4,130	05/16/2019
11-012-002C-26(30)	MARSHALL CUSD 2C	MARSHALL	\$7,059	05/07/2019
11-012-003C-26(20)	MARTINSVILLE CUSD 3C	MARTINSVILLE	\$3,388	05/28/2019
11-015-0010-26(20)	CHARLESTON CUSD 1	CHARLESTON	\$3,883	05/28/2019
11-015-0020-26(20)	MATTOON CUSD 2	MATTOON	\$13,462	05/28/2019
11-015-0050-26(20)	COUNTY OF COLE	OAKLAND	\$4,254	05/23/2019
11-018-0030-26(20)	NEOGA COMMUNITY UNIT SCHOOL	NEOGA	\$14,800	05/29/2019
11-018-0770-26(20)	CUMBERLAND CUSD 77	TOLEDO	\$4,204	05/28/2019
11-021-3020-26(20)	VILLA GROVE CUSD 302	VILLA GROVE	\$3,487	05/17/2019
11-021-3060-26(20)	ARCOLA CUSD 306	ARCOLA	\$2,968	05/10/2019
11-023-0010-26(20)	SHILOH CUSD 1	HUME	\$3,374	05/28/2019
11-023-0030-26(20)	COMMUNITY UNIT DISTRICT 3	KANSAS	\$3,982	05/28/2019
11-023-0040-26(20)	COMMUNITY UNIT SCHOOL DIST 4	PARIS	\$8,314	05/28/2019
11-023-0060-26(20)	COMMUNITY UNIT SCHOOL DIST NO 6	CHRISMAN	\$3,363	05/28/2019
11-070-3000-26(20)	SULLIVAN C U SCHOOL DIST 300	SULLIVAN	\$4,377	05/28/2019
11-087-003A-26(20)	COWDEN-HERRICK CUSD 3A	COWDEN	\$3,858	05/09/2019
11-087-0040-26(20)	SHELBYVILLE CUSD 4	SHELBYVILLE	\$14,278	05/29/2019
11-087-0210-26(20)	CENTRAL A AND M COMMUNITY UNIT	ASSUMPTION	\$4,303	05/28/2019
12-013-0350-26(20)	FLORA CUSD 35	FLORA	\$8,592	05/28/2019
12-040-0010-26(20)	JASPER COUNTY CUD 1	NEWTON	\$4,427	05/16/2019
12-051-0100-26(20)	RED HILL CUSD 10	BRIDGEPORT	\$4,056	05/22/2019
13-014-0010-26(20)	CARLYLE CUSD 1	CARLYLE	\$4,427	05/28/2019
13-014-0710-16(20)	CENTRAL COMM HIGH SCHL DIST 71	BREESE	\$4,180	05/22/2019
13-041-0010-26(20)	WALTONVILLE CUSD 1	WALTONVILLE	\$4,427	05/28/2019
13-041-2090-27(20)	WOODLAWN UNIT SCHL DSTRCT209	WOODLAWN	\$4,081	05/07/2019

**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: (05/01/2019-05/31/2019)

13-058-1000-26(20)	PATOKA CUSD 100	PATOKA	\$2,731	05/28/2019
13-058-2000-17(20)	CENTRALIA HSD 200	CENTRALIA	\$3,314	05/07/2019
13-058-4010-26(20)	SOUTH CENTRAL CUSD 401	KINMUNDY	\$3,957	05/31/2019
13-058-5010-26(20)	SANDOVAL CUSD 501	SANDOVAL	\$4,575	05/13/2019
13-058-6000-16(20)	SALEM COM HIGH SCHOOL DIST 600	SALEM	\$3,932	05/16/2019
13-095-0100-26(20)	WEST WASHINGTON CCUSD 10	OKAWVILLE	\$12,558	05/28/2019
15-016-2990-25(20)	CITY OF CHICAGO SD 299	CHICAGO	\$4,773	05/31/2019
15-016-2990-25(21)	CITY OF CHICAGO SD 299	CHICAGO	\$989	05/08/2019
15-016-2990-25(23)	CITY OF CHICAGO SD 299	CHICAGO	\$2,500	05/08/2019
15-016-2990-25(24)	CITY OF CHICAGO SD 299	CHICAGO	\$3,190	05/31/2019
15-016-2990-25(25)	CITY OF CHICAGO SD 299	CHICAGO	\$2,720	05/29/2019
16-019-4240-26(20)	GENOA KINGSTON CUSD 424	GENOA	\$14,006	05/23/2019
16-019-4250-26(20)	COMMUNITY UNIT DIST 425	SHABBONA	\$3,696	05/31/2019
16-019-4260-26(20)	HIAWATHA CUSD 426	KIRKLAND	\$3,611	05/31/2019
16-019-4270-26(20)	SYCAMORE CUSD 427	SYCAMORE	\$4,798	05/21/2019
16-019-4280-26(20)	DEKALB CUSD 428	DE KALB	\$4,180	05/22/2019
16-019-4290-26(20)	HINCKLEY BIG ROCK CUSD 429	HINCKLEY	\$13,572	05/16/2019
17-020-0150-26(20)	CLINTON CUSD 15	CLINTON	\$3,993	05/28/2019
17-020-0180-26(20)	BLUE RIDGE CUSD 18	FARMER CITY	\$13,795	05/21/2019
17-053-0050-26(20)	WOODLAND CUSD 5	STREATOR	\$4,006	05/30/2019
17-053-006J-26(20)	TRI- POINT CUSD 6-J	KEMPTON	\$3,820	05/17/2019
17-053-0080-26(30)	PRAIRIE CENTRAL CUSD 8	FAIRBURY	\$23,565	05/07/2019
17-053-0740-27(20)	FLANAGAN-CORNELL UNIT DIST 74	FLANAGAN	\$4,575	05/29/2019
17-053-0900-17(20)	PONTIAC TWP HSD 90	PONTIAC	\$4,872	05/07/2019
17-054-0210-26(20)	HARTSBURG EMDEN CUSD 21	HARTSBURG	\$3,350	05/15/2019
17-054-0230-26(20)	MOUNT PULASKI CUD 23	MOUNT PULASKI	\$3,177	05/30/2019
17-064-0020-26(20)	LEROY CUSD 2	LE ROY	\$4,526	05/29/2019
17-064-0040-26(20)	HEYWORTH CUSD 4	HEYWORTH	\$4,377	05/31/2019
17-064-0070-26(20)	LEXINGTON CUSD 7	LEXINGTON	\$13,734	05/29/2019
17-064-0160-26(20)	OLYMPIA CUSD 16	STANFORD	\$4,773	05/29/2019
17-064-0190-26(20)	RIDGEVIEW CUSD 19	COLFAX	\$2,830	05/16/2019
19-022-2030-26(20)	COMMUNITY UNIT DISTRICT 203	NAPERVILLE	\$3,646	05/16/2019
19-022-2030-26(21)	COMMUNITY UNIT DISTRICT 203	NAPERVILLE	\$2,311	05/16/2019
19-022-2040-26(20)	INDIAN PRAIRIE 204	AURORA	\$2,869	05/29/2019
20-024-0010-26(20)	EDWARDS COUNTY CUSD 1	ALBION	\$4,748	05/29/2019
20-030-0070-26(20)	GALLATIN CUSD 7	JUNCTION	\$3,809	05/29/2019
20-033-0100-26(20)	HAMILTON CNTY CUSD 10	MCLEANSBORO	\$4,278	05/30/2019
20-035-0010-26(20)	HARDIN CNTY CUD 1	ELIZABETHTOW	\$5,235	05/23/2019
20-076-0010-26(20)	POPE COUNTY COMMUNITY UNIT	GOLCONDA	\$3,858	05/29/2019
20-076-0010-26(30)	POPE COUNTY COMMUNITY UNIT	GOLCONDA	\$7,969	05/22/2019
20-083-0020-26(20)	CARRIER MILLS-STONEFORT CUSD 2	CARRIER MILLS	\$7,300	05/29/2019
20-083-0020-26(30)	CARRIER MILLS-STONEFORT CUSD 2	CARRIER MILLS	\$14,084	05/07/2019
20-083-0030-26(30)	HARRISBURG CUSD 3	HARRISBURG	\$17,772	05/07/2019
20-083-0040-26(20)	ELDORADO CUSD 4	ELDORADO	\$4,847	05/29/2019
20-093-3480-26(30)	WABASH CUSD 348	MOUNT CARMEL	\$7,451	05/07/2019
20-096-1000-26(20)	WAYNE CITY CUSD 100	WAYNE CITY	\$4,180	05/29/2019
20-097-0030-26(20)	NORRIS CITY-OMAHA-ENFIELD CU 3	NORRIS CITY	\$3,883	05/31/2019
20-097-0050-26(20)	CARMI-WHITE COUNTY CUSD 5	CARMI	\$3,833	05/31/2019
21-028-1960-26(20)	SESSER-VALIER CUSD 196	SESSER	\$3,809	05/29/2019

**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:(05/01/2019-05/31/2019)

21-044-0010-26(20)	GOREVILLE CUD 1	GOREVILLE	\$7,727	05/31/2019
21-044-1330-17(20)	VIENNA HSD 133	VIENNA	\$12,460	05/29/2019
21-061-0010-26(20)	MASSAC COUNTY UNIT SCHOOL DIST 1	METROPOLIS	\$4,031	05/29/2019
21-061-0380-26(20)	JOPPA-MAPLE GROVE UD 38	JOPPA	\$3,462	05/16/2019
21-100-0010-26(20)	JOHNSTON CITY CUSD 1	JOHNSTON CITY	\$3,586	05/31/2019
21-100-0020-26(20)	MARION CUSD 2	MARION	\$4,551	05/29/2019
21-100-0020-26(30)	MARION CUSD 2	MARION	\$9,501	05/07/2019
21-100-0030-26(20)	COMMUNITY UNIT DISTRICT NO 3	MARION	\$3,685	05/29/2019
24-032-1110-16(20)	COUNTY OF GRUNDY SD 111	CHANNANAHON	\$3,190	05/17/2019
24-032-7900-40(20)	GRUNDY AREA VOC CTR	MORRIS	\$7,300	05/17/2019
24-047-0180-16(20)	NEWARK CHSD 18	NEWARK	\$4,339	05/23/2019
24-047-3080-26(20)	COMMUNITY UNIT SCHOOL DIST 308	OSWEGO	\$2,745	05/30/2019
26-029-0010-26(20)	ASTORIA CUSD 1	ASTORIA	\$3,759	05/23/2019
26-029-0020-26(20)	V I T UNIT SCHOOL DIST 2	TABLE GROVE	\$3,660	05/17/2019
26-029-0030-26(20)	FULTON COUNTY CUSD 3	CUBA	\$13,103	05/30/2019
26-029-0660-25(30)	CANTON UNION SD 66	CANTON	\$6,282	05/06/2019
26-029-0970-26(30)	LEWISTOWN SCHOOL DISTRICT 97	LEWISTOWN	\$6,703	05/07/2019
26-034-3070-16(20)	ILLINI WEST HSD 307	CARTHAGE	\$4,056	05/31/2019
26-034-3160-26(20)	COMMUNITY HS DISTRICT 316	WARSAW	\$3,883	05/29/2019
26-062-1030-26(20)	WEST PRAIRIE CUSD 103	COLCHESTER	\$5,045	05/07/2019
26-062-1030-26(30)	WEST PRAIRIE CUSD 103	COLCHESTER	\$16,334	05/06/2019
26-062-1700-26(20)	BUSHNELL PRAIRIE CITY CUSD 170	BUSHNELL	\$4,402	05/29/2019
26-062-1850-26(20)	MACOMB CUSD 185	MACOMB	\$4,674	05/30/2019
28-006-3030-26(20)	LAMOILLE CUSD 303	LA MOILLE	\$2,855	05/31/2019
28-006-3400-26(20)	BUREAU VALLEY CUSD 340	MANLIUS	\$12,064	05/23/2019
28-037-2230-26(20)	ORION CUSD 223	ORION	\$4,823	05/31/2019
28-037-2240-26(20)	GALVA CUSD 224	GALVA	\$4,921	05/31/2019
28-037-2250-26(20)	ALWOOD CUSD 225	WOODHULL	\$3,487	05/13/2019
28-037-2260-26(20)	ANNAWAN CUSD 226	ANNAWAN	\$4,006	05/23/2019
28-037-2270-26(20)	CAMBRIDGE CUSD 227	CAMBRIDGE	\$4,996	05/07/2019
30-002-0050-26(20)	EGYPTIAN CUSD 5	TAMMS	\$3,734	05/24/2019
30-073-3000-26(20)	DU QUOIN COMMUNITY UNIT SD 300	DU QUOIN	\$4,278	05/31/2019
30-077-1000-26(20)	CENTURY CUSD 100	ULLIN	\$3,611	05/30/2019
30-077-1000-26(30)	CENTURY CUSD 100	ULLIN	\$6,664	05/07/2019
30-077-1010-26(20)	MERIDIAN CUSD 101	MOUNDS	\$3,215	05/29/2019
30-091-0170-22(20)	COBDEN UNIT SCHOOL DISTRICT 17	COBDEN	\$9,134	05/31/2019
30-091-0810-16(20)	ANNA JONESBORO CHSD 81	ANNA	\$3,017	05/29/2019
31-045-3010-26(20)	CENTRAL CUSD 301	BURLINGTON	\$4,229	05/31/2019
32-038-0040-26(20)	CENTRAL CUSD 4	ASHKUM	\$4,427	05/17/2019
32-038-0060-26(20)	CISSNA PARK CUSD 6	CISSNA PARK	\$4,847	05/07/2019
32-038-0090-26(20)	IROQUOIS COUNTY CUSD 9	WATSEKA	\$4,204	05/29/2019
32-038-0100-26(20)	IROQUOIS WEST CUSD 10	GILMAN	\$4,155	05/21/2019
32-046-0050-26(20)	COUNTY OF KANKAKEE 5 MANTENO	MANTENO	\$3,809	05/16/2019
32-046-3020-16(20)	ST ANNE CHSD 302	SAINT ANNE	\$17,300	05/29/2019
33-036-2350-26(20)	WEST CENTRAL CUSD 235	BIGGSVILLE	\$4,476	05/16/2019
33-048-2020-26(20)	KNOXVILLE CUSD 202	KNOXVILLE	\$4,575	05/30/2019
33-048-2050-26(20)	GALESBURG CUSD 205	GALESBURG	\$4,155	05/16/2019
33-048-2080-26(20)	R O W V A CUSD 208	ONEIDA	\$14,798	05/29/2019
33-048-2100-26(20)	WILLIAMSFIELD CUSD 210	WILLIAMSFIELD	\$3,028	05/21/2019

**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: (05/01/2019-05/31/2019)

33-066-4040-26(20)	MERCER COUNTY SD 404	ALEDO	\$4,748	05/22/2019
33-094-2380-26(20)	MONMOUTH-ROSEVILLE CUSD 238	MONMOUTH	\$3,833	05/07/2019
33-094-3040-26(20)	UNITED CUSD 304	MONMOUTH	\$4,427	05/29/2019
35-050-0090-26(20)	EARLVILLE CUSD 9	EARLVILLE	\$4,328	05/29/2019
35-050-0400-17(20)	STREATOR TWP HSD 40	STREATOR	\$4,452	05/15/2019
35-050-1400-17(20)	OTTAWA THSD 140	OTTAWA	\$4,081	05/24/2019
35-050-1600-17(20)	SENECA TWP HSD 160	SENECA	\$13,894	05/30/2019
35-050-2800-17(20)	COUNTY OF LASALLE SD 280	MENDOTA	\$4,081	05/31/2019
35-078-5350-26(20)	PUTNAM COUNTY CU SCHOOL DIST 535	GRANVILLE	\$4,116	05/23/2019
39-055-0020-26(20)	MAROA FORSYTH CUSD 2	FORSYTH	\$4,452	05/16/2019
39-055-0030-26(20)	MT ZION CUSD 3	MOUNT ZION	\$3,586	05/09/2019
39-055-0090-26(20)	SANGAMON VALLEY CUSD 9	NIANTIC	\$4,130	05/29/2019
39-055-0110-26(20)	WARRENSBURG-LATHAM CUSD 11	WARRENSBURG	\$17,300	05/09/2019
39-055-0610-25(21)	DECATUR SD 61	DECATUR	\$7,300	05/31/2019
39-074-0250-26(20)	MONTICELLO CU 25	MONTICELLO	\$3,498	05/29/2019
40-031-0010-26(20)	CARROLLTON CUSD 1	CARROLLTON	\$4,724	05/29/2019
40-031-0030-26(20)	NORTH GREENE USD 3	WHITE HALL	\$3,190	05/07/2019
40-031-0030-26(30)	NORTH GREENE USD 3	WHITE HALL	\$6,314	05/06/2019
40-031-0100-26(20)	GREENFIELD CUSD 10	GREENFIELD	\$14,155	05/16/2019
40-056-0010-26(20)	COUNTY OF MACOUPIN CUSD 1	CARLINVILLE	\$4,105	05/31/2019
40-056-0020-26(20)	NORTHWESTERN CUSD 2	PALMYRA	\$3,957	05/30/2019
40-056-0060-26(20)	STAUNTON CUSD 6	STAUNTON	\$13,586	05/07/2019
40-056-0060-26(30)	STAUNTON CUSD 6	STAUNTON	\$8,350	05/06/2019
40-056-0080-26(20)	BUNKER HILL CUSD 8	BUNKER HILL	\$11,155	05/23/2019
40-056-0340-26(20)	NORTH MAC CUSD 34	GIRARD	\$3,784	05/30/2019
41-057-0050-26(20)	HIGHLAND CUSD 5	HIGHLAND	\$14,773	05/29/2019
41-057-0070-26(20)	EDWARDSVILLE SD 7	EDWARDSVILLE	\$4,551	05/23/2019
45-067-0040-26(20)	COLUMBIA CUSD 4	COLUMBIA	\$4,278	05/31/2019
45-067-0050-26(20)	WATERLOO CUSD 5	WATERLOO	\$14,798	05/16/2019
45-079-1320-26(20)	RED BUD CUSD 132	RED BUD	\$3,350	05/03/2019
45-079-1380-26(20)	STEELEVILLE CUSD 138	STEELEVILLE	\$3,957	05/31/2019
45-079-1390-26(30)	CHESTER CUSD 139	CHESTER	\$11,942	05/06/2019
47-052-2720-26(20)	AMBOY CUSD 272	AMBOY	\$3,350	05/15/2019
47-052-2750-26(20)	ASHTON-FRANKLIN CNTR CUSD 275	ASHTON	\$4,748	05/16/2019
47-071-2200-26(20)	OREGON CUSD 220	OREGON	\$4,452	05/29/2019
47-071-2210-26(20)	FORRESTVILLE VALLEY CUSD 221	FORRESTON	\$3,932	05/31/2019
47-071-2230-26(20)	MERIDIAN CUSD 223	STILLMAN VALLE	\$4,625	05/24/2019
47-071-2260-26(20)	BYRON COMMUNITY UNIT SD 226	BYRON	\$3,721	05/07/2019
47-098-0060-26(20)	MORRISON COMMUNITY UNIT SD 6	MORRISON	\$17,300	05/17/2019
48-072-3090-26(20)	BRIMFIELD CUSD 309	BRIMFIELD	\$4,204	05/31/2019
48-072-3220-26(20)	ELMWOOD CUSD 322	ELMWOOD	\$4,229	05/06/2019
48-072-3230-26(20)	DUNLAP CUSD 323	PEORIA	\$2,646	05/29/2019
49-081-1000-26(20)	RIVERDALE CUSD 100	PORT BYRON	\$4,006	05/23/2019
49-081-2000-26(20)	SCHOOL DISTRICT 200 SHERRARD COM	SHERRARD	\$3,908	05/30/2019
50-082-0190-26(20)	MASCOUTAH CUD 19	MASCOUTAH	\$9,279	05/29/2019
50-082-0400-26(20)	MARISSA CUSD 40	MARISSA	\$9,551	05/23/2019
50-082-0600-26(20)	NEW ATHENS CUSD 60	NEW ATHENS	\$10,397	05/29/2019
51-065-2000-26(20)	GREENVIEW CUSD 200	GREENVIEW	\$3,710	05/20/2019
51-065-2020-26(20)	PORTA CUSD 202	PETERSBURG	\$3,265	05/29/2019

**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: (05/01/2019-05/31/2019)

51-065-2130-26(20)	ATHENS CUSD 213	ATHENS	\$13,004	05/21/2019
51-084-0010-26(20)	TRI CITY CUSD 1	BUFFALO	\$3,240	05/30/2019
51-084-0110-26(20)	PAWNEE COMM UNIT SCHOOL DIST	PAWNEE	\$3,611	05/29/2019
51-084-0150-26(20)	WILLIAMSVILLE CUSD 15	WILLIAMSVILLE	\$4,056	05/30/2019
51-084-0160-26(20)	COMMUNITY UNIT DISTRICT NO 16	NEW BERLIN	\$3,982	05/30/2019
53-060-1260-26(20)	HAVANA CUSD 126	HAVANA	\$3,537	05/31/2019
53-060-1890-26(20)	ILLINI CENTRAL SCHOOL DIST 189	MASON CITY	\$3,784	05/09/2019
53-060-1910-26(20)	MIDWEST CENTRAL CUD 191	MANITO	\$14,452	05/23/2019
53-090-7020-26(20)	TREMONT CUD 702	TREMONT	\$3,784	05/31/2019
53-090-7030-26(20)	DELAVAN CUSD 703	DELAVAN	\$4,056	05/09/2019
53-102-0060-26(20)	FIELDCREST COMMUNITY UNIT	MINONK	\$3,314	05/07/2019
53-102-0110-26(20)	EL PASO-GRIDLEY CUSD 11	EL PASO	\$4,204	05/03/2019
53-102-0600-26(20)	ROANOKE BENSON CUSD 60	ROANOKE	\$14,328	05/29/2019
53-102-1220-17(20)	COUNTY OF WOODFORD SCHOOL	METAMORA	\$14,081	05/03/2019
53-102-1400-26(20)	COUNTY OF WOODFORD-EUREKA	EUREKA	\$3,833	05/22/2019
54-092-0010-26(20)	BISMARCK CUSD 1	BISMARCK	\$17,300	05/23/2019
54-092-0040-26(20)	GEORGETOWN-RIDGE FARM CUSD 4	GEORGETOWN	\$3,363	05/29/2019
54-092-0110-26(20)	HOOPESTON AREA CUSD 11	HOOPESTON	\$4,155	05/30/2019
54-092-0760-26(20)	OAKWOOD CUSD 76	OAKWOOD	\$4,402	05/17/2019
54-092-2250-17(20)	ARMSTRONG TWP HSD 225	ARMSTRONG	\$3,275	05/17/2019
54-092-5120-26(20)	SALT FORK COMMUNITY UNIT	CATLIN	\$3,017	05/23/2019
56-000-0000-40(20)	WILCO AREA CAREER CENTER	ROMEOVILLE	\$3,363	05/29/2019
56-099-2050-17(20)	LOCKPORT TWP HSD 205	LOCKPORT	\$2,943	05/29/2019
56-099-207U-26(20)	PEOTONE CUSD 207U	PEOTONE	\$2,484	05/29/2019
			\$1,521,800	

Program: 2019 - 3695, Truants Alternative/Optional Ed.

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
41-057-0110-26(RF)	ALTON CUSD 11	ALTON	\$75,242	05/21/2019
			\$75,242	

Program: 2019 - 3999, Other State Programs

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-009-2620-26(PS)	A-C CENTRAL CUSD 262	ASHLAND	\$8,776	05/09/2019
05-016-0210-04(HS)	COOK COUNTY CONSOLIDATED SD 21	WHEELING	\$88,404	05/01/2019
06-016-4010-26(HS)	ELMWOOD PARK SD 401	ELMWOOD PARK	\$58,628	05/15/2019
07-016-1430-02(HS)	SCHOOL DISTRICT 143 COOK COUNTY	MIDLOTHIAN	\$47,055	05/09/2019
07-016-1470-02(PS)	W HARVEY-DIXMOOR PUB SD 147	HARVEY	\$17,751	05/13/2019
28-006-0990-04(HS)	SPRING VALLEY CCSD 99	SPRING VALLEY	\$32,399	05/29/2019
41-057-0130-02(HS)	EAST ALTON SD 13	EAST ALTON	\$33,944	05/08/2019
49-081-0370-02(HS)	EAST MOLINE SD 37	EAST MOLINE	\$58,382	05/20/2019
49-081-3000-26(ER)	ROCKRIDGE CUSD 300	TAYLOR RIDGE	\$167,633	05/24/2019
54-092-1180-24(PS)	DANVILLE CCSD 118	DANVILLE	\$40,503	05/15/2019
			\$553,475	

Program: 2019 - 4107, Title V- Rural Education Initiative

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
17-054-0270-02(00)	LINCOLN ESD 27	LINCOLN	\$20,877	05/02/2019
26-062-1850-26(00)	MACOMB CUSD 185	MACOMB	\$38,460	05/29/2019
			\$59,337	

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: (05/01/2019-05/31/2019)

Program: 2019 - 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	\$92,584	05/03/2019
01-069-0060-26(00)	WAVERLY CUSD 6	WAVERLY	\$106,227	05/15/2019
01-086-0010-26(00)	COMMUNITY UNIT SCHOOL DISTRICT 1	WINCHESTER	\$125,285	05/23/2019
03-003-0020-26(00)	BOND COUNTY 2	GREENVILLE	\$517,319	05/07/2019
03-011-0010-26(00)	MORRISONVILLE CUSD 1	MORRISONVILLE	\$40,483	05/14/2019
03-026-2030-26(00)	VANDALIA CUSD 203	VANDALIA	\$600,821	05/03/2019
03-068-0120-26(00)	LITCHFIELD CUD 12	LITCHFIELD	\$584,773	05/29/2019
04-101-2070-16(00)	HONONEGAH CHSD 207	ROCKTON	\$158,341	05/08/2019
04-101-3210-26(00)	PECATONICA CUSD 321	PECATONICA	\$120,984	05/23/2019
04-101-3220-26(00)	DURAND CUSD 322	DURAND	\$68,706	05/08/2019
05-016-0290-02(00)	SUNSET RIDGE SD 29	NORTHFIELD	\$88,695	05/23/2019
05-016-0340-04(00)	SCHOOL DIST 34 COOK COUNTY	GLENVIEW	\$477,888	05/31/2019
05-016-0735-02(00)	SKOKIE SD 73-5	SKOKIE	\$244,965	05/02/2019
06-016-0780-02(00)	BOARD OF EDUCATION DIST 78	ROSEMONT	\$89,214	05/01/2019
06-016-0800-02(00)	BOARD OF EDUCATION DISTRICT 80	NORRIDGE	\$200,755	05/24/2019
06-016-0870-02(00)	BERKELEY SD 87	BERKELEY	\$859,733	05/01/2019
06-016-0925-02(00)	WESTCHESTER SD 92-5	WESTCHESTER	\$198,163	05/02/2019
06-016-0970-02(00)	OAK PARK SD 97	OAK PARK	\$542,804	05/13/2019
06-016-1060-02(00)	LAGRANGE HIGHLANDS SD 106	LA GRANGE	\$70,866	05/14/2019
06-016-1070-02(00)	PLEASANTDALE SD 107	BURR RIDGE	\$58,259	05/13/2019
06-016-2120-16(00)	LEYDEN COMMUNITY HIGH SCHOOL 212	FRANKLIN PARK	\$821,324	05/29/2019
07-016-1040-02(00)	COUNTY OF COOK SCHOOL DIST 104	SUMMIT	\$839,414	05/01/2019
07-016-113A-02(00)	LEMONT-BROMBEREK CSD 113A	LEMONT	\$209,011	05/20/2019
07-016-1500-02(00)	SOUTH HOLLAND SCHOOL DIST 150	SOUTH HOLLAN	\$361,499	05/22/2019
07-016-1620-02(00)	MATTESON SCHOOL DISTRICT 162	RIGHTON PARK	\$955,691	05/20/2019
07-016-1940-02(00)	STEGER SD194	STEGER	\$485,256	05/20/2019
07-016-2100-17(00)	LEMONT TWP HSD 210	LEMONT	\$146,794	05/29/2019
07-016-2200-17(00)	REAVIS TWP HSD 220	BURBANK	\$493,214	05/03/2019
07-016-2290-16(00)	OAK LAWN CHSD 229	OAK LAWN	\$609,494	05/29/2019
08-008-3140-26(00)	WEST CARROLL CUSD 314	MOUNT CARROL	\$456,227	05/22/2019
08-043-2060-26(00)	STOCKTON CUSD 206	STOCKTON	\$109,556	05/22/2019
08-043-2100-26(00)	RIVER RIDGE CUSD 210	HANOVER	\$80,275	05/30/2019
08-089-2030-26(00)	ORANGEVILLE SCHOOL DISTRICT 203	ORANGEVILLE	\$56,176	05/08/2019
09-010-0010-26(00)	FISHER CUSD 1	FISHER	\$99,890	05/29/2019
09-010-0070-26(00)	COMMUNITY UNIT SCH DIST 7	TOLONO	\$279,786	05/03/2019
09-010-3050-16(00)	ST JOSEPH OGDEN CHSD305	SAINT JOSEPH	\$24,987	05/07/2019
11-012-003C-26(00)	MARTINSVILLE CUSD 3C	MARTINSVILLE	\$94,400	05/01/2019
11-012-004C-26(00)	CASEY-WESTFIELD CUSD 4C	CASEY	\$228,219	05/30/2019
11-070-3000-26(00)	SULLIVAN C U SCHOOL DIST 300	SULLIVAN	\$270,940	05/16/2019
12-013-0100-26(00)	CLAY CITY CUSD 10	CLAY CITY	\$63,308	05/23/2019
12-017-0020-26(00)	COMMUNITY UNIT SCHOOL DIST 2	ROBINSON	\$391,078	05/08/2019
12-017-0040-26(00)	OBLONG CUSD 4	OBLONG	\$172,989	05/07/2019
12-051-0100-26(00)	RED HILL CUSD 10	BRIDGEPORT	\$356,006	05/15/2019
13-014-0010-26(00)	CARLYLE CUSD 1	CARLYLE	\$304,649	05/30/2019
13-014-0030-26(00)	WESCLIN CUSD 3	TRENTON	\$208,485	05/03/2019
13-014-1415-02(00)	ST ROSE SD 14-15	BREESE	\$15,865	05/21/2019
13-041-0990-04(00)	FARRINGTON CCSD 99	BLUFORD	\$13,470	05/13/2019

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: (05/01/2019-05/31/2019)

13-041-2010-17(00)	MT VERNON TWP HSD 201	MOUNT VERNON	\$626,530	05/03/2019
13-058-0070-04(00)	IUKA COMMUNITY CONSOLIDATED SC	IUKA	\$74,793	05/16/2019
13-058-1110-02(00)	SALEM SD 111	SALEM	\$450,962	05/29/2019
13-058-1330-02(00)	CENTRAL CITY SD 133	CENTRALIA	\$93,058	05/24/2019
15-016-9000-90(00)	HORIZON SCIENCE ACAD-MCKINLEY PK	CHICAGO	\$495,028	05/14/2019
16-019-4240-26(00)	GENOA KINGSTON CUSD 424	GENOA	\$246,396	05/08/2019
16-019-4260-26(00)	HIAWATHA CUSD 426	KIRKLAND	\$94,321	05/01/2019
16-019-4270-26(00)	SYCAMORE CUSD 427	SYCAMORE	\$480,224	05/01/2019
16-019-4300-26(00)	SANDWICH CUSD 430	SANDWICH	\$306,984	05/22/2019
17-054-0210-26(00)	HARTSBURG EMDEN CUSD 21	HARTSBURG	\$50,615	05/17/2019
17-054-0880-02(00)	NEW HOLLAND MIDDLETOWN EDS 88	MIDDLETOWN	\$28,515	05/01/2019
19-022-0070-02(00)	WOOD DALE SD 7	WOOD DALE	\$206,695	05/24/2019
19-022-0410-02(00)	BOARD OF EDUCATION DISTRICT 41	GLEN ELLYN	\$359,338	05/23/2019
19-022-0610-02(00)	DARIEN SD 61	DARIEN	\$221,824	05/14/2019
19-022-0880-16(00)	DUPAGE HSD 88	ADDISON	\$754,069	05/23/2019
19-022-0940-16(00)	COMMUNITY HIGH SCHOOL DIST 94	WEST CHICAGO	\$562,754	05/03/2019
19-022-0990-16(00)	COMMUNITY HIGH SCHOOL DIST 99	DOWNERS GRO	\$439,756	05/17/2019
19-022-2010-26(00)	COMMUNITY UNIT SCHOOL DIST 201	WESTMONT	\$216,881	05/31/2019
19-022-2020-26(00)	LISLE CUSD 202	LISLE	\$216,662	05/16/2019
19-022-2050-26(00)	ELMHURST SD 205	ELMHURST	\$472,564	05/22/2019
20-096-0140-04(00)	COUNTY OF WAYNE	GEFF	\$23,744	05/07/2019
21-028-1150-04(00)	EWING NORTHERN CCSD 115	EWING	\$74,010	05/21/2019
21-028-1680-26(00)	FRANKFORT COMMUNITY UNIT 168	WEST FRANKFOR	\$872,411	05/07/2019
21-028-1880-26(00)	ZEIGLER-ROYALTON CUSD 188	ZEIGLER	\$324,499	05/07/2019
21-028-1960-26(00)	SESSER-VALIER CUSD 196	SESSER	\$237,597	05/23/2019
24-032-2010-04(00)	MINOOKA CCSD 201	MINOOKA	\$301,418	05/09/2019
24-047-0180-16(00)	NEWARK CHSD 18	NEWARK	\$18,741	05/23/2019
24-047-0880-26(00)	PLANO CUSD 88	PLANO	\$485,047	05/07/2019
26-029-0040-26(00)	SPOON RIVER VALLEY CUSD 4	LONDON MILLS	\$82,336	05/24/2019
26-034-3160-26(00)	COMMUNITY HS DISTRICT 316	WARSAW	\$89,792	05/20/2019
28-006-3400-26(00)	BUREAU VALLEY CUSD 340	MANLIUS	\$205,350	05/03/2019
28-037-1900-02(00)	COLONA SD 190	COLONA	\$134,091	05/30/2019
28-037-2260-26(00)	ANNAWAN CUSD 226	ANNAWAN	\$68,497	05/07/2019
28-037-2280-26(00)	GENESEO CUSD 228	GENESEO	\$255,139	05/15/2019
28-037-2290-26(00)	KEWANEE CUSD 229	KEWANEE	\$858,617	05/02/2019
28-088-0010-26(00)	BRADFORD CUSD 1	BRADFORD	\$99,879	05/14/2019
30-039-0860-03(00)	DESOTO CCSD 86	DESOTO	\$123,505	05/29/2019
30-039-0950-02(00)	CARBONDALE ELEMENTARY SD 95	CARBONDALE	\$995,100	05/30/2019
31-045-1010-22(00)	BATAVIA USD 101	BATAVIA	\$529,720	05/01/2019
31-045-3040-26(00)	GENEVA CUSD 304	GENEVA	\$388,971	05/17/2019
32-038-1240-26(00)	MILFORD AREA PUBLIC SCHOOL	MILFORD	\$287,969	05/13/2019
32-046-0010-26(00)	MOMENCE COMM UNIT SCH DIST 1	MOMENCE	\$457,983	05/13/2019
33-036-2350-26(00)	WEST CENTRAL CUSD 235	BIGGSVILLE	\$219,422	05/03/2019
34-049-1120-02(00)	NORTH SHORE SD 112	HIGHLAND PARK	\$625,864	05/09/2019
34-049-1130-17(00)	TOWNSHIP HIGH SCHOOL DIST 113	HIGHLAND PARK	\$219,422	05/15/2019
34-049-9000-90(00)	PRAIRIE CROSSING CHARTER SCHOOL	GRAYSLAKE	\$48,484	05/07/2019
35-050-0020-26(00)	COMMUNITY UNIT SCHOOL NO 2	SERENA	\$199,492	05/09/2019
35-050-0175-04(00)	DIMMICK CCSD #175	LASALLE	\$20,220	05/30/2019
35-050-1240-02(00)	PERU PUBLIC SCHOOLS	PERU	\$272,724	05/17/2019

**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:(05/01/2019-05/31/2019)

35-050-2890-04(00)	MENDOTA COMMUNITY CONS SD 289	MENDOTA	\$324,908	05/30/2019
40-007-0400-26(00)	CALHOUN CUSD 40	HARDIN	\$121,376	05/07/2019
40-031-0030-26(00)	NORTH GREENE USD 3	WHITE HALL	\$482,642	05/07/2019
40-042-1000-26(00)	JERSEY CUSD 100	JERSEYVILLE	\$757,103	05/30/2019
40-056-0060-26(00)	STAUNTON CUSD 6	STAUNTON	\$249,635	05/07/2019
40-056-0080-26(00)	BUNKER HILL CUSD 8	BUNKER HILL	\$175,380	05/22/2019
41-057-0120-26(00)	MADISON CUSD 12	MADISON	\$810,637	05/14/2019
44-063-0180-04(00)	RILEY CCSD 18	MARENGO	\$63,574	05/14/2019
44-063-0260-04(00)	CARY CCSD 26	CARY	\$365,183	05/30/2019
45-067-0050-26(00)	WATERLOO CUSD 5	WATERLOO	\$239,112	05/02/2019
45-079-1320-26(00)	RED BUD CUSD 132	RED BUD	\$178,128	05/17/2019
47-052-1700-22(00)	DIXON CUSD 170	DIXON	\$775,664	05/06/2019
47-098-0050-26(00)	COMMUNITY UNIT SCHOOL DISTRICT	STERLING	\$849,647	05/03/2019
47-098-0060-26(00)	MORRISON COMMUNITY UNIT SD 6	MORRISON	\$113,401	05/31/2019
48-072-0690-02(00)	PLEASANT HILL SD 69	PEORIA	\$130,383	05/21/2019
48-072-3090-26(00)	BRIMFIELD CUSD 309	BRIMFIELD	\$63,082	05/03/2019
48-072-3230-26(00)	DUNLAP CUSD 323	PEORIA	\$469,992	05/02/2019
48-072-3260-26(00)	PRINCEVILLE CUSD 326	PRINCEVILLE	\$78,692	05/03/2019
49-081-3000-26(00)	ROCKRIDGE CUSD 300	TAYLOR RIDGE	\$275,659	05/30/2019
50-082-0190-26(00)	MASCOUTAH CUD 19	MASCOUTAH	\$284,121	05/16/2019
50-082-0850-02(00)	SHILOH VILLAGE SD 85	SHILOH	\$92,350	05/21/2019
50-082-1040-02(00)	CENTRAL SD 104	OFALLON	\$214,452	05/17/2019
50-082-1130-02(00)	WOLF BRANCH SD 113	SWANSEA	\$103,514	05/08/2019
50-082-1810-02(00)	SIGNAL HILL SD 181	BELLEVILLE	\$127,148	05/29/2019
50-082-2030-17(00)	OFALLON TWP HSD 203	OFALLON	\$238,556	05/16/2019
51-084-0010-26(00)	TRI CITY CUSD 1	BUFFALO	\$63,826	05/31/2019
51-084-0110-26(00)	PAWNEE COMM UNIT SCHOOL DIST	PAWNEE	\$149,710	05/22/2019
51-084-0140-26(00)	RIVERTON CUSD 14	RIVERTON	\$386,867	05/07/2019
51-084-0150-26(00)	WILLIAMSVILLE CUSD 15	WILLIAMSVILLE	\$100,728	05/30/2019
53-060-1910-26(00)	MIDWEST CENTRAL CUD 191	MANITO	\$233,339	05/02/2019
53-090-0850-02(00)	SCHOOL DISTRICT NO 85	EAST PEORIA	\$29,224	05/09/2019
53-090-0860-02(00)	EAST PEORIA SD 86	EAST PEORIA	\$401,347	05/31/2019
53-090-3080-16(00)	WASHINGTON CHSD 308	WASHINGTON	\$107,268	05/07/2019
53-090-7020-26(00)	TREMONT CUD 702	TREMONT	\$39,933	05/03/2019
54-092-0110-26(00)	HOOPESTON AREA CUSD 11	HOOPESTON	\$537,706	05/14/2019
56-099-088A-02(00)	RICHLAND SD 88A	CREST HILL	\$217,099	05/06/2019
56-099-0890-02(00)	FAIRMONT SD 89	LOCKPORT	\$169,412	05/08/2019
			\$38,333,679	

Program: 2019 - 4331, Title I - School Improvement & Accountability

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-069-1170-22(19)	JACKSONVILLE SD 117	JACKSONVILLE	\$122,232	05/06/2019
04-101-1220-22(19)	HARLEM CONSOLIDATED SD 122	MACHESNEY PA	\$115,787	05/21/2019
05-016-0690-02(19)	SKOKIE SD 69	SKOKIE	\$30,000	05/23/2019
06-016-0920-02(19)	LINDOP SD 92	BROADVIEW	\$15,000	05/23/2019
06-016-0990-02(19)	COUNTY OF COOK SD 99	CICERO	\$594,832	05/23/2019
06-016-2090-17(19)	PROVISO TWP HSD 209	FOREST PARK	\$258,616	05/15/2019
07-016-1520-02(19)	HARVEY SD 152	HARVEY	\$15,000	05/03/2019
11-012-002C-26(19)	MARSHALL CUSD 2C	MARSHALL	\$26,066	05/03/2019

**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: (05/01/2019-05/31/2019)

11-015-0020-26(19)	MATTOON CUSD 2	MATTOON	\$71,911	05/13/2019
12-017-0010-26(19)	COUNTY OF CRAWFORD CUSD 1	HUTSONVILLE	\$27,286	05/20/2019
15-016-9020-90(19)	AMANDLA CHARTER SCHOOL	CHICAGO	\$78,552	05/15/2019
17-054-0610-04(19)	CHESTER-EAST LINCOLN CCSD 61	LINCOLN	\$15,000	05/03/2019
21-100-0040-26(19)	HERRIN CUSD 4	HERRIN	\$114,569	05/22/2019
30-039-1860-26(19)	COUNTY OF JACKSON	MURPHYSBORO	\$127,049	05/03/2019
30-091-0660-22(19)	DONGOLA CUSD 66	DONGOLA	\$310,691	05/03/2019
32-046-0010-26(19)	MOMENCE COMM UNIT SCH DIST 1	MOMENCE	\$49,646	05/14/2019
32-046-0530-02(19)	BOURBONNAIS ESD 53	BOURBONNAIS	\$60,463	05/23/2019
32-046-0610-02(19)	BRADLEY SD 61	BRADLEY	\$42,372	05/14/2019
33-094-3040-26(19)	UNITED CUSD 304	MONMOUTH	\$23,633	05/24/2019
34-049-0600-26(19)	COMMUNITY UNIT SCHOOL DIST 60	WAUKEGAN	\$846,860	05/15/2019
34-049-1160-26(19)	ROUND LAKE AREA SD 116	ROUND LAKE	\$290,914	05/15/2019
34-049-1180-26(19)	WAUCONDA CUSD 118	WAUCONDA	\$30,000	05/20/2019
34-049-2200-26(19)	COMMUNITY UNIT SCH DIST 220	BARRINGTON	\$79,351	05/16/2019
40-056-0060-26(19)	STAUNTON CUSD 6	STAUNTON	\$92,976	05/06/2019
41-057-0090-26(19)	GRANITE CITY CUSD 9	GRANITE CITY	\$448,091	05/16/2019
41-057-0150-03(19)	WOOD RIVER-HARTFORD ESD 15	WOOD RIVER	\$42,850	05/24/2019
44-063-0190-24(19)	ALDEN HEBRON SD 19	HEBRON	\$19,241	05/16/2019
45-079-1380-26(19)	STEELEVILLE CUSD 138	STEELEVILLE	\$45,983	05/21/2019
47-052-1700-22(19)	DIXON CUSD 170	DIXON	\$221,354	05/03/2019
50-082-1040-02(19)	CENTRAL SD 104	OFALLON	\$41,400	05/21/2019
50-082-1810-02(19)	SIGNAL HILL SD 181	BELLEVILLE	\$48,500	05/20/2019
			\$4,306,225	

Program: 2019 - 4339, School Improvement Grant (Section 1003g)

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
50-082-1880-22(15)	BROOKLYN UD 188	LOVEJOY	\$295,517	05/30/2019
			\$295,517	

Program: 2019 - 4340, Title I - Migrant Education

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
32-046-1110-25(01)	KANKAKEE SD 111	KANKAKEE	\$71,090	05/16/2019
			\$71,090	

Program: 2019 - 4341, Title I - Migrant Incentive Grant

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
16-019-5430-51(00)	NORTHERN ILLINOIS UNIVERSITY	DE KALB	\$2,261	05/07/2019
32-046-1110-25(00)	KANKAKEE SD 111	KANKAKEE	\$615	05/16/2019
			\$2,876	

Program: 2019 - 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>
01-069-1170-22(00)	JACKSONVILLE SD 117	JACKSONVILLE	\$62,740	05/03/2019
03-026-2030-26(00)	VANDALIA CUSD 203	VANDALIA	\$40,813	05/03/2019
04-004-1000-26(00)	BELVIDERE CUSD 100	BELVIDERE	\$88,759	05/08/2019
05-016-0340-04(00)	SCHOOL DIST 34 COOK COUNTY	GLENVIEW	\$37,167	05/31/2019
05-016-0735-02(00)	SKOKIE SD 73-5	SKOKIE	\$8,069	05/02/2019
06-016-0870-02(00)	BERKELEY SD 87	BERKELEY	\$63,358	05/01/2019
06-016-0925-02(00)	WESTCHESTER SD 92-5	WESTCHESTER	\$19,960	05/02/2019

**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: (05/01/2019-05/31/2019)

06-016-0970-02(00)	OAK PARK SD 97	OAK PARK	\$29,993	05/13/2019
07-016-1040-02(00)	COUNTY OF COOK SCHOOL DIST 104	SUMMIT	\$57,658	05/01/2019
07-016-1330-02(00)	COOK COUNTY SCHOOL DISTRICT 133	RIVERDALE	\$38,184	05/29/2019
07-016-1480-02(00)	BOARD OF EDUC SCHOOL DIST 148	RIVERDALE	\$24,102	05/06/2019
07-016-1500-02(00)	SOUTH HOLLAND SCHOOL DIST 150	SOUTH HOLLAN	\$23,518	05/22/2019
07-016-1940-02(00)	STEGER SD194	STEGER	\$39,064	05/20/2019
07-016-2100-17(00)	LEMONT TWP HSD 210	LEMONT	\$16,859	05/29/2019
07-016-2200-17(00)	REAVIS TWP HSD 220	BURBANK	\$38,935	05/03/2019
08-008-3140-26(00)	WEST CARROLL CUSD 314	MOUNT CARROL	\$29,951	05/22/2019
11-012-004C-26(00)	CASEY-WESTFIELD CUSD 4C	CASEY	\$23,029	05/30/2019
11-070-3000-26(00)	SULLIVAN C U SCHOOL DIST 300	SULLIVAN	\$28,423	05/16/2019
11-087-0010-26(00)	WINDSOR CUSD 1	WINDSOR	\$15,000	05/15/2019
12-017-0020-26(00)	COMMUNITY UNIT SCHOOL DIST 2	ROBINSON	\$29,740	05/08/2019
12-017-0040-26(00)	OBLONG CUSD 4	OBLONG	\$22,250	05/07/2019
16-019-4270-26(00)	SYCAMORE CUSD 427	SYCAMORE	\$29,525	05/01/2019
16-019-4300-26(00)	SANDWICH CUSD 430	SANDWICH	\$28,772	05/22/2019
19-022-0070-02(00)	WOOD DALE SD 7	WOOD DALE	\$22,230	05/24/2019
19-022-0610-02(00)	DARIEN SD 61	DARIEN	\$23,014	05/14/2019
19-022-0940-16(00)	COMMUNITY HIGH SCHOOL DIST 94	WEST CHICAGO	\$16,413	05/03/2019
19-022-0990-16(00)	COMMUNITY HIGH SCHOOL DIST 99	DOWNERS GRO	\$15,607	05/17/2019
19-022-2020-26(00)	LISLE CUSD 202	LISLE	\$8,448	05/16/2019
21-028-0470-04(00)	BENTON CCSD 47	BENTON	\$6,339	05/01/2019
21-028-1960-26(00)	SESSER-VALIER CUSD 196	SESSER	\$9,225	05/23/2019
28-006-3400-26(00)	BUREAU VALLEY CUSD 340	MANLIUS	\$28,447	05/03/2019
28-037-2280-26(00)	GENESEO CUSD 228	GENESEO	\$23,925	05/15/2019
31-045-3000-26(00)	COMMUNITY UNIT SCHOOL DIST 300	CARPENTERSVIL	\$209,385	05/13/2019
31-045-3040-26(00)	GENEVA CUSD 304	GENEVA	\$35,494	05/17/2019
32-046-0010-26(00)	MOMENCE COMM UNIT SCH DIST 1	MOMENCE	\$3,487	05/15/2019
33-036-2350-26(00)	WEST CENTRAL CUSD 235	BIGGSVILLE	\$22,346	05/03/2019
34-049-0600-26(00)	COMMUNITY UNIT SCHOOL DIST 60	WAUKEGAN	\$397,030	05/22/2019
35-050-2890-04(00)	MENDOTA COMMUNITY CONS SD 289	MENDOTA	\$29,204	05/30/2019
40-056-0060-26(00)	STAUNTON CUSD 6	STAUNTON	\$22,939	05/07/2019
40-056-0080-26(00)	BUNKER HILL CUSD 8	BUNKER HILL	\$18,916	05/22/2019
41-057-0120-26(00)	MADISON CUSD 12	MADISON	\$59,718	05/14/2019
44-063-0180-04(00)	RILEY CCSD 18	MARENGO	\$3,190	05/14/2019
44-063-1570-16(00)	RICHMOND-BURTON CHSD 157	RICHMOND	\$10,000	05/17/2019
47-098-0060-26(00)	MORRISON COMMUNITY UNIT SD 6	MORRISON	\$10,000	05/31/2019
49-081-0400-22(00)	MOLINE-COLE VALLEY COMMUNITY	MOLINE	\$157,525	05/23/2019
49-081-0410-25(00)	ROCK ISLAND SD 41	ROCK ISLAND	\$202,586	05/03/2019
51-084-0010-26(00)	TRI CITY CUSD 1	BUFFALO	\$20,000	05/31/2019
56-099-088A-02(00)	RICHLAND SD 88A	CREST HILL	\$25,778	05/06/2019
56-099-0890-02(00)	FAIRMONT SD 89	LOCKPORT	\$20,165	05/08/2019
56-099-201U-26(00)	CRETE-MONEE COMMUNITY UNIT	CRETE	\$17,490	05/07/2019
56-099-2050-17(00)	LOCKPORT TWP HSD 205	LOCKPORT	\$29,257	05/22/2019

\$2,244,027

Program: 2019 - 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>
07-016-1620-02(19)	MATTESON SCHOOL DISTRICT 162	RIGHTON PARK	\$300,000	05/20/2019

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: (05/01/2019-05/31/2019)

15-016-5030-51(15)	ALTERNATIVE SCHOOLS NETWORK	CHICAGO	\$135,000	05/29/2019
			\$435,000	

Program: 2019 - 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>
04-004-1000-26(00)	BELVIDERE CUSD 100	BELVIDERE	\$65,561	05/31/2019
05-016-0620-04(00)	COMMUNITY CONS SCH DIST 62	DES PLAINES	\$76,584	05/13/2019
05-016-0650-04(00)	EVANSTON C C SCHOOL DIST 65	EVANSTON	\$72,340	05/20/2019
06-016-0810-02(00)	SCHILLER PARK SD 81	SCHILLER PARK	\$9,968	05/06/2019
07-016-1500-61(00)	EX CHILDREN HAVE OPPOR	SOUTH HOLLAN	\$356,050	05/31/2019
07-016-8020-60(00)	SPEC EDUC COOP S COOK CO SP	CHICAGO HEIGH	\$342,172	05/31/2019
07-016-8060-60(00)	AERO SPECIAL EDUC COOP	BURBANK	\$102,902	05/31/2019
08-043-2100-61(00)	NORTHWEST SP ED COOPERATIVE	ELIZABETH	\$107,049	05/16/2019
09-010-8010-60(00)	RURAL CHAMPAIGN CTY SP ED COOP	CHAMPAIGN	\$48,486	05/29/2019
11-015-8010-60(00)	EASTERN ILLINOIS AREA SPEC ED	CHARLESTON	\$365,490	05/29/2019
17-064-0050-26(00)	MCLEAN COUNTY UD 5	NORMAL	\$67,335	05/13/2019
19-022-8030-60(00)	SCHOOL ASSN FOR SPECIAL EDUC	LISLE	\$386,986	05/31/2019
21-028-1680-26(00)	FRANKFORT COMMUNITY UNIT 168	WEST FRANKFOR	\$26,500	05/20/2019
24-047-1150-26(00)	YORKVILLE CUSD 115	YORKVILLE	\$22,347	05/28/2019
24-047-3080-26(00)	COMMUNITY UNIT SCHOOL DIST 308	OSWEGO	\$56,687	05/10/2019
26-062-0000-61(00)	WEST CENTRAL ILL SPEC EDUC C	MACOMB	\$159,568	05/16/2019
28-037-8010-60(00)	HENRY-STARK COUNTIES SP ED D	KEWANEE	\$107,588	05/10/2019
32-046-1110-25(00)	KANKAKEE SD 111	KANKAKEE	\$62,766	05/20/2019
32-046-8500-60(00)	KANKAKEE AREA SPEC EDUC COOP	SAINT ANNE	\$65,859	05/28/2019
33-048-8010-60(00)	KNOX-WARREN SPECIAL ED DIST	GALESBURG	\$85,081	05/31/2019
34-049-8010-60(00)	EXCEPTIONAL LEARNERS CLBRTV	BUFFALO GROV	\$56,196	05/31/2019
41-057-0090-61(00)	MADISON CO REG I SPEC EDUC J	GRANITE CITY	\$124,596	05/17/2019
44-063-8010-60(00)	SPECIAL EDUCATION DISTRICT	WOODSTOCK	\$124,392	05/28/2019
47-098-0000-61(00)	BI COUNTY SPECIAL EDUC COOP	STERLING	\$106,094	05/22/2019
49-081-8650-60(00)	BLACK HAWK AREA SP ED DISTRI	EAST MOLINE	\$220,192	05/29/2019
50-082-1890-61(00)	E ST LOUIS AREA JOINT AGREEM	EAST ST LOUIS	\$73,291	05/13/2019
50-082-8010-60(00)	BELLEVILLE AREA SP SERV COOP	BELLEVILLE	\$341,573	05/31/2019
51-084-1860-25(00)	SPRINGFIELD SD 186	SPRINGFIELD	\$234,710	05/31/2019
53-102-0690-61(00)	WOODFORD COUNTY SPEC EDUC AS	METAMORA	\$99,614	05/28/2019
56-099-0860-05(00)	JOLIET PUBLIC SCH DIST 86	JOLIET	\$144,800	05/31/2019
56-099-0880-61(00)	LOCKPORT AREA SPEC EDUC COOP	LOCKPORT	\$28,400	05/22/2019
			\$4,141,177	

Program: 2019 - 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>
19-022-0860-17(00)	HINSDALE DIST 86	HINSDALE	\$900,000	05/31/2019
21-028-1680-26(00)	FRANKFORT COMMUNITY UNIT 168	WEST FRANKFOR	\$540,384	05/20/2019
21-061-0010-26(00)	MASSAC COUNTY UNIT SCHOOL DIST 1	METROPOLIS	\$599,837	05/15/2019
24-047-0880-61(00)	PLANO AREA SPECIAL ED COOP	PLANO	\$680,704	05/31/2019
32-046-3070-16(00)	BRADLEY BOURBONNAIS CHSD 307	BRADLEY	\$549,204	05/29/2019
34-049-9000-90(00)	PRAIRIE CROSSING CHARTER SCHOOL	GRAYSLAKE	\$91,819	05/06/2019
41-057-0050-26(00)	HIGHLAND CUSD 5	HIGHLAND	\$608,885	05/31/2019
47-052-1700-61(00)	LEE COUNTY SPEC EDUC ASSOC	DIXON	\$899,735	05/31/2019
65-108-9000-80(RS)	ILLINOISDHS0736	SPRINGFIELD	\$237,738	05/16/2019

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: (05/01/2019-05/31/2019)

\$5,108,306

Program: 2019 - 4745, CTE - Perkins - Secondary

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
44-000-0000-46(00)	MCHENRY COUNTY CO-OP - EFE 1	WOODSTOCK	\$351,167	05/08/2019
			\$351,167	

Program: 2019 - 4902, Preschool Expansion Grant

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
34-049-031P-00(PE)	ONE HOPE UNITED-NORTHERN REGION	LAKE VILLA	\$613,296	05/03/2019
			\$613,296	

Program: 2019 - 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>
05-016-0680-02(00)	SKOKIE SD 68	SKOKIE	\$19,950	05/15/2019
07-016-1220-02(00)	COUNTY OF COOK SCHOOL DIST 122	OAK LAWN	\$17,100	05/28/2019
19-022-0680-02(00)	WOODRIDGE SD 68	WOODRIDGE	\$8,850	05/15/2019
34-049-1870-26(00)	NORTH CHICAGO SD 187	NORTH CHICAG	\$10,200	05/08/2019
48-072-3230-26(00)	DUNLAP CUSD 323	PEORIA	\$30,000	05/01/2019
			\$86,100	

Program: 2019 - 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>
05-016-0230-02(00)	PROSPECT HEIGHTS SD 23	PROSPECT HTS	\$45,165	05/09/2019
06-016-0830-02(00)	COOK CNTY BD EDUCATION 083	FRANKLIN PARK	\$136,376	05/09/2019
06-016-0930-02(00)	HILLSDIE SD 93	HILLSDIE	\$13,268	05/13/2019
07-016-1220-02(00)	COUNTY OF COOK SCHOOL DIST 122	OAK LAWN	\$88,705	05/17/2019
32-046-0010-26(00)	MOMENCE COMM UNIT SCH DIST 1	MOMENCE	\$23,074	05/02/2019
34-049-0650-02(00)	LAKE COUNTY SCHOOL DISTRICT 65	LAKE BLUFF	\$16,600	05/03/2019
34-049-1870-26(00)	NORTH CHICAGO SD 187	NORTH CHICAG	\$161,945	05/02/2019
			\$485,133	

Program: 2019 - 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	\$25,490	05/03/2019
01-069-0060-26(00)	WAVERLY CUSD 6	WAVERLY	\$12,483	05/15/2019
01-069-1170-22(00)	JACKSONVILLE SD 117	JACKSONVILLE	\$235,328	05/03/2019
03-003-0020-26(00)	BOND COUNTY 2	GREENVILLE	\$33,494	05/07/2019
03-011-0010-26(00)	MORRISONVILLE CUSD 1	MORRISONVILLE	\$6,999	05/14/2019
03-026-2030-26(00)	VANDALIA CUSD 203	VANDALIA	\$79,525	05/03/2019
04-004-1000-26(00)	BELVIDERE CUSD 100	BELVIDERE	\$236,344	05/08/2019
04-101-2070-16(00)	HONONEGAH CHSD 207	ROCKTON	\$43,498	05/08/2019
04-101-3210-26(00)	PECATONICA CUSD 321	PECATONICA	\$21,972	05/23/2019
04-101-3220-26(00)	DURAND CUSD 322	DURAND	\$14,353	05/08/2019
05-016-0280-02(00)	NORTHBROOK SD 28	NORTHBROOK	\$35,092	05/23/2019
05-016-0290-02(00)	SUNSET RIDGE SD 29	NORTHFIELD	\$6,577	05/23/2019
05-016-0340-04(00)	SCHOOL DIST 34 COOK COUNTY	GLENVIEW	\$178,432	05/31/2019
05-016-0735-02(00)	SKOKIE SD 73-5	SKOKIE	\$34,545	05/02/2019
06-016-0800-02(00)	BOARD OF EDUCATION DISTRICT 80	NORRIDGE	\$17,919	05/24/2019
06-016-0870-02(00)	BERKELEY SD 87	BERKELEY	\$124,176	05/01/2019
06-016-0925-02(00)	WESTCHESTER SD 92-5	WESTCHESTER	\$40,820	05/02/2019

**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:(05/01/2019-05/31/2019)

06-016-0970-02(00)	OAK PARK SD 97	OAK PARK	\$142,056	05/13/2019
06-016-1070-02(00)	PLEASANTDALE SD 107	BURR RIDGE	\$22,900	05/13/2019
06-016-2120-16(00)	LEYDEN COMMUNITY HIGH SCHOOL 212	FRANKLIN PARK	\$123,841	05/29/2019
07-016-1040-02(00)	COUNTY OF COOK SCHOOL DIST 104	SUMMIT	\$141,118	05/01/2019
07-016-113A-02(00)	LEMONT-BROMBEREK CSD 113A	LEMONT	\$76,748	05/20/2019
07-016-1220-02(00)	COUNTY OF COOK SCHOOL DIST 122	OAK LAWN	\$133,462	05/01/2019
07-016-1330-02(00)	COOK COUNTY SCHOOL DISTRICT 133	RIVERDALE	\$23,332	05/29/2019
07-016-1480-02(00)	BOARD OF EDUC SCHOOL DIST 148	RIVERDALE	\$187,502	05/06/2019
07-016-1500-02(00)	SOUTH HOLLAND SCHOOL DIST 150	SOUTH HOLLAN	\$63,340	05/22/2019
07-016-1940-02(00)	STEGER SD194	STEGER	\$69,581	05/20/2019
07-016-2100-17(00)	LEMONT TWP HSD 210	LEMONT	\$28,982	05/29/2019
07-016-2200-17(00)	REAVIS TWP HSD 220	BURBANK	\$80,524	05/03/2019
07-016-2290-16(00)	OAK LAWN CHSD 229	OAK LAWN	\$82,245	05/29/2019
07-016-2300-13(00)	CONSOLIDATED HIGH SCH DIST 230	ORLAND PARK	\$308,607	05/23/2019
08-008-3140-26(00)	WEST CARROLL CUSD 314	MOUNT CARROL	\$50,492	05/22/2019
08-043-2100-26(00)	RIVER RIDGE CUSD 210	HANOVER	\$18,521	05/30/2019
08-089-1450-22(00)	FREEPORT SD 145	FREEPORT	\$281,633	05/22/2019
08-089-2030-26(00)	ORANGEVILLE SCHOOL DISTRICT 203	ORANGEVILLE	\$11,355	05/08/2019
09-010-0010-26(00)	FISHER CUSD 1	FISHER	\$15,276	05/29/2019
09-010-3050-16(00)	ST JOSEPH OGDEN CHSD305	SAINT JOSEPH	\$8,457	05/07/2019
11-012-003C-26(00)	MARTINSVILLE CUSD 3C	MARTINSVILLE	\$24,324	05/01/2019
11-012-004C-26(00)	CASEY-WESTFIELD CUSD 4C	CASEY	\$33,257	05/30/2019
11-087-0010-26(00)	WINDSOR CUSD 1	WINDSOR	\$9,100	05/15/2019
12-013-0100-26(00)	CLAY CITY CUSD 10	CLAY CITY	\$5,263	05/23/2019
12-017-0020-26(00)	COMMUNITY UNIT SCHOOL DIST 2	ROBINSON	\$65,879	05/08/2019
12-017-0040-26(00)	OBLONG CUSD 4	OBLONG	\$35,237	05/07/2019
12-051-0100-26(00)	RED HILL CUSD 10	BRIDGEPORT	\$48,334	05/15/2019
13-014-0010-26(00)	CARLYLE CUSD 1	CARLYLE	\$55,914	05/30/2019
13-014-0030-26(00)	WESCLIN CUSD 3	TRENTON	\$43,300	05/03/2019
13-014-0210-02(00)	AVISTON SCHOOL DISTRICT 21	AVISTON	\$4,183	05/31/2019
13-041-0990-04(00)	FARRINGTON CCSD 99	BLUFORD	\$2,770	05/13/2019
13-058-0070-04(00)	IUKA COMMUNITY CONSOLIDATED SC	IUKA	\$16,604	05/16/2019
13-058-1110-02(00)	SALEM SD 111	SALEM	\$43,649	05/29/2019
15-016-9000-90(00)	HORIZON SCIENCE ACAD-MCKINLEY PK	CHICAGO	\$79,105	05/14/2019
16-019-4240-26(00)	GENOA KINGSTON CUSD 424	GENOA	\$55,048	05/08/2019
16-019-4260-26(00)	HIAWATHA CUSD 426	KIRKLAND	\$19,666	05/01/2019
16-019-4270-26(00)	SYCAMORE CUSD 427	SYCAMORE	\$120,114	05/01/2019
16-019-4300-26(00)	SANDWICH CUSD 430	SANDWICH	\$63,321	05/22/2019
17-054-0210-26(00)	HARTSBURG EMDEN CUSD 21	HARTSBURG	\$8,888	05/17/2019
17-054-0880-02(00)	NEW HOLLAND MIDDLETOWN EDS 88	MIDDLETOWN	\$4,615	05/01/2019
19-022-0070-02(00)	WOOD DALE SD 7	WOOD DALE	\$35,181	05/24/2019
19-022-0410-02(00)	BOARD OF EDUCATION DISTRICT 41	GLEN ELLYN	\$103,669	05/23/2019
19-022-0610-02(00)	DARIEN SD 61	DARIEN	\$54,858	05/14/2019
19-022-0940-16(00)	COMMUNITY HIGH SCHOOL DIST 94	WEST CHICAGO	\$68,091	05/03/2019
19-022-0990-16(00)	COMMUNITY HIGH SCHOOL DIST 99	DOWNERS GRO	\$120,786	05/17/2019
19-022-2020-26(00)	LISLE CUSD 202	LISLE	\$100,122	05/16/2019
20-096-0140-04(00)	COUNTY OF WAYNE	GEFF	\$9,304	05/07/2019
21-028-1150-04(00)	EWING NORTHERN CCSD 115	EWING	\$19,085	05/21/2019
21-028-1680-26(00)	FRANKFORT COMMUNITY UNIT 168	WEST FRANKFOR	\$127,061	05/07/2019

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: (05/01/2019-05/31/2019)

21-028-1880-26(00)	ZEIGLER-ROYALTON CUSD 188	ZEIGLER	\$37,864	05/07/2019
21-100-0040-26(00)	HERRIN CUSD 4	HERRIN	\$187,742	05/23/2019
24-047-0880-26(00)	PLANO CUSD 88	PLANO	\$53,278	05/07/2019
26-029-0040-26(00)	SPOON RIVER VALLEY CUSD 4	LONDON MILLS	\$9,942	05/24/2019
26-034-3160-26(00)	COMMUNITY HS DISTRICT 316	WARSAW	\$12,902	05/20/2019
28-006-3400-26(00)	BUREAU VALLEY CUSD 340	MANLIUS	\$27,396	05/03/2019
28-037-2260-26(00)	ANNAWAN CUSD 226	ANNAWAN	\$11,299	05/07/2019
28-037-2280-26(00)	GENESEO CUSD 228	GENESEO	\$54,465	05/15/2019
28-037-2290-26(00)	KEWANEE CUSD 229	KEWANEE	\$120,217	05/02/2019
28-088-0010-26(00)	BRADFORD CUSD 1	BRADFORD	\$5,068	05/14/2019
30-039-0950-02(00)	CARBONDALE ELEMENTARY SD 95	CARBONDALE	\$102,747	05/30/2019
31-045-1010-22(00)	BATAVIA USD 101	BATAVIA	\$135,379	05/01/2019
31-045-3000-26(00)	COMMUNITY UNIT SCHOOL DIST 300	CARPENTERSVIL	\$748,358	05/13/2019
31-045-3040-26(00)	GENEVA CUSD 304	GENEVA	\$132,034	05/17/2019
32-038-0060-26(00)	CISSNA PARK CUSD 6	CISSNA PARK	\$7,630	05/22/2019
32-046-0010-26(00)	MOMENCE COMM UNIT SCH DIST 1	MOMENCE	\$86,782	05/13/2019
33-036-2350-26(00)	WEST CENTRAL CUSD 235	BIGGSVILLE	\$32,041	05/03/2019
34-049-0600-26(00)	COMMUNITY UNIT SCHOOL DIST 60	WAUKEGAN	\$898,238	05/22/2019
34-049-1120-02(00)	NORTH SHORE SD 112	HIGHLAND PARK	\$113,348	05/09/2019
34-049-1130-17(00)	TOWNSHIP HIGH SCHOOL DIST 113	HIGHLAND PARK	\$57,536	05/15/2019
34-049-9000-90(00)	PRAIRIE CROSSING CHARTER SCHOOL	GRAYSLAKE	\$978	05/07/2019
35-050-2890-04(00)	MENDOTA COMMUNITY CONS SD 289	MENDOTA	\$54,335	05/30/2019
40-007-0400-26(00)	CALHOUN CUSD 40	HARDIN	\$6,539	05/07/2019
40-056-0060-26(00)	STAUNTON CUSD 6	STAUNTON	\$47,968	05/07/2019
40-056-0080-26(00)	BUNKER HILL CUSD 8	BUNKER HILL	\$24,324	05/22/2019
41-057-0090-26(00)	GRANITE CITY CUSD 9	GRANITE CITY	\$744,146	05/17/2019
41-057-0110-26(00)	ALTON CUSD 11	ALTON	\$437,711	05/06/2019
41-057-0120-26(00)	MADISON CUSD 12	MADISON	\$59,672	05/14/2019
44-063-0180-04(00)	RILEY CCSD 18	MARENGO	\$15,417	05/14/2019
44-063-1570-16(00)	RICHMOND-BURTON CHSD 157	RICHMOND	\$13,888	05/17/2019
47-052-1700-22(00)	DIXON CUSD 170	DIXON	\$158,743	05/06/2019
47-098-0060-26(00)	MORRISON COMMUNITY UNIT SD 6	MORRISON	\$24,703	05/31/2019
48-072-0690-02(00)	PLEASANT HILL SD 69	PEORIA	\$3,548	05/21/2019
48-072-3090-26(00)	BRIMFIELD CUSD 309	BRIMFIELD	\$12,096	05/03/2019
49-081-0400-22(00)	MOLINE-COLE VALLEY COMMUNITY	MOLINE	\$335,599	05/23/2019
49-081-0410-25(00)	ROCK ISLAND SD 41	ROCK ISLAND	\$774,039	05/03/2019
49-081-3000-26(00)	ROCKRIDGE CUSD 300	TAYLOR RIDGE	\$81,192	05/30/2019
50-082-0190-26(00)	MASCOUTAH CUD 19	MASCOUTAH	\$95,573	05/16/2019
50-082-0850-02(00)	SHILOH VILLAGE SD 85	SHILOH	\$7,637	05/21/2019
50-082-1040-02(00)	CENTRAL SD 104	OFALLON	\$44,160	05/17/2019
50-082-1130-02(00)	WOLF BRANCH SD 113	SWANSEA	\$20,236	05/08/2019
50-082-1810-02(00)	SIGNAL HILL SD 181	BELLEVILLE	\$19,705	05/29/2019
51-084-0010-26(00)	TRI CITY CUSD 1	BUFFALO	\$15,371	05/31/2019
51-084-0110-26(00)	PAWNEE COMM UNIT SCHOOL DIST	PAWNEE	\$8,334	05/22/2019
51-084-0140-26(00)	RIVERTON CUSD 14	RIVERTON	\$62,048	05/07/2019
51-084-0150-26(00)	WILLIAMSVILLE CUSD 15	WILLIAMSVILLE	\$36,090	05/30/2019
53-060-1910-26(00)	MIDWEST CENTRAL CUD 191	MANITO	\$64,678	05/02/2019
53-090-0850-02(00)	SCHOOL DISTRICT NO 85	EAST PEORIA	\$11,705	05/09/2019
53-090-3080-16(00)	WASHINGTON CHSD 308	WASHINGTON	\$25,013	05/07/2019

ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777

Approved Grants Less Than 1 Million

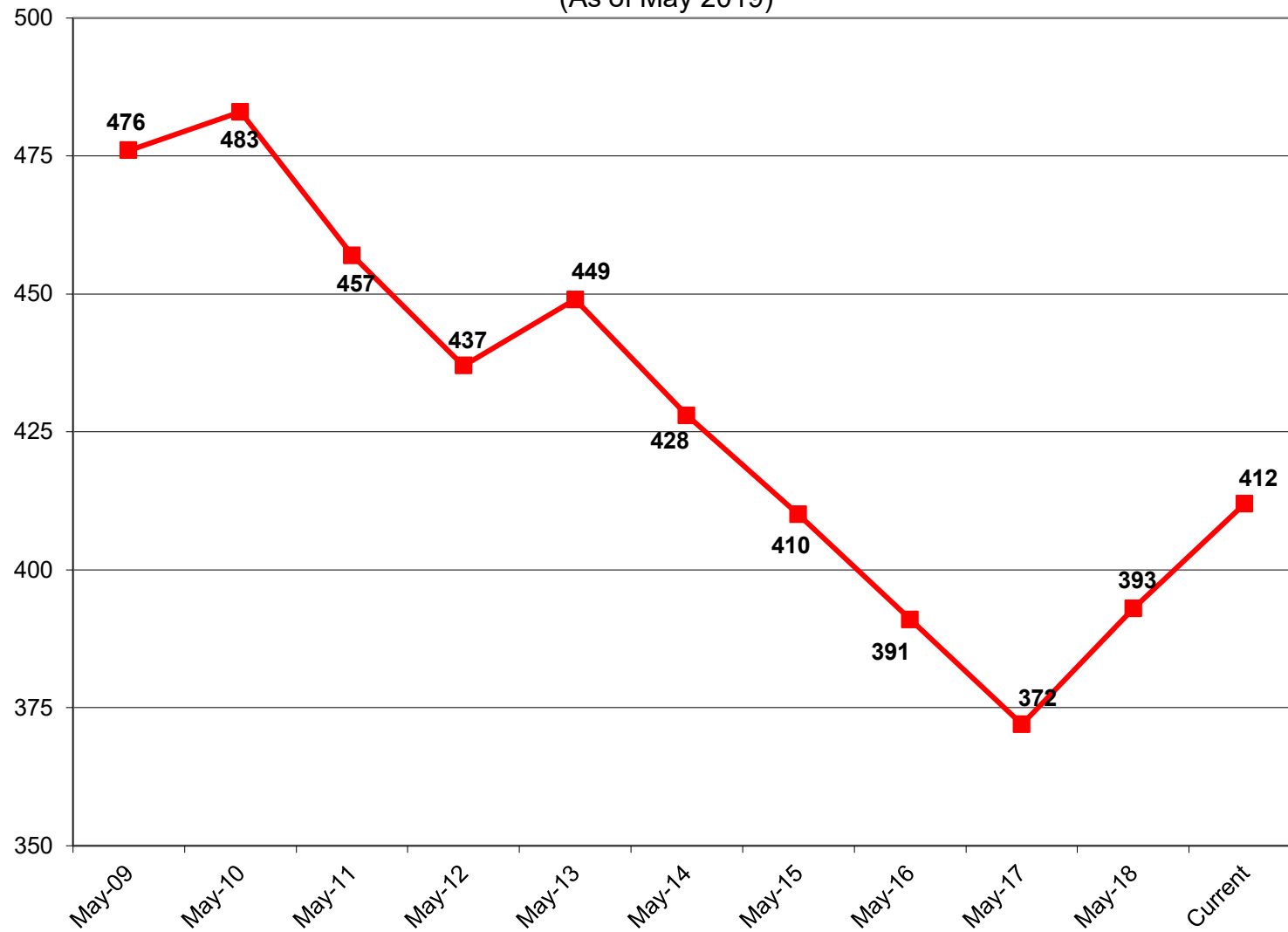
Thru Date:(05/01/2019-05/31/2019)

53-090-7020-26(00)	TREMONT CUD 702	TREMONT	\$13,242	05/03/2019
54-092-0110-26(00)	HOOPESTON AREA CUSD 11	HOOPESTON	\$66,873	05/14/2019
56-099-088A-02(00)	RICHLAND SD 88A	CREST HILL	\$28,820	05/06/2019
56-099-0890-02(00)	FAIRMONT SD 89	LOCKPORT	\$17,678	05/08/2019
56-099-201U-26(00)	CRETE-MONEE COMMUNITY UNIT	CRETE	\$249,854	05/07/2019
			\$10,809,928	

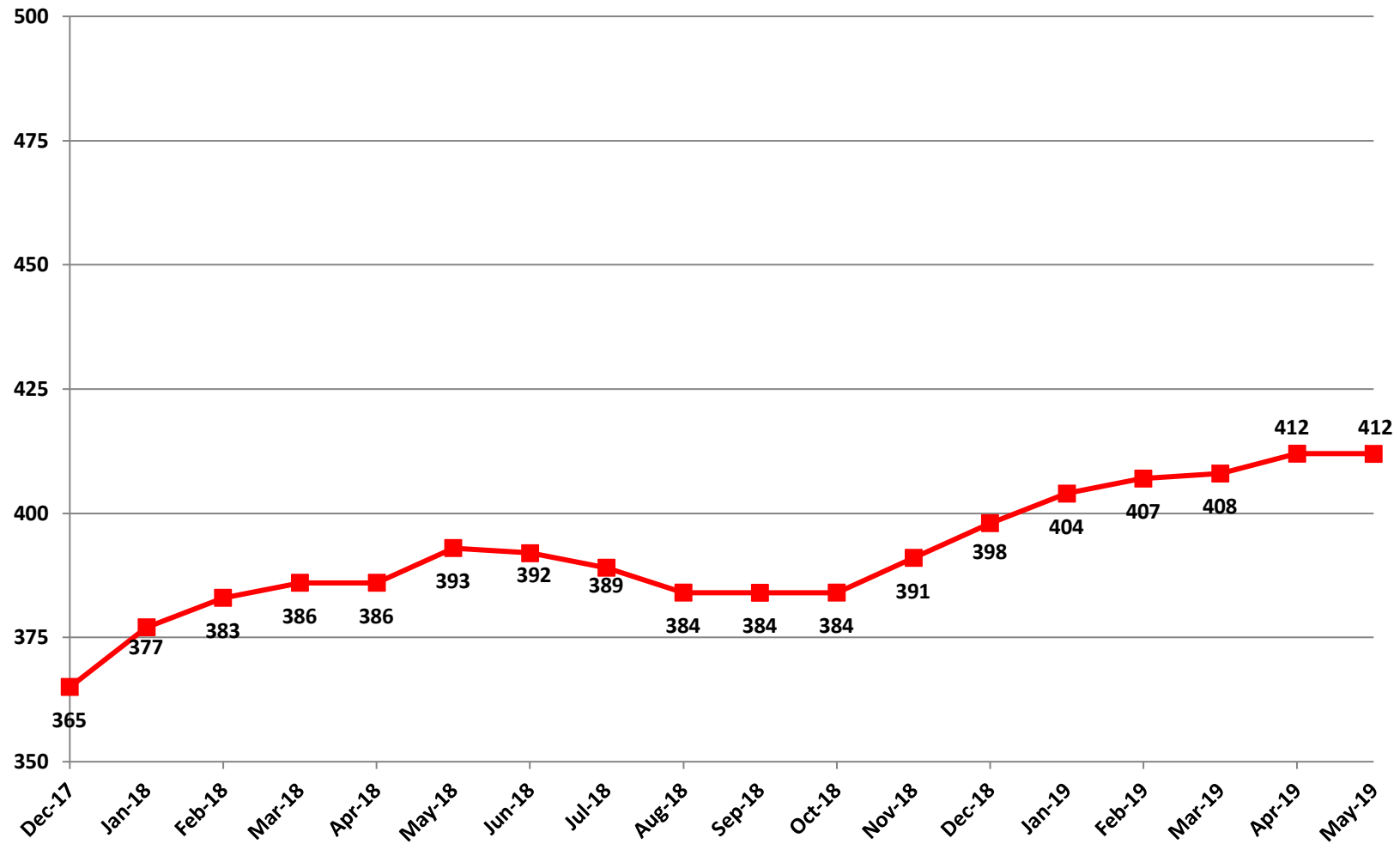
Program: 2019 - 4960, Federal Charter Schools

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
15-016-2990-BH(BP)	ACADEMY FOR GLOBAL CITIZENSHIP	CHICAGO	\$79,087	05/29/2019
			\$79,087	

**ILLINOIS STATE BOARD OF EDUCATION
10-yr HEADCOUNT HISTORY
(As of May 2019)**



**ILLINOIS STATE BOARD OF EDUCATION
18-MONTH HEADCOUNT HISTORY
(As of May 2019)**



**ILLINOIS STATE BOARD OF EDUCATION
AGENCY STAFF DETAIL AS OF MAY 2019**

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
STATE SUPERINTENDENT (001)						
Center Administration	1	2	0	3	0	3
Board Services	0	1	0	1	0	1
Legal	3	11	1	14	1	15
Legislative Affairs	1	1	0	2	0	2
Internal Audit	1	5	1	7	0	7
Sub-Total	6	20	2	27	1	28
FINANCE (002)						
Center Administration	2	0	1	3	0	3
Budget and Financial Management	1	3	0	4	0	4
Fiscal Support Services	1	8	3	12	0	12
Funding and Disbursements	2	14	3	4	15	19
State Funding & Forecasting	1	2	0	3	0	3
School Business Services	2	6	1	7	2	9
Sub-Total	9	33	8	33	17	50
OPERATIONS AND PROFESSIONAL CAPITAL (010)						
Center Administration	1	1	3	5	0	5
Professional Capital	5	0	0	5	0	5
Human Resources	1	4	5	10	0	10
Facility Management	1	2	6	9	0	9
Information Technology	5	28	1	34	0	34
Technology and Infrastructure	3	21	0	24	0	24
Internal Communications	1	2	0	3	0	3
External Communications	1	2	0	3	0	3
Sub-Total	18	60	15	93	0	93
SAFE & HEALTHY CLIMATE (017)						
Center Administration	2	0	1	3	0	3
Regulatory Support and Wellness	2	13	1	10	6	16
Nutrition and Wellness Programs	2	36	4	4	38	42
Sub-Total	6	49	6	17	44	61
INNOVATION AND SECONDARY TRANSFORMATION (019)						
Center Administration	1	2	0	3	0	3
GATA	1	4	1	6	0	6
Assessment and Accountability	3	7	2	10	2	12
Data Strategies and Analytics	5	9	1	12	3	15
Federal and State Monitoring	2	11	1	2	12	14
Sub-Total	12	33	5	33	17	50
CPS REGIONAL OFFICE OF EDUCATION SERVICES (028)						
CPS Regional Office of Education Services	0	0	0	0	0	0
Sub-Total	0	0	0	0	0	0
CHIEF EDUCATION OFFICER (039)						
English Language Learners	1	5	1	0	7	7
Sub-Total	1	5	1	0	7	7

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
SPECIAL EDUCATION ADMINISTRATION (050)						
Center Administration	1	0	0	0	1	1
Special Education Services	4	27	6	0	37	37
Sub-Total	5	27	6	0	38	38
TEACHING AND LEARNING (070)						
College and Career Readiness	0	6	1	6	1	7
Teaching and Curriculum	3	5	1	6	3	9
Early Childhood	1	11	2	13	1	14
Title Grant Administration	2	15	1	0	18	18
Center Administration	1	0	1	2	0	2
Educator Effectiveness	2	22	6	30	0	30
Sub-Total	9	59	12	57	23	80
IL-Empower (073)						
IL-Empower	2	2	1	2	3	5
Sub-Total	2	2	1	2	3	5
GRAND TOTAL, ALL CENTERS						
	68 17%	288 70%	56 14%	262 64%	150 36%	412 100%

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 19, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education
Stephanie Jones, General Counsel



Agenda Topic: Information Item: FOIA Monthly Report

Materials: May FOIA Report – FY19

Purpose of Agenda Item

To provide the Board a report with general information on recent FOIA requests of the State Agency.

Relationship to/Implications for the State Board's Strategic Plan

Not applicable – informational purposes only.

Expected Outcome(s) of Agenda Item

Not applicable – informational purposes only.

Background Information

FOIA is the Illinois Freedom of Information Act. Under the Illinois Freedom of Information Act ([5 ILCS 140](#)), records in possession of public agencies may be accessed by the public upon written request.

In the month of May, the State Agency received 47 FOIA requests that are listed in detail in the attached report.

Superintendent's Recommendation

None needed.

Next Steps

Continue to provide this report monthly.

Monthly FOIA review for Board Meetings

Run Date: 05/30/2019 10:27 AM

F000166-050119

Create Date	Customer Full Name	Company Name	Public Record Desired
5/1/2019			Hello, I'm a researcher at the University of California, San Diego and am requesting access to the federal Summer Food Service Program reimbursement amounts, by site, for the years 2013-2018. If you only have reimbursement amounts for each sponsor, that will suffice. I also request a count of how many meals were served, either by site or by sponsor, if the information exists. I was told by the USDA FNS that states were responsible for maintaining these records. If the Illinois State Board of Education does not maintain these records, please connect me with the department that does. Thank you for your help in locating this information. Best, Alyssa Brown UC San Diego Economics

F000167-050119

Create Date	Customer Full Name	Company Name	Public Record Desired
5/1/2019	LULAC National Immigration Chair Julie Contreras	League of United Latin American Citizens (LULAC)	We would like to request from the Illinois Migrant Education Program Resource Project a copy of the full contract proposal submitted by NIU. We thank you for your prompt response to this matter.

F000168-050119

Create Date	Customer Full Name	Company Name	Public Record Desired
5/1/2019	Director Dr. Magdalena Rivera	Illinois Migrant Council	Please provide us with a copy of the Illinois Migrant Education Program Resource Project contract proposal submitted by NIU.

F000169-050219

Create Date	Customer Full Name	Company Name	Public Record Desired
5/2/2019	Paralegal Laura O'Connor	Whitted Takiff LLC	Please provide us with a copy of any and all legal complaints within the past 20 years that have been filed against the Illinois State Board of Education by the Menta Group.

F000170-050319

Create Date	Customer Full Name	Company Name	Public Record Desired
5/3/2019	PhD Candidate Jessica Hale		List of school principals employed in any year between SY2013-14 and SY2018-19. For each principal and each year that they are employed, I would like to know the school to which they are assigned using the school ID (R-C-D-T-S) and the year(s) in which they are assigned to that school. If data are provided in a panel format, I would prefer the principal be identified by a unique identifier (not the confidential employee ID) rather than a name. List of all superintendents employed in any year between SY2013-14 and SY2018-19. For each superintendent and each year that they are employed, I would like to know the district to which they are assigned and the year(s) in which they are assigned to that district. If data are provided in a panel format, I would prefer the superintendent be identified by a unique identifier (not the confidential employee ID) rather than a name.

F000171-050319

Create Date	Customer Full Name	Company Name	Public Record Desired

F000171-050319

Create Date	Customer Full Name	Company Name	Public Record Desired
5/3/2019	Attorney Darcy Kriha	Kriha Law LLC	I am requesting a copy of any written communication sent from ISBE staff (including ISBE Legal Counsel) within the last 12 months relating to the placement of students in non-approved residential or therapeutic day school programs pursuant to 23 Illinois Administrative Code, Part 401 rules. Thank you.

F000172-050319

Create Date	Customer Full Name	Company Name	Public Record Desired
5/3/2019	Senior Research Analyst Amy Smith	Heartland Community College	Number of graduates from each Illinois public high school for each of the past 3 academic years (AY2016, AY2017, AY2018). Please include the RCDTS (district and school code), district name, and school name.

F000173-050619

Create Date	Customer Full Name	Company Name	Public Record Desired
5/6/2019	Legal Assistant Brianna Voelker	Robinson, Stewart, Montgomery & Doppke LLC	All records dating from June 1, 2017 to today's date, relating to any investigation of current or former Township High School District No. 113 ("District 113") principals, assistant principals, or other District113 employees, for destruction of records or property during the period between March 1, 2017 and July 30, 2017, including, but not limited to, the destruction of student test scores, student academic, medical, and mental health records, student football injury related records, financial records, and employee performance and disciplinary records. For purposes of this request, destruction of records means any type of destruction including but not limited to shredding or causing to be shredded, placing in garbage or recycling repositories, or causing to do so, removing from the District 113 property, and/or erasing electronically, even if said records or property were later recovered.

F000174-050719

Create Date	Customer Full Name	Company Name	Public Record Desired
5/7/2019	Clay Godfrey		Copies of all public records requests seeking documents with the name Sanguinetti and all responsive records to those requests; · Copies of all public records requests seeking documents with the terms Lt. Gov.; Lt. Governor; Or Lieutenant Governor between the dates of 1/12/2015 and 1/14/2019 and all responsive records to those requests.

F000175-050719

Create Date	Customer Full Name	Company Name	Public Record Desired
5/7/2019	PhD Candidate Jessica Hale		School ID linked to item-level responses or counts for the 5 Essentials Survey for each school from 2014 to present. Data are currently available on the web, but they are not in a spreadsheet format suitable for analysis. I would like the data in a more compact, downloadable format, such as a text file, Excel spreadsheet, or data file for a statistical software.

F000176-050719

Create Date	Customer Full Name	Company Name	Public Record Desired
5/7/2019	Senior Director of Finance & Operations Rebecca Weiss	School Readiness Consulting, LLC	Scores, notes, and comments of all submitted bids in response to RFP 19-586SBE-CHFED-B-5919, Quality Supports for Family, Friend, and Neighbor Child Care Providers

F000176-050719

Create Date	Customer Full Name	Company Name	Public Record Desired
-------------	--------------------	--------------	-----------------------

F000177-050719

Create Date	Customer Full Name	Company Name	Public Record Desired
5/7/2019	Karla Jean		I would like a listing of all Illinois school superintendent salaries for the 2018-19 school year. With that, I would need to know salaries, trs/pension payments, and other benefits. The desired information is the entire superintendent package.

F000178-050919

Create Date	Customer Full Name	Company Name	Public Record Desired
5/8/2019	Karrie Bieker	Moraine Valley Community College	Per ISBE report "Bilingual Education Programs and English Language Learners in Illinois SY2018" I would like a detail of languages under "Other" (a list of all the languages that add up to the "Other Language" total). A few years back, this was part of the publication. Please provide data for SY 2018 if available for the following: Argo CHSD 217, CHSD 218, Reavis Twp HSD 220, Oak Lawn CHSD 229, Cons HSD 230, Evergreen Park CHSD 231." I have attached what the final report that I create from this data so as to help you see the information I need.

F000179-050919

Create Date	Customer Full Name	Company Name	Public Record Desired
5/9/2019	Substitute Hiring Manager Tommy Siragusa	CSTN Chicago	Chicago charter schools are struggling to find substitute teachers and have contracted with us to help them find more guest teachers before the end of the school year. We know you have individuals who have applied for a license to substitute teach and we have jobs immediately for them. How can we partner to help our charter schools in Chicago fill teaching positions? We were hoping to send a simple email to these contacts and offer them employment opportunities open for the remaining school year.

F000180-050919

Create Date	Customer Full Name	Company Name	Public Record Desired
-------------	--------------------	--------------	-----------------------

F000180-050919

Create Date	Customer Full Name	Company Name	Public Record Desired																																																																																																																
5/9/2019	Nicole Root	Dun and Bradstreet	<p>Good Afternoon, My name is Nicole Root and I work for MDR, the educational division of Dun and Bradstreet. It is time once again for our annual collection of selected district expenditure data from all 50 states. In the past this request has come from Carol Vass, but I am now overseeing this project. Please send a copy of actual expenditures from the Illinois District Annual Financial Report for each district for the 2017-2087 school year. The following page outlines the Index No. of cells for which we request data. It is unchanged from last year. I have listed them in the order as they appear in the AFR. If the cell Index Nos. have changed from the prior year, please send me a copy of the 2017-18 AFR with the changed cell Index Nos., and I will amend our data request. Source: Form ISBE 50-35</p> <table><tr><td></td><td></td><td>(1)</td><td>(2)</td><td>(3)</td><td>(4)</td><td></td></tr><tr><td>Object</td><td>100</td><td>200</td><td>300</td><td>400</td><td></td><td></td></tr><tr><td>Salaries</td><td>Employee Benefits</td><td>Purchased Services</td><td>Supplies & Materials</td><td>Fund Educational</td><td>Description</td><td>Function</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>Fund (10)</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>Adult/Continuing Ed</td><td></td></tr><tr><td>Programs</td><td>1300</td><td>655</td><td>713</td><td>771</td><td>829</td><td>Total</td></tr><tr><td>Instruction</td><td>1000</td><td>659</td><td>717</td><td>775</td><td>833</td><td>Educational</td></tr><tr><td>Media Services</td><td></td><td>2220</td><td></td><td></td><td></td><td>842</td></tr><tr><td>Assessment & Testing</td><td></td><td>2230</td><td></td><td></td><td></td><td>843</td></tr><tr><td>Pupil Transportation Services</td><td></td><td></td><td>2550</td><td>680</td><td>738</td><td>796</td></tr><tr><td>854</td><td>Total Support Services</td><td></td><td>2000</td><td>694</td><td>752</td><td>810</td></tr><tr><td>868</td><td>Operations & Maintenance Fund</td><td></td><td>(20)</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>Facilities Acquisition & Construction Services</td><td></td></tr><tr><td>2530</td><td>1159</td><td>1167</td><td>1175</td><td>1183</td><td></td><td>Pupil Transportation</td></tr><tr><td>Services</td><td>2550</td><td>3421</td><td>3422</td><td>3423</td><td>3424</td><td>Total Support</td></tr><tr><td>Services</td><td>2000</td><td>1164</td><td>1172</td><td>1180</td><td>1188</td><td>We collect</td></tr></table> <p>expenditure data for public school districts. We only include charter schools if they are part of a district. If they are sponsored by the state or county, we do not include them. We would appreciate again receiving the data in Excel or in any other format that can be imported into Access. My e-mail address is rootn@dnb.com.</p>			(1)	(2)	(3)	(4)		Object	100	200	300	400			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Fund Educational	Description	Function						Fund (10)							Adult/Continuing Ed		Programs	1300	655	713	771	829	Total	Instruction	1000	659	717	775	833	Educational	Media Services		2220				842	Assessment & Testing		2230				843	Pupil Transportation Services			2550	680	738	796	854	Total Support Services		2000	694	752	810	868	Operations & Maintenance Fund		(20)									Facilities Acquisition & Construction Services		2530	1159	1167	1175	1183		Pupil Transportation	Services	2550	3421	3422	3423	3424	Total Support	Services	2000	1164	1172	1180	1188	We collect
		(1)	(2)	(3)	(4)																																																																																																														
Object	100	200	300	400																																																																																																															
Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Fund Educational	Description	Function																																																																																																													
					Fund (10)																																																																																																														
					Adult/Continuing Ed																																																																																																														
Programs	1300	655	713	771	829	Total																																																																																																													
Instruction	1000	659	717	775	833	Educational																																																																																																													
Media Services		2220				842																																																																																																													
Assessment & Testing		2230				843																																																																																																													
Pupil Transportation Services			2550	680	738	796																																																																																																													
854	Total Support Services		2000	694	752	810																																																																																																													
868	Operations & Maintenance Fund		(20)																																																																																																																
					Facilities Acquisition & Construction Services																																																																																																														
2530	1159	1167	1175	1183		Pupil Transportation																																																																																																													
Services	2550	3421	3422	3423	3424	Total Support																																																																																																													
Services	2000	1164	1172	1180	1188	We collect																																																																																																													

F000181-051019

Create Date	Customer Full Name	Company Name	Public Record Desired
5/10/2019	Registered Nurse Daniel Wilson		<p>Inspection records for Forest Park District Schools 91 pertaining to mold. Inspection records for plumbing as well please. Entire district would be nice, but more specifically would be the middle school at 925 Beloit Ave. I am a school nurse and it's been brought to my attention about a leaking pipe which appears to be a waste pipe from a bathroom as well as discoloration on tiles. Home tests proved positive for fungus and the district is denying any problems. They refuse to give me the inspection results and threatened me with my job if I pursue further even though I am only looking out for the health and safety of the students and staff here. Thank you.</p>

F000182-051319

Create Date	Customer Full Name	Company Name	Public Record Desired
5/13/2019	Andrew Engel	University of Illinois Urbana Champaign	<p>I am requesting a list of all employed physics accredited teachers in Illinois, with what school they are currently employed by, and the teacher's work email address.</p>

F000183-051319

Create Date	Customer Full Name	Company Name	Public Record Desired

F000183-051319

Create Date	Customer Full Name	Company Name	Public Record Desired
5/13/2019	Survey Research Outreach Specialist Marni Basic	Univerity of Illinois	<ul style="list-style-type: none"> Most recently available listing of all Illinois schools and districts (similar in format to the Directory of Educational Entities), to also include names and email addresses of building principals and district superintendents. A listing of all schools and districts to be closed or consolidated after the 2018-2019 school year. This would include school codes (Region County District Type Schools (RCDS)) as well as the district name, school name, school address, school city, and school zip code. Demographic composition of principals and superintendents, including race, gender and age, if collected. This can also be an estimate.

F000184-051319

Create Date	Customer Full Name	Company Name	Public Record Desired
5/13/2019			<p>The publicly-available District Report Cards report the % of students with IEPs who attend each placement but not a disaggregated breakdown. 1. Is there a way that I could access the %s of students with IEPs in every district in one spreadsheet, rather than looking at that data on each individual district's report card? 2. Is there a way to access the % of students with specific disabilities in each educational environment? If I'm interpreting the available data correctly, the %s given are the number of students with a given disability in each placement divided by the total number of students with IEPs. I'd love if I could access the number of students with each disability in each placement divided by the total number of students with each disability. 3. If possible, it would also be helpful to see the %s of students with each disability also by whether or not they received free and reduced lunch and by ethnicity. For example, I'd like to be able to see (or figure out) how many African American students from high-income backgrounds with autism were in each educational environment.</p>

F000185-051319

Create Date	Customer Full Name	Company Name	Public Record Desired
5/13/2019	Research Assistant Rosalia Pacheco	College of Education	University of New Mexico is requesting data about the WIDA Alt. ACCESS test scores for oral proficiency levels, literacy proficiency levels and overall proficiency levels for the past 5 years OR for 2015-2016 to 2017-2018 school years. We are highly interested in the exit rates. We are in the beginning stages of collecting data about the Alt. ACCESS to hopefully be published later in the year.

F000186-051419

Create Date	Customer Full Name	Company Name	Public Record Desired
5/13/2019	Shelby Tuisku	All Star Driver Education, Inc.	Pursuant to the Freedom of Information Act, on behalf of All Star Driver Education, Inc is looking to mass contact each driving school owner regarding a new software we have developed which we plan to release the basic version free of charge to those interested. I would like to request access to driver education public and private provider names and school district director/manager of drivers education, their phone number, email, address, and web domain of all approved State of Illinois Driving Schools, in the form of a CSV Excel file if at all possible to shelby@allstarde.com. If this method of delivery is unavailable we would still welcome this FOIA request in any other format that is available

F000187-051419

Create Date	Customer Full Name	Company Name	Public Record Desired
5/14/2019	Special Assistant Yoshimi Henry	Diversified Technology Inc	Hello, I'm seeking the contract award proposal for Bid # 19-586SBE-CHFOP-B-2667, SBE: Two Data Analysts for the ISBE Data Warehouse/ESSA - CRF. Thank you, Yoshimi Henry

F000187-051419

Create Date	Customer Full Name	Company Name	Public Record Desired
-------------	--------------------	--------------	-----------------------

F000188-051419

Create Date	Customer Full Name	Company Name	Public Record Desired
5/14/2019	Manager of Financial Analysis John Catalano	Opaa! Food Management, Inc	Requesting 18-19 FSMC renewal document for the following districts: - Wesclin CUSD #3

F000189-051419

Create Date	Customer Full Name	Company Name	Public Record Desired
5/14/2019	Eugene Alexander		See attached request.

F000190-051419

Create Date	Customer Full Name	Company Name	Public Record Desired
5/14/2019	President Jamie Daniels	Anchor Data Systems	Please provide the name of the VBP (Veteran company) included on the winning bid by Crowe LLP for Bid # 19-586SBE-CHFOP-B-4373, SBE: Comprehensive Risk Assessment - CRF. Also, please supply the same information for the bid submitted by Deloitte & Touche LLP.

F000191-051619

Create Date	Customer Full Name	Company Name	Public Record Desired
5/16/2019	Belleville News-Democrat reporter Alexis Cortes	Belleville News-Democrat	Please provide copies of any complaints sent to ISBE regarding Belleville Area Special Services Cooperative or its employee Donald Rowe about the physical restraint of a student who receives services from the Belleville Area Special Services Cooperative from the 2018-19 school year, including but not limited to an April 9, 2019, incident involving a teacher physically restraining a student while attempting to retrieve a test booklet from the student, and any communication ISBE sent to the complaining party or parties, Donald Rowe and the Belleville Area Special Services Cooperative in response to any complaints.

F000192-051719

Create Date	Customer Full Name	Company Name	Public Record Desired
5/17/2019	Eugene Alexander		I therefore invoke and request pursuant to the provisions of the ISSRA section 10/2(g) information and documentation requested in my letter of February 13, 2019, directed to the Phoenix Military Academy, which identifies, specifies and discloses information and documentation requested in enumerated paragraphs 1-4 of the aforesaid annexed letter. I therefore humbly and respectfully request pursuant to the provisions of The Illinois Freedom of Information Act, ILCS Chapter 140/1 et. sequential and the Illinois School Student Records Act, ILCS Chapter 105 section 10/1 et sequential any and all information and documentation that identifies , discloses, implements, specifies and sets forth the rules, regulations, procedures, processes, directives, guidelines, protocols and policies that a parent of a child is only entitled to receive and/or obtain school records with a and/or the, legal guardian's permission or court order.

F000193-051719

Create Date	Customer Full Name	Company Name	Public Record Desired
-------------	--------------------	--------------	-----------------------

F000193-051719

Create Date	Customer Full Name	Company Name	Public Record Desired
5/17/2019	Eugene Alexander		1. Admission and/or registration records submitted by [REDACTED] and/or her Guardian, [REDACTED] for her attendance and/or enrollment at Phoenix Military Academy; 2. Acceptance and/or approval records, forms, information and/or documentation issued and provided to [REDACTED] by Phoenix Military Academy for [REDACTED] attendance years. Class room curriculum selected by [REDACTED] and or educational prerequisite curriculum [REDACTED] is to be enrolled in; 4. All tuition fees and educational expenses [REDACTED] and/or her Guardian, [REDACTED] has currently paid up to and including any and all future fees required to be paid said academy for the 2018 and 2019 school year(s);

3

F000194-052019

Create Date	Customer Full Name	Company Name	Public Record Desired
5/20/2019	Client Solutions Executive Carla Mohr	AT&T	I am requesting a copy of the RFP Response from Crowe LLP in reference to Solicitation Bidbuy # 19-586SBE-CHFOP-B-4373, ref# 22037758.

F000195-052119

Create Date	Customer Full Name	Company Name	Public Record Desired
5/21/2019	Diane Giovannini	Sonitrol Great Lakes	I am requesting all bonds and grants that were awarded in 2019. All grants and bonds that will be awarded in 2019. Include school name and type of grant/bond

F000196-052119

Create Date	Customer Full Name	Company Name	Public Record Desired
5/21/2019	Thomas Suhrbur		Illinois Teacher Salary Schedule and Policy Study (1975 -1976) IllinoisTeacher Salary Schedule and Contract Provisions Study (1980-1981) IllinoisTeacher Salary Schedule and Policy Study (1985-1986) Illinois Teacher Salary Study (1990-1991)

F000197-052219

Create Date	Customer Full Name	Company Name	Public Record Desired
5/22/2019	Blogger Tim Guest		A copy of ISBE Prior Written Notice PDF that schools can access. What assessments are recommended by ISBE to determine if a student qualifies for Extended School Year Services? What percent of special education students in the Springfield and Decatur school districts receive ESY?

F000198-052219

Create Date	Customer Full Name	Company Name	Public Record Desired

F000198-052219

Create Date	Customer Full Name	Company Name	Public Record Desired
5/22/2019	John Krenkel		Mrs Weston, I am requesting the following information using the Illinois FOIA guidelines. Please provide the following documents, if any: Complaints received and / or disciplinary action levied against Mr. Ronald Keisewetter, Principal Minooka Community High School by the Illinois State Board of Education Complaints received and / or disciplinary action levied against Mr. Alvin, Physical Education Teacher Minooka Community High School by the Illinois State Board of Education Records dates should be 5/22/2015 - 5/22/2019 for all documents. Thank you in advance for your assistance. John Krenkel

F000200-052219

Create Date	Customer Full Name	Company Name	Public Record Desired
5/22/2019	Joseph Varan		I request all Freedom of Information Act requests received by you between April 15, 2019 and May 15, 2019, in addition to the resulting response to these requests. This is not a commercial purpose request. Please send the documents in whatever electronic format that you maintain these documents in. You can email them [REDACTED] or, you can mail the electronic media to me at: [REDACTED] Joseph Varan [REDACTED]

F000201-052319

Create Date	Customer Full Name	Company Name	Public Record Desired
5/23/2019	Scott Lawson	Paralegal Consulting Services	Hearing docket (without personal identifying information) for all special education due process requests for hearings, regardless of outcome, beginning with earliest date records are available to present. I am specifically requesting the following information: 1. Case caption 2. Docket or case number 3. Date of filing 4. Date of termination 5. Result of hearing if known (i.e., whether a formal written decision was issued). Please provide all information in electronic format (i.e., Excel or PDF), if available. This request is not for a commercial purpose.

F000202-052419

Create Date	Customer Full Name	Company Name	Public Record Desired
5/24/2019	Superintendent Landon Sommer		I apologize in advance because I know this is going to be a burden but it's for my dissertation. I am submitting a FOIA request for the following data: Both ELA and Math PARCC scores for each middle school student from grades 6 (year 2015-2016), 7 (year 2016-2017), and 8 (2017-2018) from the following schools. I do not need names of students but I do need some way to organize them to keep each student's individual scores separate for their 3 year span (this is a longitudinal study so each student will need three years worth of scores). I also need gender identification and special education identification for each student. No student ID will be in the study. The schools may be identified by the RCDTS code. Abingdon-Avon Middle School (33-048-2760-26-1001) Bushnell-Prairie City (26-062-1700-26-1002) Dever (15-016-2990-25-2158) Budlong (15-016-2990-25-2101) Burnham Elementary (07-016-1545-02-2001) Garfield (07-016-1700-02-2007) Lundahl Middle School (44-063-0470-04-1004) Winnebago Middle School (04-101-3230-26-1002) Oak Grove School (34-049-0680-02-2001) Northwood Junior High School (34-049-1120-02-1001) Murphy Junior High (24-047-3080-26-1006) Ewing (21-028-1150-04-2001) Lick Creek (30-091-0160-04-2001) Pope County (20-076-0010-26-2002) Wilbur Trimpe Middle (41-057-0080-26-1002) Dakota District (08-089-2010-26-0000) Oregon District (47-071-2200-26-0000) Bourbonnais (32-046-0530-02-0000) Hamilton County Unit 10 (20-033-0100-26-0000) Marissa (50-082-0400-26-0000) Please let me know if I need to clarify this request. And I understand that this will definitely take some time. Thank you so much in advance.

F000203-052419

Create Date	Customer Full Name	Company Name	Public Record Desired
5/24/2019	Data Analyst Dedrick Brooks	Murray State University	I'm in need of the of the number of students who graduated in 2017 and 2018. I need the name of the high school, how many students graduated from the high school within 4 years, 4 year Cohort, and the Graduation percent of the high school. On the report card website, the 4 year graduation rate is listed but the number of student who graduated and 4 year cohort is not listed. If possible I need this information by 05/28/2019

F000204-052419

Create Date	Customer Full Name	Company Name	Public Record Desired
5/24/2019	Ms. Barbara Adams	Holland & Knight LLP	Correspondence or other written communications (including emails) from Data Recognition Corporation ("DRC") to the Chairman of the Illinois State Board of Education regarding possible procurements involving agreements or contracts for services as the Illinois assessment of readiness accountability assessment administrative vendor between January 1, 2019 and the current date.

F000205-052419

Create Date	Customer Full Name	Company Name	Public Record Desired
5/24/2019	Ms. Barbara Adams	Holland & Knight LLP	Protests or other communications submitted by Data Recognition Corporation regarding the Best and Final Offer ("BAFO") process for Illinois Assessment of Readiness Accountability Assessment Administrative Vendor RFSP (Illinois Procurement Bulletin 22041975)—specifically to the following staff members and consultants of the Illinois State Board of Education: Robert Wolfe, Sara Power, Kristen Kennedy and Annie (Rae) Clementz.

F000206-052819

Create Date	Customer Full Name	Company Name	Public Record Desired
5/28/2019	Oviedo Burgos		1. Any and all documents, including but not limited to plans, proposals, and correspondence, that is in your control, custody or possession that relate to the City of Chicago Board of Education's current compliance or non-compliance with the Accelerated Placement Act, P.A. 100-0421 specifically with respect to early admission policies or practices for Kindergarten. 1.a. any and all documents relating to kindergarten early admission policies or practices for "selective enrollment" /magnet schools vs. "neighborhood schools" for 2019-2020 academic year. 2. Any and all documents, including but not limited to plans, proposals, and correspondence, that is in your control, custody or possession that relate to the Naperville Community School District 203 compliance with the Advanced Placement Act, P.A. 100-0421, specifically with respect to early admission into Kindergarten. 2.b. Any documents which relate to any distinction drawn or allowed between neighborhood vs. selective enrollment schools in the district's compliance with the APA. 3. Any and all documents, including but not limited to plans, proposals, and correspondence, that is in your control, custody or possession that relate to the Elmhurst Community School District 205 compliance with the Advanced Placement Act, P.A. 100-0421, specifically with respect to early admission into Kindergarten. 3.b. Any documents which relate to any distinction drawn or allowed between neighborhood vs. selective enrollment schools in the district's compliance with the APA.

F000207-052819

Create Date	Customer Full Name	Company Name	Public Record Desired
5/28/2019	Sales Manager Stefanie Newell	Sunset Orchard	I am looking for the total number of NOI trucks diverted for further processing for each of the following companies, Peterson Farms, National Food Group and Cherry Central for the upcoming 19/20 school year.

F000208-052819

Create Date	Customer Full Name	Company Name	Public Record Desired
5/28/2019	Juanita Morris		Building plans for all school buildings in Illinois that are classified as new construction since 1994. Information needed includes the total square feet of the building(s), the cost of construction (if known), the capacity for each room/space in the building. These plans should have been submitted to ISBE for safety planning purposes. Utility and maintenance budgets for those newly constructed schools for the last ten (10) years or for less years if they have not been in service for 10 years. The enrollment in the building for the last 5 years.

F000209-052819

Create Date	Customer Full Name	Company Name	Public Record Desired
5/28/2019	Mrs. Teresa Hjerpe		Please provide records of any ISBE special education complaints and due processes involving Abraham Lincoln Elementary, Chicago Public School, District #299 from December 30, 2011-May 28, 2019.

F000210-052919

Create Date	Customer Full Name	Company Name	Public Record Desired
5/29/2019	Paralegal Laura O'Connor	Whitted Takiff LLC	Copies of all administrative due process hearing decisions issued by Illinois State Board of Education Impartial Due Process Hearing Officers regarding special education matters from January 1, 2017 to December 31, 2017.

F000211-052919

Create Date	Customer Full Name	Company Name	Public Record Desired
5/29/2019	Sarah Butrymowicz	The Hechigner Report	-statewide enrollment in CTE courses by pathways and race -CTE courses offered by high school

F000212-052919

Create Date	Customer Full Name	Company Name	Public Record Desired
5/29/2019	Elyssa Cherney	Chicago Tribune	Please send me any records related to the recognition file for Jordan Baptist School in Burbank. If not already included in my request, please send me any notices of complaints, investigations or disciplinary action involving Jordan Baptist School

F000213-053019

Create Date	Customer Full Name	Company Name	Public Record Desired
5/30/2019	Michael Pfister		I'd like a copy of my GED

U000531-052019


Create Date	Customer Full Name	Company Name	Public Record Desired
5/20/2019			

U000540-052319

Create Date	Customer Full Name	Company Name	Public Record Desired
5/23/2019			

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 19, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 

Agenda Topic: Regulatory Agenda

Expected Outcome: Informational

Materials: None

Staff Contact(s): Jeffrey Aranowski, Executive Director, Safe and Healthy Climate
Cara Wiley, Director, Regulatory Support and Wellness

Purpose of Agenda Item

The purpose of this item is to provide a summary of the agency's anticipated rulemaking activities for the first six months of fiscal year 2020. A report summarizing the anticipated activity for the last six months of the current fiscal year was presented at the December Board meeting. No action is needed.

Background Information/History

The agency's rulemaking activities are summarized on a six-month basis and published in the *Illinois Register* to elicit public comment, as is required pursuant to Section 5-60 of the Illinois Administrative Procedure Act [5 ILCS 100]. This report summarizes the rulemakings published in the *Illinois Register* in the order in which they will be presented to the Board for initial review and authorization to release for public comment. Additionally, estimated dates of Board approval and anticipated effective dates are provided.

Please note: The dates presented for the Board's initial review are merely estimates. Competing Board priorities, complexity of rulemakings, progress of legislation, and other unanticipated circumstances may delay a rulemaking's drafting or cause it to be tabled.

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

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

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

Rulemaking Activities Anticipated for FY 2020

The chart below presents a summary of all rulemaking activities that are anticipated for the Board's initial review in the first six months of FY 2020. These are organized in chronological order of presentation to the Board. "DIBR" stands for "Date of Initial Board Review" (i.e., the month in which the State Board will review the given rulemaking) and "DBA" stands for "Date of Board Action" (i.e., the month in which the State Board will authorize release of the rulemaking for public comment and inclusion in the *Illinois Register*). All Part numbers refer to Title 23 of the Illinois Administrative Code unless otherwise noted.

Also included in the chart for the Board's planning purposes are any rulemakings that the Board will consider for adoption in the first months of FY 2020 that were initially reviewed in FY 2019.

Title of the Part and III. Adm. Code Citation	Description	Anticipated Timeline
June Board Meeting		
Part 155 (Electronic Funds Transfer) https://www.isbe.net/Documents/425ARK.pdf	This rulemaking relieves ISBE of the administration of Electronic Funds Transfers for our grantees that receive funding from the agency.	DIBR: June 19, 2019 DBA: August 14, 2019 Approval: October 16, 2019 Effective: November 2019
Part 25 (Educator Licensure) https://www.isbe.net/Documents/25ark.pdf	PA 100-0596 made several changes to Article 21B of the School Code: • An educator licensed in another state or country may qualify for a Professional Educator License upon presenting evidence of a bachelor's degree (or a master's degree for administrative or most school support personnel endorsements) and a valid and comparable out-of-state license. Since the aforementioned requirements now result in a professional educator license, the educator license with stipulations endorsed for provisional educator (ELS-PEDU) is no longer necessary and has been removed from statute and staff recommends that such references be removed from rules (25.25); • A Short-Term Substitute Teaching License may be issued to individuals who hold an associate's degree or have completed 60 semester hours of coursework from a regional accredited institution of higher learning (25.525); • Requirements for educators seeking subsequent teaching endorsements on a Professional Educator License have been modified (25.100); • Provisions were added for the utilization of professional development	DIBR: December 12, 2018 DBA: August 14, 2019 Adoption: Pending Effective: Pending
August Board Meeting		

Part 25 (Educator Licensure) https://www.isbe.net/Documents/25ark.pdf	The Board may be asked to review additional rules for the modification of licensure requirements.	DIBR: August 14,2019 DBA: September 18,2019 Approval: December 18, 2019 Effective: January 2020
Part 1 (Public Schools Recognition, Evaluation and Supervision) https://www.isbe.net/Documents/ONEARK.pdf	The Board may be asked to review rules for the modification of educator assignment requirements.	DIBR: August 14,2019 DBA: September 18,2019 Approval: December 18, 2019 Effective: January 2020
Part 1 (Public Schools Recognition, Evaluation and Supervision) https://www.isbe.net/Documents/ONEARK.pdf	This rulemaking governs concussion protocols under School Code, including the formal or informal accommodations of a student who has sustained a concussion during interscholastic activities.	DIBR: August 14, 2019 DBA: September 18, 2019 Approval: December 18, 2019 Effective: January 2020
Part 1 (Public Schools Recognition, Evaluation and Supervision) https://www.isbe.net/Documents/ONEARK.pdf	This rulemaking will outline the process by which a high school student who is 16 years of age or older may participate in a registered apprenticeship program. Provides for the inclusion of a waiver process that exempts students from all non-academic requirements mandated for graduation under the School Code	DIBR: August 14, 2019 DBA: September 18, 2019 Approval: December 18, 2019 Effective: January 2020
Part 27 (Standards for Endorsements in Specific Teaching Fields, Part 28 (Standards for Endorsements in Special Education) and Part 29 (Standards for Administrative Endorsement) https://www.isbe.net/Documents/27ark.pdf https://www.isbe.net/Documents/28ark.pdf https://www.isbe.net/Documents/29ark.pdf	This rulemaking replaces the current state content area standards for special education teaching fields with national standards for individual special education endorsement areas.	DIBR: March 20, 2019 DBA: March 20, 2019 Approval: August, 14, 2019 Effective: September 2019

<p>Part 1 (Public Schools Recognition, Evaluation and Supervision)</p> <p>https://www.isbe.net/Documents/ONEARK.pdf</p>	<p>This rulemaking adds provisions clarifying that short-term substitute teachers may hold the short-term substitute teacher license. An individual who has a valid and active educator license with stipulations endorsed for paraprofessional and at least an associate's degree may be a short-term substitute teacher without obtaining the license. Additionally, this rulemaking will add provisions per Public Act 100-0813, which provided that the State Board of Education shall implement a program and adopt rules to allow school districts to supplement their substitute teacher recruitment for elementary and secondary schools with the use of recruiting firms.</p>	<p>DIBR: December 12, 2018 DBA: December 12, 2018 Approval: August 14, 2019 Effective: September 2019</p>
<p>Part 1 (Public Schools Recognition, Evaluation and Supervision)</p> <p>https://www.isbe.net/Documents/ONEARK.pdf</p>	<p>PA 100-0726 permits schools to establish a medication policy that provides for the stocking and use of medications for asthma that are not designated for a specific person (undesignated medication). The law requires ISBE to provide a “form and manner” for districts and schools to report the use of asthma medication from the stock supply. The law also refers to rules regarding the training of non-nurse “trained personnel” to recognize signs and symptoms of acute respiratory distress. ISBE staff proposes to integrate the rules regarding undesignated asthma medication into the similar existing rules for use of undesignated epinephrine and opioid antagonists and rename the rule to add asthma in the name.</p>	<p>DIBR: May 15, 2019 DBA: May 15, 2019 Approval: August 14, 2019 Effective: September 2019</p>

<p>Part 235 (Early Childhood Block Grant)</p> <p>https://www.isbe.net/Documents/235ARK.pdf</p>	<p>PA 100-0105 provides that early childhood programs receiving state funding pursuant to Section 2-3.71(a)(7) of the School Code [105 ILCS 5] shall prohibit the expulsion of children. When a child begins to exhibit persistent and serious challenging behaviors, the early childhood program shall document steps taken to ensure that the child can participate safely in the program. It should obtain the parental or legal guardian consent required and utilize a range of community resources. This rulemaking sets forth the processes by which programs must document attempts to engage these resources. The child may be transitioned into another program when there is documented evidence that these preventive measures have not corrected the child's behavior. In these instances, the program must create a transition plan to ensure continued services for the child.</p>	<p>DIBR: October 17, 2018 DBA: October 17, 2018 Approval: August 14, 2019 Effective: September 2019</p>
September Board Meeting		
<p>Part 425 (Voluntary Recognition of Nonpublic Schools)</p> <p>https://www.isbe.net/Documents/425ARK.pdf</p>	<p>This rulemaking updates the process by which nonpublic entities may be registered and recognized by the State Board of Education.</p>	<p>DIBR: September 18, 2019 DBA: October 1, 2019 Approval: December 18, 2019 Effective: January 2020</p>
<p>Part 235 (Early Childhood Block Grant)</p> <p>https://www.isbe.net/Documents/235ARK.pdf</p>	<p>This rulemaking outlines the process by which early childhood programs receiving state funding shall collect and review their chronic absence data and determine what systems of support and resources are needed to engage chronically absent students.</p>	<p>DIBR: September 18, 2019 DBA: October 16, 2019 Approval: December 18, 2019 Effective: January 2020</p>
October Board Meeting		
November Board Meeting		

Part 226 https://www.isbe.net/Documents/226ark.pdf	This rulemaking will require school districts to provide a child's parent or guardian with a written notification that informs the parent or guardian that the Individualized Education Program team is required to consider whether the children requires assistive technology in order to receive free appropriate public education	DIBR: November 22, 2019 DBA: December 18, 2019 Approval: February 2020 Effective: March 2020
December Board Meeting		
Part 254 (Vocational Education) https://www.isbe.net/Documents/254ARK.pdf	This rulemaking repeals the current Part and replaces it with new Part to set forth the criteria and standards, including the grant process, to be used to award funding under the Vocational Education Act and the federal Carl D. Perkins Vocational Education Act (20 USC 2301 et seq.).	DIBR: December 18, 2019 DBA: January 2020 Approval: March 2020 Effective: April 2020
Part 240 (Alternative Learning Opportunities Program) https://www.isbe.net/Documents/240ark.pdf	This rulemaking will update assessment procedures for students in alternative learning opportunities programs.	DIBR: December 18 2019 DIBA: January 2020 Approval: March 2020 Effective: April 2020

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 19, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education



Stephanie Jones, General Counsel



Agenda Topic: Informational Item: Annual Report on the Status of Agency Rulemaking

Expected Outcome: Informational

Materials: Summary of Rulemaking Activity in Fiscal Year 2019

Staff Contact(s): Jeffrey Aranowski, Executive Director, Safe and Healthy Climate
Cara Wiley, Director, Regulatory Support and Wellness

Purpose of Agenda Item

The purpose of this item is to provide a summary of the agency's rulemaking activities during FY 2019. No action is needed.

Background Information/History

The rulemaking activities of the agency are summarized on a fiscal year basis. The chart beginning on the next page presents a summary of all rulemaking activities either completed or initiated by ISBE during FY 2019. These are organized in chronological order, with the most recent rulemakings presented first. "DIBR" stands for "Date of Initial Board Review," (i.e., the month in which the State Board authorized the initiation of the given rulemaking). Where dates are not indicated, the procedural steps in question have not yet been completed. All Part numbers refer to Title 23 of the Illinois Administrative Code unless otherwise noted.

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

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

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

Summary of FY 2019 Rulemaking Activities

Title of the Part and III. Adm. Code Citation	Description	Timeline/Status
Part 1 (Public Schools Recognition, Evaluation and Supervision)	This amendment will formally adopt the national World-Readiness Standards for Learning Languages created by the American Council on the Teaching of Foreign Languages in full without modifications.	DIBR: May 16, 2018 Approval: August 8, 2018 Effective: April 4, 2019
Part 130 (Determining Special Education Per Capita Tuition Charge)	These amendments maintain consistency of special education program costs as the Evidence-Based Funding formula is implemented. The amendments to this Part will require that all full-time licensed personnel and full-time licensed paraprofessional staff and nonlicensed personnel to continue to be apportioned at the previously set statutory levels when computing special education per capita costs for billing other Local Education Agencies or filing claims under Section 14-7.03 or 14-7.02b of the School Code.	DIBR: April 18, 2018 Approval: August 8, 2018 Effective: April 4, 2019
Part 1 (Public Schools Recognition, Evaluation and Supervision)	These amendments represent a holistic set of changes to the rules guiding assessment in response to a number of legislative changes, including the requirement that students participating in the Invest in Kids program must take the state's accountability assessment. This rulemaking will remove the prohibition on promotion to grade 12 without having taken a grade 11 assessment. It adds guidelines for how a district may request a waiver of the requirement to take the state's final accountability assessment in order to graduate for a small number of students.	DIBR: September 11, 2018 Approval: January 16, 2019 Effective: Pending
Part 227 (Gifted Education)	Public Act 99-0706 updated the Section of the School Code pertaining to funding gifted education programs. The Act updated the assessment methods used to identify students who are eligible for	DIBR: June 13, 2018 Approval: December 12, 2018 Effective: Approved by JCAR on April 9, 2019

	gifted education. This rulemaking will update the current references in the administrative rules to be consistent with statute.	
Part 235(Early Childhood Block Grant)	PA 100-0105 provides that early childhood programs receiving State Board of Education grants for preschool educational programs shall prohibit the expulsion of children. Provides instead that when persistent and serious challenging behaviors emerge, the early childhood program shall document steps taken to ensure that the child can participate safely in the program and utilize a range of community resources. This rulemaking sets forth the processes by which programs must document attempts to engage these resources.	DIBR: October 17, 2018 Approval: Pending Effective: Pending
Part 1 (Public Schools Recognition, Evaluation and Supervision)	PA 100-0599 made changes to the Postsecondary and Workforce Readiness Act related to competency-based high school graduation requirements. The proposed changes in this rulemaking will remove references to grades 9-12 and add language indicating school districts may apply in a joint collaborative application.	DIBR: October 17, 2018 Approval: May 15, 2019 Effective: Pending
Part 25 (Educator Licensure)	PA 100-0596 made several changes to Article 21B of the School Code: • An educator licensed in another state or country may qualify for a Professional Educator License upon presenting evidence of a bachelor's degree (or a master's degree for administrative or most school support personnel endorsements) and a valid and comparable out-of-state license. Since the aforementioned requirements now result in a professional educator license, the educator license with stipulations endorsed for provisional educator (ELS-PEDU) is no longer necessary and has been removed from statute and staff recommends	DIBR: December 12, 2018 Approval: Pending Effective: Pending

	<p>that such references be removed from rules (25.25); • A Short-Term Substitute Teaching License may be issued to individuals who hold an associate's degree or have completed 60 semester hours of coursework from a regional accredited institution of higher learning (25.525); • Requirements for educators seeking subsequent teaching endorsements on a Professional Educator License have been modified (25.100); • Provisions were added for the utilization of professional development (Plenary Packet - Page 43); • Changes were made to professional development auditing (25.860); and • New requirements have been established for earning special education, early childhood, and elementary education endorsements (25.43; 25.46; 25.96; 25.97).</p>	
Part 1 (Public Schools Recognition, Evaluation and Supervision)	<p>PA 100-0596 made several changes to Article 21B of the School Code. Specifically, it added a provision in Section 21B-20 that created short-term substitute teaching licenses that are valid until June 30, 2023. This rulemaking will add provisions clarifying that short-term substitute teachers may hold the short-term substitute teacher license. An individual who has a valid and active educator license with stipulations endorsed for paraprofessional and at least an associate's degree may be a short-term substitute teacher without obtaining the license. No short-term substitute may be employed for more than five consecutive days per licensed teacher. A school district may not hire an individual holding a short-term substitute teaching license to cover teacher absences lasting six or more days per licensed teacher who is under contract. All individuals</p>	<p>DIBR: December 12, 2018 Approval: Pending Effective: Pending</p>

	<p>who sub on a short-term substitute teaching license must complete the required training, but nothing prohibits school boards from requiring substitute teachers who are working on other licenses to also complete the training. A school board with a substitute teacher training program in place prior to this amendatory Act may utilize that program to satisfy this requirement. Additionally, this rulemaking will add provisions per PA 100-0813, which provided that the State Board of Education shall implement a program and adopt rules to allow school districts to supplement their substitute teacher recruitment for elementary and secondary schools with the use of recruiting firms.</p>	
44 Ill. Admin. Code 7200 (General Grant making)	<p>The Grant Accountability and Transparency Act (GATA) [30 ILCS 708] requires that all state grant-making agencies adopt rules to implement the federal Uniform Guidance 2 CFR 200 after the Governor's Office of Management and Budget (GOMB) completed its rulemaking for GATA. The GOMB rules went to second notice at JCAR on Sept. 18, 2018, at which time the agency created a committee to draft the agency's rules for grant-making. GOMB's rules were published as adopted in the <i>Illinois Register</i> on Oct. 19, 2018.</p>	<p>DIBR: December 12, 2018 Approval: Pending Effective: Pending</p>
Part 27 (Standards for Endorsement in Specific Teaching Fields)	<p>In March of 2018, Part 27 was updated to replace state content area standards for teaching fields with national standards for each individual endorsement. The advantages of updating the state-specific standards to national standards included: • The State Educator Preparation and Licensure Board (SEPLB) and stakeholders in higher education supported the move to national standards. • National standards align to the Council</p>	<p>DIBR: March 20, 2019 Approval: Pending Effective: Pending</p>

	<p>for the Accreditation of Educator Preparation (CAEP) reporting requirements and are more current and more frequently updated than state-established standards required for educator preparation. • National standards are developed and revised using the expertise of educators throughout the United States. • In addition to the Illinois-specific content standards, the required content tests for teacher candidates are regularly updated to align with the national standards. • These changes support consistency in all stages of the teacher preparation process. • Moving to national standards benefitted both out-of-state applicants entering the state and individuals who complete programs in Illinois but who choose to move out of state, as the majority of other states use national standards for the purposes of educator licensure. • The alignment to national standards reduced a burden on the Illinois educator preparation programs insofar as, per SEPLB, most (if not all) preparation programs were already aligned to national standards and several are accredited or are working toward accreditation by CAEP, and the state alignment was an extra task. (Plenary Packet - Page 66)</p> <p>The proposed rulemaking provides for general cleanup of Part 27 for the purposes of date and content title clarification. Part 27.350, General Curricular Standards for Special Education Teachers, specifically addresses the changes necessary to align with the proposed rule changes in Part 28, Standards for Endorsements in Special Education.</p>	
Part 28 (Standards for Endorsements in Special Education)	ISBE was selected in 2014 to receive intensive technical assistance services from the Collaboration for Educator	DIBR: March 20, 2019 Approval: Pending Effective: Pending

	<p>Effectiveness, Development, Accountability, and Reform (CEEDAR) Center. The CEEDAR Center is a federally funded technical assistance center that supports collaborative partnerships between State Education Agencies and institutions of higher education to reform special education teacher preparation programs, revise special education licensure standards to align with preparation reforms, and realign special education policy structures and professional learning systems. A CEEDAR State Steering Committee that included ISBE staff and more than 30 special education stakeholders was formed. The CEEDAR State Steering Committee assisted ISBE in analyzing special educator licensure in light of national and state standards, other states' licensure revisions for educator preparation and student learning, national practices, and relevant research. The proposed rulemaking supports the CEEDAR State Steering Committee recommendations to replace the current state content area standards for special education preparation standards with the Council for Exceptional Children (CEC) National Special Education Preparation Standards for individual special education endorsement areas.</p>	
Part 29 (Standards for Administrative Endorsements)	<p>The proposed rulemaking supports the CEEDAR State Steering Committee recommendations and aligns with the proposed changes to Part 27 (Standards for Endorsements in Specific Teaching Fields). The proposed rulemaking replaces the current Director of Special Education state content area standards for the CEC National Director of Special Education Preparation Standards. Aligning the state-</p>	<p>DIBR: March 20, 2019 Approval: Pending Effective: Pending</p>

	specific standards to national standards allows educator preparation programs to modify programming to align with CEC National Director of Special Education Preparation Standards. These standards incorporate the most current research-based best practices in the preparation of Directors of Special Education.	
Part 1 (Public Schools Recognition, Evaluation and Supervision)	PA100-0726 permits schools to establish a medication policy that provides for the stocking and use of medications for asthma that are not designated for a specific person (undesignated medication). The law requires ISBE to provide a "form and manner" for districts and schools to report the use of asthma medication from the stock supply. The law also refers to rules regarding the training of non-nurse "trained personnel" to recognize signs and symptoms of acute respiratory distress. ISBE staff proposes to integrate the rules regarding undesignated asthma medication into the similar existing rules for use of undesignated epinephrine and opioid antagonists and rename the rule to add asthma in the name.	DIBR: May 15, 2019 Approval: Pending Effective: Pending
Part 155 (Electronic Funds Transfer)	The Electronic Funds Transfer (EFT) pilot program was a pilot program created in 1994, with ISBE as a participant. ISBE adopted the initial Part 155 administrative rules to implement EFT in December 1995. As a pilot agency, ISBE collected and maintained local education bank account and routing information for ISBE payments to be deposited electronically by the Office of the Comptroller. Subsequently, ISBE proposed PA 88-641 [105 ILCS 5/2-3.116], which mandated EFT for all Regional Offices of Education, school districts, and other providers entitled to payment by the State	DIBR: June 19, 2019 Approval: Pending Effective: Pending

	<p>Board. The legislation was enacted July 1, 2002.</p> <p>In March 2017 ISBE began meetings with staff at the Office of the Comptroller to discuss transition of ISBE's EFT responsibilities for 1,900 participants over to that office. At the time, ISBE was unable to provide participant banking information to the Comptroller, so all existing participants were required to sign up directly with that office. The sign-up process and agency communications with the Comptroller continued over this past year, culminating with a technical change in the voucher layout in our MIDAS system that transitioned all ISBE vouchers to use the Comptroller EFT system on November 30, 2018.</p>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--