

ILLINOIS STATE BOARD OF EDUCATION
100 N. First St., Springfield, Illinois

This meeting will also be audio cast on the Internet at: www.isbe.net

January 24, 2017
10:30 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. Swearing in of Jason Barclay, Board Member

IV. Resolution & Recognition pp. 3

V. Presentations & Updates

- A. Illinois Board of Higher Education
- B. Student Advisory Council Update

VI. FY18 Budget Discussion pp. 4-38

VII. Superintendent's Report - Consent Agenda

A. *Approval of Minutes

- 1. Plenary Minutes: December 16, 2015 **pp. 39-41**

B. *Rules for Initial Review

- 1. Part 1 (Public Schools Evaluation, Recognition and Supervision) **pp. 42-74**
- 2. Part 20 (Standards for Endorsement in Elementary Education) **pp. 75-81**
- 3. Part 26 (Standards for Endorsements in Early Childhood and Elementary Education) **pp. 75-81**
- 4. Part 50 (Evaluation of Educator Licensed Employees Under Articles 24A and 34 of the School Code) **pp. 82-86**

C. *Contracts & Grants Over \$1 Million

- 1. Abstinence Education Notice of Funding Opportunity and Award **pp. 87-88**
- 2. Preschool Program Monitoring for Quality and Compliance **pp. 89-91**
- 3. IDEA, Part B, Preschool Discretionary Grant Projects **pp. 92-95**
- 4. Early Childhood Block Grant: Prevention Initiative 0-3, Preschool for All 3-5, and Preschool for All Expansion 3-5 **pp. 96-99**
- 5. Preschool Professional Development **pp. 100-102**
- 6. Early Childhood Illinois Early Learning Project Website **pp. 103-105**
- 7. Early Childhood Block Grant Community Systems Development **pp. 106-108**
- 8. Healthy Community Investment Grants **pp. 109-120**

D. *Fiscal Year 2016 Financial Audit Report **pp. 121**

End of Consent Agenda

VIII. Charter School Commission Appointment pp. 122-129

IX. Discussion Items

- A. District Oversight Update
- B. ISBE Draft Annual Report **pp. 130**
- C. Legislative Update **pp. 131-132**

D. ESSA Update

E. Other Items for Discussion

X. FY18 Budget Recommendation

XI. Announcements & Reports

A. Superintendent's/Senior Staff Announcements

B. Chairman's Report

C. Member Reports

XII. Information Items

A. ISBE Fiscal & Administrative Monthly Reports (*available online at*
http://isbe.net/board/fiscal_admin_rep.htm)

XIII. Closed Session

XIV. Adjourn

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

NOTE: Chairman Meeks 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
Curt Bradshaw
January 2017**

WHEREAS, Curt Bradshaw is a man of many talents and accomplishments, including a background serving his community and a distinguished career in finance; and

WHEREAS, Mr. Bradshaw served as a member of the Indian Prairie School Board from 2005-12, including a three-year term as president; and

WHEREAS, Mr. Bradshaw's tenure on the Indian Prairie School Board helped the district achieve success such as more students meeting and exceeding state standards than ever before, the average ACT score of students in the district increasing substantially the percentage of community members giving the district an A or B grade increasing from 76 percent to 87 percent, and the district's credit rating improving (placing it in the top 1 percent of districts nationwide); and

WHEREAS, Mr. Bradshaw earned his bachelor's degree in agriculture economics from the University of Illinois and his MBA in finance and strategic management from the University of Chicago Booth School of Business; and

WHEREAS, Mr. Bradshaw currently serves as the Managing Director of Efficient Access for Efficient Capital Management; and

WHEREAS, Mr. Bradshaw was appointed to the State Board of Education and confirmed by the Senate in September 2012, reappointed in 2013, and he has served as chairman of the Board's Finance and Audit Committee until the expiration of his term in January 2017; and

WHEREAS, Mr. Bradshaw has consistently represented the best interests of students and has been a champion for the state's responsibility to fund education; and

WHEREAS, Mr. Bradshaw has advocated for increased funding for all students and schools in front of appropriations committees of the General Assembly and countless budget hearings across the state; and

WHEREAS, Mr. Bradshaw has helped the Illinois State Board of Education reach important milestones, including, but not limited to, improving the quality of teacher candidates, the adoption of more rigorous learning standards for students, using data to inform decisions, creating the award-winning Illinois Report Card, advocating for increased funding for K-12 education in Illinois, and navigating the hiring of a new state superintendent;

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education extends its sincere appreciation and gratitude to **Curt Bradshaw** for his dedication to the field of Education and to Illinois' students and educators.

James T. Meeks, Chairman

Eligio Pimentel, Member

Melinda LaBarre, Member

Curtis Bradshaw, Member

Craig Lindvahl, Member

Lula Ford, Member

Cesilie Price, Member

Collin Hitt, Member

Jason Barclay, Member

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Robert Wolfe, Chief Financial Officer *RW*

Agenda Topic: Fiscal Year 2018 Local District and ISBE Budget Recommendation

Materials: Exhibit A-Fiscal Year 2018 Superintendent's Budget Recommendation
Exhibit B-Transportation Cost
Exhibit C-Transportation Claim Cost
Exhibit D-Assessments Cost Detail
Exhibit E-English Language Learner Counts
Exhibit F-Bilingual Education Appropriations

Purpose of Agenda Item

The purpose of this agenda item is to discuss the needs of local districts serving children in every community across Illinois and to vote on a budget that supports high-quality educational outcomes for each and every child in a public system. The Board recommendation for Fiscal Year 2018 (FY2018) education funding is to ensure school districts and other education service providers have increased opportunities to meet the unique needs of each and every child throughout all the communities in the State of Illinois as communicated by educators, students, and community members throughout the state.

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

The budget is crucial for all aspects of the State Board's Strategic Plan.

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

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

Principles of the Superintendent's Education Funding Recommendation

The Superintendent's recommended Education Funding Plan is based upon the following principles:

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

ILLINOIS STATE BOARD OF EDUCATION

Superintendent's Recommended Fiscal Year 2018 Education Funding Summary

Background

Although the FY2017 budget provided an additional \$523.6 million in state Pre-K through 12 education funding, the cumulative loss of education funding during the preceding seven-year period -- FY2010 through FY2016 -- as compared to FY2009 amounted to approximately \$3.8 billion. Also, the percentage of the General Funds budget allocated for direct Pre-K through 12 education funding has diminished from 28.8% in FY2010 to 23.2% in FY2016 while the percentage allocated to the indirect cost of education funding (pensions) has increased from 3.8% to 13.86% during the same period.

Past budget cuts have jeopardized Illinois' future by inhibiting the ability of local school districts to fully prepare all students for success in college and career. Investing in local school districts to provide quality education opportunities is essential to meet the state's 60 by 2025 goal.***

***The 60 by 25 Network is designed to meet the needs of communities that are working together to provide rigorous, real world learning in and out of the classroom. A coalition has come together to create a community of practice to help local and regional teams accelerate progress toward the goal to increase the proportion of adults in Illinois with high-quality degrees and credentials to 60% by the year 2025.

For FY2017, the Board sought an increase of \$383.1 million, a 5.5% increase over FY2016 appropriation levels for General Funds. This was primarily due to the Board's recommendation to fully fund the FY2017 General State Aid (GSA) claim. The budget that was enacted reflected a General Funds appropriation of \$7.461 billion, which resulted in an overall increase of \$523.6 million (7.6%) from the FY2016 appropriation levels.

The backlog of unpaid bills at the Illinois Office of Comptroller (IOC) continues to grow. As of January 9, 2017, the General Funds backlog of unpaid bills at the IOC totaled \$5.7 billion. The comptroller held 22,565 delayed Illinois State Board of Education (ISBE) vouchers with a value of \$1.2 billion. Of those ISBE vouchers, 2,495 with a value of \$92.3 million are from FY2016. The oldest delayed voucher date was June 20, 2016. The backlog included \$909.6 million of Mandated Categorical (MCAT) Reimbursement payments, \$36 million of which are from FY2016.

The Superintendent's recommended FY2018 General Funds Budget for Pre-K through 12 educational support services for districts and students across Illinois amounts to \$7.727 billion, an increase of \$266.4 million (3.45%) over FY2017 levels.

The Superintendent's recommended budget that funds students across Illinois and seeks to fulfill the needs of children as communicated by educators, students, and community members

is detailed in EXHIBIT A. EXHIBIT A is provided to ensure that members of the Board, the General Assembly, and the public have the detailed information required to make decisions about funding students in every district across Illinois.

General State Aid

General State Aid **Aligned to Goals 1-7**

After seven consecutive years of proration or paying only a portion of the GSA claim, claims are fully funded in FY2017. In FY2017, the appropriation was increased by \$361 million and Public Act 099-0524 took a creative approach to distribution of funds, ensuring that no district would lose funds compared to FY2016. Districts instead received the greater of their FY2016 net payments plus a proportional share of an equity grant or their FY2017 gross claim as calculated. No district lost funding and many saw an increase in funding.

The Education Funding Advisory Board recently recommended an increase in the Foundation Level to \$9,204 for FY2018, an increase of \$3,085 (50.4%) over the current Foundation Level of \$6,119.

GSA Proration History **(\$000's)**

Fiscal Year	Shortfall	Proration
FY2010	\$18,899.1	98.3%
FY2011	\$260.4	99.9%
FY2012	\$231,057.5	95.0%
FY2013	\$518,176.4	89.2%
FY2014	\$562,116.0	88.7%
FY2015	\$648,085.5	87.1%
FY2016	\$397,327.0	92.1%
FY2017	0.0	100.0%

In FY2017, the net GSA claim costs \$4.758 billion compared to appropriations of \$5.078 billion. Of the remaining funds, \$313 million is being distributed to assure no district receives less than it did in FY2016. The cost of the claim declined in FY2017 for several reasons. Overall property values increased slightly over the prior year, while the statewide student population decreased by 0.5% and the 3-year average of the measure of low-income students for GSA declined by nearly 4%.

The initial forecast of FY2018 GSA has not yet been completed. Data required from other agencies to complete the forecast is not yet available. Staff continues to collect the necessary data for the forecast as it becomes available while splitting their time between that task and the construction of a model for the Illinois School Funding Reform Commission that will accurately depict the cost and distribution system often referred to as the Evidence-Based model.

Once the preliminary estimated forecast of the appropriation amounts required to fully fund the FY2018 GSA claim is finalized, staff will present information to the Board and finalize the

schedules for the FY2018 General Funds appropriation recommendation for Pre-K through 12 education.

What can be stated at this time is that even if the cost of the claim were to increase, it is unlikely to exceed the \$5.078 billion appropriated for FY2017.

**GSA Claim History
(\$000's)**

Fiscal Year	Claim Amount	% Increase (Decrease)
FY2010	\$4,619,204.2	
FY2011	\$4,600,565.5	(0.4%)
FY2012	\$4,679,162.0	1.7%
FY2013	\$4,804,928.9	2.7%
FY2014	\$5,004,314.3	4.1%
FY2015	\$5,073,359.1	1.4%
FY2016	\$5,029,515.2	(0.9%)
FY2017	\$4,758,039.7	(5.4%)

Superintendent's FY2017 GSA Claim Funding Recommendation

The Superintendent recommends maintaining the current appropriation of \$5.078 billion for GSA in FY2018. To the extent that the actual GSA claim is less than that amount, the Superintendent recommends that the Board advocates that those funds be used to either assure no district loses funding compared to the current year in the same manner as directed in PA 99-0524 (FY2017 Budget Bill).

Mandated Categorical Reimbursements

Aligned to Goals 1-7

FY2017 MCAT funding was not increased from the FY2016 level. The final FY2017 proration amounts for the MCAT programs are as follows:

FY2017 Proration Levels

Program Name	FY2017 Actual Proration
Sp. Ed. – Personnel	100%
Sp. Ed. – Funding for Children	99%
Sp. Ed. – Private Tuition	96%
Sp. Ed. – Summer School	89%
Sp. Ed. - Transportation	91%
Transportation – Reg/Voc	71%
Ill Free Lunch and Breakfast	19% (est.)

The Regular Education Orphanage (Section 18-3) and Special Education Orphanage (Section 14-7.03) programs have language in their respective sections of the School Code that allow ISBE to borrow the amount of shortage to the claims submitted for the current school year from the appropriation in the following fiscal year. However, 30 ILCS 105/25 limits the borrowed

amount for these programs for FY2017 to \$2.6 million from the enacted FY2018 appropriation. ISBE has requested an FY2017 supplemental amount for both of these programs. However, in the event the FY2017 supplemental amounts are not provided and there is no adjustment to the borrowing limit from FY2018, the FY2017 prorations are estimated in the table below.

FY2017 Orphanage Proration Levels

Program Name	FY2017 Actual Proration
Sp. Ed. – Orphanage	95%
Regular Orphanage 18-3	54%

Staff has completed estimates of the funding that would be needed to fully fund the MCATS in FY2018 as described in the table below.

FY2018 MCAT Programs – 100% Funded (\$000's)

Program Name	FY2018 100% Funded	Increase (Decrease) Over FY2017
Sp. Ed. – Personnel	\$444,200.0	\$1,800.0
Sp. Ed. - Funding for Children	\$307,140.5	\$3,310.8
Sp. Ed. – Private Tuition	\$247,200.0	\$14,200.0
Sp. Ed. – Orphanage	\$99,100.0	\$4,100.0
Sp. Ed. – Summer School	\$13,400.0	\$1,700.0
Sp. Ed. - Transportation	\$508,500.0	\$58,000.0
Sub-Total Special Ed	\$1,619,540.5	\$83,110.8
Transportation – Reg/Voc	\$350,100.0	\$144,291.1
Ill Free Lunch and Breakfast	\$44,500.0	\$35,500.0
Regular Orphanage 18-3	\$19,600.0	\$8,100.0
Total Mandated Categorical Programs	\$2,033,740.5	\$271,001.9

Funding limitations have resulted in the proration of MCAT payments in recent years. The table below illustrates the degree of proration for the various MCAT lines for FY2014 through FY2017, as well as the estimated proration at the FY2018 funding level recommended by the Superintendent.

MCAT Proration Level History

Program Name	FY2014	FY2015	FY2016	FY2017	FY2018 Supt. Rec.
Sp. Ed. - Personnel	100%	98%	100%	100%	100%
Sp. Ed. - Funding for Children	100%	98%	100%	99%	100%
Sp. Ed. - Private Tuition	94%	94%	94%	96%	95%
Sp. Ed. - Orphanage	100%	100%	100%	95% (est.)	100%
Sp. Ed. - Summer School	81%	75%	84%	89%	100%
Sp. Ed. - Transportation	97%	95%	96%	91%	100%
Transportation - Reg/Voc	74%	71%	70%	71%	80%
Ill Free Lunch & Breakfast	36%	21%	20%	19% (est.)	35%
Regular Orphanage 18-3	100%	100%	100%	54% (est.)	100%

The Superintendent is not recommending that the Board request full funding for all MCAT programs for FY2018. The Superintendent is recommending less than full funding for Illinois Free Lunch and Breakfast, Regular/Vocational Transportation, and Special Education Private Tuition.

Illinois Free Lunch and Breakfast

The Illinois Free Lunch and Breakfast Program provides funding to meet the mandate that every public school must have a program that provides free lunches (and breakfasts if a school offers breakfast) to eligible students. The statutory reimbursement rate is \$0.15 for each meal served. Chicago District 299 receives 50.7% annually of the final appropriation per the Educational Services Block Grant. The amount needed for full funding in FY2018 is anticipated to be \$44.5 million. This is a decrease of \$3.7 million from full funding in FY2017.

Declining state revenues led to an appropriation reduction from \$26.3 million in FY2012 to \$14.3 million in FY2013 and FY2014 to \$9 million in FY2015, FY2016, and FY2017, respectively. The federal National School Lunch Program requires a minimum the state must expend from the Illinois Free Lunch and Breakfast Program to qualify for Federal Child Nutrition funding. Illinois receives more than \$700 million annually in Federal Child Nutrition funding. The current \$9 million appropriation is the minimum to maintain effort.

Illinois Free Lunch and Breakfast Appropriation & Program Growth History Fiscal Years 2012-2017

Fiscal Year	Appropriation	Meals Less District 299	District 299 Meals	Total Meals	% Growth
2012	\$26,300,000	118,769,730	63,386,000	182,155,730	
2013	\$14,300,000	124,896,330	64,747,012	189,643,342	4.1%
2014	\$14,300,000	129,602,754	64,794,482	194,397,236	2.5%
2015	\$9,000,000	140,486,504	68,677,645	209,164,149	7.6%
2016	\$9,000,000	137,168,426	66,793,169	203,961,595	-2.4%
2017	\$9,000,000	141,651,178	64,960,401	206,611,579	1.3% (est.)

The Superintendent recommends an appropriation of \$15.575 million, a decrease of \$1.3 million from the FY2017 recommendation. The recommended amount represents 35% of the amount needed for full funding. This percent of full funding is consistent with prior Board recommendations that date back to FY2013.

Regular/Vocational Transportation

The Regular/Vocational Transportation Reimbursement appropriation has not been fully funded since FY2010. Since FY2011, the average proration has been approximately 73%; however, the proration level for FY2017 has fallen to 71%. For FY2017, the Board recommended an increase of \$52.7 million to provide a proration level of 80%. That increase was not funded by the General Assembly. As illustrated in EXHIBIT B, aggregate expenditures for Regular/Vocational Transportation decreased in FY2013 as school districts implemented changes to the transportation programs to become more efficient in the operation of transportation programs. Aggregate expenditures increased by 1.4% in FY2014 and FY2015,

respectively, with a modest 0.7% growth in FY2016. In FY2017, total Regular/Vocational expenditures decreased \$10.4 million, resulting in a modest 1.9% decline from FY2016.

An analysis of the data reveals minor decreases in some expenditure categories, but the largest decrease was in the supplies cost category at \$10.8 million, which includes diesel fuel expenditures. According to the U.S. Energy Information Administration, Midwest Region retail Ultra Low Sulfur diesel fell from \$2.73 per gallon as of June 2015 to \$2.34 per gallon as of June 2016. Projections for fuel in 2016-17 are beginning to trend upward so a modest 1% increase on 2015-16 costs was used for the FY2018 appropriation projection.

The actual claim cost for Regular/Vocational Transportation decreased by 2.7% for FY2017 as illustrated in EXHIBIT C. This decrease is attributable primarily to the aforementioned reduction to the supplies expenditure category.

If FY2018 Regular/Vocational Transportation remains at the current appropriation level of \$205.8 million, it is forecasted that the proration amount for FY2018 Regular/Vocational Transportation will be 71%.

School districts are dealing with declining local revenue and continued low proration amounts for Regular/Vocational Transportation reimbursement. Due to these factors, the Superintendent is recommending a \$45.1 million increase to the Regular/Vocational Transportation appropriation in an effort to bring the proration level to an estimated 80% for FY2018. The table below describes the estimated appropriation level needed in FY2018 to achieve various levels of proration for Regular/Vocational Transportation.

**Regular/Vocational Transportation
Estimated Appropriations - Various Proration Levels
Estimated 2016-17 School Year Data
(\$000's)**

Proration	75%	78%	Superintendent's Recommendation 80%
Estimated Appropriation	\$226,500.0	\$238,700.0	\$250,900.0
Current Appropriation	\$205,808.9	\$205,808.9	\$205,808.9
Change	\$20,691.1	\$32,891.1	\$45,091.1

Special Education Private Facility

The Superintendent is recommending that the increase to the FY2018 appropriation level for the Special Education Private Facility Program be limited to the minimum amount needed to meet federal Maintenance of Effort (MOE) requirements related to the federal Individuals with Disabilities Education Act. Conformance with the MOE requirement is dependent on expenditures by the Department of Human Services Division of Rehabilitation Services and the Department of Juvenile Justice, as well as ISBE grant distributions. Due to the uncertainty around expenditure levels at those two agencies, the MOE calculation includes a \$10 million safety buffer. The table below describes the estimated appropriation level needed in FY2018 to achieve various levels of proration for Special Education Private Facility.

**Special Education Private Facility
Estimated Appropriations - Various Proration Levels
Estimated 2016-17 School Year Data
(\$000's)**

Proration	98%	96%	Supt.'s Rec. 95%	92%	90%
Estimated Appropriation	\$242,200.0	\$237,200.0	\$234,800.0	\$228,000.0	\$223,000.0
100% Appropriation	\$247,200.0	\$247,200.0	\$247,200.0	\$247,200.0	\$247,200.0
Change	(\$5,000.0)	(\$10,000.0)	(\$12,400.0)	(\$19,200.0)	(\$24,200.0)

The funding levels and estimated proration levels that the Superintendent is recommending for the MCAT programs are as follows:

**Fiscal Year 2018 MCAT Programs – Recommended Funding
(\$000's)**

Program Name	FY2018 Recommended	FY2018 Projected Proration	Increase (Decrease) Over FY2017
Sp. Ed. – Personnel	\$444,200.0	100%	\$1,800.0
Sp. Ed. - Funding for Children	\$307,140.5	100%	\$3,310.8
Sp. Ed. – Private Tuition	\$234,800.0	95%	\$1,800.0
Sp. Ed. – Orphanage	\$99,100.0	100%	\$4,100.0
Sp. Ed. – Summer School	\$13,400.0	100%	\$1,700.0
Sp. Ed. - Transportation	\$508,500.0	100%	\$58,000.0
Sub-Total Special Ed	\$1,607,140.5		\$70,710.8
Transportation – Reg/Voc	\$250,900.0	80%	\$45,091.1
Ill Free Lunch and Breakfast	\$15,575.0	35%	\$6,575.0
Regular Orphanage 18-3	\$19,600.0	100%	\$8,100.0
Total Mandated Categorical Programs	\$1,893,215.5		\$130,476.9

Standards and Assessments

Assessments
Aligned to Goals 1-5

Fiscal Year 2016 funds were not appropriated for student assessments due to the budget impasse. The Board requested \$53.1 million for student assessments for FY2017. The FY2017 budget included a \$44.6 million appropriation that provided funding for both FY2016 and FY2017. The appropriation is not sufficient to fully fund both the FY2016 and FY2017 student assessment schedule. Staff has submitted a request for supplemental funding of \$8.3 million.

The Superintendent requests \$51 million for FY2018. The request reflects the costs associated with administering the state and federally required assessments under the Every Student Succeeds Act. The FY2018 recommendation includes funding for the Partnership for Assessment of Readiness for College and Careers (PARCC) exam at grades 3-8; Dynamic Learning Map – Alternant Assessment at grades 3-8 and 11; the SAT at grade 11; the Illinois Science Assessment at grades 5, 8, and in high school biology; the ACCESS assessment at grades

K-12 for students identified as English Learners (ELs) and prompt pay costs associated with the state's backlog of unpaid invoices. In order to maintain federal funding, the administration of each of these assessments to the appropriate populations is required.

The increased request for PARCC administration and content management represents the following changes. The PARCC Inc. assessment management contract concludes in FY2017. A procurement process is underway to secure a new management contract for FY2018. There is an increase in cost for this contract because the scope of the contract has expanded from management of the consortium and a single test administration vendor (Pearson) to management of the consortium, coordination of multiple test administration vendors to increase state flexibility, and test content and item development.

Similarly, the Science Assessment has new item development costs associated with it. For the first year of implementation, Illinois relied on content developed by the District of Columbia Public Schools District, but Illinois must now assume the responsibility of its own content and item development.

A breakdown of assessment costs is attached as EXHIBIT D.

Academic Improvement

Early Childhood Education **Aligned to Goals 1, 6-7**

Based on research and consistent evidence of return on investments, the Superintendent is recommending \$443.7 million, an increase of \$50 million (12.7%) over the FY2017 appropriation of \$393.7 million for Early Childhood Education. It is estimated that more than 265,000 children from birth to age 5 are living in families that are at or below 185% of the federal poverty level and are not being served by an Early Head Start, Head Start, Prevention Initiative, or Preschool for All program.

In December 2014, Illinois was awarded a grant of \$80 million (\$20 million per year for four years from January 2015 through December 2018) for Preschool Expansion by the U.S. Department of Education. The Preschool Development - Expansion Grant application was initially approved by the State Board in September 2014. The application incorporated the state plan to increase state investments in Early Childhood Education and to increase access to quality, effective services for the most at-risk children in the state. An increase in state funding for the Early Childhood Block Grant of \$750 million (\$50 million of new monies per year for five years starting in FY2016) was part of the grant proposal.

In FY2017, the Early Childhood Education appropriation was increased by \$75 million to compensate for an approximate \$25 million shortage in FY2016 and to meet the overall commitment of \$50 million in new funding each year. The estimated FY2018 service level increases by program at the requested funding level are shown in the following table.

FY2018 Estimated Service Level Increases

Program	Amount	\$ per Slot	# of Slots Created
Prevention Initiative	\$12,500,000	\$9,000	1,390
New Preschool Expansion	\$22,468,000	\$8,200	2,740
Enhanced Head Start	\$3,520,000	\$4,400	800
Enhanced Preschool for All	\$3,978,000	\$5,100	780
Preschool for All	\$7,534,000	\$8,200	920
Total	\$50,000,000		6,630

Arts and Foreign Language Aligned to Goals 5-6

The Superintendent is recommending an appropriation of \$1 million for FY2018. The recommendation represents a \$500,000 (100%) increase over the FY2017 appropriation. The requested funds will support approximately 12 Arts and Foreign Language program implementation grants to school districts. These grants have a matching fund requirement. An estimated 12,000 students would participate.

Note: An Arts and Foreign Language Grant has made it possible for Stratton Elementary School in Champaign Unit 4 School District to enrich its curriculum. Principal Stephanie Eckels emphasizes the importance of the arts curriculum and its impact on students, particularly those who may not shine in the academic areas of the classroom. "Our skill-building workshops that we've been able to pay teachers to attend through the grant ... empower them to use the arts in the classrooms in a more intentional way," says Emily Young, the magnet coordinator at Stratton.

Bilingual Education Aligned to Goals 1-6

The number of EL students increased by 14.2% between FY2011 and FY2016. The history of the growth of the EL student population is attached as EXHIBIT E. Currently, approximately 11% of Illinois students are EL. Appropriations for Bilingual Education have been at approximately \$63.5 million since FY2011. When the funding appropriated for Bilingual Education is insufficient to fully pay the claim submitted by districts, section 5/14C-12 of the Illinois School Code directs ISBE to apportion funds on the basis of approved claims. Bilingual Education proration is estimated at approximately 59.2% of the claim for FY2017. Bilingual Education cost reimbursement claims are based on cost standards established as the result of a survey conducted in FY1999. During the period FY2002 through FY2017, the Employment Cost Index, a measure of the inflation of the cost of staff issued by the U.S. Bureau of Labor Statistics, increased by 50%. A graph of the impact of the growth in the Employment Cost Index on the FY2009 Bilingual Education cost standards is attached as EXHIBIT F. Research studies demonstrate that EL children who participate in EL programs have a higher probability of meeting content standards and graduating from high school. Educators, parents, and community members requested that the FY2018 claim be fully funded. The Superintendent is recommending an appropriation of \$102.1 million, a \$38.4 million increase (60.3%). The increase in funding is projected to provide full funding of the FY2018 Bilingual Education claim, based on 1999 standard costs, to pay related administrative costs and to fund a cost study estimated at \$100,000 to update Bilingual Education cost standards in the future.

Bilingual Funding and Proration History
(\$000's)

Fiscal Year	Appropriation	Proration
FY2010	\$68,086.8	88.5%
FY2011	\$63,381.2	82.2%
FY2012	\$63,381.2	73.7%
FY2013	\$63,381.2	81.0%
FY2014	\$63,381.2	67.8%
FY2015	\$62,248.4	67.1%
FY2016	\$61,681.2	63.1%
FY2017	\$63,681.2	(Est.) 59.2%

Advanced Placement
Aligned to Goals 4-6

The Superintendent is recommending a \$1 million appropriation in support of Advanced Placement (AP) classes. The recommendation amounts to a \$500,000 (100%) increase over the FY2017 appropriation of \$500,000. The recommended funding would fund new or expand existing AP and/or pre-AP programs, including teacher training, promotional materials for students and parents, and student assistance efforts to prepare students to enroll in AP courses, and/or assist students currently enrolled in AP courses to successfully complete those courses and take the examination. Districts where 40% or more of students are eligible for free or reduced-price lunch qualify for the grants. The requested amount would increase the number of school districts served from 14 to 24, allowing an estimated 36,000 students to participate.

Low-Income Advanced Placement
Aligned to Goal 5

The percentage of low-income students taking AP exams has increased every year since 2003 and is expected to continue this trend. The AP exam program assists low-income students by allowing them the opportunity to earn college credit and save the high cost of college tuition. The program also facilitates a successful transition to college readiness and success and reduces the number of college remediation courses students need to take.

The Superintendent recommends a \$630,000 appropriation, which would fund the approximate \$12 per AP exam fee not covered by other funding sources available to support low-income students. The requested amount would assist an estimated 27,000 low-income students.

Agricultural Education
Aligned to Goals 2-6

The Superintendent is recommending funding of \$5.3 million for Agricultural Education (Ag Ed), an increase of \$3.5 million (194.4%) over FY2017. The recommended increase is due primarily to Public Act 99-0826, which requires a new Agriculture Education Teacher Grant program. The grant covers a portion of the cost to local school districts for agriculture teachers working with students and programs beyond the basic contract time. These experiences vary, but include working with students in work-based learning activities, in application of classroom and industry skills, planning and improving the program, etc. There is a district match requirement for this grant. There has been success in the past in partnering at the local level to attract matching

funds. In FY2016, nearly \$300,000 in local matching dollars were generated directly with districts and \$2.3 million in matching funds were generated through industry partners. It should also be noted that investments in Agriculture Education Incentive Funding, the new grant mentioned above, and other initiatives are used in part to support the Supervised Agricultural Experience program. Students participating in the entrepreneurial, placement, or research work-based learning programs have developed and managed agriculture-related projects that resulted in \$11.67 million in earnings in FY2016.

Ag Ed programs serve more than 30,000 students in 324 secondary schools across the state, nearly 650,000 kindergarten through eighth-grade students, and nearly 9,000 students in 25 community colleges and four universities.

Note: Funding from this program supports the robust Agriculture Program at Pontiac High School. The program's agri-science based curriculum introduces students to topics including plant science, soil science, animal science, agricultural mechanics, landscaping and turf management, natural resources management and conservation, and agricultural business management. Agriculture instructor Parker Bane says, the Agriculture Program at Pontiac would not exist if it were not for the Agricultural line item and the Facilitating Coordination in Agricultural Education state project. "I think that we're the perfect example of the philosophy of 'if you build it, they will come,'" he says.

Career and Technical Education Aligned to Goals 4-6

To make high school more relevant to students and communities, we must maintain our investment in Career and Technical Education (CTE). CTE programs in Illinois strengthen students' technical skills; facilitate transitions to postsecondary training programs, employment or both; assist in meeting the new Illinois Learning Standards; and close achievement gaps. These programs support local districts to ensure student success and promote continuous improvement.

CTE provides instruction for careers in high-wage, high-skill, and high-demand occupations. The secondary CTE instructional programs are grouped into five broad areas based on the related content. These content areas are Ag Ed; Business, Marketing and Computer Education; Family and Consumer Sciences; Health Science Technology; and Technology and Engineering Education. In FY2016, 45.3% of all Illinois students enrolled in public secondary schools (grades 9-12) participated in CTE. In total, 670 high schools in Illinois participated in CTE programs in FY2016, and 657 high schools had on-site CTE programs. Among those 657 participating schools, 466 high schools provided Ag Ed; 605 high schools provided Business, Marketing and Computer Education; 509 high schools had programs in Family and Consumer Sciences; 522 schools had Health Science Technology programs; and 592 high schools had Technology and Engineering Education programs.

Funding for this program in addition to funding administered by the Illinois Community College Board leverages approximately \$39.8 million in federal funding annually. The Superintendent recommends funding CTE at \$38.1 million, the level required to meet federal MOE requirements for FY2018.

Note: The Chicago High School for Agricultural Sciences prepares diverse students from across the City of Chicago for college and careers with its innovative curriculum and experiential learning model. Assistant Principal Sheila Fowler says the Career and Technical Education line

item is important because of the opportunities it affords students. Among other things, the funding supports the purchase of materials, such as lumber for the Agricultural Mechanics and Technology projects, as well as quality food grade materials, including packaging and bulk items like sugar and flour for the Food Science Pathway. "...the type of funding offered by the line item helps us to blend college prep and career prep ... You can tell what a difference it makes for (students) in preparing them for what they're doing next," Fowler says.

Competency-Based Pilot
Aligned to Goal 5

Public Act 99-674 requires ISBE to establish and administer a competency-based high school graduation requirements pilot program as one of a number of strategies to prepare more students for meaningful college and career opportunities. The pilot program is intended to lead to the full development and implementation of a detailed plan for a competency-based learning system for high school graduation requirements. The Superintendent recommends \$1 million in funding to support grants to 12 schools and to provide networking support and other technical assistance. The grant funds will offset costs of educator professional development and initial implementation.

School Reform and Accountability

School Support Services
(Formerly Lowest-Performing Schools)
Aligned to Goals 1-7

The Superintendent is recommending a \$5 million appropriation for the state's lowest-performing schools. The additional requested amount of \$4 million would fund assistance to all the lowest-performing schools not receiving School Improvement Grants (SIG) and related administrative costs. It is estimated that the funds would provide assistance to 87 school districts with 270 schools, in addition to the 21 priority school districts with 35 schools as described in the tables on the next page. The funds will support these schools as they implement strategies and interventions that support strong leadership, effective teachers, use of time, effective instruction, use of data, school environment, and family and community engagement. This work supports all of the Board goals.

The enacted FY2017 budget included an appropriation of \$1 million. Funding supported the bottom 20% of schools as they implement strategies and interventions. Within No Child Left Behind (NCLB), states were required to identify the lowest 20% of priority districts and focus schools and provide services to them. In December 2015, the reauthorization of the Elementary and Secondary Education Act occurred. The result of this reauthorization was Every Student Succeeds Act (ESSA). Both ESSA and NCLB require the identification of schools that are underperforming. Within ESSA, Illinois is required to identify the lowest 5% of schools for comprehensive services as well as those schools with one or more underperforming subgroups for targeted services.

Comprehensive (Priority) District Funding Allocations

Non-SIG Priority School Enrollment Range	Number in Range*	Total Students in Lowest Performing Schools	Average Cost per Student	Per District Allocation Base Grant	Total Allocation
Over 3,000	4	13,801	\$23.19	\$80,000	\$320,000
1,000-3,000	7	9,057	\$38.64	\$50,000	\$350,000
Under 1,000	10	7,845	\$33.14	\$26,000	\$260,000
Total	21	30,703			\$930,000

*This number could change depending upon those receiving a School Improvement 1003(g) Grant.

Targeted (Focus) District Funding Allocations

Focus District – (Non-SIG School Enrollment Range)	Number in Range	Total Students	Average Cost per Student	Average Per District Allocation Base Grant of \$25,000 if Less Than 1,000, over 1,000 is \$24 per Student	Total Allocation
Over 4,000	8	59,714	\$24.00	\$179,142.00	\$1,433,136
3,000-4,000	5	16,791	\$24.00	\$80,596.80	\$402,984
1,000-3,000	24	39,442	\$24.00	\$39,442.00	\$946,608
Under 1,000	50	22,633	\$55.23	\$25,000.00	\$1,250,000
Total	87	138,580			\$4,032,728

State and District Technology Support Aligned to Goals 1-7

The Superintendent's FY2018 recommendation of \$4.5 million includes support for the Learning Technology Centers (LTCs) and the Illinois Virtual School (IVS). The requested funding is an increase of \$2.1 million (84.1%) that will fund enhancements to the IVS and expand LTC services to more closely align with ISBE goals and ESSA.

The State and District Technology recommendation includes \$2.03 million for LTCs and \$2.45 million in funding for the IVS. The LTCs work with Regional Education Offices, Intermediate Service Centers, special education, and vocational education partners to implement digital age learning. Additionally, the LTCs provide technology readiness support for schools, especially for PARCC and online assessments, E-rate support for districts, help to schools with issues concerning student data privacy, and professional development focused on integration of technology in the classrooms. The language in ESSA requires the state to provide professional development to schools concerning student data privacy (Technology and Student Data Privacy Professional Development [Sec. 2001]) as well as help districts with their technology readiness needs (Student Support and Academic Enrichment Grants [Sec 4101]). The LTCs have been helping to meet portions of both requirements in previous years.

IVS provides online, teacher-facilitated courses to public, private, and home-schooled students in grades 5 through 12 as well as online professional development to Illinois educators. Nearly 300 schools have used IVS to enhance student learning opportunities. The recommended additional funding of \$1.5 million in FY 2018 would provide support to the approximately 390 school districts that currently do not provide adequate opportunities for students to participate in AP or International Baccalaureate courses through the IVS. These opportunities are flexible in design to accommodate individual student needs.

The online courses are standards-aligned and taught by Illinois licensed teachers. In FY2016, IVS employed 64 Illinois licensed teachers and six Registered Nurse facilitators. In FY2016, 6,489 students enrolled in IVS courses. Students enrolled in the full semester classes had a completion rate of 93%. This number includes 1,303 credit recovery course enrollments.

State and District Technology Support Funds Allocation by Program

State and District Technology Support	FY2018 Request
Tech for Success Administration	\$20,000
Illinois Virtual School	\$2,450,000
Learning Technology Center Grants	\$2,030,000
Total	\$4,500,000

Note: LTC's work to increase school districts' access to technology and enhance districts' use of technology to improve educational opportunities for the students of Illinois. "It's a good investment for the state," Butch Wilson, network specialist for the Area 6 LTC, says of the money allotted to the program. Training opportunities and technical assistance offered by the LTCs have helped support a variety of statewide initiatives. "The Learning Technology Center staff ... comes into our small rural school districts that don't necessarily have full-time technology support and helps them establish meaningful educational programming," says Josh Stafford, superintendent and principal of Vienna High School.

District Broadband Expansion Aligned to Goals 2-5

The Federal Communications Commission (FCC) provides federal match funding through states for schools to expand broadband availability through its E-rate program. The FCC currently has supplemental funds available through the program for construction projects. These funds are in addition to the normal 70% E-rate program. The additional funds are subject to state dollar-for-dollar matching requirements and will be available in FY2018 and FY2019. Advocates have requested that the ISBE budget include matching funds to support the additional available federal funds for reimbursement of special construction costs for E-rate eligible entities. It is estimated that 215 schools across 120 districts, serving approximately 300,000 students, need fiber upgrades. The federal funds would provide up to 10% reimbursement of the cost of eligible broadband special construction projects. The expansion of broadband to schools statewide is supported by a partnership with the Office of the Governor, Illinois Department of Innovation and Technology, and EducationSuperHighway. The Office of the Governor supports an investment of \$13 million for District Broadband Expansion over the two-year period for which federal matching funds are available. The Superintendent recommends a \$5 million appropriation to

provide matching funds for an additional \$5 million of federal funds to support broadband expansion special construction costs in FY2018.

Targeted Special Education Programs

Blind and Dyslexic **Aligned to Goals 1-5**

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

Community and Residential Services Authority

The Community and Residential Services Authority develops collaborative and coordinated services from multiple agencies for individuals age 21 and younger who have severe behavioral or emotional disorders. ISBE serves as the fiscal agent for the authority, which has proposed funding for FY2018 at the FY2017 level of \$579,000.

Materials Center for the Visually Impaired **Aligned to Goals 1-5**

The Superintendent recommends flat funding of \$1.4 million for the line, which supports a grant to the Chicago Lighthouse for People Who are Blind or Visually Impaired, to provide services throughout the state. The funds are used to purchase and distribute braille and large-print books, adapted materials, and assistive technology equipment for students with visual disabilities.

Philip Rock Center and School **Aligned to Goals 1-7**

The Philip Rock Center and School serves students who are both deaf and blind, either as residents of the school or through support services. In FY2016, slightly fewer than 400 deaf-blind students were provided services. The residential school provides a comprehensive education program for deaf-blind children who are in the 3-21 year age group. The center also provides an extensive array of support services on a statewide basis, such as family support and training, technical assistance, professional development and training, evaluations, and transition information/coordination. The Superintendent recommends FY2018 funding of \$3.6 million, which is consistent with prior years funding.

Educator Quality and Support

Teach for America **Aligned to Goal 6**

The Superintendent is recommending an appropriation of \$1.9 million for FY2018, an increase of 94.4%. The recommended appropriation amount would continue to receive a matching dollar-for-dollar private funding for the program. The funding will support recruiting an additional

110 corps members, of which 44% or more have historically been teachers of color, and continued training and development of the current 220 corps members.

National Board Certification
Aligned to Goal 6

The FY2017 appropriation for National Board Certification is \$1 million. The funds provide for support of teachers and school counselors seeking National Board Certification, with priority given to educators in schools on Early Academic Warning or Watch status or who serve in schools with 50% or more low-income students. The Superintendent is recommending \$1 million in funding for FY2018.

Teacher of the Year
Aligned to Goals 1-7

The Teacher of the Year program honors outstanding school personnel in seven categories through the Those Who Excel program and identifies an Illinois Teacher of the Year to serve as an ambassador for the teaching profession. The Teacher of the Year travels throughout the state to address advocacy, policy, and practice to pre-service teachers and faculty in teacher education programs, teachers, principals, district administrators, parents, business, and civic leaders. The Superintendent recommends an appropriation of \$130,000 to fund the travel expenses, salary, benefits, substitute costs, Space Camp, and the Next Step Conference for the Teacher of the Year.

Diverse Educator Recruitment
Aligned to Goal 5

Although there has been a slight increase in numbers of people of color entering the teaching force, nationally and in Illinois, the teaching force remains overwhelmingly white and female. In 2015, 83% of teachers were white and 77% were female (Profile of Teachers in the U.S., 2015). The Superintendent is recommending a \$700,000 appropriation for a minority recruitment and mentoring program that supports students in middle and high school to take appropriate coursework and begin career exploration into the teaching field. This amount would fund training for 300 teachers, curriculum materials, and workshops for mentors during the school year and stipends for teachers who serve as mentors. More specifically, the training will take place in locations throughout Illinois and trainers will work with teachers during a three-day residency.

Performance Evaluations
Aligned to Goal 6

The Superintendent is recommending \$200,000 for FY2018 in order to continue to support the work of the Performance Evaluation Advisory Council (PEAC) and school districts in the implementation of the Performance Evaluation Reform Act of 2010. The funding will be used to fund a contract with an entity to provide facilitation services to the PEAC and to provide meeting space and necessary travel reimbursement to those stakeholders who may need assistance in order to attend the required meetings.

Principal Mentoring Program
Aligned to Goal 6

Quality leaders are recognized as a key component for school improvement and strong schools. Due to this being a key component, the Superintendent is recommending \$1 million to fund mentoring for first- and second-year principals. ISBE rules specify the amount of granted funds per mentored principal at \$2,750. The requested funds would be sufficient to support mentoring of approximately 360 new principals.

Teacher Mentoring Program
Aligned to Goal 6

The Superintendent is recommending \$2 million to provide mentoring opportunities for new teachers. Studies have found that high-quality induction programs can reduce turnover by 50%. Turnover creates additional administrative costs to a district and loss of teaching quality and effectiveness. Each teacher who leaves the profession in a mid-sized to large district costs from \$10,000 to \$18,000 due to recruitment, hiring, and training costs. Studies indicate that intensive mentoring and induction programs for new educators result in a return after five years of \$1.66 for each dollar invested. With increasing accountability and new evaluations systems, it is critical that the approximately 7,800 new teachers entering the workforce each year receive support and professional development that will support their teaching. Available funding for teacher mentoring programs from the Teacher Certification Fee Fund has been limited due to funds sweeps amounting to \$7 million that occurred in 2015. The Teacher Certification Fee Fund sweeps have resulted in the need for supplemental General Revenue Fund (GRF) funding to support a sustainable teacher mentoring program. This recommended GRF funding combined with the \$750,000 appropriation recommended from the Teacher Certification Fee Fund would support mentoring of approximately 2,300 new teachers.

Other Statewide District Categorical Assistance

Charter School Revolving Loan Deposit
Aligned to Goals 6-7

The Superintendent is recommending a \$2 million appropriation to support a transfer to restore the fund balance of the Charter School Revolving Loan Fund back to the FY2004 level. Approximately \$1.85 million was swept from the fund in FY2006 and FY2007, leaving a balance of \$26,832. The recommended \$2 million transfer into the Charter School Revolving Loan Fund would greatly benefit the charter schools by allowing them to keep operating dollars in the classroom, especially since charters in Illinois do not have access to other facilities improvement funds available to district-run schools or school districts. Upcoming facility renovation needs that charters have reported range from \$150,000 to \$13 million.

District Consolidation Costs
Aligned to Goals 1-5, 7

The Board requested \$4.8 million for district consolidations in FY2017. Public Act 99-524 appropriated \$5.04 million. Staff has completed estimates of the amount necessary to fund the cost of reorganization feasibility studies and District Reorganization Incentives in FY2018. The Superintendent is recommending an appropriation of \$3.1 million, which is a decrease of \$1.94 million (38.5%) for FY2018 to provide full funding to the 10 qualified districts and \$50,000 for

feasibility studies. The District Consolidation Incentives program supports the Board's goals by increasing administrative efficiencies in districts, thereby allowing them to direct more funds into the classroom to expand curriculum through additional courses. The program also supports the Board's goals by increasing the potential for safer learning environments because better facilities will be utilized by the consolidated district.

District Intervention
Aligned to Goals 1-7

Educators, community members, and district volunteers have requested supplemental funding for the two ISBE intervention school districts, East St Louis SD 189 and North Chicago CUSD 187. Both academic and fiscal improvements have been made in both school districts; however, both districts remain encumbered with debt service payments as a result of decisions made prior to state intervention. These debt service payments require that funding intended for providing opportunities for children in need be utilized for debt service. The Superintendent recommends \$6,560,200 in funding for district interventions.

Student Health and Safety Initiatives

Alternative Learning/Regional Safe Schools
Aligned to Goals 5, 7

The Regional Safe Schools program provides alternative education for youth in grades 6 through 12 who are on suspension or expulsion eligible or who have been expelled or suspended for more than 20 days due to gross misconduct and who are administratively transferred to a Regional Safe School at the discretion of the local school district. The Superintendent's budget recommendation includes \$11.3 million in funding for the Regional Safe School program, a \$5 million (79.4%) increase over FY2017. Between FY2009 and FY2017, funding for this program was reduced by 66%. The program served 3,631 students in FY2017. The requested funding would serve an estimated 7,100 students in FY2018.

Truant Alternative and Optional Education
Aligned to Goals 5-7

The Truant Alternative and Optional Education program serves students with attendance problems and/or dropouts up to and including those who are 21 years of age and provides truancy prevention and intervention services to students and their parents and/or provides part-time or full-time options to regular school attendance. The FY2017 budget included an appropriation for this program that was 42.7% less than the FY2009 appropriation. The FY2017 appropriation of \$11.5 million funded services to approximately 28,085 students. The Superintendent recommends \$14.5 million for this program for FY2018, an increase of \$3 million (26.1%) over FY2017. The requested amount would fund services to an estimated 32,000 students.

Homeless Education
Aligned to Goals 1-5, 7

The Superintendent is recommending \$3 million for the Homeless Education Program. To date, 41,220 homeless students have been reported by the districts in FY2017. Funding will provide assistance, support services, outreach, and advocacy needed for homeless students to remain

in school and have equal access to the same free, appropriate public education as provided to other children and youth. Funding would be provided through competitive grants.

Educator Quality Investigations & Hearings

Aligned to Goals 6, 7

The Superintendent recommends \$250,000 in funding for FY2018, which is a \$70,100 (39.0%) increase over the FY2017 appropriation. Since FY2014, ISBE has been legally required to investigate a larger number of cases year over year in part because (a) the statute requires investigations into certain allegations that should be addressed by school district management, such as incompetency and unprofessional conduct; and (b) the number of allegations reported to ISBE has increased, which is a factor beyond ISBE's control. In August 2015, ISBE created an Educator Quality Task Force to reform how the Legal Department investigates and prosecutes these cases, particularly when the allegations are egregious and time is of the essence. To this end, the Educator Quality Task Force has implemented a tier system to prioritize and expedite the investigation and prosecution of cases involving the most serious allegations, such as those relating to student safety and sex-based misconduct. Moreover, the Educator Quality Task Force has decided to reduce the cost of prosecutions and ensure consistency in outcomes by performing more work in-house and relying less on outside counsel, which will increase the caseload of the Legal Department attorneys. For all of the reasons above, the Superintendent is recommending an increase in the amount of this appropriation to support the hiring of additional staff to support this new and expedited system to ensure the highest-quality educators remain licensed in this state.

Focus on the Community

Healthy Community Incentive Fund

Aligned to Goals 1, 7

The Superintendent is recommending \$15 million for the Healthy Community Incentive Fund for FY2018. The funds will support grants to community partnerships, with school districts as the lead applicants, among local government entities, education organizations, faith-based organizations, civic organizations, and philanthropists. The grant funds will provide for the coordinating, aligning, and leveraging of efforts to solve complex social problems within the community, resulting in improved community well-being by ensuring students are ready to take advantage of high-quality instruction in the classroom.

Note: Enlace (En lah say) Chicago works to foster safe school communities in the Little Village neighborhood of Chicago by empowering students and families with resources through its Community Schools Program. Enlace has hosted a range of classes for families in its eight community schools, ranging from English, GED, civics and computers courses to Zumba, weight lifting, and arts and crafts lessons. “(The schools) tell us that they’re very grateful because it allows them to offer programs and services that they may not otherwise be able to offer, and they’ve seen the positive impact in the lives of the students as well as a lot more parental involvement in the schools,” says Ana Vazques-Rivera, Enlace Chicago’s director of education.

After School Matters
Aligned to Goals 4, 5, 7

The FY2017 appropriation for the program is \$2.4 million. The After School Matters program provides programming to high school students using the apprenticeship model to engage the students in learning skills in arts, communications, science, sports, and technology. During FY2016, there were 22,757 program opportunities for 15,592 unduplicated teens in 305 community sites and 79 Chicago Public Schools across the City of Chicago. The Superintendent, following the lead of the General Assembly, recommends a \$2.4 million appropriation for FY2018.

Southwest Organizing Project
Aligned to Goals 1-5, 7

The Superintendent, following the lead of the General Assembly, recommends \$2 million in funding for the Southwest Organizing Project in FY2018, an increase of \$533,700 (36.4%) over FY2017. The funding will support the Parent Mentoring Program under which community-based organizations partner with local schools to recruit and train parents to assist teachers in the classroom for two hours per day for four days per week. Parents are mentored by a teacher and work one-on-one or in small groups of children. After the first 100 hours of volunteer work, parents receive a modest stipend. In FY2016, 456 primarily low-income parent mentors were supported in 57 schools.

Note: The Moline-Coal Valley School District uses funds from the line item to strengthen its commitment to family involvement through the parent mentoring program at Thomas Jefferson Early Childhood Center. Stephanie Jordan, director for Grants and Curricular Support for the district, says the program is a great example of districts across the state collaborating and sharing best practices. The program has had a positive impact at the individual level, the classroom level, the school level, and the community level. "I've had parents call me and be much more involved..." Jordan says. "Do you know how great it is for kids to see their mom as a respected member of the school community collaborating with teachers? That's awesome."

Miscellaneous

Tax Equivalent Grants
Aligned to Goals 1-7

In accordance with the School Code (105 ILCS 5/18-4.4), ISBE is required to provide Tax Equivalent Grants to make up for lost property tax revenues due to state property ownership in the Chaney-Monge School District 88. Without changes in Illinois statute, funding in the amount of \$222,600 will remain in the FY2018 ISBE budget recommendation.

Agency Operations

ISBE was appropriated \$23.2 million for agency administration in FY2015. The FY2015 appropriation was 13.5% less than the amount appropriated in FY2010. No GRF Administration funds were appropriated to ISBE for FY2016. PA 99-524 appropriated \$22.7 million for ISBE administration for FY2017 and also allowed the use of the appropriated funds for FY2016 costs. The use of the FY2017 appropriation to cover FY2016 costs caused a shortfall in FY2017. Staff has submitted an FY2017 supplemental request to cover the shortfall. The Superintendent is

recommending a \$23.5 million appropriation in FY2018 to provide high-quality service and support to local school districts. The request, which amounts to only 0.3% of the total ISBE GRF budget request, is consistent with the Board's FY2017 request with the addition of a \$150,000 prompt payment interest estimate due to the state's backlog of unpaid invoices.

Other State Funds

Corporate Personal Property Tax Replacement Fund

Regional Office of Education – Salaries **Aligned to Goal 6**

The requested appropriation is sufficient to pay for the salaries of the 35 regional education officers, their assistants, the three Intermediate Service Center (ISC) directors, and their assistants from the Corporate Personal Property Tax Replacement Fund at the statutory rates. The Superintendent is requesting an FY2018 appropriation of \$10.8 million.

Regional Office of Education – School Services **Aligned to Goal 6**

The FY2017 appropriation for Regional Office of Education (ROE) services is \$6.97 million. The Superintendent is recommending flat funding for ROE services in FY2018. This funding supports the administrative costs of the ROEs and ISCs. It also supports continuous improvement and capacity building in the regional offices and intermediate offices and provides for the delivery of specific services to districts throughout the state.

Teacher Certificate Fee Revolving Fund

Teacher Certification **Aligned to Goal 6**

The FY2017 appropriation from the Teacher Certificate Fee Revolving Fund for the ordinary and contingent expenses of the issuance and renewal of teacher certificates is \$5 million. The Superintendent recommends an appropriation of \$6 million for FY2018 to facilitate the broader use of the fund allowed since passage of PA 99-0058.

Teacher Mentoring **Aligned to Goal 6**

The Superintendent recommends a FY2018 appropriation for the Teacher Certificate Fee Revolving Fund of \$750,000 for the Teacher Mentoring program. This funding would supplement the \$2 million appropriation recommended from the GRF to support mentoring of approximately 2,300 new teachers.

Drivers Education Fund **Aligned to Goal 6**

The Drivers Education Fund had experienced significant payment delays caused by expenditures exceeding revenues in years prior to FY2012. In FY2012, ISBE took action to dramatically decrease the appropriation in order to begin eliminating these payment delays. As a result of the fund now being current on all expenditures, the Superintendent recommends a

level appropriation based on anticipated revenues for an FY2018 appropriation of \$18.75 million.

Charter School Revolving Fund
Aligned to Goals 6, 7

The Superintendent recommends an appropriation of \$2 million to reinstate the appropriation back to the FY2004 level. This recommendation is premised on the acceptance of the recommendation to appropriate a \$2 million transfer of general revenue funds to the Charter School Revolving Loan Fund. The fund provides loans to charter schools throughout Illinois for facilities acquisition and improvement during their initial term (up to five years). It should be noted that this purpose is in contrast to the purpose of the Federal Title V Charter School grant (Title IV under ESSA), which provides for sub-grants to support planning, program design, start-up, and best practice dissemination for charter schools.

The \$2 million appropriation would greatly benefit the charter schools by allowing operating dollars to stay in the classroom, especially since charters in Illinois do not have access to other facilities funds available to district-run schools or school districts. Upcoming facility renovation needs that charters have range from \$150,000 to \$13 million.

Federal Funding

The recommended request for federal spending authority provides sufficient authority to allow for disbursement of all federal grant and administrative funds, including those carried over from previous grant years. Federal spending authority being sought for FY2018 is \$52 million (1.4%) more than the FY2017 authority. The change is attributed primarily to the passage of ESSA and resultant changes in federal programs.

Superintendent's Recommendation

I recommend that the following motion be adopted:

Article X, Section 1 of the Illinois State Constitution states in part, "The State has the primary responsibility for financing the system of public education." Therefore, I move that the Illinois State Board of Education hereby recommends an increase of \$266.4 million (3.6%) in General Funds appropriations for FY2018 as reflected in Exhibit A. The increase will provide a sufficient appropriation to fund General State Aid at the Statutory Foundation Level of \$6,119, with any remaining funds being distributed in accordance with the manner directed in PA 99-0524, the FY2017 Budget Bill. I further move that the Illinois State Board of Education hereby authorizes the State Superintendent to make changes to the "Other State Funds" and "Federal Funds" recommendations outlined in Exhibit A as appropriate, pending actions during the legislative session.

Next Steps

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

Once the Board gives approval for a FY2018 budget recommendation, that recommendation will be communicated to the Governor and the General Assembly. We will also post it on the agency's website to continue dialogue with districts across the state.

ILLINOIS STATE BOARD OF EDUCATION
Superintendent's Recommended FY 2018 Budget Request
January 24, 2017
Exhibit A

\$000s		FY 17 Board Recommendation	FY17 ISBE Appropriation	FY18 Superintendent Recommendation	Comparison of FY 2018 Superintendent Recommendation			
					to FY17 Board Recommendation		to FY17 Appropriation	
					\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
GENERAL FUNDS								
<u>General State Aid</u>								
Statutory Foundation Level								
		\$6,119 Pro-rated 100%	\$6,119 Pro-rated 100%	\$6,119 Pro-rated 100%				
	GSA Formula Grant	3,159,291.4	2,934,566.6					
	PTELL Adjustment	124,360.5	55,810.2					
	Total GSA Formula Grant	3,283,651.9	2,990,376.8					
	GSA Supplemental Low-Income Grant	1,764,027.4	1,740,954.4					
	Net Adjustments, 105 ILCS 5/2-3.33, 5/2-3.84	30,000.0	33,897.8					
	Subtotal, General State Aid	5,077,679.3	4,765,229.0	5,078,585.9	906.6	0.0%	313,356.9	6.6%
<u>Other General State Aid</u>								
	Stop Loss (Hold Harmless to FY16 & Equity Grant)	0.0	313,356.9	0.0	0.0	NA	(313,356.9)	-100.0%
	Subtotal, Other General State Aid	0.0	313,356.9	0.0	0.0	NA	(313,356.9)	-100.0%
	Subtotal, General State Aid & Other General State Aid	5,077,679.3	5,078,585.9	5,078,585.9	906.6	0.0%	0.0	0.0%
<u>Mandated Categoricals</u>								
	Sp Ed - Personnel Reimbursement	443,300.0	442,400.0	444,200.0	900.0	0.2%	1,800.0	0.4%
	Sp Ed - Funding for Children Requiring Sp Ed Services	0.0	303,829.7	307,140.5	307,140.5	NA	3,310.8	1.1%
	Sp Ed - Orphanage Tuition	101,500.0	95,000.0	99,100.0	(2,400.0)	-2.4%	4,100.0	4.3%
	Sp Ed - Private Tuition	242,820.0	233,000.0	234,800.0	(8,020.0)	-3.3%	1,800.0	0.8%
	Sp Ed - Summer School	14,600.0	11,700.0	13,400.0	(1,200.0)	-8.2%	1,700.0	14.5%
	Sp Ed - Transportation	480,200.0	450,500.0	508,500.0	28,300.0	5.9%	58,000.0	12.9%
	Subtotal, Special Ed Categoricals	1,282,420.0	1,536,429.7	1,607,140.5	324,720.5	25.3%	70,710.8	4.6%
	Illinois Free Lunch/Breakfast	16,876.3	9,000.0	15,575.0	(1,301.3)	-7.7%	6,575.0	73.1%
	Orphanage Tuition	16,600.0	11,500.0	19,600.0	3,000.0	18.1%	8,100.0	70.4%
	Transportation - Regular/Vocational	258,500.0	205,808.9	250,900.0	(7,600.0)	-2.9%	45,091.1	21.9%
	Subtotal, Mandated Categoricals	1,574,396.3	1,762,738.6	1,893,215.5	318,819.2	20.3%	130,476.9	7.4%
<u>Standards and Assessments</u>								
	Assessments	A 53,100.0	44,600.0	51,000.0	(2,100.0)	-4.0%	6,400.0	14.3%
	Subtotal, Standards, Assessments and Accountability	53,100.0	44,600.0	51,000.0	(2,100.0)	-4.0%	6,400.0	14.3%
<u>Academic Improvement</u>								
	Early Childhood Education	A 393,738.1	393,738.1	443,738.1	50,000.0	12.7%	50,000.0	12.7%
	Arts and Foreign Language	1,000.0	500.0	1,000.0	0.0	0.0%	500.0	100.0%
	Bilingual Education	A 75,652.0	63,681.2	102,057.5	26,405.5	34.9%	38,376.3	60.3%

\$000s		FY 17 Board Recommendation	FY17 ISBE Appropriation	FY18 Superintendent Recommendation	Comparison of FY 2018 Superintendent Recommendation			
					to FY17 Board Recommendation		to FY17 Appropriation	
					\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
<u>College and Career Readiness</u>								
Advance Placement Classes		1,000.0	500.0	1,000.0	0.0	0.0%	500.0	100.0%
Low-Income Advanced Placement		630.0	0.0	630.0	0.0	0.0%	630.0	NA
Agricultural Education		3,000.0	1,800.0	5,300.0	2,300.0	76.7%	3,500.0	194.4%
Competency Based Pilot		0.0	0.0	1,000.0	1,000.0	NA	1,000.0	
Career and Technical Education Programs		38,062.1	38,062.1	38,062.1	0.0	0.0%	0.0	0.0%
Subtotal Career and College Readiness		42,692.1	40,362.1	45,992.1	3,300.0	7.7%	5,630.0	13.9%
Subtotal, Academic Improvement		513,082.2	498,281.4	592,787.7	79,705.5	15.5%	94,506.3	19.0%
<u>School Reform and Accountability</u>								
District Broadband Expansion		0.0	0.0	5,000.0	5,000.0	NA	5,000.0	NA
School Support Services (Lowest Performing Schools)	A	5,000.0	1,002.8	5,000.0	0.0	0.0%	3,997.2	398.6%
State and District Technology Support	A	2,500.0	2,443.8	4,500.0	2,000.0	80.0%	2,056.2	84.1%
Subtotal, School Reform and Accountability		7,500.0	3,446.6	14,500.0	7,000.0	93.3%	11,053.4	320.7%
<u>Targeted Special Education</u>								
Autism		0.0	100.0	0.0	0.0	NA	(100.0)	-100.0%
Blind and Dyslexic		1,010.0	846.0	846.0	(164.0)	-16.2%	0.0	0.0%
Community and Residential Services Authority	A	592.3	579.0	579.0	(13.3)	-2.2%	0.0	0.0%
Materials Center for the Visually Impaired		1,421.1	1,421.1	1,421.1	0.0	0.0%	0.0	0.0%
Philip J. Rock Center and School	A	3,577.8	3,577.8	3,577.8	0.0	0.0%	0.0	0.0%
State Charter School Funding for Children with Disabilities		300.0	0.0	0.0	(300.0)	-100.0%	0.0	NA
Subtotal, Targeted Special Education		6,901.2	6,523.9	6,423.9	(477.3)	-6.9%	(100.0)	-1.5%
<u>Educator Quality and Support</u>								
National Board Certification		1,000.0	1,000.0	1,000.0	0.0	0.0%	0.0	0.0%
Teach for America		1,900.0	977.5	1,900.0	0.0	0.0%	922.5	94.4%
Teacher of the Year		130.0	0.0	130.0	0.0	0.0%	130.0	NA
Diverse Educator Recruitment		700.0	0.0	700.0	0.0	0.0%	700.0	NA
Teacher Instructional Support		5,000.0	0.0	0.0	(5,000.0)	-100.0%	0.0	NA
Performance Evaluations		200.0	0.0	200.0	0.0	0.0%	200.0	NA
Principal Mentoring Program		1,000.0	0.0	1,000.0	0.0	0.0%	1,000.0	NA
Teacher Mentoring Program		1,000.0	0.0	2,000.0	1,000.0	100.0%	2,000.0	NA
Subtotal, Educator Quality and Support		10,930.0	1,977.5	6,930.0	(4,000.0)	-36.6%	4,952.5	250.4%
<u>Other Statewide District Categorical Assistance</u>								
District Consolidation Costs		4,800.0	5,046.0	3,100.0	(1,700.0)	-35.4%	(1,946.0)	-38.6%
District Interventions		0.0	0.0	6,560.2	6,560.2	NA	6,560.2	NA
Charter Schools Revolving Loan Fund Deposit		0.0	0.0	2,000.0	2,000.0	NA	2,000.0	NA
Subtotal, Other Statewide District Categorical Assistance		4,800.0	5,046.0	11,660.2	6,860.2	142.9%	6,614.2	131.1%

\$000s		FY 17 Board Recommendation	FY17 ISBE Appropriation	FY18 Superintendent Recommendation	Comparison of FY 2018 Superintendent Recommendation			
					to FY17 Board Recommendation		to FY17 Appropriation	
					\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
<u>Student Health and Safety Initiatives</u>								
		11,300.0	6,300.0	11,300.0	0.0	0.0%	5,000.0	79.4%
		3,000.0	0.0	3,000.0	0.0	0.0%	3,000.0	NA
		14,500.0	11,500.0	14,500.0	0.0	0.0%	3,000.0	26.1%
		28,800.0	17,800.0	28,800.0	0.0	0.0%	11,000.0	61.8%
	A	250.0	179.9	250.0	0.0	0.0%	70.1	39.0%
		29,050.0	17,979.9	29,050.0	0.0	0.0%	11,070.1	61.6%
<u>Focus on the Community</u>								
		2,443.8	2,443.8	2,443.8	0.0	0.0%	0.0	0.0%
		0.0	15,000.0	0.0	0.0	NA	(15,000.0)	-100.0%
		15,000.0	0.0	15,000.0	0.0	0.0%	15,000.0	NA
		2,000.0	1,466.3	2,000.0	0.0	0.0%	533.7	36.4%
		19,443.8	18,910.1	19,443.8	0.0	0.0%	533.7	2.8%
<u>Miscellaneous</u>								
		222.6	222.6	222.6	0.0	0.0%	0.0	0.0%
		222.6	222.6	222.6	0.0	0.0%	0.0	0.0%
<u>Subtotal Grants without GSA/MCATS</u>					86,988.4	13.5%	135,030.2	22.6%
TOTAL - GRANTS					406,714.2	5.6%	265,507.1	3.6%
ADMINISTRATION --GENERAL FUNDS								
		0.0	0.0	0.0	0.0	NA	0.0	NA
		0.0	0.0	0.0	0.0	NA	0.0	NA
		0.0	0.0	0.0	0.0	NA	0.0	NA
		0.0	0.0	0.0	0.0	NA	0.0	NA
		0.0	0.0	0.0	0.0	NA	0.0	NA
		0.0	0.0	0.0	0.0	NA	0.0	NA
		0.0	0.0	0.0	0.0	NA	0.0	NA
		0.0	0.0	0.0	0.0	NA	0.0	NA
		0.0	0.0	0.0	0.0	NA	0.0	NA
		0.0	0.0	0.0	0.0	NA	0.0	NA
		0.0	0.0	0.0	0.0	NA	0.0	NA
		0.0	0.0	0.0	0.0	NA	0.0	NA
		0.0	0.0	0.0	0.0	NA	0.0	NA
	A	23,380.9	22,659.4	23,530.9	150.0	0.6%	871.5	3.8%
		23,380.9	22,659.4	23,530.9	150.0	0.6%	871.5	3.8%
TOTAL - ADMINISTRATION AND LUMP SUMS					150.0	0.6%	871.5	3.8%
TOTAL, including Fund for the Advancement of Education					406,864.2	5.6%	266,378.6	3.6%

\$000s	FY 17 Board Recommendation	FY17 ISBE Appropriation	FY18 Superintendent Recommendation	Comparison of FY 2018 Superintendent Recommendation			
				to FY17 Board Recommendation		to FY17 Appropriation	
				\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
OTHER STATE FUNDS							
ADMINISTRATION--OTHER STATE FUNDS							
Ordinary & Contingent Expenses - Indirect Cost Recovery	7,015.2	7,015.2	7,015.2	0.0	0.0%	0.0	0.0%
Ordinary & Contingent Expenses - Chicago Teacher Cert. Fees	2,208.9	2,208.9	2,208.9	0.0	0.0%	0.0	0.0%
Ordinary & Contingent Expenses - Teacher Certificate Fees	5,000.0	5,000.0	6,000.0	1,000.0	20.0%	1,000.0	20.0%
Ordinary & Contingent Expenses - School Infrastructure Fund	600.0	600.0	600.0	0.0	0.0%	0.0	0.0%
Ordinary & Contingent Expenses (excluding payroll) - Budget Stabilization Fund	0.0	1,000.0	0.0	0.0	NA	(1,000.0)	-100.0%
Subtotal, Lump Sums	14,824.1	15,824.1	15,824.1	1,000.0	6.7%	0.0	0.0%
TOTAL - ADMINISTRATION	14,824.1	15,824.1	15,824.1	1,000.0	6.7%	0.0	0.0%
GRANTS--OTHER STATE FUNDS							
After School Rescue Fund	200.0	200.0	200.0	0.0	0.0%	0.0	0.0%
Charter Schools Revolving Loan Fund	20.0	20.0	2,000.0	1,980.0	9900.0%	1,980.0	9900.0%
Drivers Education Fund	18,750.0	18,750.0	18,750.0	0.0	0.0%	0.0	0.0%
Personal Property Replacement Tax Fund - ROE Salaries	10,700.0	10,700.0	10,800.0	100.0	0.9%	100.0	0.9%
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	70.0	70.0	0.0	0.0%	0.0	0.0%
Teacher Certificate Fee Revolving Fund - Teacher Mentoring	1,000.0	1,000.0	750.0	(250.0)	-25.0%	(250.0)	-25.0%
School District Emergency Financial Assistance Fund	1,000.0	1,000.0	1,000.0	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%
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%
Temporary Relocation Expenses Revolving Grant Fund	1,000.0	1,000.0	1,000.0	0.0	0.0%	0.0	0.0%
State Charter School Commission Fund	650.0	1,000.0	1,000.0	350.0	53.8%	0.0	0.0%
Subtotal, Grants	56,344.8	56,694.8	58,524.8	2,180.0	3.9%	1,830.0	3.2%
TOTAL - GRANTS	56,344.8	56,694.8	58,524.8	2,180.0	3.9%	1,830.0	3.2%
OTHER STATE FUNDS TOTAL				3,180.0	4.5%	1,830.0	2.5%

\$000s	FY 17 Board Recommendation	FY17 ISBE Appropriation	FY18 Superintendent Recommendation	Comparison of FY 2018 Superintendent Recommendation			
				to FY17 Board Recommendation		to FY17 Appropriation	
				\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
FEDERAL FUNDS							
ADMINISTRATION							
Operations							
Personal Services	17,990.2	17,990.2	17,990.2	0.0	0.0%	0.0	0.0%
Retirement Pick-Up	119.9	119.9	119.9	0.0	0.0%	0.0	0.0%
Retirement	7,732.7	7,732.7	7,732.7	0.0	0.0%	0.0	0.0%
Social Security/Medicare	1,259.3	1,259.3	1,259.3	0.0	0.0%	0.0	0.0%
Group Insurance	5,252.8	5,252.8	5,252.8	0.0	0.0%	0.0	0.0%
Sub-Total Personal Services and Benefits	32,354.9	32,354.9	32,354.9	0.0	0.0%	0.0	0.0%
Contractual	34,415.0	34,415.0	34,415.0	0.0	0.0%	0.0	0.0%
Travel	2,030.0	2,030.0	2,030.0	0.0	0.0%	0.0	0.0%
Commodities	430.0	430.0	430.0	0.0	0.0%	0.0	0.0%
Printing	498.0	498.0	498.0	0.0	0.0%	0.0	0.0%
Equipment	1,000.0	1,000.0	1,000.0	0.0	0.0%	0.0	0.0%
Telecommunications	459.0	459.0	459.0	0.0	0.0%	0.0	0.0%
Subtotal, Operations	71,186.9	71,186.9	71,186.9	0.0	0.0%	0.0	0.0%
TOTAL-- ADMINISTRATION				0.0	0.0%	0.0	0.0%
GRANTS							
Career and Technical Education							
Career and Technical Education - Basic	55,000.0	55,000.0	55,000.0	0.0	0.0%	0.0	0.0%
Subtotal, Career and Technical Education	55,000.0	55,000.0	55,000.0	0.0	0.0%	0.0	0.0%
				0.0	NA	0.0	NA
Child Nutrition				0.0	NA	0.0	NA
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%
Individuals with Disabilities Act							
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 - Deaf and Blind	500.0	500.0	500.0	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%
Subtotal, Individuals with Disabilities Act	788,700.0	788,700.0	788,700.0	0.0	0.0%	0.0	0.0%
Title Programs (excluding Assessments)							
Title I - Advanced Placement Program	3,300.0	3,300.0	3,300.0	0.0	0.0%	0.0	0.0%
Title I	1,090,000.0	1,090,000.0	1,090,000.0	0.0	0.0%	0.0	0.0%
Title II - Math/Science Partnerships	18,800.0	18,800.0	18,800.0	0.0	0.0%	0.0	0.0%
Title II - Teacher/Principal Training	160,000.0	160,000.0	160,000.0	0.0	0.0%	0.0	0.0%
Title III - Language Acquisition	50,400.0	50,400.0	50,400.0	0.0	0.0%	0.0	0.0%
Title IV	105,200.0	105,200.0	200,000.0	94,800.0	90.1%	94,800.0	90.1%
Title V - Charter Schools	21,100.0	21,100.0	21,100.0	0.0	0.0%	0.0	0.0%
Title VI - Rural and Low Income Schools	2,000.0	2,000.0	2,000.0	0.0	0.0%	0.0	0.0%
Title X - Homeless Education	5,000.0	5,000.0	5,000.0	0.0	0.0%	0.0	0.0%
Subtotal, Title Programs (excluding Assessments)	1,455,800.0	1,455,800.0	1,550,600.0	94,800.0	6.5%	94,800.0	6.5%

\$000s	FY 17 Board Recommendation	FY17 ISBE Appropriation	FY18 Superintendent Recommendation	Comparison of FY 2018 Superintendent Recommendation			
				to FY17 Board Recommendation		to FY17 Appropriation	
				\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
<u>Assessments</u>							
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%
<u>Other Grants</u>							
Adolescent Health	500.0	500.0	500.0	0.0	0.0%	0.0	0.0%
Abstinence Education	0.0	5,600.0	5,600.0	5,600.0	NA	0.0	0.0%
Congressional Special Projects	5,000.0	5,000.0	5,000.0	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%
Substance Abuse and Mental Health Services	5,300.0	5,300.0	5,300.0	0.0	0.0%	0.0	0.0%
Early Learning Challenge	35,000.0	35,000.0	35,000.0	0.0	0.0%	0.0	0.0%
Preschool Expansion	35,000.0	35,000.0	35,000.0	0.0	0.0%	0.0	0.0%
Race to the Top	42,800.0	42,800.0	0.0	(42,800.0)	-100.0%	(42,800.0)	-100.0%
Subtotal, Other Grants	128,800.0	134,400.0	91,600.0	(37,200.0)	-28.9%	(42,800.0)	-31.8%
TOTAL - GRANTS	3,525,800.0	3,531,400.0	3,583,400.0	57,600.0	1.6%	52,000.0	1.5%
TOTAL - FEDERAL FUNDS	3,596,986.9	3,602,586.9	3,654,586.9	57,600.0	1.6%	52,000.0	1.4%
GRAND TOTAL	10,988,642.1	11,136,077.7	11,456,286.3	467,644.2	4.3%	320,208.6	2.9%

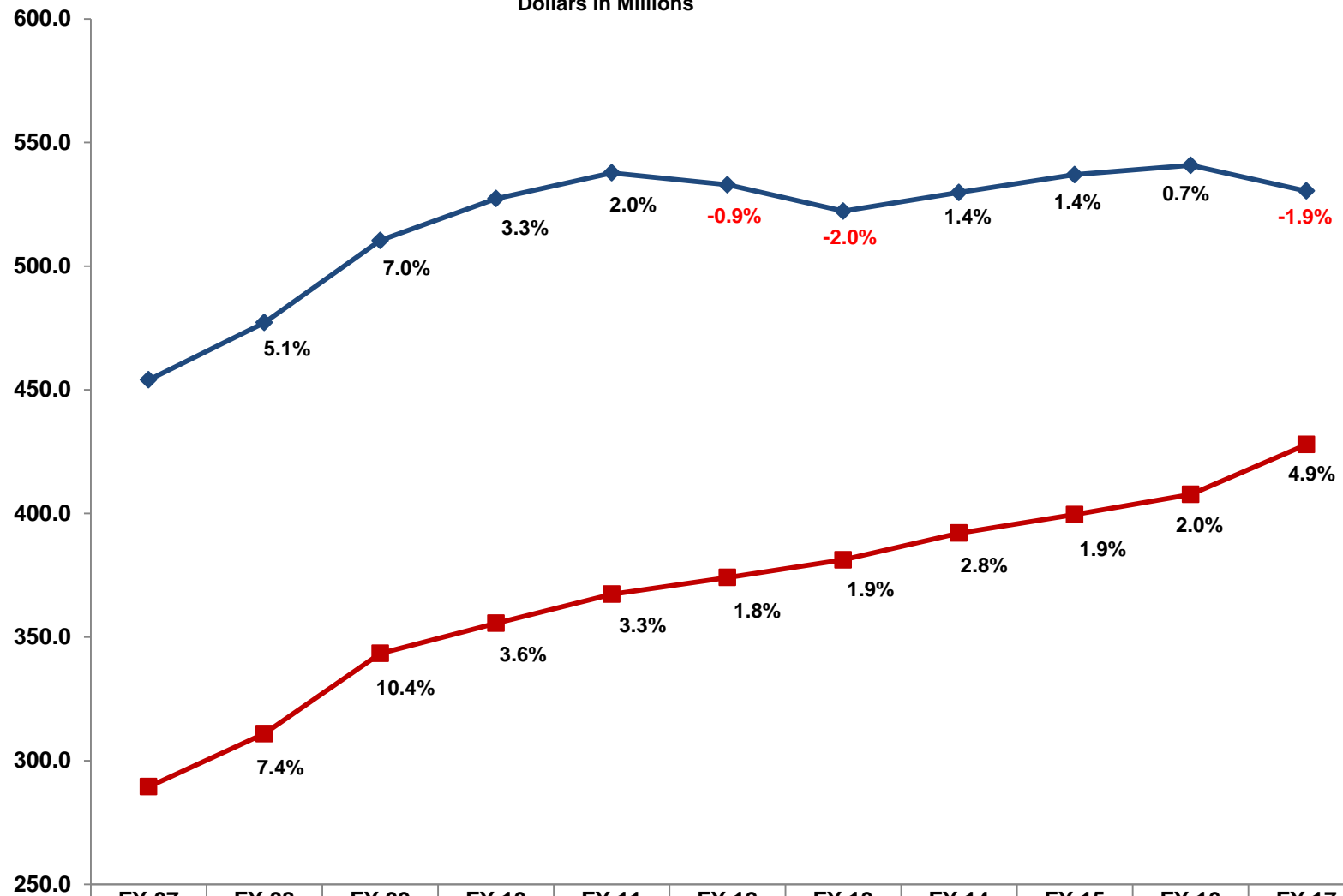
A: FY16 was not fully funded, FY17 appropriation was used to cover both FY17 and prior year obligations.

ILLINOIS STATE BOARD OF EDUCATION

Regular and Special Education Transportation Cost, excluding District 299

Exhibit B

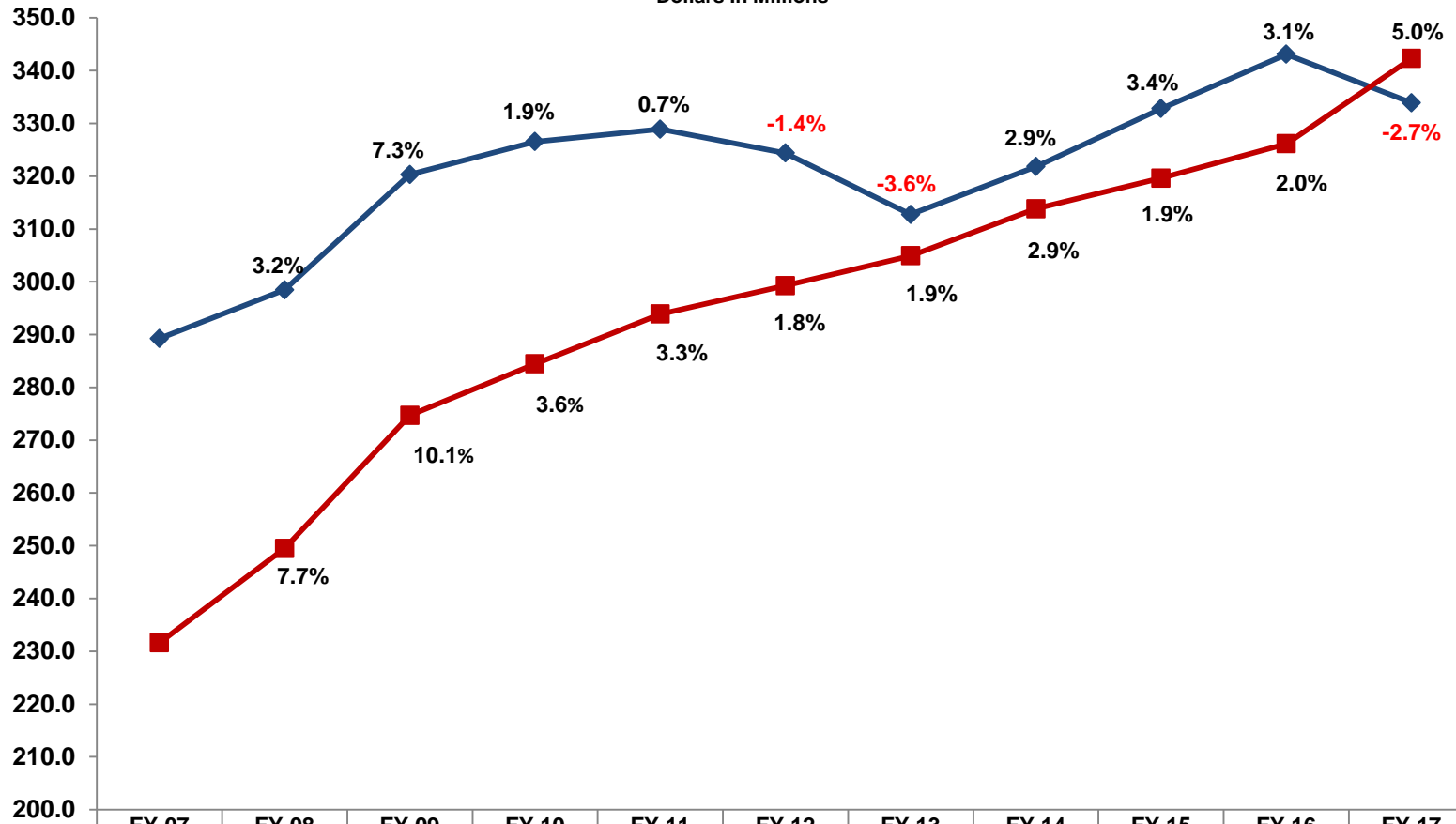
Dollars In Millions



	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17
◆ Reg/Voc Costs	454.0	477.2	510.4	527.3	537.8	532.9	522.3	529.8	537.0	540.8	530.4
■ Spec Ed Costs	289.5	311.0	343.4	355.6	367.3	374.1	381.3	392.1	399.5	407.7	427.9

ILLINOIS STATE BOARD OF EDUCATION
Regular/Vocational and Special Education Transportation Claims and
Prorations, excluding District 299
Exhibit C

Dollars In Millions



	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17
Reg/Voc Claim	289.3	298.5	320.3	326.5	328.9	324.4	312.7	321.8	332.8	343.1	333.9
Reg/Voc Proration	97%	100%	100%	100%	74%	77%	76%	74%	71%	70%	71%
Sp Ed Claim	231.6	249.5	274.7	284.5	293.9	299.3	304.9	313.8	319.6	326.1	342.3
Sp Ed Proration	98%	100%	97%	100%	100%	100%	99%	97%	95%	97%	91%

ILLINOIS STATE BOARD OF EDUCATION

Superintendent's Recommended FY 2018 Assessment Budget

Exhibit D

Estimated FY18 Assessment Costs			
Contract	FY17	FY18	Difference
	Cost	Cost	
PARCC	\$ 25,252,579	\$ 39,254,539	\$ 14,001,960
PARCC - Grades 3-8	\$ 22,180,320	\$ 23,397,798	\$ 1,217,478
PARCC - Pearson Administration Fee	\$ 1,845,702	\$ 2,856,741	\$ 1,011,039
PARCC - Management & Content Development	\$ 1,226,557	\$ 13,000,000	\$ 11,773,443
College Entrance Assessment	\$ 6,495,000	\$ 6,495,000	\$ -
SAT	\$ 6,495,000	\$ 6,495,000	\$ -
Science Assessment	\$ 6,000,000	\$ 8,111,270	\$ 2,111,270
Other Required Assessment Costs (DLM, ACCESS, Etc.)	\$ 7,268,458	\$ 8,775,140	\$ 1,506,682
Prompt Payment Interest **	\$ 516,590	\$ 1,329,435	\$ 812,845
	\$ 45,532,627	\$ 63,965,384	\$ 18,432,757

FY18 Superintendent Recommended Assessments Funding	
FY17 Assessments Cost	\$ 63,965,384
<i>Less: Available Federal Assessments Funding</i>	<i>12,965,384</i>
FY18 GRF Assessments Funding Required	51,000,000
FY 17 GRF Assessments Appropriation*	44,600,000
Recommended GRF Assessments Increase	6,400,000

* FY16 GRF Assessment funding was not appropriated. As a result, a portion of the FY17 GRF Assessment funding was used to pay FY16 assessments obligations.

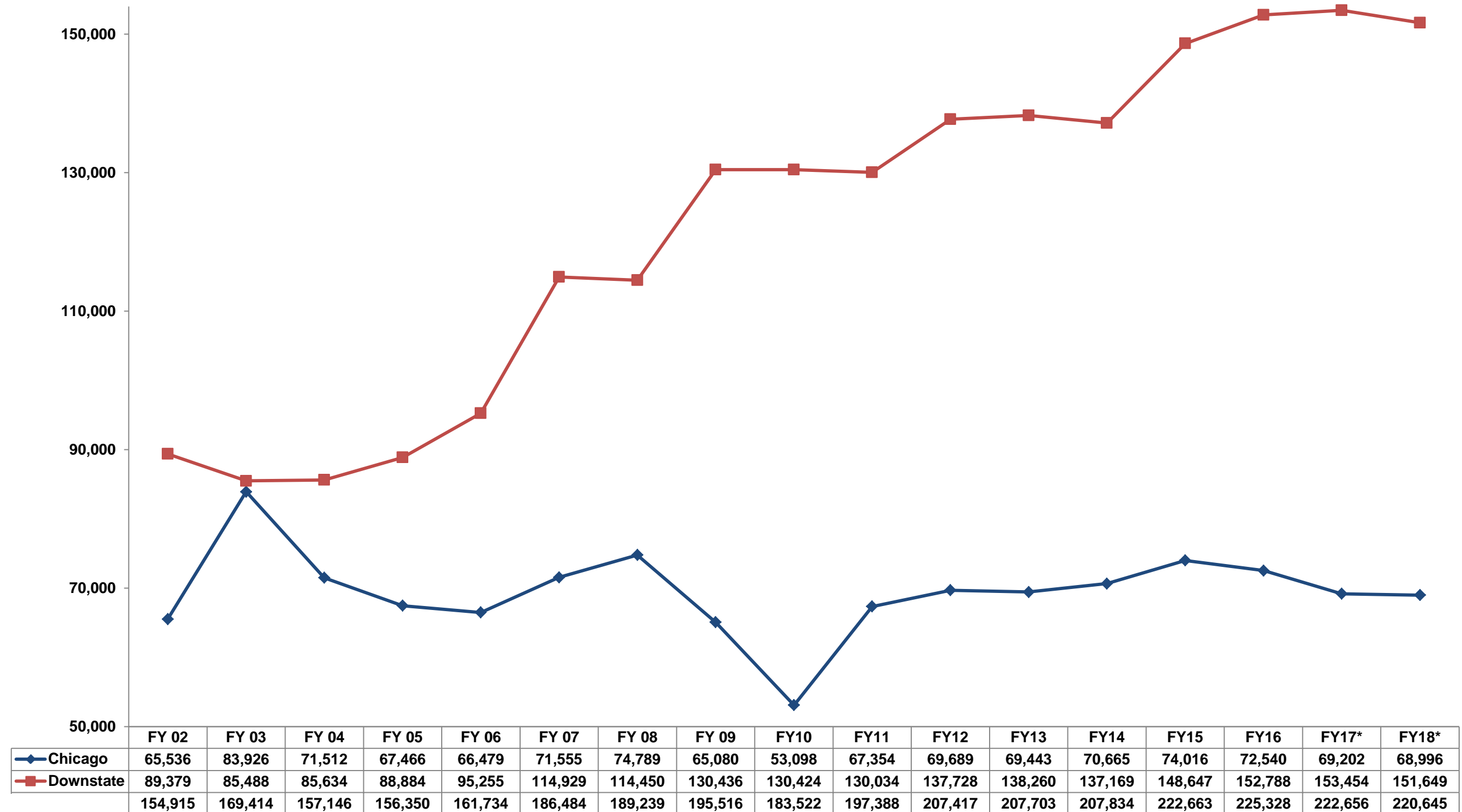
** Prompt Payment based on estimated 6-month payment delay due to insufficient funds in General Revenue Fund.

ILLINOIS STATE BOARD OF EDUCATION

English Learner Counts

FY 2002 - 2018

Exhibit E



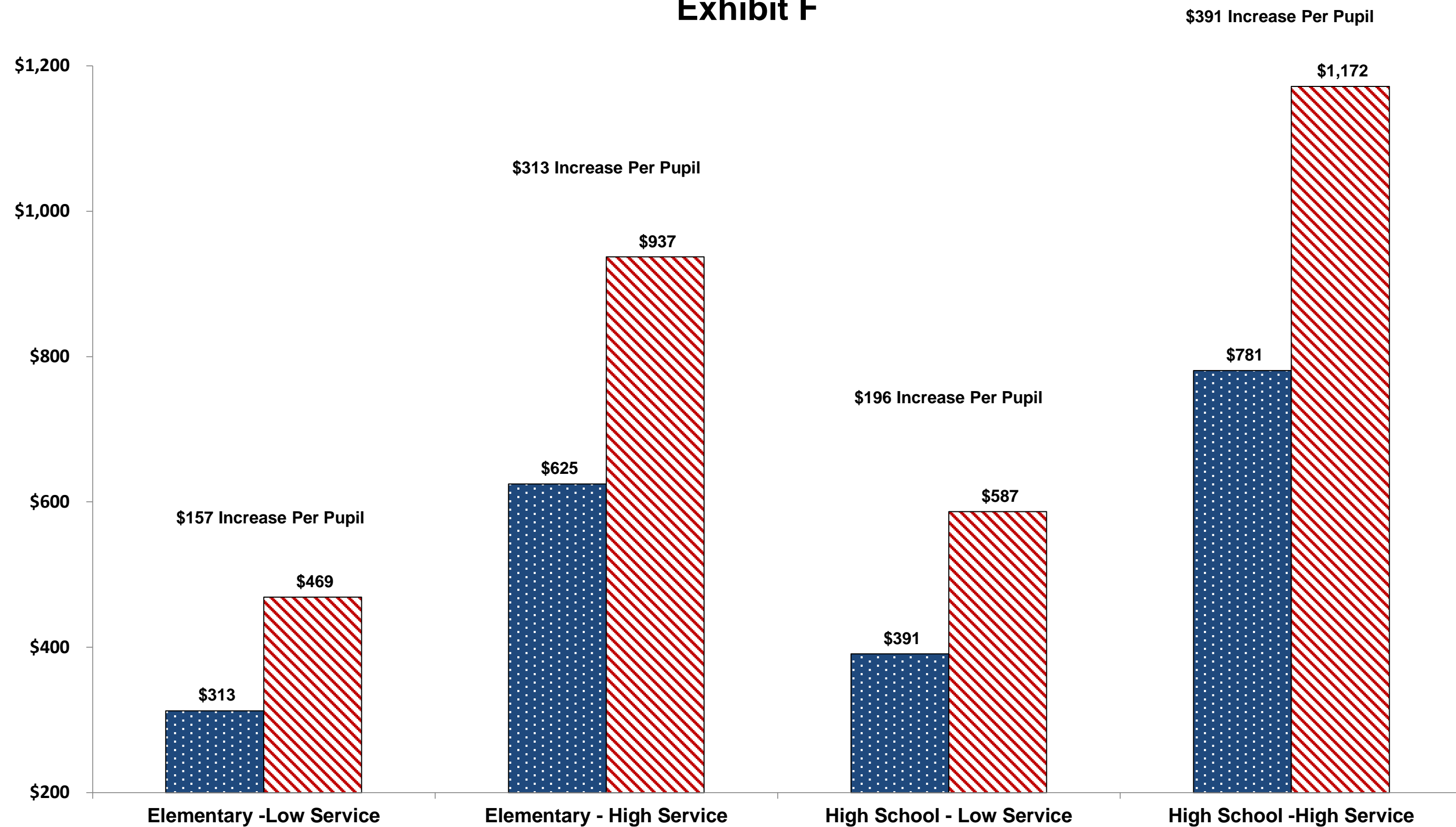
* EL counts reported in Bilingual Education Programs and English Learners Statistical Report for each year cited, FY17 & FY18 are estimates.

ILLINOIS STATE BOARD OF EDUCATION

Bilingual Education Excess Allowable Costs Per Pupil

FY 2002 - 2018

Exhibit F



*Bilingual Education Excess Allowable cost standards established in FY 1999.

**FY 2018 Excess Allowable Bilingual Education costs per pupil calculated by indexing FY 2002 costs by Bureau of Labor Statistics Employment Cost Index (ECI).
ECI not available prior to FY2001.

■ FY 2002*
▨ FY 2018**

**Illinois State Board of Education Meeting
December 15, 2016**

ISBE Springfield
100 N. First Street
Springfield, IL 62777

ROLL CALL

Chairman James Meeks called the meeting to order at 11:09 a.m. Dr. Tony Smith was in attendance and a quorum was present.

Members Present

James T. Meeks, Chairman
Steven Gilford, Vice Chairman
Melinda LaBarre, Secretary
Craig Bradshaw
Craig Lindvahl
Eligio Pimentel
Lula Ford
Cesilie Price
Collin Hitt

SWEARING IN

There was a brief, ceremonial swearing-in for incoming Board member Collin Hitt.

IBHE UPDATE

John Bambenek, liaison from the Illinois Board of Higher Education, gave a brief update on IBHE. He discussed concerns about the budget as well as recommendations to increase funding for math and science and licensure assessments.

**RESOLUTIONS
AND
RECOGNITION**

Lula Ford moved that the Illinois State Board of Education adopt the resolution recognizing Ricardo “Ricky” Castro as 2017 Illinois Teacher of the Year. Melinda LaBarre seconded the motion and it passed with a unanimous voice vote.

**FY18 REVENUE
PROJECTIONS**

Dan Long and Jim Muschinski of the Commission on Government Forecasting and Accountability gave a presentation to the Board on the economic and revenue estimate for fiscal year 2017 and financial forecast for FY 2018.

**FY18 BUDGET
DEVELOPMENT**

Robert Wolfe, chief financial officer for ISBE, discussed with the Board the development of the budget recommendation for FY 2018, which is the result of staff and board input as well as information collected from the budget hearings conducted across the state. Robert will continue to work with the Board and staff to refine the budget recommendation for the Board to review and approve in January.

**CONSENT
AGENDA**

Collin Hitt moved that the State Board of Education approve the consent agenda as stated. Lula Ford seconded the motion and it passed unanimously with a roll call vote.

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

Approval of Minutes

The State Board of Education approves the minutes for the November 18, 2016, Board meeting.

Contracts and Grants

Child Nutrition Software Developers

The Information Technology Division requests the Board to authorize the State Superintendent to release a Request for Sealed Proposals (RFSP) and award a contract to the successful offeror/s to acquire the services of five software developers to assist in the continued development and maintenance of the web-based Illinois Nutrition System (WINS). These software developers will work as

part of a larger project team to implement a fully integrated, responsive, and nimble system designed to reduce manual efforts required by internal staff and external users. These software developers will also work closely with the ISBE Data Warehouse team to provide internal and external stakeholders with access to Child Nutrition data. The total award over a five-year period will not exceed \$4,750,000.

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award a contract to the successful offeror/s to procure the services of five software developers to assist in the continued development and maintenance of the WINS web application. The initial term of the contract will begin July 1, 2017, and extend through June 30, 2020. There will be one possible two-year renewal contingent upon a sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$4,750,000.

Ed360 Software Developers

The Information Technology Division requests the Board to authorize the State Superintendent to release a Request for Sealed Proposals (RFSP) and award a contract to the successful offeror/s to acquire the services of three software developers to assist in the continued development and maintenance of the Ed360 web application. The total award over a five-year period will not exceed \$2,850,000.

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award a contract to the successful offeror/s to procure the services of three software developers to assist in the continued development and maintenance of the Ed360 web application. The initial term of the contract will begin July 1, 2017, and extend through June 30, 2020. There will be one possible two-year renewal contingent upon a sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$2,850,000.

Advanced Placement Test Fee Program

The Title Grant Administration Division requests authorization from the State Superintendent to redirect unused 2015 Title I funds and enter into an agreement with the College Board to pay Advanced Placement (AP) test fees for low-income students. This will allow approximately 34,000 AP tests to be taken at a fee of \$53. Normal test fee is \$92. The College Board will receive a grant of \$1.8 million in total for the May 2017 test fees.

The State Board of Education hereby authorizes the State Superintendent to authorize redirecting \$1.8 million in unused 2015 Title I funds to issue a grant award to the College Board for the May 2017 AP Test Fee Program.

END OF THE CONSENT AGENDA

CHARTER SCHOOL COMMISSION APPOINTMENT

Claudia Quezada discussed the appointment recommendation from the Governor's Office of Lisa A. Schuchart to the Charter School Commission.

Craig Lindvahl moved that pursuant to Article 27A-7.5(c) and 7.5(c), the State Board of Education hereby approves Lisa A. Schuchart to the State Charter School Commission.

Chairman Meeks seconded the motion and it passed with a unanimous voice vote.

LEGISLATIVE UPDATE

Amanda Elliott, co-director of legislative affairs at ISBE, discussed the end of the veto session, updating the Board on legislation that had passed both houses. She also gave a brief update on the Illinois State Funding Reform Commission meetings.

EVERY STUDENT SUCCEEDS ACT

Melina Wright, Title I division administrator for ISBE, provided an update on the

UPDATE	ESSA listening tour meetings that were conducted throughout the state and the status of the ESSA State Plan
ANNOUNCEMENTS AND REPORTS	<p>Lula Ford discussed her recent experience attending the National Summit for Education Reform.</p> <p>Cesilie Price informed the Board about a recent visit to the Community College of Lake County and the school's work that aligns with the college readiness objective ISBE has adopted as part of the Board's goals.</p> <p>Superintendent Smith read the resolutions recognizing Melinda LaBarre and Steve Gilford for their many years in education. The Board expressed their gratitude for their time and services as members on the Illinois State Board of Education.</p> <p>Curt Bradshaw moved that the State Board of Education approve the resolutions honoring Melinda LaBarre and Steve Gilford.</p> <p>Lula Ford seconded the motion and it passed with a unanimous voice vote.</p>
CLOSED SESSION	<p>Eligio Pimentel moved that the Board enter into closed session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows:</p> <p style="padding-left: 40px;">Section c (11) Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting.</p> <p>He also moved that Board members may invite anyone they wish to be included in this closed session.</p> <p>Cesilie Price seconded the motion and it passed with a unanimous roll call vote.</p> <p>The Board entered into closed session at 1:36 p.m.</p> <p>The Board meeting reconvened at 1:57 p.m.</p>
INFORMATION ITEMS	ISBE Fiscal & Administrative Monthly Reports <i>(available online at http://isbe.net/board/fiscal_admin_rep.htm)</i>
MOTION FOR ADJOURNMENT	Curt Bradshaw moved that the meeting be adjourned. Chairman Meeks seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 1:58 p.m.

Respectfully Submitted,

Melinda LaBarre
Board Secretary

Mr. James T. Meeks
Chairman

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Karen Corken, First Deputy Superintendent *KJC*
Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning *JH*
Stephanie B. Donovan, General Counsel *SD*

Agenda Topic: Part 1 (Public Schools Evaluation, Recognition and Supervision)

Materials: Recommended Rules

Staff Contact(s): Emily Fox, Division Administrator Educator Effectiveness
Cindy Zumwalt, Division Administrator Early Childhood
Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

Educator Effectiveness and Early Childhood request the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

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

The proposed amendments relate to the Board's goals that all kindergarteners are assessed for readiness and every student will be supported by highly prepared and effective teachers and school leaders.

Background Information

Part 1 is the agency's general set of rules that govern the State Board's required supervision and evaluation of public school districts' compliance with law, rules, and policy. The rules also establish a process for identifying the recognition status awarded to a school district and its schools based on the extent of its compliance; that is, fully recognized, recognized pending further review, on probation, or nonrecognized. The Part informs school districts of the requirements that apply in specific areas of operations and programming, such as school governance, instructional programs, health and safety, staff qualifications, and academic standards.

This rulemaking incorporates a number of changes focusing on educator licensure. In particular, this rulemaking clarifies:

- Regional Offices of Education and Intermediate Service Centers may access the Educator Licensure Information Service in order to ensure educators are properly licensed and endorsed or are qualified for a particular teaching assignment.
- Individuals working as paraprofessionals cannot discipline students.
- Head teachers serving more than 50 percent full-time employment in place of a principal must hold a professional educator license endorsed for supervision.
- Effective on and after February 1, 2018, for middle grade teachers first assigned to grades 7 or 8 or departmentalized grade 6 teachers first endorsed in the following on or

after February 1, 2018 do not need to meet the requirements for middle grades endoresments: agricultural education; business, marketing, and computer education; business, marketing, and computer education (computer programming); computer applications, computer science; family and consumer sciences; health science technology; and technology education.

- Any individual who will serve as a substitute driver's education teacher must be endorsed for driver's education.

Additionally, this rulemaking updates the Kindergarten Individual Development Survey (KIDS). Public school districts and charter schools are required to report to ISBE certain data annually on each student enrolled in their kindergarten programs. Starting with the 2017-18 school year, public school districts and charter schools will have to fully implement KIDS. School districts are required to report on the following 14 State Readiness Measures:

- Language and Literacy Development
 - Communication and use of language (expressive)
 - Reciprocal communication and conversation
 - Comprehension of age-appropriate text
 - Phonological awareness
 - Letter and word knowledge
- Cognition; Math
 - Classification
 - Number sense of quantity
 - Number sense of math operations
 - Shapes
- Approaches Toward Learning and Social and Emotional Development
 - Curiosity and initiative in learning
 - Self-control of feelings and behavior
 - Engagement and persistence
 - Relationships and social interactions with familiar adults
 - Relationships and social interactions with peers

These measures must be reported for kindergarteners in self-contained special education classrooms or alternative settings unless the special education team deems it inappropriate. The explanation must be included in the student's Individual Education Program. Similarly, the measures must be reported for kindergarteners who are English Learners unless the Language and Literacy Development measures are deemed inappropriate and should be substituted with more appropriate nonrequired measures.

Reporting must be completed once a school year and done electronically through the KIDSTech rating system. All kindergarten teachers in public or charter schools must have completed ISBE's KIDS teacher training by the end of the 2016-17 school year.

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions

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

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

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:

Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1),

including publication of the proposed amendments in the *Illinois Register*.

Next Steps

Upon Board authorization, agency staff will submit the proposed amendments to the Administrative Code Division for publication in the *Illinois Register* to elicit public comment. Additional means, such as 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.

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1

PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section

- 1.10 Public School Accountability Framework
- 1.20 Operational Requirements
- 1.30 State Assessment
- 1.40 Adequate Yearly Progress
- 1.50 Calculation of Participation Rate
- 1.60 Subgroups of Students; Inclusion of Relevant Scores
- 1.70 Additional Indicators for Adequate Yearly Progress
- 1.75 Student Information System
- 1.77 Educator Licensure Information System (ELIS)
- 1.79 School Report Card
- 1.80 Academic Early Warning and Watch Status
- 1.85 School and District Improvement Plans; Restructuring Plans
- 1.88 Additional Accountability Requirements for Districts Serving Students of Limited English Proficiency under Title III
- 1.90 System of Rewards and Recognition – The Illinois Honor Roll
- 1.95 Appeals Procedure
- 1.97 Survey of Learning Conditions
- 1.100 Waiver and Modification of State Board Rules and School Code Mandates
- 1.110 Appeal Process under Section 22-60 of the School Code

SUBPART B: SCHOOL GOVERNANCE

Section

- 1.210 Approval of Providers of Training for School Board Members under Section 10-16a of the School Code
- 1.220 Duties of Superintendent (Repealed)
- 1.230 Board of Education and the School Code (Repealed)
- 1.240 Equal Opportunities for all Students
- 1.242 Temporary Exclusion for Failure to Meet Minimum Academic or Attendance Standards

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- 1.245 Waiver of School Fees
- 1.250 District to Comply with 23 Ill. Adm. Code 180 (Repealed)
- 1.260 Commemorative Holidays to be Observed by Public Schools (Repealed)
- 1.270 Book and Material Selection (Repealed)
- 1.280 Discipline
- 1.285 Requirements for the Use of Isolated Time Out and Physical Restraint
- 1.290 Absenteeism and Truancy Policies

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section

- 1.310 Administrative Qualifications and Responsibilities
- 1.320 Evaluation of Licensed Educators
- 1.330 Toxic Materials Training

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section

- 1.410 Determination of the Instructional Program
- 1.420 Basic Standards
- 1.422 Electronic Learning (E-Learning) Days Pilot Program
- 1.425 Additional Criteria for Physical Education
- 1.430 Additional Criteria for Elementary Schools
- 1.440 Additional Criteria for High Schools
- 1.442 State Seal of Biliteracy
- 1.445 Required Course Substitute
- 1.450 Special Programs (Repealed)
- 1.460 Credit Earned Through Proficiency Examinations
- 1.462 Uniform Annual Consumer Education Proficiency Test (Repealed)
- 1.465 Ethnic School Foreign Language Credit and Program Approval
- 1.470 Adult and Continuing Education
- 1.480 Correctional Institution Educational Programs

SUBPART E: SUPPORT SERVICES

Section

- 1.510 Transportation
- 1.515 Training of School Bus Driver Instructors
- 1.520 Home and Hospital Instruction
- 1.530 Health Services
- 1.540 Undesignated Epinephrine Auto-injectors; Opioid Antagonists

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SUBPART F: STAFF LICENSURE REQUIREMENTS

Section

- 1.610 Personnel Required to be Qualified
- 1.620 Accreditation of Staff (Repealed)
- 1.630 Paraprofessionals; Other Unlicensed Personnel
- 1.640 Requirements for Different Certificates (Repealed)
- 1.650 Transcripts of Credits
- 1.660 Records of Professional Personnel

SUBPART G: STAFF QUALIFICATIONS

Section

- 1.700 Requirements for Staff Providing Professional Development
- 1.705 Requirements for Supervisory and Administrative Staff
- 1.710 Requirements for Elementary Teachers
- 1.720 Requirements for Teachers of Middle Grades
- 1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades 6 and Above through June 30, 2004
- 1.735 Requirements to Take Effect from July 1, 1991, through June 30, 2004
- 1.736 Requirements to Take Effect from July 1, 1994, through June 30, 2004
- 1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004
- 1.740 Standards for Reading through June 30, 2004
- 1.745 Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004
- 1.750 Standards for Media Services through June 30, 2004
- 1.755 Requirements for Library Information Specialists Beginning July 1, 2004
- 1.760 Standards for School Support Personnel Services
- 1.762 Supervision of Speech-Language Pathology Assistants
- 1.770 Standards for Special Education Personnel
- 1.780 Standards for Teachers in Bilingual Education Programs
- 1.781 Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten and any of Grades 1-12
- 1.782 Requirements for Teachers of English as a Second Language in Prekindergarten, Kindergarten and any of Grades 1-12
- 1.783 Requirements for Administrators of Bilingual Education Programs
- 1.790 Substitute Teacher

1.APPENDIX A Professional Staff Educator Licensure

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NOTICE OF PROPOSED AMENDMENTS

1.APPENDIX B	Certification Quick Reference Chart (Repealed)
1.APPENDIX C	Glossary of Terms (Repealed)
1.APPENDIX D	State Goals for Learning
1.APPENDIX E	Evaluation Criteria – Student Performance and School Improvement Determination (Repealed)
1.APPENDIX F	Criteria for Determination – Student Performance and School Improvement (Repealed)
1.APPENDIX G	Criteria for Determination – State Assessment (Repealed)

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21B-5, 22-30, 22-60, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21B-5, 22-30, 22-60, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3, 27-23.8 and 2-3.6].

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 Ill. Reg. 17766, effective November 5, 1985; emergency amendment at 10 Ill. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010, effective November 17, 1992; expedited correction at 17 Ill. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 Ill. Reg. 8159, effective June 21, 2001; amended at 25 Ill. Reg. 16073, effective November 28, 2001; amended at 26 Ill. Reg. 1157, effective January 16, 2002; amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 Ill. Reg. 11811, effective July 13, 2005; amended at 29 Ill. Reg. 12351, effective July 28, 2005; amended at 29 Ill. Reg. 15789, effective October 3, 2005; amended at 29 Ill. Reg. 19891, effective November 23, 2005; amended at 30 Ill. Reg. 8480, effective April 21, 2006; amended at 30 Ill. Reg. 16338, effective September 26, 2006; amended at 30 Ill. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448,

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effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533, effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective October 28, 2010; amended at 35 Ill. Reg. 1056, effective January 3, 2011; amended at 35 Ill. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011; amended at 35 Ill. Reg. 16743, effective September 29, 2011; amended at 36 Ill. Reg. 5580, effective March 20, 2012; amended at 36 Ill. Reg. 8303, effective May 21, 2012; amended at 38 Ill. Reg. 6127, effective February 27, 2014; amended at 38 Ill. Reg. 11203, effective May 6, 2014; amended at 39 Ill. Reg. 2773, effective February 9, 2015; emergency amendment at 39 Ill. Reg. 12369, effective August 20, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 13411, effective September 24, 2015; amended at 40 Ill. Reg. 1900, effective January 6, 2016; amended at 40 Ill. Reg. 2990, effective January 27, 2016; amended at 40 Ill. Reg. 4929, effective March 2, 2016; amended at 40 Ill. Reg. 12276, effective August 9, 2016; amended at 41 Ill. Reg. _____, effective _____.

SUBPART A: RECOGNITION REQUIREMENTS

Section 1.77 Educator Licensure Information System (ELIS)

Each school district shall ensure that information on the qualifications of its professional and paraprofessional staff is recorded on the electronic data system maintained by the State Board of Education so that the State Board may complete federally required reports and collect data for the school report card required by Section 10-17a of the School Code [105 ILCS 5/~~10-17a~~]. (See Section 1.79 of this Part.) A district that lacks the technological capacity to participate in this electronic system shall be given an opportunity to demonstrate to the State Superintendent that this is the case, and the State Superintendent shall make available an alternative means that the district shall use in transmitting the required information. Regional Offices of Education and Intermediate Service Centers, as agents of the State Board, may access ELIS to ensure an educator is qualified to receive or hold a particular license and/or endorsement or to ensure the educator is qualified for a particular teaching assignment.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

SUBPART B: SCHOOL GOVERNANCE

Section 1.280 Discipline

Section 24-24 of the School Code [105 ILCS 5/~~24-24~~] provides for teachers, other licensed educational employees (except for individuals employed as a holding an educator license with stipulations endorsed for paraprofessional educator) and persons providing a related service for

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NOTICE OF PROPOSED AMENDMENTS

or with respect to a student as determined by the board of education to maintain discipline in the schools.

- a) The board of education shall establish and maintain a parent-teacher advisory committee as provided in Section 10-20.14 of the School Code ~~[105 ILCS 5/10-20.14]~~.
- b) The board of education shall establish a policy on the administration of discipline in accordance with the requirements of Sections 10-20.14 and 24-24 of the School Code ~~[105 ILCS 5/10-20.14 and 24-24]~~ and disseminate that policy as provided in Section 10-20.14 of the School Code.
- c) Any use of isolated time out or physical restraint permitted by a board's policy shall conform to the requirements of Section 1.285 ~~of this Part~~. If isolated time out or physical restraint is to be permitted, the policy shall include:
 - 1) the circumstances under which isolated time out or physical restraint will be applied;
 - 2) a written procedure to be followed by staff in cases of isolated time out or physical restraint;
 - 3) designation of a school official who will be informed of incidents and maintain the documentation required pursuant to Section 1.285 ~~of this Part~~ when isolated time out or physical restraint is used;
 - 4) the process the district or other administrative entity will use to evaluate any incident that results in an injury that the affected student (or the responsible parent or guardian), staff member, or other individual identifies as serious;
 - 5) a description of the alternative strategies that will be implemented when determined advisable pursuant to Section 1.285(f)(4) ~~of this Part~~; and
 - 6) a description of the district's or other administrative entity's annual review of the use of isolated time out or physical restraint, which shall include at least:
 - A) the number of incidents involving the use of these interventions,
 - B) the location and duration of each incident,

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- C) identification of the staff members who were involved,
 - D) any injuries or property damage that occurred, and
 - E) the timeliness of parental notification and administrative review.
- d) In addition to, or as part of, its policy on the maintenance of discipline, each board of education shall adopt policies and procedures regarding the use of behavioral interventions for students with disabilities who require intervention. Each board's policies and procedures shall conform to the requirements of Section 14-8.05(c) of the School Code ~~[105 ILCS 5/14-8.05(e)]~~.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section 1.420 Basic Standards

- a) Class schedules shall be maintained in the administrative office in each attendance center of a school district.
- b) Every school district shall have an organized plan for recording pupil progress and/or awarding credit, including credit for courses completed by correspondence, on line, or from other external sources, that can be disseminated to other schools within the State.
- c) Every school district shall:
 - 1) Provide curricula and staff inservice training to help eliminate unconstitutional and unlawful discrimination in schools and society. School districts shall utilize the resources of the community in achieving the stated objective of elimination of discrimination and to enrich the instructional program.
 - 2) Include in its instructional program concepts designed to improve students' understanding of and their relationships with individuals and groups of different ages, sexes, races, national origins, religions and socio-economic backgrounds.

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- d) Boards shall adopt and implement a policy for the distribution of teaching assignments, including study hall and extra class duties and responsibilities.
- e) Every school system shall conduct supervisory and inservice programs for its professional staff. The staff shall be involved in planning, conducting and evaluating supervisory and inservice programs.
- f) Sections 10-19, 18-8.05, 18-12, and 18-12.5 of the School Code [105 ILCS 5/~~10-19, 18-8.05, 18-12, and 18-12.5~~] establish certain requirements regarding the school year and the school day. School districts shall observe these requirements when preparing their calendars and when calculating average daily attendance for the purpose of claiming general State financial aid.
 - 1) Section 18-8.05(F)(2)(c) of the School Code provides that, with the approval of the State Superintendent of Education, four or more clock-hours of instruction may be counted as a day of attendance when the regional superintendent certifies that, due to a condition beyond the control of the district, the district has been forced to use multiple sessions. The State Superintendent's approval will be granted when the district demonstrates that, due to a condition beyond the control of the district, its facilities are inadequate to house a program offering five clock-hours daily to all students.
 - A) The district superintendent's request to the State Superintendent shall be accompanied by an assurance that the local school board has approved the plan for multiple sessions, including the date of the meeting at which this occurred, and evidence of the approval of the responsible regional superintendent.
 - B) Each request shall include a description of the circumstances that resulted in the need for multiple sessions; information on the buildings and grades affected; the intended beginning and ending dates for the multiple sessions; a plan for remedying the situation leading to the request; and a daily schedule showing that each student will be in class for at least four clock-hours.
 - C) Approval for multiple sessions shall be granted for the school year to which the request pertains. Each request for renewed approval shall conform to the requirements of subsections (f)(1)(A) and (B).

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- D) Students who are in attendance for at least 150 minutes of school work but fewer than 240 minutes may be counted for a half day of attendance. Students in attendance for fewer than 150 minutes of school work shall not be counted for purposes of calculating average daily attendance.
- 2) Section 18-8.05(F)(2)(h) of the School Code allows for a determination under rules of the State Board regarding the necessity for a second year's attendance at kindergarten for certain students so they may be included in a district's calculation of average daily attendance. Districts may count these students when they determine through an assessment of their individual educational development that a second year of kindergarten is warranted.
- 3) A school district shall be considered to have conducted a legal school day, which is eligible to be counted for General State Aid, when the following conditions are met during a work stoppage.
 - A) Fifty percent or more of the district's students are in attendance, based on the average daily attendance during the most recent full month of attendance prior to the work stoppage.
 - B) Educational programs are available at all grade levels in the district, in accordance with the minimum standards set forth in this Part.
 - C) All teachers hold educator licenses that are registered with the regional superintendent of schools for their county of employment. Other than substitute teachers, licensure appropriate to the grade level and subject areas of instruction is held by all teachers.
- 4) Sections 18-12 and 18-12.5 of the School Code set forth requirements for a school district to claim General State Aid in certain circumstances when one or more, but not all, of the district's school buildings are closed either for a full or partial day. A school district shall certify the reasons for the closure in an electronic format specified by the State Superintendent within 30 days from the date of the incident.
 - A) If the certification is submitted under Section 18-12 of the School Code, it shall indicate whether instruction was provided to students

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using an e-learning day authorized under Section 10-20.56 of the School Code and Section 1.422 of this Part.

- B) If the certification is submitted for reasons of a public health emergency under Section 18-12.5 of the School Code, it shall be accompanied by a signed statement from the local health department to the State Superintendent that includes:
 - i) the name of the building that is being recommended for closure;
 - ii) the specific public health emergency that warrants the closure; and
 - iii) the anticipated building closure dates recommended by the health department.
- 5) Attendance for General State Aid Purposes
 - A) For purposes of determining average daily attendance on the district's General State Aid claim, students in full-day kindergarten and first grade may be counted for a full day of attendance only when they are in attendance for four or more clock hours of school work; provided, however, that students in attendance for more than two clock hours of school work but less than four clock hours may be counted for a half day of attendance. Students in attendance for fewer than two hours of school work shall not be counted for purposes of calculating average daily attendance.
 - B) For purposes of determining average daily attendance on the district's General State Aid claim, students enrolled full time in grades 2 through 12 may be counted for a full day of attendance only when they are in attendance for five or more clock hours of school work; provided, however, that students in attendance for more than two and one-half clock hours of school work but less than five clock hours may be counted for a half day of attendance. Students in attendance for fewer than two and one-half hours of school work shall not be counted for purposes of calculating average daily attendance.

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- C) For purposes of determining average daily attendance for General State Aid received under Sections 18-12 and 18-12.5 of the School Code, "immediately preceding school day" shall include school days in the previous school year in instances in which the building closure occurs before three or more days of instruction have been provided in the school year for which attendance is being counted.
- D) For the purposes of determining average daily attendance for General State Aid under Section 10-20.56 or 10-29 of the School Code ~~[105 ILCS 5/10-20.56 and 10-29]~~, a school district operating a remote educational program shall document the clock hours of instruction for each student, and make available to the State Superintendent ~~of Education~~ or his or her designee upon request, a written or online record of instructional time for each student enrolled in the program that provides sufficient evidence of the student's active participation in the program (e.g., log in and log off process, electronic monitoring, adult supervision, two-way interaction between teacher and student, video cam). "Clock hours of instruction" shall be calculated in accordance with Section 18-8.05(F)(2)(j) of the School Code ~~[105 ILCS 5/18-8.05(F)(2)(j)]~~.
- g) Each school board shall annually prepare a calendar for the school term, specifying the opening and closing dates and providing a minimum term of at least 185 days to ensure 176 days of actual pupil attendance, computable under Section 18-8.05 of the School Code (see Section 10-19 of the School Code).
- h) Local boards of education shall establish and maintain kindergartens for the instruction of children (see Sections 10-20.19a and 10-22.18 of the School Code ~~[105 ILCS 5/10-20.19a and 10-22.18]~~).
- 1) School districts may establish a kindergarten of either half-day or full-day duration. If the district establishes a full-day kindergarten, it must also provide a half-day kindergarten for those students whose parents or guardians request a half-day program.
- 2) If a school district that establishes a full-day kindergarten also has 20 or more students whose parents request a half-day program, the district must schedule half-day classes, separate and apart from full-day classes, for those children. If there are fewer than 20 children whose parents request a half-day program, those students may be enrolled in either the morning or

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afternoon session of a full-day program provided that the following conditions are met.

- A) Distinctive curriculum plans for the half-day and full-day kindergarten programs must be developed by the school district, made available to parents to assist the parents in selecting the appropriate program for their child, and maintained in district files.
- B) A common core of developmental, readiness and academic activities must be made available to all kindergarten students in the district regardless of the amount of time they attend school.
- C) All support services (e.g., health counseling and transportation) provided by the district must be equally available to full-day and half-day students.

- 3) Each public school district, including charter schools, offering a kindergarten program, whether full-day or half-day, shall report to the State Board of Education on the 14 State Readiness Measures listed in subsection (h)(3)(A)~~administer the Illinois Kindergarten Individual Development Survey (KIDS)~~ annually on~~to~~ each student enrolled in kindergarten, except as otherwise provided under this subsection (h)(3). The Kindergarten Individual Development Survey (KIDS) shall be available for school districts for this purpose. Data for each student, based on local instruction and assessment practices, shall be reported through the KIDSTech rating system. A school district is not obligated to administer KIDS in any school year in which the State does not provide funding sufficient for the cost of reporting the test administration or access to professional development for teachers and administrators.

- A) For the purpose of this subsection (h)(3), the 14 State Readiness Measures shall address "measure of school readiness" addresses, at a minimum, ~~the five essential school readiness domains of:~~

- i) language and literacy development;

- communication and use of language (Expressive);
- reciprocal communication and conversation;
- comprehension of age-appropriate text;

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- phonological awareness;
- letter and word knowledge;
- ii) cognition; ~~math and general knowledge (to at least include mathematics);~~
 - classification;
 - number sense of quantity;
 - number sense of math operations;
 - shapes; and
- iii) approaches toward learning and social and emotional development;
 - curiosity and initiative in learning;
 - self-control of feelings and behavior;
 - engagement and persistence;
 - relationships and social interactions with familiar adults;
 - relationships and social interactions with peers.
- iv) ~~physical well being and motor development; and~~
- v) ~~social and emotional development.~~

- B) Each school district shall report electronically the results of the observations conducted and evidence collected ~~once as part of KIDS twice~~ each school year (i.e., after 40 days of enrollment beginning with the first day of official attendance~~after the start of the school year and 170 days after the start of the school year~~). The data required under this subsection (h)(3)(B) shall be reported for any student who was enrolled in a kindergarten classroom at

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least 30 days before the date on which the data is required to be reported.

- C) By August 1 of each school year~~October 15, 2015~~, each school district shall provide to the State Superintendent ~~of Education~~, the name, title, email address and telephone number for the district staff personnel who will serve as the KIDS contact persons using a form prescribed for this purpose, ~~the information required under this subsection (h)(3)(C).~~
- i) ~~The name, title, email address and telephone number for the administrator who the school district designates to serve as the KIDS coordinator. The person so designated shall hold a professional educator license endorsed in an administrative field pursuant to 23 Ill. Adm. Code 25. Subpart E (Requirements for Licensure of Administrative and Supervisory Staff) or for supervision pursuant to 23 Ill. Adm. Code 25.497 (Supervisory Endorsements).~~
- ii) ~~The current status of the school district's implementation of KIDS, as applicable.~~
- iii) ~~Information regarding the school district's use of assessments other than KIDS on a districtwide basis that measure school readiness, as that term is defined in subsection (h)(3)(A).~~
- D) Each KIDS contact person ~~coordinator~~ designated under subsection (h)(3)(C) shall participate in, at a minimum, a KIDS administrator orientation training sponsored by the State Board no later than 30 days after the beginning of the school year of ~~Education during the 2015-16 school year.~~
- E) For the 2016-17 school year, all teachers teaching in a public or charter school classroom containing kindergarten students shall complete or have had completed the KIDS teacher training sponsored by the State Board. ~~only, a school district may choose to conduct a limited implementation of KIDS or a full implementation of KIDS. A school district choosing to conduct a limited implementation shall notify the State Superintendent of its~~

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~~intent by May 1, 2016. School districts that fail to submit the required notification by May 1, 2016 shall fully implement KIDS, as required under subsection (h)(3)(F). For the purposes of this subsection (h)(3)(E), "limited implementation" shall be either:~~

~~i) reporting the data required under subsection (h)(3)(B) for each student enrolled in kindergarten that at least addresses the domains of social and emotional development, language and literacy development, cognitive development for mathematics and, additionally for English learners, English language development; or~~

~~ii) reporting the data required under subsection (h)(3)(B) for at least 30 percent of students enrolled in each kindergarten classroom for each domain listed in subsection (h)(3)(A) and, additionally for English learners, English language development.~~

F) Beginning in the 2017-18 school year and thereafter, a public school district, including charter schools, shall ~~administer the KIDS to, and~~ report the data required under subsection (h)(3)(B) for, each student enrolled in kindergarten.

G) The 14 State Readiness Measures shall be reported for kindergarten children taught in a self-contained special education classroom or an alternative setting unless a special education team deems it inappropriate, at which time the justification for this decision must be recorded in the Individual Education Program.

H) The 14 State Readiness Measures shall be reported for kindergarten children who are English Learners unless it is deemed that required Language and Literacy Measures should be substituted with more appropriate non-required measures.

i) Career Education

1) The educational system shall provide students with opportunities to prepare themselves for entry into the world of work.

2) Every district shall initiate a Career Awareness and Exploration Program that should enable students to make more meaningful and informed career decisions. This program should be available at all grade levels.

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j) Co-Curricular Activities

- 1) Programs for extra classroom activities shall provide opportunities for all students.
- 2) The desires of the student body in the area of co-curricular activities shall be of critical importance. At all times, activities of this nature shall be carefully supervised by a school-approved sponsor.

k) Consumer Education and Protection

- 1) A program in consumer education shall include at least the topics required by Section 27-12.1 of the School Code ~~[105 ILCS 5/27-12.1]~~.
- 2) The superintendent of each unit or high school district shall maintain evidence showing that each student has received adequate instruction in consumer education prior to the completion of grade 12. Consumer education may be included in course content of other courses, or it may be taught as a separate required course.
- 3) The minimal time allocation shall not be less than nine weeks or the equivalent for grades 9-12.
- 4) Teachers instructing in consumer education courses shall hold educator licensure valid for the grade levels taught and have completed at least three semester hours in consumer education courses.

l) Conservation of Natural Resources

Each district shall provide instruction on *current problems and needs in the conservation of natural resources, including, but not limited to, air pollution, water pollution, waste reduction and recycling, the effect of excessive use of pesticides, preservation of wilderness areas, forest management, protection of wildlife, and humane care of domestic animals* (Section 27-13.1 of the School Code [105 ILCS 5/27-13.1]).

- m) Every school district has the responsibility to prepare students for full citizenship. To this end each school district should encourage student discussion and communication in areas of local, State, national and international concern.

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n) Health Education

- 1) Each school system shall provide a program in compliance with the Critical Health Problems and Comprehensive Health Education Act [105 ILCS 110].
 - A) There is no specific time requirement for grades K-6; however, health education shall be a part of the formal regular instructional program at each grade level.
 - B) The minimal time allocation shall not be less than one semester or equivalent during the middle or junior high experience.
 - C) The minimal time allocation shall not be less than one semester or equivalent during the secondary school experience.
 - D) If health education is offered in conjunction with another course on a "block of time" basis in a middle school, a junior high school, or a high school, instruction may be offered in any combination of the grade levels in the school, provided that the total time devoted to health education is the equivalent of one full semester's work.
- 2) Nothing in this Section shall be construed as requiring or preventing the establishment of classes or courses in comprehensive sex education or family life education as authorized by Sections 27-9.1 and 27-9.2 of the School Code ~~[105 ILCS 5/27-9.1 and 27-9.2]~~.

o) Library Media Programs

Each school district shall provide a program of library media services for the students in each of its schools. Each district's program shall meet the requirements of this subsection (o).

- 1) General
The program shall include an organized collection of resources that circulate to students and staff in order to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served. A district that relies solely upon the collection of a local public library shall maintain evidence that students receive instruction, direction, or assistance in locating and using resources that are applicable

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to these purposes from an individual who is qualified under Section 1.755 and who is acting on behalf of the school district.

- 2) **Financial Resources**
Each district's annual budget shall include an identifiable allocation for resources and supplies for the program, except that a unit district serving fewer than 400 students or an elementary or high school district serving fewer than 200 students may demonstrate that it is meeting its students' needs through alternate means that the district has determined are adequate in light of local circumstances.
- 3) **Facilities**
If there is no single location within a particular attendance center that is specifically devoted to a library media center, such as where classroom collections have been established instead, the district shall ensure that equitable access to library media resources is made available to students in all the grade levels served. If students' only access to library media resources is achieved by visiting a location outside their attendance center, the district shall maintain records demonstrating that all students' regular schedules include time for this purpose.
- 4) **Staff**
Nothing in this subsection (o)(4) shall be construed as prohibiting districts or schools from sharing the services of individuals qualified under Section 1.755, and nothing in this subsection (o) shall be construed as permitting an individual who is not qualified as a library information specialist to assume that role. Each district shall assign responsibility for overall direction of its program of library media services to an employee who holds a professional educator license endorsed for a teaching or an administrative field. Except as otherwise provided in subsection (o)(4)(A), the individual to whom this responsibility is assigned shall meet the requirements of Section 1.755, and the individual to whom this responsibility is assigned shall not provide the services described in Section 1.755 unless he or she meets the requirements of that Section.
 - A) In the event that no employee of the district holds any of the qualifications enumerated in Section 1.755, the individual to whom direction of the program is assigned shall be required to participate annually in professional development consisting of:

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- i) undergraduate or graduate coursework in library science offered by a regionally accredited institution of higher education; or
 - ii) one or more workshops, seminars, conferences, institutes, symposia, or other similar training events that are offered by the Illinois State Library, a regional library system, or another professional librarians' organization; or
 - iii) one or more "library academies" if these are made available by or at the direction of the State Superintendent of Education.
- B) A district that is otherwise unable to fulfill the requirements of this subsection (o)(4) shall ensure that the overall direction of the library media program (e.g., selection and organization of materials, provision of instruction in information and technology literacy, structuring the work of library paraprofessionals) is accomplished with the advice of an individual who is qualified pursuant to Section 1.755.
- p) **Physical Education**
Appropriate activity related to physical education shall be required of all students each day unless otherwise permitted by Section 27-6 of the School Code ~~105 ILCS 5/27-6~~. The time schedule shall compare favorably with other courses in the curriculum. Safety education as it relates to the physical education program should be incorporated. See Section 1.425 for additional requirements that apply to the provision of physical education instruction.
- q) **School Support Personnel Services**
To assure provision of School Support Personnel Services, the local district shall conduct a comprehensive needs assessment to determine the scope of the needs in the areas of:
 - 1) Guidance and Counseling Needs;
 - 2) Psychological Needs;
 - 3) Social Work Needs;
 - 4) Health Needs.

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r) Social Sciences and History

Each school system shall provide history and social sciences courses that do the following:

- 1) analyze the principles of representative government, the Constitutions of both the United States and the State of Illinois, the proper use of the flag, and how these concepts have related and currently do relate in actual practice in the world (see Section 27-21 of the School Code ~~[105 ILCS 5/27-21]~~);
- 2) *include in the teaching of United States history the role and contributions of ethnic groups in the history of this country and the State* (Section 27-21 of the School Code);
- 3) *include in the teaching of United States history the role of labor unions and their interaction with government in achieving the goals of a mixed free-enterprise system* (Section 27-21 of the School Code);
- 4) *include the study of that period in world history known as the Holocaust* (Section 27-20.3 of the School Code ~~[105 ILCS 5/27-20.3]~~);
- 5) *include the study of the events of Black history, including the individual contributions of African-Americans and their collective socio-economic struggles* (Section 27-20.4 of the School Code ~~[105 ILCS 5/27-20.4]~~);
- 6) *include the study of the events of women's history in America, including individual contributions and women's struggles for the right to vote and for equal treatment* (Section 27-20.5 of the School Code ~~[105 ILCS 5/27-20.5]~~); and
- 7) *include the study of the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression* (Section 27-21 of the School Code).

- s) Protective eye devices shall be provided to and worn by all students, teachers, and visitors when participating in or observing dangerous career and technical education courses and chemical-physical courses of laboratories as specified in Section 1 of the Eye Protection in School Act [105 ILCS 115/1]. The eye protective devices shall meet the nationally accepted standards set forth in "American National Standard Practice for Occupational and Educational Personal

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Eye and Face Protection Devices", ANSI/ISEA Z87.1-2010, issued by the American National Standards Institute, Inc., 1899 L Street, NW, 11th Floor, Washington, D.C. 20036. No later editions or amendments to these standards are incorporated.

- t) Each school district shall provide instruction as required by Sections 27-3.5, 27-13.2, 27-13.3, 27-23.3, 27-23.4 and 27-23.8 of the School Code ~~[105 ILCS 5/27-3.5, 27-13.2, 27-13.3, 27-23.3, 27-23.4 and 27-23.8]~~.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

~~SUBPART G: STAFF QUALIFICATIONS~~

Section 1.705 Requirements for Supervisory and Administrative Staff

Requirements for the receipt of the endorsements specified in this Section shall be as set forth in 23 Ill. Adm. Code 25 (Educator Licensure).

- a) Each district superintendent shall hold a professional educator license with a superintendent endorsement.
- b) Each principal or assistant principal shall hold a professional educator license with a general administrative, ~~or~~ principal or superintendent endorsement, except that a head teacher serving for more than 50% full-time employment in place of a principal as permitted by Section 10-21.4a of the School Code [105 ILCS 5/~~10-21.4a~~] shall hold a professional educator license endorsed for supervision.
- c) Each assistant superintendent shall hold a professional educator license with a general administrative, principal, director of special education or superintendent endorsement.
- d) Each general administrator (e.g., director, assistant director, coordinator or general supervisor) in general education shall hold a professional educator license with a general supervisory, general administrative, principal or superintendent endorsement.
- e) Each head of a general education department or supervisor for a specific subject shall hold either:
 - 1) a professional educator license with a general supervisory, general administrative, principal or superintendent endorsement or teacher leader

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endorsement issued pursuant to 23 Ill. Adm. Code 25.32 (Teacher Leader Endorsement); or

- 2) a professional educator license endorsed for supervision in the area supervised (see 23 Ill. Adm. Code 25.497 (Supervisory Endorsements)).
- f) Each supervisory dean shall hold a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement, or teacher leader endorsement issued pursuant to 23 Ill. Adm. Code 25.32 (Teacher Leader Endorsement).
- g) Each dean of students shall hold:
- 1) a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement; or
 - 2) a professional educator license endorsed in a teaching field (and for supervision if the holder suspends students pursuant to Section 10-22.6 of the School Code); or
 - 3) a professional educator license endorsed in a school support personnel field other than school nursing (and for supervision if the holder disciplines or suspends students).
- h) Each special education director or assistant director shall meet the requirements of 23 Ill. Adm. Code 226.800(g) (Personnel Required to be Qualified) and hold a professional educator license endorsed for director of special education in accordance with 23 Ill. Adm. Code 25.365 (Endorsement for Director of Special Education).
- i) Each special education supervisor shall hold either:
- 1) a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement and teaching qualifications in each area supervised; or
 - 2) a professional educator license endorsed for each area supervised and for supervision (see 23 Ill. Adm. Code 25.497 (Supervisory Endorsements)).
- j) Each supervisor of more than one school support personnel area shall hold either:

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- 1) a professional educator license and a general administrative, principal or superintendent endorsement; or
 - 2) a professional educator license endorsed for school support personnel and supervision in each field supervised.
- k) Each supervisor of one school support personnel area shall hold:
- 1) a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement; or
 - 2) a professional educator license endorsed for school support personnel in the field supervised and for supervision; or
 - 3) a professional educator license endorsed for speech-language pathology teaching and for supervision (if applicable).
- l) Each director of an area vocational center and each director or supervisor of more than one field in career and technical education (including regional system directors) shall hold a professional educator license with a general administrative, principal or superintendent endorsement and have teaching qualifications in one of the five occupational areas and 2,000 hours of work experience outside the field of education.
- m) Each supervisor of one field in career and technical education shall hold either:
- 1) a professional educator license with a general supervisory, general administrative, principal or superintendent endorsement and teaching qualifications in one field of career and technical education, including 2,000 hours of work experience in the specific field outside of education; or
 - 2) teaching qualifications in the specific field supervised, including 2,000 hours of work experience in the specific field outside of education, and a professional educator license with a supervisory endorsement.
- n) Each administrator in a bilingual education program shall hold a valid professional educator license with a general administrative, principal, superintendent or supervisory endorsement issued in accordance with the

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applicable provisions of 23 Ill. Adm. Code 25 and this Part and meet the applicable requirements of Section 1.783 ~~of this Part~~.

- o) Each chief school business official shall hold a professional educator license with a chief school business official endorsement or an educator license with stipulations with a chief school business official endorsement.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

Section 1.720 Requirements for Teachers of Middle Grades

The provisions of subsections (a), (b) and (d) shall be subject to the exception stated in subsection (e) with respect to any school in which the instructional format for any of grades 6 through 8 is being changed from a self-contained to a departmentalized configuration. Additional requirements shall apply to middle-grades assignments and endorsements beginning February 1, 2012 (see subsection (f)).

- a) The requirements of this Section apply to teachers first employed after September 1, 1973, in departmentalized grades 6 through 8 ("middle-grade teachers"). Teachers first employed in grades 6 through 8 prior to September 1, 1973, or employed in non-departmentalized grades 6 through 8 and who hold a kindergarten-through-grade-9 elementary education endorsement issued by September 1, 2019, are subject to the requirements of Section 1.710.
- b) Until February 1, 2018, to qualify as a middle-grade teacher, the teacher must have completed either the coursework identified in subsection (b)(1) prior to July 1, 1997 or completed the coursework identified in subsection (b)(2). The "major teaching assignment" is the subject taught for more time than any other subject. In mathematics and reading and for library information specialists, specific coursework must be included among the 18 semester hours to be earned; see subsections (b)(3), (4) and (5).
 - 1) 18 semester hours in the content area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music), unless the subject taught is a foreign language and Section 25.100 of the State Board's rules for Educator Licensure (23 Ill. Adm. Code 25) applies. When a teacher is assigned to deliver instruction in two or more areas (e.g., English and social science or mathematics and science), the teacher shall meet the requirements of this subsection (b)(1) for the major teaching assignment and have no fewer than 5 semester hours in each other subject taught.

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- 2) 18 semester hours in the content area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music), unless the subject taught is a foreign language and Section 25.100 of the State Board's rules for Educator Licensure applies. When a middle-grade teacher is assigned to deliver instruction in two or more areas (e.g., English and social science or mathematics and science), the teacher shall meet the requirements of this subsection(b)(2) for the major teaching assignment and have no fewer than 6 semester hours in each other subject taught. In addition:
 - A) 3 semester hours of coursework, approved by the college of education or other institutional unit governing teacher education, that includes middle-grade philosophy, middle-grade curriculum and instruction, and instructional methods for designing and teaching developmentally appropriate programs (i.e., addressing the cognitive, emotional and physical development of each child) in the middle grades, including content area (e.g., science, social sciences) reading instruction.
 - B) 3 semester hours of coursework, approved by the college of education or other institutional unit governing teacher education, that includes educational psychology focusing on the developmental characteristics of early adolescents, the nature and needs of early adolescents, and the role of the middle-grade teacher in assessment, coordination and referral of students to health and social services.
- 3) Mathematics
For teachers of mathematics in grades 6 through 8 first employed on or after September 1, 1985, the required 18 semester hours in the field shall include 3 semester hours in the methods of teaching mathematics in those grades and 15 semester hours to be selected from four of the following areas:
 - A) Math content courses for elementary teachers;
 - B) Calculus;
 - C) Modern algebra or number theory;

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- D) Geometry;
 - E) Computer science;
 - F) Probability and statistics; and
 - G) History of mathematics.
- 4) Reading
For major assignments in reading in any of departmentalized grades 6 through 8:
- A) persons first employed on or after September 1, 1978 but before July 1, 2004 are required to have completed the 18 semester hours described in Section 1.740;
 - B) persons first employed on or after July 1, 2004 shall be required to have completed either the 18 semester hours described in Section 1.740 or 18 semester hours in the field that include a practicum and address at least five of the six topics listed at 23 Ill. Adm. Code 25.100(g), provided that:
 - i) the individual completes all the required coursework on or before June 30, 2006; or
 - ii) the individual applies for the reading endorsement on or before June 30, 2006 and completes any coursework identified on a related deficiency statement no later than one year after the date of that statement; and
 - C) new requirements for an endorsement in this field apply to persons who have not met the requirements of either subsection (b)(4)(A) or (B); see also 23 Ill. Adm. Code 25.100(g) and Section 1.745 of this Part.
- 5) Library Information Specialist
Persons first employed on or after September 1, 1978 as media professionals or library information specialists serving any of grades 6 through 8 are required to have completed 18 semester hours in the field that address administration, organization (cataloging and classification), reference, and selection of materials, provided that the individual

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

completes all the required coursework on or before June 30, 2006, or has applied for the endorsement on or before June 30, 2006, and completes any coursework identified on a related deficiency statement no later than one year after the date of that statement. New requirements for an endorsement in this field apply to persons who have not qualified on the basis of 18 semester hours; see also 23 Ill. Adm. Code 25.100 and Section 1.755. The provisions of subsection (b)(2) notwithstanding, no individual who has completed only 9 semester hours in the field may serve in this capacity.

- c) On or after February 1, 2018, any individual first assigned to teach in grade 7 or 8, whether departmentalized or self-contained, or in departmentalized grade 6 shall meet the requirements of 23 Ill. Adm. Code 25.99 (Endorsement for the Middle Grades (Grades 5 through 8)) for the major teaching assignment and have no fewer than 6 semester hours in each other subject taught, subject to the exception stated in subsection (a) for assignment in self-contained grades 6 through 8. The requirements of this section (c) do not apply to individuals who are first endorsed in agricultural education; business, marketing, and computer education; business, marketing, and computer education (computer programming); computer applications, computer science; family and consumer sciences; health science technology; and technology education on or after February 1, 2018.
- d) No individual may be assigned to teach in departmentalized grades 6 through 8 unless he or she holds a professional educator license that is endorsed and valid for the grade level or levels to be taught and:
 - 1) holds a middle-grades endorsement applicable to the content area; or
 - 2) meets the relevant requirements of this Section; or
 - 3) met the requirements of this Section or their predecessor requirements at a time when they were applicable, as confirmed by the employing district's verification of the individual's qualifications; or
 - 4) is assigned pursuant to Section 1.745(b)(3) or 1.755(c); or
 - 5) has received an elementary endorsement issued pursuant to 23 Ill. Adm. Code 25.97 (Endorsement for Elementary Education (Grades 1 through 6)) and has met the relevant requirements of subsection (b) of this Section on or before January 31, 2018.

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- e) A school district may also assign certain other teachers to departmentalized positions in any of grades 6 through 8 for the 2009-10 school year and thereafter as described in this subsection (e). The provisions of this subsection (e) are no longer applicable starting February 1, 2018; however, any teachers assigned to departmentalized positions in grades 6 through 8 under the provisions of this subsection (e) before that date shall not be affected.
 - 1) A teacher who was employed in the district during the school year immediately preceding the year when the instructional format in that teacher's school is changed to a departmentalized configuration and who was appropriately licensed for his or her position but does not meet the requirements of subsection (b) or (c) may be assigned to a departmentalized position in any of grades 6 through 8 for a period not to exceed three school years, provided that he or she has already completed at least 9 semester hours of coursework in the content area of the major teaching assignment. If specific coursework is required for the major teaching assignment under subsection (b), the teacher shall have completed 9 semester hours that will count toward an endorsement in that content area.
 - 2) The school district shall notify the responsible regional superintendent of schools of all assignments made pursuant to this subsection (e) no more than 30 days after they occur. Further, the school district shall maintain on file for each teacher assigned in accordance with this subsection (e) a plan that:
 - A) includes a statement of intent signed by the individual, stipulating that he or she will complete all requirements for the middle-grades endorsement in the content area of his or her major teaching assignment;
 - B) provides a list of the coursework and experiences that the individual will complete in order to qualify; and
 - C) identifies the institution of higher education where the individual will complete the requirements.
 - 3) No individual may be assigned for more than three school years without attaining the relevant endorsement, and no individual may be assigned for

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a third school year unless he or she has completed the six semester hours required under subsection (b)(2).

- 4) If an individual is assigned to deliver instruction in two or more content areas, he or she shall have completed no fewer than 9 semester hours in each content area. If subsection (b) requires specific coursework for any of the content areas taught, the teacher shall have completed 9 semester hours that will count toward an endorsement in that content area.
- f) **New Requirements Applicable in 2012**
All coursework that forms part of an application for a middle-grades endorsement received on or after February 1, 2012 or that is used in determining the eligibility of an individual to be first assigned to teach a particular subject in the middle grades on or after that date, must have been passed with a grade no lower than "C" or equivalent in order to be counted towards fulfillment of the applicable requirements.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

Section 1.790 Substitute Teacher

- a) To serve as a substitute teacher, a person shall hold a valid substitute teaching license issued pursuant to Section 21B-20(3) of the School Code [105 ILCS ~~5/21B-20(3)~~].
- 1) Any individual who holds a valid and active Illinois educator license and at least a bachelor's degree may serve as a substitute teacher without having to also hold the substitute teaching license.
- 2) Any individual who may serve as a substitute teacher for driver's education must be endorsed for driver's education pursuant to 23 Ill. Amd. Code 25.100(k).
- b) A teacher holding a substitute teaching license may teach only in the place of a licensed teacher who is under contract with the employing board. (See Section 21B-20(3) of the School Code.)
- c) In accordance with Section 21B-20(3) of the School Code, there is no limit on the number of days that a substitute teacher may teach except that:

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- 1) A person who holds only a substitute teaching license may teach for no longer than 90 paid school days for any one licensed teacher who is under contract with the school district in any one school term.
- 2) A person who holds a professional educator license or an educator license with stipulations endorsed for a teaching field may teach for no longer than 120 paid school days for any one licensed teacher who is under contract with the school district.
- d) A school district may employ a substitute teacher to fill a position when there is no licensed teacher under contract with the school district only in an emergency situation, as defined in Section 21B-20(3) of the School Code. Any substitute teacher hired under this subsection (d) shall work no more than 30 calendar days per each vacant position.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Stephanie B. Donovan, General Counsel *SP*
Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning *JH*

Agenda Topic: Part 20 (Standards for Endorsement in Elementary Education)
Part 26 (Standards for Endorsements in Early Childhood and in Elementary Education)

Materials: Recommended Rules

Staff Contact(s): Emily Fox, Division Administrator Educator Effectiveness
Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

Educator Effectiveness requests the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

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

The proposed amendments relate to the Board's goal that every student will be supported by highly prepared and effective teachers and school leaders.

Background Information

Currently, licensure candidates who are enrolled in an elementary education program after October 1, 2015, must complete that program by September 1, 2018, and obtain their elementary education endorsement by September 1, 2019.

These rulemakings will change the current requirements to state the candidate must be entitled for the endorsement by September 1, 2019. This change will ensure that all candidates meet the stated deadline while providing Educator Effectiveness with the flexibility to properly evaluate all applications.

Additionally, these rulemakings clarify that any applicant seeking an elementary or early childhood endorsement undergoing the transcript evaluation process must submit their application by September 1, 2019.

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions

Pros: The proposed changes align the rules to recently enacted statutory changes and incorporate agency policy and practices, as is required under the Illinois Administrative Procedure Act (IAPA).

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

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 rulemakings for:

Part 20 (Standards for Endorsement in Elementary Education)
Part 26 (Standards for Endorsements in Early Childhood and in
Elementary Education)

including publication of the proposed amendments in the *Illinois Register*.

Next Steps

Upon Board authorization, agency staff will submit the proposed amendments to the Administrative Code Division for publication in the *Illinois Register* to elicit public comment. Additional means, such as 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.

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 20

STANDARDS FOR ENDORSEMENTS IN ELEMENTARY EDUCATION

SUBPART A: GENERAL

Section

20.10 Purpose and Effective Dates of Standards

SUBPART B: STANDARDS

Section

20.100 General Standards

20.110 Literacy Standards for Elementary Teachers

20.120 Mathematics Standards for Elementary Teachers

20.130 Dispositions

AUTHORITY: Implementing Article 21B and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21B and 2-3.6].

SOURCE: Adopted at 37 Ill. Reg. 16664, effective October 2, 2013; amended at 40 Ill. Reg. 12342, effective August 9, 2016; amended at 41 Ill. Reg. _____, effective _____.

SUBPART A: GENERAL

Section 20.10 Purpose and Effective Dates of Standards

- a) This Part establishes the standards that, together with the standards set forth in Standards for All Illinois Teachers (23 Ill. Adm. Code 24), shall apply to the issuance of endorsements for elementary education (i.e., grades 1 through 6) on professional educator licenses pursuant to Article 21B of the School Code [105 ILCS 5/~~Art. 21B~~]. The standards set forth in this Part shall apply both to candidates for an endorsement in elementary education and to the programs that prepare them. That is:

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NOTICE OF PROPOSED AMENDMENT

- 1) beginning July 1, 2013, approval of any teacher preparation program or course of study in elementary education, whether currently approved or newly proposed, pursuant to the State Board's rules for Educator Licensure (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the standards identified in this Part;
 - 2) on or before February 1, 2017, the examinations required for issuance of an endorsement in elementary education shall be based on the standards identified in this Part;
 - 3) on or before February 1, 2017, each elementary education program seeking approval for the first time or re-approval of an existing program shall work in consultation with one or more community colleges to ensure the articulation of coursework between the two institutions and, as applicable, the alignment of community college coursework relevant to elementary education to the standards set forth in this Part.
- b) In addition to demonstrating congruence with the standards set forth in this Part, each elementary education program or course of study shall meet the requirements set forth in 23 Ill. Adm. Code 25.97 (Endorsement for Elementary Education (Grades 1 through 6)).
- c) Beginning October 1, 2015, no candidate shall be admitted to an elementary education program that has not been approved under this Part. Any candidate who is enrolled in an elementary program not approved under this Part shall complete the program on or before September 1, 2018 be entitled for the endorsement and have the elementary education endorsement issued by September 1, 2019. Applicants undergoing the State Board's transcript evaluation process must submit their application for the endorsement by September 1, 2019.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

SUBTITLE A

SUBCHAPTER b

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 26

STANDARDS FOR ENDORSEMENTS IN EARLY CHILDHOOD
EDUCATION AND IN ELEMENTARY EDUCATIONSUBPART A: STANDARDS FOR ENDORSEMENTS
IN EARLY CHILDHOOD EDUCATION

Section

26.100	Purpose and Effective Dates of Standards in Subpart A
26.110	Curriculum: General
26.120	Curriculum: English Language Arts Standards Through August 31, 2019
26.125	Curriculum: English Language Arts Standards Beginning September 1, 2019
26.130	Curriculum: Mathematics Standards Through August 31, 2019
26.135	Curriculum: Mathematics Standards Beginning September 1, 2019
26.140	Curriculum: Science
26.150	Curriculum: Social Science
26.160	Curriculum: Physical Development and Health
26.170	Curriculum: Fine Arts
26.180	Human Development and Learning
26.190	Diversity
26.200	Planning for Instruction
26.210	Learning Environment
26.220	Instructional Delivery
26.230	Communication
26.240	Assessment Standards Through August 31, 2019
26.245	Assessment Standards Beginning September 1, 2019
26.250	Collaborative Relationships
26.260	Reflection and Professional Growth
26.270	Professional Conduct and Leadership

SUBPART B: STANDARDS FOR ENDORSEMENTS
IN ELEMENTARY EDUCATION

Section

26.300	Purpose and Effective Dates of Standards in Subpart B
26.310	Curriculum
26.320	Curriculum: English Language Arts
26.330	Curriculum: Mathematics
26.340	Curriculum: Science

SUBTITLE A

SUBCHAPTER b

26.350	Curriculum: Social Science
26.360	Curriculum: Physical Development and Health
26.370	Curriculum: Fine Arts
26.380	Human Development and Learning
26.390	Diversity
26.400	Planning for Instruction
26.410	Learning Environment
26.420	Instructional Delivery
26.430	Communication
26.440	Assessment
26.450	Collaborative Relationships
26.460	Reflection and Professional Growth
26.470	Professional Conduct and Leadership

AUTHORITY: Implementing Article 21B and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21B and 2-3.6].

SOURCE: Adopted at 26 Ill. Reg. 6263, effective April 22, 2002; amended at 37 Ill. Reg. 16759, effective October 2, 2013; amended at 39 Ill. Reg. 2413, effective February 2, 2015; amended at 39 Ill. Reg. 13472, effective September 24, 2015; amended at 40 Ill. Reg. 12433, effective August 9, 2016; amended at 41 Ill. Reg. _____, effective _____.

SUBPART A: STANDARDS FOR ENDORSEMENTS IN EARLY CHILDHOOD EDUCATION

Section 26.100 Purpose and Effective Dates of Standards in Subpart A

Beginning September 1, 2019, the provisions of Sections 26.120, 26.130 and 26.240 are replaced by Sections 26.125, 26.135 and 26.245 as the standards that, together with the standards set forth in Standards for All Illinois Teachers (23 Ill. Adm. Code 24) and the standards in this Subpart A, shall apply to the issuance of endorsements in early childhood education on professional educator licenses pursuant to Article 21B of the School Code [105 ILCS 5/~~Art. 21B~~]. The standards set forth in this Subpart A shall apply both to candidates for an endorsement in early childhood education and to the programs that prepare them.

- a) Approval of any teacher preparation program or course of study in early childhood education pursuant to the State Board's rules for Educator Licensure (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the standards identified in this Subpart A.
- b) The examinations required for issuance of an endorsement in early childhood education shall be based on the standards identified in this Subpart A.

SUBTITLE A

SUBCHAPTER b

- c) Beginning September 1, 2017, no candidate shall be admitted to a program that has not shown alignment to the standards set forth in Sections 26.125, 26.135 and 26.245. Any candidate who is enrolled in an early childhood education program aligned to the standards set forth in Sections 26.120, 26.130 and 26.240 shall complete the program on or before September 1, 2019 and be entitled for have the early childhood education endorsement issued by September 1, 2020. Applicants undergoing the State Board's transcript evaluation process must submit their application for the endorsement by September 1, 2020.

(Source: Amended at 41 Ill. Reg. _____, effective February _____)

SUBPART B: STANDARDS FOR ENDORSEMENTS
IN ELEMENTARY EDUCATION

Section 26.300 Purpose and Effective Dates of Standards in Subpart B

Beginning February 1, 2018, the provisions of Sections 26.320 and 26.330 are replaced by 23 Ill. Adm. Code 20 (Standards for Endorsements in Elementary Education) as the standards that, together with the standards set forth in Standards for All Illinois Teachers (see 23 Ill. Adm. Code 24), and the standards in this Subpart B other than those in Sections 26.320 and 26.330 shall apply to the issuance of an endorsement in elementary education on a professional educator license pursuant to Article 21B of the School Code [105 ILCS 5/~~Art. 21B~~]. The standards set forth in this Subpart B shall apply both to candidates for an endorsement in elementary education and to the programs that prepare them.

- a) Approval of any teacher preparation program or course of study in elementary education pursuant to the State Board's rules for Educator Licensure (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the standards identified in this Subpart B.
- b) The examinations required for issuance of an elementary endorsement shall be based on the standards identified in this Subpart B.
- c) No candidate shall be admitted to a program approved under the provisions of this Subpart B after October 1, 2015. Any candidate who is enrolled in an elementary program approved under this Part shall complete the program on or before September 1, 2018 and be entitled for have the elementary education endorsement issued by September 1, 2019. Applicants undergoing the State Board's transcript evaluation process must submit their application for the endorsement by September 1, 2019.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Stephanie B. Donovan, General Counsel *SB*
Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning *JH*

Agenda Topic: Part 50 (Evaluation of Educator Licensed Employees Under Articles 24A and 34 of the School Code)

Materials: Recommended Rules

Staff Contact(s): Emily Fox, Division Administrator Educator Effectiveness
Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

Educator Effectiveness requests the Board authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

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

The proposed amendments relate to the Board's goal that every student will be supported by highly prepared and effective teachers and school leaders.

Background Information

Currently, individuals who evaluate certified staff must participate in retraining developed or approved by ISBE. Individual school districts that offer their own retraining must ensure each evaluator completes the retraining at least once during each licensure renewal cycle.

The purpose of this rulemaking is to clarify that before an individual can evaluate certified staff in the next licensure renewal cycle, that individual must complete a retraining program provided or approved by ISBE.

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions

Pros: The proposed changes align the rules to recently enacted statutory changes and incorporate agency policy and practices, as is required under the Illinois Administrative Procedure Act (IAPA).

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

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 rulemakings for:

Part 50 (Evaluation of Educator Licensed Employees Under Articles 24A and 34 of the School Code)

including publication of the proposed amendments in the *Illinois Register*.

Next Steps

Upon Board authorization, agency staff will submit the proposed amendments to the Administrative Code Division for publication in the *Illinois Register* to elicit public comment. Additional means, such as 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.

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 50

EVALUATION OF EDUCATOR LICENSED EMPLOYEES
UNDER ARTICLES 24A AND 34 OF THE SCHOOL CODE

SUBPART A: GENERAL REQUIREMENTS

Section

50.10	Purpose
50.20	Applicability
50.30	Definitions

SUBPART B: PERFORMANCE EVALUATION PLANS: TEACHERS

Section

50.100	Plan Components Required for the Evaluation of Teachers
50.110	Student Growth Components
50.120	Professional Practice Components for Teachers
50.130	Reporting

SUBPART C: STATE PERFORMANCE EVALUATION MODEL FOR TEACHERS

Section

50.200	Implementation Requirements
50.210	Components of the State Performance Evaluation Model
50.220	Student Learning Objective Process
50.230	Performance Evaluation Rating

SUBPART D: PERFORMANCE EVALUATION PLANS: PRINCIPALS
AND ASSISTANT PRINCIPALS

Section

50.300	Plan Components Required for the Evaluation of Principals and Assistant Principals
50.310	Student Growth Components
50.320	Professional Practice Components for Principals and Assistant Principals

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NOTICE OF PROPOSED AMENDMENT

50.330 Reporting

SUBPART E: TRAINING FOR EVALUATORS

Section

50.400 School District-Developed Prequalification Process or Retraining Program
50.410 Minimum Requirements for Prequalification Process and Retraining Program
50.420 Competencies of Qualified Evaluators

50.APPENDIX A Illinois Standards for Principal Evaluation

AUTHORITY: Implementing and authorized by Section 24A-7 of the School Code [105 ILCS 5/24A-7].

SOURCE: Old Part repealed at 29 Ill. Reg. 15902, effective October 3, 2005; new Part adopted at 36 Ill. Reg. 8330, effective May 21, 2012; amended at 38 Ill. Reg. 19741, effective September 29, 2014; amended at 38 Ill. Reg. 23175, effective November 19, 2014; amended at 39 Ill. Reg. 11112, effective July 23, 2015; amended at 41 Ill. Reg. _____, effective _____.

SUBPART E: TRAINING FOR EVALUATORS

Section 50.400 School District-Developed Prequalification Process or Retraining Program

Section 24A-3 of the School Code requires that an individual who conducts evaluations of teachers, principals, or assistant principals after September 1, 2012 be prequalified before undertaking any evaluations and participates in a regularly scheduled retraining program, either of which must be developed or approved by the State Board of Education. The State Board of Education shall supply a form to be used for this purpose. In order to ensure that a school district-developed prequalification process or retraining program meets the rigor of the State Board of Education-developed trainings, any prequalification process or retraining program developed and used by a school district shall, at a minimum, meet the requirements of this Subpart E.

a) Prequalification Process

- 1) Beginning September 1, 2012, an evaluator shall not conduct a performance evaluation of a teacher, principal, or assistant principal unless he or she has successfully completed the prequalification process and passed the State-developed assessment specific to rating professional practice.

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NOTICE OF PROPOSED AMENDMENT

- 2) Beginning on a school district's applicable implementation date, as set forth in Section 50.20, or by an earlier implementation date as determined by the school district and its teachers, or exclusive bargaining representative, as applicable (see Section 50.20(g)), an evaluator shall not conduct a performance evaluation of a teacher, principal, or assistant principal that addresses student growth unless he or she has successfully completed the prequalification process for student growth and passed the State-developed assessment specific to the consideration of data and indicators of student growth.
- b) Before conducting an evaluation of certified staff in the next renewal cycle, educators must successfully complete a retraining programing provided or approved by the State Board of Education~~A school district offering its own retraining program shall ensure that each qualified evaluator completes the program at least once during each five-year educator licensure renewal cycle.~~
(See Section 24A-3 of the School Code.)
 - 1) An individual who has not completed the retraining program, as required, during any applicable five-year cycle shall be ineligible to conduct evaluations until the retraining program is completed.
 - 2) An individual who will be evaluating teachers in a school district that implements a performance evaluation system beginning September 1, 2015 or later shall be required to successfully complete a retraining program specific to professional practice of teachers before conducting any performance evaluations of teachers.
- c) A school district developing its own prequalification process or retraining program shall notify the State Board of Education no later than July 1 immediately preceding the school year in which the process or program will be implemented. The notification shall at least include the type of training to be offered, names of the individuals presenting the training, and date upon which each school district-designated trainer completed the "train-the-trainers" program offered by, or on behalf of, the State Board of Education.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*

Agenda Topic: Abstinence Education Notice of Funding Opportunity and Award

Staff Contact(s): Kate Anderson Foley, Assistant Superintendent, Specialized Instruction, Nutrition, and Wellness
David Andel, Division Administrator, Special Education Services Division
Donna Schertz, Division Supervisor, Special Education Services Division

Purpose of Agenda Item

The Special Education Services Division requests the Board to authorize the State Superintendent to release a Notice of Funding Opportunity (NOFO) that exceeds \$1 million and award the successful applicant(s) an Abstinence Education grant. The total award over a two-year period will not exceed \$5.4 million.

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

This proposal aligns with the following Board goals:

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

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

Background Information

The Illinois State Board of Education was awarded a grant by the U.S. Department of Health and Human Services (HHS) for the development and implementation of the Illinois Abstinence Education program. This program is designed to encourage students to abstain from sexual activity by providing abstinence education as defined by section 510(b) of the Social Security Act (42 U.S.C. 710(b)). The proposed and approved Illinois Abstinence Education grant application supports the commitment to educate students so they are responsible and possess skills that will sustain them through adulthood. This grant will provide abstinence education and mentoring/counseling services to identified at-risk populations across the state. The grant goals and activities will not contradict state law (P.A. 098-0441) regarding the inclusion of contraception in equal balance with abstinence as evidenced-based measures to prevent sexually transmitted infections (STI) and/or pregnancy. The projected outcome of the project is to equip students with skills and attitudes so they are capable of delaying initiation into sexual activity and thereby avoiding early pregnancy and/or STI, thus entering adulthood without the health and economic burdens of childbearing or sexually transmitted diseases. Applicants will be responsible for securing and reporting the non-federal cost-sharing or matching of not less than 42.857 percent (3/7ths) as required by the award. The non-federal match must be used

solely for the activities enumerated under section 510 of the Social Security Act and documentation must be provided on the Financial Status Report (FS-425). Applicants who are selected to provide project management and service provisions to non-governmental agencies and any other entity that may qualify for funding must follow the directives of the HHS Abstinence Education Grant Program (AEGP), including teaching adherence to abstinence from sexual activity, and must use evidence-based programs with which to deliver the education, mentoring, and counseling to those students

Financial Background

ISBE was awarded \$2,769,115 for federal fiscal year 2016 and \$2,555,444 for FFY 2017 to support the HHS, Administration for Children and Families, Family and Youth Services Bureau AEGP. A competitive grant process will take place, following ISBE-implemented Grants Accountability and Transparency Act procedures to grant awards in FY 2017. Successful applicants may submit a FY 2018 continuation agreement upon successful completion/progression of grant activities and requirements identified in the NOFO.

The financial background of this grant is illustrated in the table below:

	Current Grant State Funding	Current Grant Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Grant per Fiscal Year
FY17	\$	\$ 2,769,115		\$	\$	\$ 2,769,115
FY18	\$	\$ 2,555,444		\$	\$	\$ 2,555,444
Total	\$	\$5,324,559				\$ 5,324,559

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

Policy Implications: The project is in agreement with state law on sexual health education regarding abstinence as the expectation and norm.

Budget Implications: Funding will come from the existing HHS AEGP award. The 3/7ths non-federal cost-sharing or matching requirement will be met by the selected applicants. Federal dollars are delivered through reimbursement of funds.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

Pros: This funding will support local districts who are running abstinence education programs.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release the Abstinence Education NOFO and subsequently award to the successful applicant(s).

Next Steps

Upon Board authorization, agency staff will proceed to develop, release, and award Abstinence Education Program grant(s) in accordance with the approved motion.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Karen Corken, First Deputy Superintendent *KJC*

Agenda Topic: Preschool Program Monitoring for Quality and Compliance

Materials: None

Staff Contact(s): Cindy Zumwalt, Division Administrator, Early Childhood Division

Purpose of Agenda Item

The Early Childhood Division request the Board to authorize the State Superintendent to release a Request for Sealed Proposals (RFSP) for a vendor for the Preschool for All Children program monitoring for quality and compliance. These assessments will assist with determining program improvement needs as well as professional development needs around the state. In addition, the entity will complete compliance checklists as determined by the Illinois State Board of Education (ISBE) and based on the 23 Illinois Administrative Code Part 235, Early Childhood Block Grant. The initial amount (fiscal year 2018) term is \$1.5 million with a contract maximum total not to exceed \$8.5 million over the five-year term.

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

The Program Monitoring relates to the following goals:

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

Background Information

Section 2-3.71(a)(4.5) of the School Code (105 ILCS 5/2-3.71(a)(4.5)) establishes the Preschool for All Children program. The Preschool for All Children program replaces the Prekindergarten Program for Children at Risk of Academic Failure. Eligible applicants for the programs include public school districts, university laboratory schools approved by ISBE, charter schools, area vocational centers, and public or private not-for-profit or for-profit entities with experience in providing educational, health, social and/or child development services to young children and their families.

The goal of the Preschool for All Children program is to provide educational services to all 3- to 5-year-old children whose families choose to participate. The Preschool for All Children

program focuses on providing high-quality educational programs for children who are determined to be at risk of academic failure. It also provides funding for programs serving families of low to moderate income whose children are not considered to be at risk academically and other families that choose to participate. Preschool for All Children programs must serve only 3- to 5-year-old children who are not age-eligible for kindergarten (i.e., age 5 on or before September 1 of the school year in which the Preschool for All Children program is to be implemented).

The Preschool for All Children program is part of the Early Childhood Block Grant (ECBG) established by Section 1C-2 of the School Code (105 ILCS 5/1C-2). Through the ECBG, a separate appropriation is awarded to Chicago School District 299 for programs in Chicago. This RFSP is to provide assessment of programs outside of Chicago. The Preschool for All Children Ages 3-5 Years program served 54,690 3- and 4-year olds in FY 2016 in preschool classrooms across the State of Illinois and an additional 18,428 3 and 4 year olds in the Chicago. In FY 2016, there are approximately 455 entities eligible to be awarded the grant. The Preschool Development Grant-Preschool Expansion-Federal Grant was released in FY 2015 and 25 programs were awarded funding opportunities through FY 2019 based on sufficient federal appropriation. The Preschool for All-Expansion-State Grant was released in FY 2017 and 25 programs were awarded funding opportunities.

Further information about the ECBG Preschool for All Children Ages 3-5 Years program can be found at <https://www.isbe.net/Pages/Preschool-For-All.aspx>.

The vendor will work in consultation with ISBE staff members in the Early Childhood Division to serve as the entity to conduct program assessments of Preschool for All Expansion and Preschool Development Grant-Federal programs using the Early Childhood Environment Rating Scale-3 (ECERS-3). These assessments will assist with determining program improvement needs as well as professional development needs around the state. In addition, the entity will complete compliance checklists as determined by ISBE and based on [23 Illinois Administrative Code Part 235](#).

Financial Background

The initial term of the contract will be July 1, 2017, and extend through June 30, 2018. There will be four possible one-year renewals contingent upon sufficient appropriation and satisfactory performance in each preceding year. The estimated total costs, including renewal, will not exceed \$8.5 million.

The financial background of this contract is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY18	\$	\$		\$1,500,000	\$	\$1,500,000
FY19	\$	\$		\$1,600,000	\$	\$1,600,000
FY20	\$	\$		\$1,700,000	\$	\$1,700,000
FY21	\$	\$		\$1,800,000	\$	\$1,800,000
FY22	\$	\$		\$1,900,000	\$	\$1,900,000
Total	\$	\$				\$8,500,000

Business Enterprise Program (BEP)

This RFSP will not have a BEP goal. Due to the nature of the work solicited by the agency, most of the contracted funds are spent on salaries and benefits for staff to conduct the program assessments.

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

Policy Implications: Not applicable

Budget Implications: The contract will be funded with money from the General Revenue Fund via an Early Childhood Block Grant.

Legislative Action: Not applicable

Communication: Not applicable

Pros and Cons of Various Actions

Pros: Approval of this request will allow the program monitoring continue.

Cons: The rules under 23 Illinois Administrative Code 235 (235.67) state each program shall be monitored on site at least once every four years to determine the extent to which it is complying with all operational requirements and to assess the quality of the developmental and/or educational components offered. Not approving this request will result in ISBE not being in compliance with 23 Illinois Administrative Code Part 235.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award a contract to the successful offeror to procure services for program monitoring for quality and compliance. The initial term of the contract will begin July 1, 2017, and extend through June 30, 2018. There will be four possible one-year renewals contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$8.5 million.

Next Steps

Upon Board authorization, agency staff will present the RFSP to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will release an RFSP in accordance with the approved motion. After all proposals are evaluated, agency staff will award a contract to the successful offeror.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Karen Corken, First Deputy Superintendent *KJC*

Agenda Topic: IDEA Part B Preschool Discretionary Grant Projects

Materials: None

Staff Contact(s): Cindy Zumwalt, Division Administrator, Early Childhood Division

Purpose of Agenda Item

The Early Childhood Division requests the Board to authorize the State Superintendent to release three fiscal year 2018 Request for Proposals (RFPs) -- STARNET, Early CHOICES, and Child Find -- and award grants to successful applicants and to continue funding for the Parent/Infant Institutes. The discretionary grants assist school districts, special education cooperatives, and families in improving educational outcomes of young children with disabilities and meeting the Individuals with Disabilities Education Act (IDEA) Part B State Performance Plan (SPP) by providing training, technical assistance, materials, and/or special services. The total award over a five-year period will not exceed \$18,216,225.

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

The IDEA Part B Preschool Discretionary Grant programs relate to the following goals:

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

Background Information

The goal of the preschool discretionary projects is to assist in building a system that enables all children to meet the Illinois Learning Standards by grade 3 through supporting schools in establishing comprehensive Early Learning Systems, including an IDEA Child Find campaign; establishment of a regional technical assistance system; in-service training; and special projects. These funds are used for leadership grants for improving special education services in Illinois. The grants are awarded to school districts, special education cooperatives with joint agreements, other public institutions, and private organizations involved in special education. In addition, these funds are used to pay for administrative discretionary activities. The projects listed below are coordinated with the Part B State Systemic Improvement Plan of the federal

Office of Special Education Programs. The Preschool Discretionary Grants include the following projects:

1. Support and Technical Assistance Regional Network (STARNET): The STARNET Project provides training, consultation, and resources to the early childhood community. The project provides a variety of opportunities for personal and professional growth for those who touch the lives of young children, ages birth through 8, with an emphasis on children with special needs. STARNET supports family-centered, researched, and effective practices in early childhood education and care. STARNET is the technical assistance provider for all ISBE early childhood special education initiatives, including the Early Childhood Outcomes System (State Performance Plan Indicator 7), inclusion of children with disabilities into general education settings (SPP Indicator 6), and the transition of children with disabilities from early intervention to early childhood special education school district services (SPP Indicator 12). The STARNET Project divides the state into six regions to allow for a local approach to consultation within each region. Five entities currently operate the STARNET Project. (Regions I and III are consolidated.)

2. Children Have Opportunities in Inclusive Community Environments and Schools (Early CHOICES): Early CHOICES is a statewide training and technical assistance grant that focuses on Least Restrictive Environment (LRE) for children ages 3-5 or support for school districts to educate children with disabilities with their nondisabled peers in environments where they would be educated if they did not have disabilities. Early CHOICES is funded through the ISBE Special Education Services Division with IDEA Part B discretionary funds. Early CHOICES assists ISBE with SPP Indicator 6 (Preschool LRE).

3. Child Find Project: The Child Find Project develops public awareness materials and disseminates them to Illinois school districts and early intervention providers. School districts are mandated to actively seek out and identify all children from birth to age 21 within the district who may be eligible for special education and related services. The Child Find Project works with districts to meet this mandate. Child Find also works with the Department of Human Services to support screening and public awareness for infants and toddlers ages birth through 2.

4. Illinois Department of Human Services Parent/Infant Institutes: The Parent/Infant Institutes provide information and support to families of infants, toddlers, and preschool-aged children who are deaf and hard of hearing and/or visually impaired to assist them in making informed decisions on behalf of their children. The Institutes also provide evaluations for the children using a multi-disciplinary approach. These Institutes are held in June of each year on the campuses of the Illinois School for the Deaf and the Illinois School for the Visually Impaired.

The RFPs for these projects were competitively bid in FY 2012, except for the Parent/Infant Institutes. The administrative agents have consistently met and exceeded the goals of their projects and have administered the grants to the present time. The project personnel submit an application yearly that is reviewed for programmatic and fiscal integrity.

Financial Background

The initial term of the grants will begin July 1, 2017, and extend through June 30, 2018. There will be four one-year renewals contingent upon sufficient appropriation and satisfactory performance in each preceding grant year. The estimate total costs, including renewal, will not exceed \$18,216,225. The grants will be funded with federal IDEA Part B Preschool discretionary funds.

The financial background of the previous grantees is illustrated in the table below and included all Preschool Discretionary Grants (STARNET, Early Choices, Child Find, and Parent/Infant Institutes):

Project Name	Project Funding
STARNET Regions 1 & 3 (24-062-5445-51 Western Illinois University)	978,500
STARNET Region 2 (65-108-0160-51 The Center Resources)	489,250
STARNET Region 4 (50-000-0000-00 Regional Office of Education #50)	489,250
STARNET Region 5 (15-016-2990-25 Chicago Public Schools #299)	489,250
STARNET Region 6 (07-016-1420-61 Southwest Cook Coop SPED)	489,250
Early CHOICES (19-022-8030-60 School Association for Special Education- DuPage SASED)	309,000
Child Find (20-000-0000-00 Regional Office of Education #20)	350,000
Parent/Infant Institutes (65-108-9000-80 Illinois Department of Human Services)	48,745

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY18	\$	\$		\$	\$3,643,245	\$3,643,245
FY19	\$	\$		\$	\$3,643,245	\$3,643,245
FY20	\$	\$		\$	\$3,643,245	\$3,643,245
FY21	\$	\$		\$	\$3,643,245	\$3,643,245
FY22	\$	\$		\$	\$3,643,245	\$3,643,245
Total	\$	\$				\$18,216,225

Business Enterprise Program (BEP)

This RFP will not have a BEP goal because it is a grant.

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

Policy Implications: Not available

Budget Implications: Preschool Discretionary Grants are funded with federal IDEA Part B-619 funds

Legislative Action: Not available

Communication: Not available

Pros and Cons of Various Actions

Pros: Approval of this request will allow ISBE to continue providing fiscal resources to support children with special needs.

Cons: If this request is not approved, it will cause a strain on programs.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release three RFPs and award the successful applicants to serve the six STARNET regions, Early CHOICES, and Child Find and to continue funding the Parent/Infant Institutes to assist in building a system that enables all children to meet the Illinois Learning Standards by grade 3 through supporting schools in establishing comprehensive Early Learning Systems. The initial term of the grants will begin July 1, 2017, and extend through June 30, 2018. There will be four one-year renewals contingent upon a sufficient appropriation and satisfactory performance in each preceding grant year. The estimated contract total costs, including renewals, will not exceed \$18,216,225.

Next Steps

Upon Board authorization, agency staff will prepare and release the RFP in accordance with the approved motion. After all proposals are evaluated, agency staff will award the grants to the successful applicants.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Karen Corken, First Deputy Superintendent *KJC*

Agenda Topic: Early Childhood Block Grant (ECBG)- Prevention Initiative 0-3,
Preschool for All 3-5, and Preschool for All Expansion 3-5

Materials: None

Staff Contact(s): Cindy Zumwalt, Division Administrator, Early Childhood Division

Purpose of Agenda Item

The Early Childhood Division requests the Board to authorize the State Superintendent to release three fiscal year 2018 Requests for Proposals (RFPs) -- one for Prevention Initiative 0-3, one for Preschool for All 3-5, and one for Preschool for All 3-5 Expansion -- and to award grant agreements to the successful applicants. Funding for the RFPs is subject to appropriation by the Illinois General Assembly.

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

The Early Childhood Block Grant (ECBG) programs relate to the following goals:

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

Background Information

Section 2-3.71(a)(4.5) of the School Code (105 ILCS 5/2-3.71(a)(4.5)) establishes the Preschool for All Children program. The Preschool for All Children program replaces the Prekindergarten Program for Children at Risk of Academic Failure. Eligible applicants for the programs include public school districts, university laboratory schools approved by the Illinois State Board of Education (ISBE), charter schools, area vocational centers, and public or private not-for-profit or for-profit entities with experience in providing educational, health, social and/or child development services to young children and their families.

The goal of the Preschool for All Children program is to provide educational services to all 3- to 5-year-old children whose families choose to participate. The Preschool for All Children program focuses on providing high-quality educational programs for children who are

determined to be at risk of academic failure. It also provides funding for programs serving families of low to moderate income whose children are not considered to be at risk academically and other families that choose to participate. Preschool for All Children programs must serve only 3- to 5-year-old children who are not age-eligible for kindergarten (i.e., age 5 on or before September 1 of the school year in which the Preschool for All Children program is to be implemented).

In awarding Preschool for All Children grants, ISBE must address two legislatively mandated priorities.

1. First priority in awarding grants must be given to applicants that propose to serve primarily children who have been identified as being at risk of academic failure. At-risk children are those who, because of their home and community environment, are subject to such language, cultural, economic, and like disadvantages that they have been determined, as a result of screening procedures, to be at risk of academic failure. A disproportionate share of all children considered to be at risk come from low-income families, including low-income working families, homeless families, families where English is not the primary language spoken in the home, or families where one or both parents are teenagers or have not completed high school. However, neither a child's membership in a certain group nor a child's family situation should determine whether that child is at risk.
2. Second priority in awarding grants must be given to applicants proposing to serve primarily children whose family's income is less than four times the poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services under the authority of 42 U.S.C. 9902(2). The successful applicant must collect evidence of family income levels for each child whose participation is based on the family's income.

There are two RFPs that will be released for the Preschool for All Children program, Preschool for All and Preschool for All Expansion. The Preschool for All program provides a half-day or full-day program that meets all the requirements of 23 Illinois Administrative Code Part 235. The Preschool for All Expansion program provides a full-day program, meets all the requirements of 23 Illinois Administrative Code Part 235, and provides additional quality components and comprehensive services as outlined in the federal Preschool Development Grant – Expansion Grant model. The Preschool for All Expansion RFP will have an emphasis on increasing the number of classrooms that meet the Preschool Expansion Model in order to meet the federal match for the Preschool Expansion Grant.

The Preschool for All program is part of the ECBG established by Section 1C-2 of the School Code (105 ILCS 5/1C-2). Through the ECBG, a separate appropriation is awarded to Chicago School District 299 for programs in the Chicago.

Section 1C-2 of the School Code [105 ILCS 5/1C-2] establishes the ECBG to provide funding on a competitive basis to eligible applicants to provide preschool education and Prevention Initiative programs that emphasize the relationship among early childhood education, parenting education and involvement, and future success in school. The law requires that 20 percent of the block grant be used statewide to fund programs for children birth to age 3 years.

Section 2-3.89 of the School Code [105 ILCS 5/2-3.89] further establishes specific requirements for ECBG programs that offer coordinated services to at-risk infants and toddlers and their families. For the purposes of this grant, "at risk" is defined as those children who because of their home and community environment are subject to such language, cultural, economic, and

like disadvantages to cause them to have been determined as a result of screening procedures to be at risk of academic failure. These programs are commonly referred to as the Prevention Initiative. The aim of Prevention Initiative is to provide voluntary, continuous, intensive, research-based, and comprehensive child development and family support services for expecting parents and families with children from birth to age 3 to help them build a strong foundation for learning and to prepare children for later school success. Specifically, Prevention Initiative programs must include a parent education program relating to the development and nurturing of infants and toddlers and case management services to coordinate existing services available within the region served by the program. Program services are provided through the implementation of an Individual Family Service Plan. Finally, there must be a community involvement component to provide coordination within the service system.

Financial Background

The initial term of the grants will begin July 1, 2017, and extend through June 30, 2018. There will be four possible one-year renewals contingent upon sufficient appropriation and satisfactory performance in each preceding grant year. The estimated grant total costs, including renewal, will not exceed \$2,568,690,500. The grants will be funded with money from the General Revenue Fund via an Early Childhood Block Grant

The Illinois State Board of Education and the Governor have proposed another increase for the ECBG of \$50 million. Chicago Public Schools will receive 37 percent of the total appropriation. Twenty percent of the ECBG must be used statewide to fund programs for children birth to age 3 years.

The Federal Preschool Development Grant - Expansion Grant was awarded to Illinois and included a commitment to increase funding for the ECBG by \$50 million each year of the four-year grant. This increase was approved by the State Board at its September 2014 meeting. The FY 2016 increase was \$25 million; the FY 2017 increase was \$75 million. The FY 2018 request is for an additional \$50 million. At this funding level, an additional 6,630 children will be served by one of the following programs -- Prevention Initiative, Preschool for All, or Preschool for All Expansion -- and the infrastructure commitments in the Preschool Development Grant - Expansion Grant will be funded. Awards as a result of these RFPs are subject to the funding being appropriated by the Illinois General Assembly.

The financial background of this contract/grant is illustrated in the following table:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY18	\$	\$		\$443,738,100	\$	\$443,738,100
FY19	\$	\$		\$493,738,100	\$	\$493,738,100
FY20	\$	\$		\$543,738,100	\$	\$543,738,100
FY21	\$	\$		\$543,738,100	\$	\$543,738,100
FY22	\$	\$		\$543,738,100	\$	\$543,738,100
Total	\$	\$				\$2,568,690,500

Business Enterprise Program (BEP)

This RFP will not have a BEP goal because it is a grant.

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

Policy Implications: Not available

Budget Implications: The Early Childhood Block Grant is funded by state General Revenue Funds.

Legislative Action: Not available

Communication: Not available

Pros and Cons of Various Actions

Pros: Grantees will have access to high-quality preschool services in Illinois.

Cons: If this request is not approved, the at-risk children of Illinois will have fewer resources to ensure educational success.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release three RFPs and award the successful applicants. The initial term of the grants will begin July 1, 2017, and extend through June 30, 2018. There will be four one-year renewals contingent upon a sufficient appropriation and satisfactory performance in each preceding grant year. The estimated total cost, including renewals will not exceed \$2,568,690,500.

Next Steps

Upon Board authorization, agency staff will prepare and release the RFPs for competitive bids in FY 2018 in an effort to ensure that services are provided as cost efficient as possible and award funding to the successful applicants for a five-year funding cycle.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Karen Corken, First Deputy Superintendent *KJC*

Agenda Topic: Preschool Professional Development Grant

Materials: None

Staff Contact(s): Cindy Zumwalt, Division Administrator, Early Childhood Division

Purpose of Agenda Item

The Early Childhood Division requests the Board to authorize the State Superintendent to release a Request for Proposals (RFP) in fiscal year 2018 for the purpose selecting an applicant to provide professional development, training, and coaching to Preschool for All and Preschool for All Expansion programs. The total grant award over a five-year period will not exceed \$8.5 million.

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

The Preschool professional development relates to the following agency goals:

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

Background Information

The Illinois State Board of Education (ISBE) is committed to supporting early childhood education to ensure that all Illinois children develop a strong foundation of learning. This commitment is outlined on the ISBE Early Childhood Care and Education Position Statement found on page 5 of the [Preschool for All \(PFA\) Implementation Manual](#). [105 ILCS Section 5/2-3.89 of the School Code](#) provides for grants through the Early Childhood Block Grant to establish programs which offer coordinated services to families that have children age 3-5 years who are identified to be at risk of academic failure. These programs are commonly referred to as PFA programs. For the purposes of this grant, "at risk" is defined as those children who because of their home and community environment are subject to such language, cultural, economic, and like disadvantages to cause them to have been determined as a result of screening procedures to be at risk of academic failure. The aim of the PFA program is to provide voluntary, continuous, intensive, research-based, and comprehensive early childhood

education and family support services for children from age 3 to 5 to help them build a strong foundation for learning and to prepare children for later school success.

The intent of this RFP is to fund a successful applicant to provide professional development, training, and coaching to the recipients of Preschool for All and Preschool for All Expansion grants. Professional development has been provided to PFA programs since FY 2008. Professional development will assist PFA program personnel in complying with the statutory mandate to implement a research-based curriculum that aligns with the Illinois Early Learning and Development Standards for Children age 3 to 5 and meet the requirements of 23 Illinois Administrative Code Part 235. In FY 2017, there were approximately 455 programs located throughout the state that were eligible for professional development and technical assistance services.

Goals and Objectives

The following goals and objectives for the program are to be carried out in consultation and, when applicable, collaboration with the ISBE Early Childhood Division.

Goal 1: PFA programs will receive professional learning opportunities and resources to support the implementation of programs that align with the Illinois Early Learning and Development Standards; meet the requirements of 23 Illinois Administrative Code Part 235; and produce quality outcomes as defined by the Early Childhood Block Grant compliance checklist, Early Childhood Environmental Rating Scale (ECERS), and research-based best practices in Early Childhood Education.

Goal 2: PFA administrators will receive professional learning opportunities and resources that support their role as leaders in Early Childhood Education.

Goal 3: Targeted PFA programs will participate in a coaching project to support quality improvements as defined through the PFA Compliance checklist and ECERS and in support of each program's Continuous Quality Improvement Plan.

Goal 4: The applicant will collaborate and coordinate with other Early Childhood providers to maximize professional development opportunities for PFA program staff.

Goal 5: An evaluation system will be implemented that will provide critical data to be used for Continuous Quality Improvement and provide information and data to the ISBE Early Childhood Division.

Goal 6: PFA programs will be offered professional development and other resources by qualified staff with the appropriate education level, certification, or credential to provide quality professional development.

Goal 7: PFA Expansion programs will be provided ongoing support by a team of qualified program support specialists in the areas of family support, comprehensive services, and instructional leadership.

Financial Background

The initial term of the grant will begin July 1, 2017, and extend through June 30, 2018. There will be four possible one-year renewals contingent upon sufficient appropriation and satisfactory performance in each preceding grant year. The estimated grant cost, including renewal, will not exceed \$8.5 million.

The financial background of this 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	\$	\$		\$1,500,000		\$1,500,000
FY19	\$	\$		\$1,600,000		\$1,600,000
FY20	\$	\$		\$1,700,000		\$1,700,000
FY21	\$	\$		\$1,800,000		\$1,800,000
FY22	\$	\$		\$1,900,000		\$1,900,000
Total	\$	\$				\$8,500,000

Business Enterprise Program (BEP)

This RFP will not have a BEP goal because it is a grant.

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

Policy Implications: Not applicable

Budget Implications: This grant will be funded with money from the General Revenue Fund via an Early Childhood Block Grant.

Legislative Action: Not applicable

Communication: Not applicable

Pros and Cons of Various Actions

Approval of this RFP will allow the Preschool for All and Preschool Expansion programs access to continued professional development to maintain high-quality preschool programs.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release an RFP and award the grant to the successful applicant to provide professional development, training, and coaching. The initial term of the grant will begin July 1, 2017, and extend through June 30, 2018. There will be four possible one-year renewals contingent upon sufficient appropriation and satisfactory performance in each preceding year. The estimated total cost including renewal will not exceed \$8.5 million.

Next Steps

Upon Board authorization, agency staff will approve and release a RFP. After all proposals are evaluated, agency staff will award the grant to the successful applicant.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Karen Corken, First Deputy Superintendent *KJC*

Agenda Topic: Early Childhood Illinois Early Learning Project Website

Materials: None

Staff Contact(s): Cindy Zumwalt, Division Administrator, Early Childhood Division

Purpose of Agenda Item

The Early Childhood Division requests the Board to authorize the State Superintendent to release a Request for Proposals (RFP) for the Illinois Early Learning Project website. The website provides a portal for teachers, parents, and administrators to access early learning tips, guidance, FAQs, and other aids. These provide teachers, parents, and school leaders with assistance in improving their effectiveness as teachers of young students. These aids to teaching and learning also help ensure that young children will be prepared to succeed in their later learning years. The learning aids are available in different languages, ensuring that more teachers, parents, and children can access and benefit from this source of early childhood education resources.

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

The Early Learning Project relates to the following goals:

- 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 will be supported by highly prepared and effective teachers and school leaders.

Background Information

The Illinois State Board of Education (ISBE) is committed to supporting early childhood education to ensure that all Illinois children develop a strong foundation for learning. This commitment is outlined in ISBE's Early Childhood Care and Education Position Statement found in Appendix A. Section 2-3.89 of the School Code ([105 ILCS 5/2-3.89](#)) provides for grants to establish programs that offer coordinated services to at-risk infants and toddlers and their families. These programs are commonly referred to as Prevention Initiative programs. The aim of Prevention Initiative is to provide voluntary, continuous, intensive, research-based, and comprehensive child development and family support services, as defined by ISBE, for expecting parents and families with children from birth to age 3 to help them build a strong foundation for learning and to prepare children for later school success.

Section 2-3.71(a)(4.5) of the School Code (105 ILCS 5/2-3.71(a)(4.5) establishes the Preschool for All Children program. The goal of the Preschool for All Children program is to provide educational services to all 3- to 5-year-old children whose families choose to participate. The Preschool for All Children program focuses on providing high-quality educational programs for children who are determined to be at risk of academic failure. It also provides funding for programs serving families of low to moderate income whose children are not considered to be at risk academically and other families that choose to participate. Preschool for All Children programs must serve only 3- to 5-year-old children who are not age-eligible for kindergarten (i.e., age 5 on or before September 1 of the school year in which the Preschool for All Children program is to be implemented).

Current research on early childhood development supports and validates the importance of high-quality programs and services for young children in partnership with their families, schools, and communities. ISBE early childhood programs are designed to lay a foundation for future growth and development that promotes the child's physical, emotional, social, and cognitive well-being, leading to successful learning as appropriate for each child.

The Early Learning Project website is a source of evidence-based, reliable information on early care and education for parents, caregivers, and teachers of young children in Illinois. The website offers printable tip sheets for caregivers and parents in English, Spanish, and Polish; answers to Frequently Asked Questions; a customized question-answering service; a statewide calendar of events for parents and caregivers; topics related to early care and education; activities related to the Illinois Early Learning Standard Benchmarks; the Illinois Projects in Practice website; and periodic interviews. The website became publicly accessible in November 2001.

Financial Background

The initial term of the grant will begin July 1, 2017, and extend through June 30, 2018. There will be four one-year renewals contingent upon sufficient appropriation and satisfactory performance in each preceding year. The estimated costs, including renewal, will not exceed \$2.5 million. This grant will be funded with money from the General Revenue Fund via an Early Childhood Block Grant.

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	\$	\$		\$500,000	\$	\$500,000
FY19	\$	\$		\$500,000	\$	\$500,000
FY20	\$	\$		\$500,000	\$	\$500,000
FY21	\$	\$		\$500,000	\$	\$500,000
FY22	\$	\$		\$500,000	\$	\$500,000
Total	\$	\$				\$2,500,000

Business Enterprise Program (BEP)

This RFP will not have a BEP goal because it is a grant.

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

Policy Implications: Not applicable

Budget Implications: Funds are available through the Early Childhood Block Grant..

Legislative Action: Not applicable

Communication: Not applicable

Pros and Cons of Various Actions

Pros: Teachers, school leaders, parents, and children will have access to this early childhood learning portal that provides guidance, learning aids, FAQs, and more in multiple languages to increase quality in early childhood education.

Cons: Lack of continued funding means teachers, school leaders, parents and children will not have access to this early childhood learning portal that provided guidance, learning aids, FAQs, and more in multiple languages. This would undoubtedly result in less effective instruction and education of the youngest students in Illinois.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release an RFP and award the successful applicant. The initial term of the grant will begin July 1, 2017, and extend through June 30, 2018. There will be four one-year renewals contingent upon sufficient appropriation and satisfactory performance in each preceding year. The estimated costs, including the renewal, will not exceed \$2.5 million.

Next Steps

Upon Board authorization, agency staff will release the RFP in accordance with the approved motion. After all proposals are evaluated, agency staff will award the grant to the successful applicant.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Karen Corken, First Deputy Superintendent *KJC*

Agenda Topic: Early Childhood Block Grant (ECBG) Community Systems Development

Materials: None

Staff Contact(s): Cindy Zumwalt, Division Administrator, Early Childhood

Purpose of Agenda Item

The Early Childhood Division requests the Board to authorize the State Superintendent to release a Request for Sealed Proposals (RFSP) whereby one eligible entity will receive a contract to provide Early Childhood Community Systems Development for Illinois communities. The total award of the five year-period will not exceed \$6 million.

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

The Community Systems Development RFSP relates to:

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

Background Information

Preschool for All, Preschool for All Expansion, and Prevention Initiative grantees are encouraged to actively participate in their existing local collaborations to coordinate recruitment and enrollment activities, establish partnerships to connect families to comprehensive services, and build a seamless continuum of services for families.

The intent of this RFSP is to identify a vendor to provide a system of statewide supports for early childhood community systems development: training, technical assistance, and coaching to community collaborations that are focused on increasing enrollment of children ages 0-5 with high needs into high-quality early childhood programs. This assistance will focus on building the capacity of existing early childhood collaborations and supporting the efforts of communities working to develop a collaborative. The system of supports will include both foundational supports (available to all communities regardless of type and funding source) and targeted supports (available to a subset of communities that is focused on improving and measuring enrollment of children with high needs in high-quality programs). It is expected that both qualitative and quantitative data will be used to inform planning, decision-making, and action

learning, and that data analysis will be integrated into the full complement of support services. Also, it is anticipated that these supports will lead to the short-term outcomes of increased capacity of community collaborations to work together more effectively. That, in turn, will lead to their increased ability to carry out systemic strategies, leading to the intermediate outcome of improved local systems and the long-term outcome of improved child and family outcomes.

Financial Background

The initial term of the contract will begin July 1, 2017, and extend through June 30, 2018. There will be four one-year renewals contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimate contract costs, including renewals, will not exceed \$6 million. The contract will be funded with money from the General Revenue Fund via an Early Childhood Block Grant.

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	\$	\$		\$1,000,000	\$	\$1,000,000
FY19	\$	\$		\$1,100,000	\$	\$1,100,000
FY20	\$	\$		\$1,200,000	\$	\$1,200,000
FY21	\$	\$		\$1,300,000	\$	\$1,300,000
FY22	\$	\$		\$1,400,000	\$	\$1,400,000
Total	\$	\$				\$6,000,000

Business Enterprise Program (BEP)

There will be a 20 percent Business Enterprise Program (BEP) goal placed on the solicitation. The BEP estimated projections are illustrated in the table below:

	BEP GOAL PERCENTAGE	BEP GOAL AMOUNT
FY18	20%	\$200,000
FY19	20%	\$220,000
FY20	20%	\$240,000
FY21	20%	\$260,000
FY22	20%	\$280,000

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

Policy Implications: Not applicable

Budget Implications: Funds are available through the Early Childhood Block Grant.

Legislative Action: None required

Communication: Not applicable

Pros and Cons of Various Actions

Pro: State Board approval allows the contract to be executed and training and technical assistance services to be provided to Illinois community collaborations. This includes, but is not limited to, coordinating recruitment and enrollment activities, establishing partnerships to

connect families to comprehensive services, and building a seamless continuum of services for families.

Cons: Illinois communities will not receive supports to improve their capacity for coordinating recruitment and enrollment activities, establish partnerships to connect families to comprehensive services, or build a seamless continuum of services for families.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award a contract to the successful offeror/s to procure the service for Early Childhood Community Systems Development. The initial term of the contract will begin July 1, 2017, and extend through June 30, 2018. There will be four one-year renewals contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$6 million.

Next Steps

Upon Board authorization, agency procurement staff will present the RFSP to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will release an RFSP in accordance with the approved motion. After all proposals are evaluated, agency staff will award a contract to the successful offeror/s.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith Ph.D., State Superintendent of Education *Ans*
Robert Wolfe, Chief Financial Officer *RW*

Agenda Topic: Healthy Community Investment Grants

Materials: Exhibit I – School District Allocations

Purpose of Agenda Item

To provide the Board information regarding funding available for Healthy Community Investment Grants and to request authorization to award grants to school districts and community organizations based upon the methodology presented below.

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

Healthy Community Investment Grants will support the following agency goals:

Goal 1: Every child in each public school system in the State of Illinois deserves to attend a system wherein . . .

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

Goal 3: Every school will offer a safe and healthy learning environment for all students.

Background Information

PA 99-0524 appropriated \$15 million in General Revenue Funds to provide grants to school districts and community organizations for after-school programming. Representatives from the four legislative caucuses and the Governor's Office of Management and Budget agreed to the Healthy Community Investment Grant Program after several discussions. The program design is as follows:

School District Grant Allocations	\$12.5 million
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School districts that have low-income concentrations of 60 percent or more will be awarded a base grant of \$25,000. In addition to the base grant, qualifying school districts will receive additional funding based upon their General State Aid Low Income Count. The purpose of the grant awards will be to:

- Improve academic outcomes for students
- Provide opportunities for enrichment activities in a safe and healthy environment
- Provide opportunities to strengthen public, private, and philanthropic partnerships so that quality support services are more durable for students facing the greatest challenges

Exhibit I depicts the eligible school districts and the amount of grant funding available.

Competitive Grant Allocations \$2.5 million

Successful non-school district grant applicants will be awarded a base grant allocation of \$25,000 and additional funding based upon the applicants proportional share of the total numbers of students served.

Eligibility criteria for non-school district applicants:

- Serving 90 percent or more low-income students (minimum 100 students)
- Documented success in raising academic outcomes
- Documented evidence of a strong relationship with the local school or school district
- Documented evidence of effective enrichment activities and increased student safety
- Documented evidence of effective grant management
- Registered under the Grant Accountability and Transparency Act
 - Current DUNS Number
 - SAM CAGE Code
 - Not be on the Federal Excluded Parties List
 - Be in good standing with the Illinois Secretary of State

The After Schools Matter Program will not be eligible due to the \$2.5 million appropriation provided in PA 99-0524.

Additionally, grantees will be made aware of opportunities for participation in the National School Lunch After School Snack Program and/or the Child and Adult Care Food At Risk Program (snack and supper) to augment offerings to students.

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

Policy Implications: Approval of the request will provide additional programming opportunities for children who reside in areas of a high concentration of poverty as well as provide additional funding to develop opportunities for alignment of services amongst various agencies within the community to support the whole child.

Budget Implications: The \$15 million has been appropriated from the General Revenue Fund.

Legislative Action: None

Communication: Notify school districts and community partners about the opportunity for grants as well as issue a Request for Proposals.

Pros and Cons of Various Actions

Pros: Additional opportunities to increase the academic achievement for students in need.

Cons: None

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to execute grant agreements with the school districts identified in Exhibit I and additionally release a Request for Proposals and award to successful community organization applicants based upon the eligibility criteria outlined in the memo.

Next Steps

Upon Board authorization, agency staff will proceed with the execution of grants and the release of a Request for Proposals.

Illinois State Board of Education
Healthy Community Investment Grants - Exhibit I School District Allocations
January 19, 2017

District Name	Low-Income %	Base Grant	DHS 3-year AVG	% DHS 3-Year Average	Additional Grant Based on % DHS 3-Year Average	Total Grant (Base + Additional)
BELLWOOD SCHOOL DIST 88	100.00%	\$25,000.00	2343.66	0.3481%	\$25,060.64	\$50,060.64
CICERO SCHOOL DISTRICT 99	100.00%	\$25,000.00	12095.33	1.7963%	\$129,334.74	\$154,334.74
CALUMET PUBLIC SCHOOLS DIST 132	100.00%	\$25,000.00	1064	0.1580%	\$11,377.30	\$36,377.30
GEN GEO PATTON SCHOOL DIST 133	100.00%	\$25,000.00	339.33	0.0504%	\$3,628.44	\$28,628.44
W HARVEY-DIXMOOR PUB SCH DIST147	100.00%	\$25,000.00	1346.33	0.1999%	\$14,396.24	\$39,396.24
DOLTON SCHOOL DISTRICT 148	100.00%	\$25,000.00	2375.33	0.3528%	\$25,399.28	\$50,399.28
HARVEY SCHOOL DISTRICT 152	100.00%	\$25,000.00	2099.66	0.3118%	\$22,451.56	\$47,451.56
CALUMET CITY SCHOOL DISTRICT 155	100.00%	\$25,000.00	1196.66	0.1777%	\$12,795.82	\$37,795.82
COMM CONS SCHOOL DIST 168	100.00%	\$25,000.00	1258	0.1868%	\$13,451.73	\$38,451.73
CARBON CLIFF-BARSTOW SCH DIST 36	100.00%	\$25,000.00	283.33	0.0421%	\$3,029.63	\$28,029.63
MAYWOOD-MELROSE PARK-BROADVIEW-89	100.00%	\$25,000.00	4911.33	0.7294%	\$52,516.60	\$77,516.60
CHICAGO HEIGHTS SCHOOL DIST 170	100.00%	\$25,000.00	3050	0.4530%	\$32,613.49	\$57,613.49
PEMBROKE C C SCHOOL DISTRICT 259	100.00%	\$25,000.00	243.33	0.0361%	\$2,601.92	\$27,601.92
AURORA EAST UNIT SCHOOL DIST 131	100.00%	\$25,000.00	12952	1.9235%	\$138,495.07	\$163,495.07
FAIRMONT SCHOOL DISTRICT 89	100.00%	\$25,000.00	315	0.0468%	\$3,368.28	\$28,368.28
VENICE COMM UNIT SCHOOL DIST 3	100.00%	\$25,000.00	159	0.0236%	\$1,700.18	\$26,700.18
MADISON COMM UNIT SCH DIST 12	100.00%	\$25,000.00	686.66	0.1020%	\$7,342.42	\$32,342.42
CAHOKIA COMM UNIT SCH DIST 187	100.00%	\$25,000.00	3359.33	0.4989%	\$35,921.14	\$60,921.14
BROOKLYN UNIT DISTRICT 188	100.00%	\$25,000.00	137	0.0203%	\$1,464.93	\$26,464.93
EAST ST LOUIS SCHOOL DIST 189	100.00%	\$25,000.00	6249.66	0.9282%	\$66,827.29	\$91,827.29
CAIRO UNIT SCHOOL DISTRICT 1	100.00%	\$25,000.00	458.33	0.0681%	\$4,900.90	\$29,900.90
POSEN-ROBBINS EL SCH DIST 143-5	99.39%	\$25,000.00	1521.33	0.2259%	\$16,267.50	\$41,267.50
LUDLOW C C SCHOOL DIST 142	99.10%	\$25,000.00	75.33	0.0112%	\$805.50	\$25,805.50
MERIDIAN C U SCH DISTRICT 101	98.57%	\$25,000.00	438.66	0.0651%	\$4,690.57	\$29,690.57
SANDRIDGE SCHOOL DISTRICT 172	97.20%	\$25,000.00	326.33	0.0485%	\$3,489.43	\$28,489.43
HAZEL CREST SCHOOL DIST 152-5	95.52%	\$25,000.00	853	0.1267%	\$9,121.09	\$34,121.09

Illinois State Board of Education
Healthy Community Investment Grants - Exhibit I School District Allocations
January 19, 2017

District Name	Low-Income %	Base Grant	DHS 3-year AVG	% DHS 3-Year Average	Additional Grant Based on % DHS 3-Year Average	Total Grant (Base + Additional)
BERWYN NORTH SCHOOL DIST 98	94.93%	\$25,000.00	2581.33	0.3834%	\$27,602.03	\$52,602.03
DOLTON SCHOOL DISTRICT 149	94.89%	\$25,000.00	2488.33	0.3695%	\$26,607.58	\$51,607.58
FORD HEIGHTS SCHOOL DISTRICT 169	94.83%	\$25,000.00	367.66	0.0546%	\$3,931.37	\$28,931.37
BLOOM TWP HIGH SCH DIST 206	94.71%	\$25,000.00	2630	0.3906%	\$28,122.45	\$53,122.45
DECATUR SCHOOL DISTRICT 61	94.71%	\$25,000.00	7375.66	1.0954%	\$78,867.55	\$103,867.55
CENTRALIA SCHOOL DIST 135	93.95%	\$25,000.00	1162	0.1726%	\$12,425.21	\$37,425.21
NORTH CHICAGO SCHOOL DIST 187	93.81%	\$25,000.00	2988	0.4438%	\$31,950.53	\$56,950.53
PEORIA SCHOOL DISTRICT 150	93.53%	\$25,000.00	10737.66	1.5947%	\$114,817.25	\$139,817.25
PROVISO TWP H S DIST 209	92.65%	\$25,000.00	3857.66	0.5729%	\$41,249.76	\$66,249.76
THORNTON TWP H S DIST 205	92.44%	\$25,000.00	4719.66	0.7009%	\$50,467.08	\$75,467.08
WAUKEGAN C U SCHOOL DIST 60	92.22%	\$25,000.00	13431.66	1.9948%	\$143,624.05	\$168,624.05
KANKAKEE SCHOOL DIST 111	92.10%	\$25,000.00	4263.66	0.6332%	\$45,591.10	\$70,591.10
J S MORTON H S DISTRICT 201	92.06%	\$25,000.00	6767.33	1.0050%	\$72,362.71	\$97,362.71
SUMMIT SCHOOL DIST 104	91.39%	\$25,000.00	1520.66	0.2258%	\$16,260.34	\$41,260.34
JOLIET SCHOOL DIST 86	90.61%	\$25,000.00	9750.66	1.4481%	\$104,263.31	\$129,263.31
LINCOLN ELEM SCHOOL DIST 156	89.93%	\$25,000.00	805.33	0.1196%	\$8,611.35	\$33,611.35
PLEASANT VALLEY SCH DIST 62	89.38%	\$25,000.00	386.33	0.0574%	\$4,131.01	\$29,131.01
SOUTH HOLLAND SCHOOL DIST 151	89.18%	\$25,000.00	1257.33	0.1867%	\$13,444.56	\$38,444.56
LARAWAY C C SCHOOL DIST 70C	88.48%	\$25,000.00	328.66	0.0488%	\$3,514.34	\$28,514.34
RANTOUL CITY SCHOOL DIST 137	87.77%	\$25,000.00	1326.66	0.1970%	\$14,185.91	\$39,185.91
COMMUNITY CONS SCH DIST 180	87.71%	\$25,000.00	493	0.0732%	\$5,271.62	\$30,271.62
DANVILLE C C SCHOOL DIST 118	87.47%	\$25,000.00	4584	0.6808%	\$49,016.48	\$74,016.48
CITY OF CHICAGO SCHOOL DIST 299	87.00%	\$25,000.00	301288.33	44.7453%	\$3,221,660.60	\$3,246,660.60
ZION ELEMENTARY SCHOOL DISTRICT 6	86.30%	\$25,000.00	2135	0.3171%	\$22,829.45	\$47,829.45
PRAIRIE-HILLS ELEM SCH DIST 144	86.14%	\$25,000.00	2019.33	0.2999%	\$21,592.59	\$46,592.59

Illinois State Board of Education
Healthy Community Investment Grants - Exhibit I School District Allocations
January 19, 2017

District Name	Low-Income %	Base Grant	DHS 3-year AVG	% DHS 3-Year Average	Additional Grant Based on % DHS 3-Year Average	Total Grant (Base + Additional)
PARK FOREST SCHOOL DIST 163	86.10%	\$25,000.00	1496.33	0.2222%	\$16,000.18	\$41,000.18
HOOVER-SCHRUM MEMORIAL SD 157	85.62%	\$25,000.00	727.66	0.1081%	\$7,780.83	\$32,780.83
MARQUARDT SCHOOL DISTRICT 15	85.49%	\$25,000.00	2018.33	0.2997%	\$21,581.90	\$46,581.90
CENTRAL STICKNEY SCH DIST 110	85.28%	\$25,000.00	322.33	0.0479%	\$3,446.66	\$28,446.66
COOK COUNTY SCHOOL DIST 130	84.80%	\$25,000.00	2760	0.4099%	\$29,512.54	\$54,512.54
CREVE COEUR SCHOOL DISTRICT 76	84.79%	\$25,000.00	452	0.0671%	\$4,833.21	\$29,833.21
ROCKFORD SCHOOL DIST 205	84.22%	\$25,000.00	20988.66	3.1171%	\$224,430.66	\$249,430.66
BERKELEY SCHOOL DIST 87	83.68%	\$25,000.00	2140.33	0.3179%	\$22,886.44	\$47,886.44
MOUNT VERNON SCHOOL DIST 80	83.35%	\$25,000.00	1103.66	0.1639%	\$11,801.38	\$36,801.38
CHICAGO RIDGE SCHOOL DIST 127-5	82.91%	\$25,000.00	1025	0.1522%	\$10,960.27	\$35,960.27
ROUND LAKE AREA SCHS - DIST 116	82.53%	\$25,000.00	5479.66	0.8138%	\$58,593.72	\$83,593.72
LASALLE ELEM SCHOOL DIST 122	81.62%	\$25,000.00	707.66	0.1051%	\$7,566.97	\$32,566.97
ROCK FALLS ELEMENTARY SCH DIST 13	81.49%	\$25,000.00	793.33	0.1178%	\$8,483.04	\$33,483.04
ST ANNE COMM H S DIST 302	81.31%	\$25,000.00	181.33	0.0269%	\$1,938.95	\$26,938.95
RIDGELAND SCHOOL DISTRICT 122	81.16%	\$25,000.00	1597.33	0.2372%	\$17,080.17	\$42,080.17
BURNHAM SCHOOL DISTRICT 154-5	80.94%	\$25,000.00	160.33	0.0238%	\$1,714.40	\$26,714.40
THOMASBORO C C SCHOOL DIST 130	80.68%	\$25,000.00	119	0.0177%	\$1,272.46	\$26,272.46
SPRINGFIELD SCHOOL DISTRICT 186	80.63%	\$25,000.00	10682.66	1.5865%	\$114,229.13	\$139,229.13
RHODES SCHOOL DIST 84-5	79.89%	\$25,000.00	507	0.0753%	\$5,421.32	\$30,421.32
COUNTRY CLUB HILLS SCH DIST 160	79.34%	\$25,000.00	898.66	0.1335%	\$9,609.33	\$34,609.33
BROOKWOOD SCHOOL DIST 167	78.77%	\$25,000.00	866.33	0.1287%	\$9,263.62	\$34,263.62
DALLAS ESD 327	78.12%	\$25,000.00	125	0.0186%	\$1,336.62	\$26,336.62
BRACEVILLE SCHOOL DIST 75	77.84%	\$25,000.00	86.66	0.0129%	\$926.65	\$25,926.65
FREEPORT SCHOOL DIST 145	77.84%	\$25,000.00	2909.33	0.4321%	\$31,109.32	\$56,109.32
LINDOP SCHOOL DISTRICT 92	77.74%	\$25,000.00	285.66	0.0424%	\$3,054.55	\$28,054.55

Illinois State Board of Education
Healthy Community Investment Grants - Exhibit I School District Allocations
January 19, 2017

District Name	Low-Income %	Base Grant	DHS 3-year AVG	% DHS 3-Year Average	Additional Grant Based on % DHS 3-Year Average	Total Grant (Base + Additional)
SHAWNEE C U SCH DIST 84	77.70%	\$25,000.00	258	0.0383%	\$2,758.78	\$27,758.78
CARBONDALE ELEM SCH DIST 95	77.57%	\$25,000.00	1017.66	0.1511%	\$10,881.79	\$35,881.79
INDIAN SPRINGS SCHOOL DIST 109	77.22%	\$25,000.00	2056.33	0.3054%	\$21,988.23	\$46,988.23
ZEIGLER-ROYALTON C U S DIST 188	76.81%	\$25,000.00	421.33	0.0626%	\$4,505.26	\$29,505.26
ASHLEY C C SCH DISTRICT 15	76.73%	\$25,000.00	100	0.0149%	\$1,069.29	\$26,069.29
EGYPTIAN COMM UNIT SCH DIST 5	76.70%	\$25,000.00	313	0.0465%	\$3,346.89	\$28,346.89
ADDISON SCHOOL DIST 4	76.51%	\$25,000.00	2976.33	0.4420%	\$31,825.74	\$56,825.74
ROCKDALE SCHOOL DISTRICT 84	76.15%	\$25,000.00	214.33	0.0318%	\$2,291.82	\$27,291.82
MANNHEIM SCHOOL DIST 83	75.75%	\$25,000.00	1831	0.2719%	\$19,578.79	\$44,578.79
WORTH SCHOOL DISTRICT 127	75.34%	\$25,000.00	750.33	0.1114%	\$8,023.24	\$33,023.24
CHANEY-MONGE SCH DISTRICT 88	74.60%	\$25,000.00	322.66	0.0479%	\$3,450.19	\$28,450.19
NORTH WAMAC SCHOOL DISTRICT 186	74.59%	\$25,000.00	112	0.0166%	\$1,197.61	\$26,197.61
ARGO COMM H S DIST 217	74.54%	\$25,000.00	1265	0.1879%	\$13,526.58	\$38,526.58
KEWANEE COMM UNIT SCH DIST 229	74.11%	\$25,000.00	1257	0.1867%	\$13,441.04	\$38,441.04
WEST CHICAGO SCHOOL DIST 33	73.78%	\$25,000.00	3119.66	0.4633%	\$33,358.36	\$58,358.36
RANTOUL TOWNSHIP H S DIST 193	73.68%	\$25,000.00	514	0.0763%	\$5,496.18	\$30,496.18
LINCOLN ELEM SCHOOL DIST 27	72.99%	\$25,000.00	791	0.1175%	\$8,458.12	\$33,458.12
HARVARD C U SCHOOL DIST 50	72.97%	\$25,000.00	1659.66	0.2465%	\$17,746.66	\$42,746.66
FRANKFORT COMM UNIT SCH DIST 168	72.44%	\$25,000.00	1138.66	0.1691%	\$12,175.63	\$37,175.63
STREATOR ELEM SCHOOL DIST 44	72.41%	\$25,000.00	1151	0.1709%	\$12,307.58	\$37,307.58
BURBANK SCHOOL DISTRICT 111	72.16%	\$25,000.00	2379.33	0.3534%	\$25,442.05	\$50,442.05
LYONS SCHOOL DIST 103	72.13%	\$25,000.00	1583.33	0.2351%	\$16,930.47	\$41,930.47
SUNNYBROOK SCHOOL DISTRICT 171	71.93%	\$25,000.00	670.33	0.0996%	\$7,167.80	\$32,167.80
EAST MAINE SCHOOL DIST 63	71.25%	\$25,000.00	2181.33	0.3240%	\$23,324.85	\$48,324.85
MEREDOSIA-CHAMBERSBURG CUSD 11	71.23%	\$25,000.00	122.33	0.0182%	\$1,308.07	\$26,308.07

Illinois State Board of Education
Healthy Community Investment Grants - Exhibit I School District Allocations
January 19, 2017

District Name	Low-Income %	Base Grant	DHS 3-year AVG	% DHS 3-Year Average	Additional Grant Based on % DHS 3-Year Average	Total Grant (Base + Additional)
CENTRALIA H S DIST 200	70.98%	\$25,000.00	586	0.0870%	\$6,266.07	\$31,266.07
PLEASANT HILL SCHOOL DIST 69	70.89%	\$25,000.00	164.33	0.0244%	\$1,757.17	\$26,757.17
EAST ALTON SCHOOL DISTRICT 13	70.72%	\$25,000.00	502.33	0.0746%	\$5,371.39	\$30,371.39
AKIN COMM CONS SCHOOL DIST 91	70.64%	\$25,000.00	57	0.0085%	\$609.50	\$25,609.50
MIDLOTHIAN SCHOOL DIST 143	70.59%	\$25,000.00	1176	0.1747%	\$12,574.91	\$37,574.91
BERWYN SOUTH SCHOOL DISTRICT 100	70.50%	\$25,000.00	2604	0.3867%	\$27,844.44	\$52,844.44
CARRIER MILLS-STONEFORT CUSD 2	70.50%	\$25,000.00	278.66	0.0414%	\$2,979.70	\$27,979.70
STEGER SCHOOL DISTRICT 194	70.38%	\$25,000.00	943	0.1400%	\$10,083.45	\$35,083.45
RIVER GROVE SCHOOL DIST 85-5	70.17%	\$25,000.00	477.66	0.0709%	\$5,107.59	\$30,107.59
URBANA SCHOOL DIST 116	70.17%	\$25,000.00	2647.33	0.3932%	\$28,307.76	\$53,307.76
MURPHYSBORO C U SCH DIST 186	70.10%	\$25,000.00	1321.66	0.1963%	\$14,132.44	\$39,132.44
COULTERVILLE UNIT SCHOOL DIST 1	70.07%	\$25,000.00	138.66	0.0206%	\$1,482.68	\$26,482.68
NORTH GREENE UNIT SCHOOL DIST 3	69.66%	\$25,000.00	516	0.0766%	\$5,517.56	\$30,517.56
NORTH PALOS SCHOOL DIST 117	69.56%	\$25,000.00	2007.33	0.2981%	\$21,464.28	\$46,464.28
GRANITE CITY C U SCHOOL DIST 9	69.56%	\$25,000.00	3987	0.5921%	\$42,632.79	\$67,632.79
ROCK ISLAND SCHOOL DISTRICT 41	69.39%	\$25,000.00	4109	0.6102%	\$43,937.33	\$68,937.33
GALESBURG C U SCHOOL DIST 205	69.35%	\$25,000.00	2780.33	0.4129%	\$29,729.93	\$54,729.93
FRANKLIN PARK SCHOOL DIST 84	69.08%	\$25,000.00	820	0.1218%	\$8,768.22	\$33,768.22
HOOPESTON AREA C U SCH DIST 11	68.93%	\$25,000.00	794.33	0.1180%	\$8,493.73	\$33,493.73
COBDEN SCH UNIT DIST 17	68.61%	\$25,000.00	343.66	0.0510%	\$3,674.74	\$28,674.74
JOHNSTON CITY C U SCH DIST 1	68.58%	\$25,000.00	703.66	0.1045%	\$7,524.20	\$32,524.20
ELMWOOD PARK C U SCH DIST 401	68.37%	\$25,000.00	1724.33	0.2561%	\$18,438.17	\$43,438.17
PANA COMM UNIT SCHOOL DIST 8	68.18%	\$25,000.00	815.33	0.1211%	\$8,718.28	\$33,718.28
ALTON COMM UNIT SCHOOL DIST 11	68.18%	\$25,000.00	3935.66	0.5845%	\$42,083.81	\$67,083.81
SCHILLER PARK SCHOOL DIST 81	68.09%	\$25,000.00	969.66	0.1440%	\$10,368.52	\$35,368.52

Illinois State Board of Education
Healthy Community Investment Grants - Exhibit I School District Allocations
January 19, 2017

District Name	Low-Income %	Base Grant	DHS 3-year AVG	% DHS 3-Year Average	Additional Grant Based on % DHS 3-Year Average	Total Grant (Base + Additional)
EAST MOLINE SCHOOL DISTRICT 37	67.97%	\$25,000.00	1762.66	0.2618%	\$18,848.03	\$43,848.03
PATOKA COMM UNIT SCH DIST 100	67.95%	\$25,000.00	150.66	0.0224%	\$1,611.00	\$26,611.00
CHRISTOPHER UNIT 99	67.85%	\$25,000.00	497	0.0738%	\$5,314.40	\$30,314.40
SANDOVAL C U SCHOOL DIST 501	67.44%	\$25,000.00	298.66	0.0444%	\$3,193.56	\$28,193.56
OHIO COMM CONS SCHOOL DIST 17	67.41%	\$25,000.00	39.66	0.0059%	\$424.08	\$25,424.08
THORNTON FRACTIONAL T H S D 215	67.39%	\$25,000.00	2231	0.3313%	\$23,855.97	\$48,855.97
JOLIET TWP HS DIST 204	66.96%	\$25,000.00	3937	0.5847%	\$42,098.14	\$67,098.14
MONMOUTH-ROSEVILLE	66.79%	\$25,000.00	1012	0.1503%	\$10,821.26	\$35,821.26
BELLEVILLE SCHOOL DIST 118	66.70%	\$25,000.00	2347.66	0.3487%	\$25,103.41	\$50,103.41
EAST ALTON-WOOD RIVER C H S D 14	66.69%	\$25,000.00	323.66	0.0481%	\$3,460.88	\$28,460.88
ELDORADO COMM UNIT DISTRICT 4	66.60%	\$25,000.00	701.33	0.1042%	\$7,499.29	\$32,499.29
WILLOW SPRINGS SCHOOL DIST 108	66.30%	\$25,000.00	242.66	0.0360%	\$2,594.75	\$27,594.75
SOUTH BELOIT C U SCH DIST 320	66.23%	\$25,000.00	617	0.0916%	\$6,597.55	\$31,597.55
WOOD RIVER-HARTFORD ELEM S D 15	66.12%	\$25,000.00	436	0.0648%	\$4,662.13	\$29,662.13
DIAMOND LAKE SCHOOL DIST 76	66.07%	\$25,000.00	608.33	0.0903%	\$6,504.84	\$31,504.84
LANSING SCHOOL DISTRICT 158	66.01%	\$25,000.00	1563.33	0.2322%	\$16,716.61	\$41,716.61
BARTONVILLE SCHOOL DIST 66	66.01%	\$25,000.00	144	0.0214%	\$1,539.78	\$26,539.78
WOOD DALE SCHOOL DISTRICT 7	65.96%	\$25,000.00	617.33	0.0917%	\$6,601.08	\$31,601.08
WHEELING C C SCHOOL DIST 21	65.93%	\$25,000.00	3830.66	0.5689%	\$40,961.05	\$65,961.05
HERRIN C U SCH DIST 4	65.92%	\$25,000.00	1493	0.2217%	\$15,964.57	\$40,964.57
HARDIN CO COMM UNIT DIST 1	65.82%	\$25,000.00	357	0.0530%	\$3,817.38	\$28,817.38
PARIS-UNION SCHOOL DIST 95	65.66%	\$25,000.00	791.66	0.1176%	\$8,465.18	\$33,465.18
BENSENVILLE SCHOOL DISTRICT 2	65.34%	\$25,000.00	1334.33	0.1982%	\$14,267.92	\$39,267.92
SOUTHEASTERN C U SCH DIST 337	65.27%	\$25,000.00	302.33	0.0449%	\$3,232.80	\$28,232.80
KINGS CONSOLIDATED SCH DIST 144	65.19%	\$25,000.00	45	0.0067%	\$481.18	\$25,481.18

Illinois State Board of Education
Healthy Community Investment Grants - Exhibit I School District Allocations
January 19, 2017

District Name	Low-Income %	Base Grant	DHS 3-year AVG	% DHS 3-Year Average	Additional Grant Based on % DHS 3-Year Average	Total Grant (Base + Additional)
RANKIN COMMUNITY SCHOOL DIST 98	65.17%	\$25,000.00	139.33	0.0207%	\$1,489.85	\$26,489.85
JACKSONVILLE SCHOOL DIST 117	65.14%	\$25,000.00	2032.66	0.3019%	\$21,735.13	\$46,735.13
IROQUOIS CO C U SCHOOL DIST 9	65.08%	\$25,000.00	634.33	0.0942%	\$6,782.86	\$31,782.86
FOREST PARK SCHOOL DIST 91	64.98%	\$25,000.00	484.33	0.0719%	\$5,178.92	\$30,178.92
HARRISBURG C U SCHOOL DIST 3	64.83%	\$25,000.00	1198.33	0.1780%	\$12,813.68	\$37,813.68
ELEM SCHOOL DISTRICT 159	64.81%	\$25,000.00	1083.33	0.1609%	\$11,583.99	\$36,583.99
ELVERADO C U SCHOOL DIST 196	64.73%	\$25,000.00	266.66	0.0396%	\$2,851.38	\$27,851.38
NOKOMIS COMM UNIT SCH DIST 22	64.71%	\$25,000.00	360.66	0.0536%	\$3,856.52	\$28,856.52
OPDYKE-BELLE-RIVE CC SCH DIST 5	64.71%	\$25,000.00	110.33	0.0164%	\$1,179.75	\$26,179.75
MATTESON ELEM SCHOOL DIST 162	64.62%	\$25,000.00	1645.33	0.2444%	\$17,593.43	\$42,593.43
AURORA WEST UNIT SCHOOL DIST 129	64.41%	\$25,000.00	7307.66	1.0853%	\$78,140.43	\$103,140.43
MARTINSVILLE C U SCH DIST 3C	64.37%	\$25,000.00	227	0.0337%	\$2,427.30	\$27,427.30
RICH TWP H S DISTRICT 227	64.14%	\$25,000.00	2157	0.3203%	\$23,064.69	\$48,064.69
SKOKIE SCHOOL DIST 69	64.11%	\$25,000.00	1014.66	0.1507%	\$10,849.71	\$35,849.71
SILVIS SCHOOL DISTRICT 34	64.03%	\$25,000.00	363.66	0.0540%	\$3,888.60	\$28,888.60
SPRING VALLEY C C SCH DIST 99	64.00%	\$25,000.00	418	0.0621%	\$4,469.65	\$29,469.65
BUSHNELL PRAIRIE CITY CUS D 170	63.94%	\$25,000.00	415.66	0.0617%	\$4,444.63	\$29,444.63
GEFF C C SCHOOL DISTRICT 14	63.73%	\$25,000.00	66	0.0098%	\$705.73	\$25,705.73
DES PLAINES C C SCH DIST 62	63.68%	\$25,000.00	2657.66	0.3947%	\$28,418.22	\$53,418.22
GEORGETOWN-RIDGE FARM C U D 4	63.61%	\$25,000.00	616.33	0.0915%	\$6,590.38	\$31,590.38
PONTIAC C C SCHOOL DIST 429	63.59%	\$25,000.00	685.66	0.1018%	\$7,331.73	\$32,331.73
SOUTH FORK SCHOOL DISTRICT 14	63.26%	\$25,000.00	189.33	0.0281%	\$2,024.50	\$27,024.50
BLOOMINGTON SCH DIST 87	63.11%	\$25,000.00	3022.33	0.4489%	\$32,317.62	\$57,317.62
MENDOTA C C SCHOOL DIST 289	62.94%	\$25,000.00	705.33	0.1048%	\$7,542.06	\$32,542.06
ODIN C U SCHOOL DIST 722	62.92%	\$25,000.00	164.33	0.0244%	\$1,757.17	\$26,757.17

Illinois State Board of Education
Healthy Community Investment Grants - Exhibit I School District Allocations
January 19, 2017

District Name	Low-Income %	Base Grant	DHS 3-year AVG	% DHS 3-Year Average	Additional Grant Based on % DHS 3-Year Average	Total Grant (Base + Additional)
NORTH CLAY C U SCHOOL DISTRICT 25	62.89%	\$25,000.00	364.66	0.0542%	\$3,899.29	\$28,899.29
COMMUNITY HIGH SCHOOL DIST 218	62.85%	\$25,000.00	3115.66	0.4627%	\$33,315.59	\$58,315.59
MT VERNON TWP H S DIST 201	62.69%	\$25,000.00	672.66	0.0999%	\$7,192.72	\$32,192.72
BETHEL SCHOOL DISTRICT 82	62.58%	\$25,000.00	103.66	0.0154%	\$1,108.43	\$26,108.43
CLAY CITY COMM UNIT DIST 10	62.57%	\$25,000.00	162	0.0241%	\$1,732.26	\$26,732.26
SCOTT-MORGAN C U SCHOOL DIST 2	62.53%	\$25,000.00	123.66	0.0184%	\$1,322.29	\$26,322.29
JONESBORO C C SCHOOL DIST 43	62.53%	\$25,000.00	238.66	0.0354%	\$2,551.98	\$27,551.98
GILLESPIE COMM UNIT SCH DIST 7	62.49%	\$25,000.00	732	0.1087%	\$7,827.24	\$32,827.24
HARRISON SCHOOL DISTRICT 36	62.46%	\$25,000.00	236	0.0350%	\$2,523.54	\$27,523.54
COMM CONS SCH DIST 59	62.36%	\$25,000.00	3948.33	0.5864%	\$42,219.29	\$67,219.29
BEARDSTOWN C U SCH DIST 15	62.30%	\$25,000.00	853.66	0.1268%	\$9,128.14	\$34,128.14
GALLATIN C U SCHOOL DISTRICT 7	62.30%	\$25,000.00	451	0.0670%	\$4,822.52	\$29,822.52
QUINCY SCHOOL DISTRICT 172	62.20%	\$25,000.00	3668.33	0.5448%	\$39,225.26	\$64,225.26
DONGOLA SCH UNIT DIST 66	62.05%	\$25,000.00	152.33	0.0226%	\$1,628.86	\$26,628.86
SCHOOL DISTRICT 46	61.86%	\$25,000.00	21542	3.1993%	\$230,347.50	\$255,347.50
RAMSEY COMM UNIT SCH DIST 204	61.82%	\$25,000.00	249	0.0370%	\$2,662.54	\$27,662.54
DEPUE UNIT SCHOOL DIST 103	61.79%	\$25,000.00	236	0.0350%	\$2,523.54	\$27,523.54
QUEEN BEE SCHOOL DISTRICT 16	61.66%	\$25,000.00	1095.66	0.1627%	\$11,715.84	\$36,715.84
TAMAROA SCHOOL DIST 5	61.60%	\$25,000.00	70.33	0.0104%	\$752.04	\$25,752.04
BENTON COMM CONS SCH DIST 47	61.60%	\$25,000.00	670.33	0.0996%	\$7,167.80	\$32,167.80
HILLSIDE SCHOOL DIST 93	61.43%	\$25,000.00	299	0.0444%	\$3,197.19	\$28,197.19
JOPPA-MAPLE GROVE UNIT DIST 38	61.42%	\$25,000.00	154	0.0229%	\$1,646.71	\$26,646.71
ROCHELLE COMM CONS DIST 231	61.33%	\$25,000.00	932.66	0.1385%	\$9,972.89	\$34,972.89
BRADLEY SCHOOL DIST 61	61.31%	\$25,000.00	856.66	0.1272%	\$9,160.22	\$34,160.22
COWDEN-HERRICK CUD 3A	61.29%	\$25,000.00	235.33	0.0349%	\$2,516.37	\$27,516.37

Illinois State Board of Education
Healthy Community Investment Grants - Exhibit I School District Allocations
January 19, 2017

District Name	Low-Income %	Base Grant	DHS 3-year AVG	% DHS 3-Year Average	Additional Grant Based on % DHS 3-Year Average	Total Grant (Base + Additional)
MATTOON C U SCHOOL DIST 2	61.22%	\$25,000.00	1961	0.2912%	\$20,968.87	\$45,968.87
SPARTA C U SCHOOL DIST 140	61.19%	\$25,000.00	707	0.1050%	\$7,559.91	\$32,559.91
MILFORD AREA PUBLIC SCHL DIST 124	60.96%	\$25,000.00	346.66	0.0515%	\$3,706.82	\$28,706.82
MASSAC UNIT DISTRICT #1	60.70%	\$25,000.00	1205	0.1790%	\$12,885.00	\$37,885.00
OAKLAND C U SCHOOL DIST 5	60.64%	\$25,000.00	139.66	0.0207%	\$1,493.38	\$26,493.38
OAK LAWN COMM H S DIST 229	60.51%	\$25,000.00	930.66	0.1382%	\$9,951.50	\$34,951.50
IRVINGTON C C SCH DISTRICT 11	60.47%	\$25,000.00	36.66	0.0054%	\$392.00	\$25,392.00
SOUTH PEKIN SCHOOL DIST 137	60.37%	\$25,000.00	142	0.0211%	\$1,518.40	\$26,518.40
WESTERN CUSD 12	60.29%	\$25,000.00	293.66	0.0436%	\$3,140.09	\$28,140.09
PEKIN PUBLIC SCHOOL DIST 108	60.08%	\$25,000.00	1967	0.2921%	\$21,033.03	\$46,033.03
SOUTH CENTRAL COMM UNIT DIST 401	60.03%	\$25,000.00	351.66	0.0522%	\$3,760.28	\$28,760.28

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Melissa Oller, Chief Internal Auditor *MO*

Agenda Topic: Presentation of Fiscal Year 2016 Financial Audit Report

Materials: Fiscal Year 2016 Financial Audit Report (Under separate cover)

Staff Contact: Melissa Oller, Chief Internal Auditor

Purpose of Agenda Item

The Internal Audit Division requests the Board accept the Office of the Auditor General's Illinois State Board of Education Financial Audit for the year ended June 30, 2016.

Expected Outcome(s) of Agenda Item

The Board will be informed that the Office of the Auditor General Fiscal Year 2016 Financial Audit report did not identify any findings and the Board will accept the audit as presented.

Background Information

The auditor general is responsible for conducting a financial audit of the agency. The objectives of this audit are to determine if financial statements are fairly presented.

Analysis and Implications for Legislative Action and Communications

The auditors did not report any material findings.

Legislative Action: This audit will be reviewed by the Legislative Audit Commission.

Communications: The audit is issued by the auditor general and is available to the public.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby accepts the Office of the Auditor General's Illinois State Board of Education Financial Audit for the year ended June 30, 2016.

Next Steps

No further action necessary.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning *H*
Stephanie B. Donovan, General Counsel *SB*

Agenda Topic: State Charter School Commission Appointment

Materials: Governor's Office Recommendation
Carlos A. Pérez Background Information

Staff Contact(s): Claudia Quezada, Director of Quality School Options, Innovation and Improvement

Purpose of Agenda Item

The Center for Innovation and Improvement requests that the Board move to appoint the Governor's recommendation for a candidate to fill a vacancy on the State Charter School Commission (Commission).

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

The Commission is responsible for authorizing high-quality charter schools throughout Illinois, particularly schools designed to expand opportunities for at-risk students. The Commission is empowered to consider the appeals of proposals that have been denied and charter agreements that have been revoked or not renewed by a local school board, approve quality charter school applications and deny weak or inadequate applications, monitor the performance and legal compliance of charter schools authorized by the Commission, and determine whether each charter school authorized by the Commission merits renewal, nonrenewal, or revocation. The performance of these responsibilities directly relates to all of the State Board of Education's strategic goals.

Expected Outcome(s) of Agenda Item

The Board will appoint Carlos A. Pérez, executive director of Charter Parents United, to the Commission to fill a vacancy created by a commissioner's resignation whose term would otherwise expire on October 31, 2019.

Background Information

Members of the Commission must collectively possess strong experience and expertise in public and nonprofit governance, management, and finance; public school leadership; higher education; assessments; curriculum and instruction; and public education law. In addition, all members of the Commission must have a demonstrated understanding of and a commitment to public education, including, without limitation, charter schools. At least three members must have past experience with urban charter schools.

The Commission currently has one vacancy created by the resignation of Commissioner Aneesh Sohoni on November 11, 2016. In accordance with the staggered terms of office, Commissioner Sohoni's term would have expired on October 31, 2019.

When a vacancy is created by resignation, the Charter Schools Law requires the State Board of Education to appoint a member for the remaining portion of the term based on the recommendation of the Governor. The Office of the Governor has recommended Mr. Pérez, and the necessary documents related to his recommendation are before you.

Financial Background

N/A

Business Enterprise Program (BEP)

N/A

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

Policy Implications: With the approval of this recommendation, the State Charter School Commission will have no additional vacancies.

Budget Implications: N/A

Legislative Action: N/A

Communication: N/A

Pros and Cons of Various Actions

Pros: The State Board of Education is required by law to appoint members to the Commission whenever a vacancy exists (whether by resignation, term expiration, or other cause). Once this appointment is made, the Commission will be capable of carrying out its public functions.

Cons: None known.

Superintendent's Recommendation

I recommend that the following motion be adopted:

Pursuant to Article 27A-7.5(c) and 7.5(d), the State Board hereby approves the appointment of Carlos A. Pérez to the State Charter School Commission.

Next Steps

Upon Board authorization, agency staff will notify the candidate about the action taken by the State Board of Education. In addition, the State Board of Education website will be appropriately updated.



STATE OF ILLINOIS
OFFICE OF THE GOVERNOR
CAPITOL BUILDING, 207 STATE HOUSE
SPRINGFIELD, ILLINOIS 62706

BRUCE RAUNER
GOVERNOR

December 13, 2016

Rev. James Meeks
Chair, Illinois State Board of Education
100 N. 1st Street
Springfield, IL 62777

Re: Nomination of Candidates for the State Charter School Commission

Dear Chairman Meeks:

Pursuant to 105 ILCS 5127A-7.5, I hereby nominate the below individual for consideration by the State Board of Education for appointment to the State Charter School Commission. It is my understanding that there exists one vacancy.

I believe the individual below will serve the state well.

Carlos A. Perez
2754 N. Richmond
Chicago, IL 60647
CarlosAbelPerez@gmail.com

Sincerely,

A handwritten signature in blue ink that reads "Bruce Rauner".

Governor

Carlos Perez has dedicated his career to social justice, community service, building people power and leadership. His background is in community-based advocacy for both education and political campaigns.

Mr. Perez recently served as Executive Director of Charter Parents United; organizing parents across various charter school networks around issues of school quality, educational equity, and parent and community empowerment and advocacy.

He previously served as the CEO of the New Jersey Charter Schools Association. Prior to that, he was the Director of Public Policy for the Illinois Network of Charter Schools and a community organizer.

Before working to support charter schools, Carlos worked to organized new immigrant and Latino communities in Virginia, Minnesota, and Missouri. His political organizing work extended beyond Illinois to Louisiana. After working to bring new people into the political process, Mr. Perez began organizing in charter schools to build a community network of school leaders, parents, students and civic groups to advocate on behalf of charter schools.

As an executive leader, Mr. Perez has built relationships with members of the community, political, civic, and educational leaders. Public speaking engagements include a national audience, town-halls, panels, legislative committee, and in media with television and radio interviews. Carlos is proud to have mentored and coached many colleagues in the areas of organizing, advocacy, policy, and communications.

Carlos received a MA in Public Services from DePaul University and is a graduate of Truman State University. He lives in his childhood neighborhood, Logan Square, with his wife, and their two daughters.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 9, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Karen Corken, First Deputy Superintendent *KJC*

Topic: Draft 2016 State Board of Education Annual Report

Materials: Draft 2016 State Board of Education Annual Report (Under separate cover)

Staff Contact(s): Jackie Rodgers, Chief Communications and Partnerships Officer

Purpose of Agenda Item

The Board will review and is expected to approve the Draft 2016 State Board of Education Annual Report.

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

The data included in the Draft 2016 Annual Report provides information pertaining to all aspects of the Strategic Plan.

Background Information

The Illinois State Board of Education is required to provide a report annually to the Governor and General Assembly with specific data. The Draft 2016 Annual Report includes reports on the following topics: Demographic, Financial and Statistical Data; State, Federal and Local Resources; Schools and Districts; Students; Student Performance; Educators; Special Education and Categorical Grants.

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

Policy Implications: None

Budget Implications: None

Legislative Action: None

Communication: Report to be filed with the Governor and Illinois General Assembly on or before Jan. 14, 2017.

Next Steps

The approved 2016 Annual Report will be submitted to the Governor and the General Assembly on or before Jan. 14, 2017.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 24, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education
Karen Corken, First Deputy Superintendent

Ans
KJC

Agenda Topic: 2017 Legislative Session

Staff Contacts: Amanda Elliott, Co-Director of Legislative Affairs
Sarah Hartwick, Co-Director of Legislative Affairs

Purpose of Agenda Item

The purpose of the agenda item is to provide the Board with a summary of items that may be addressed in the Spring Legislative Session and to update the Board on legislative initiatives for the Spring Legislative Session.

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

The Legislative Agenda will support changes that align with the goals identified within the Board's Strategic Plan.

Expected Outcome(s) of Agenda Item

The Board will be kept informed of tracked legislation and Board initiatives.

Background Information

2017 Spring Session

Over the past several months, Legislative Affairs staff has been working with ISBE agency divisions to develop legislative proposals for the 2017 Spring Legislative Session.

Subject: Educator Licensure

Executive Summary: This proposal will include recommendations from agency staff and stakeholders to remove barriers to licensure and clean up provisions in the licensure section of the School Code.

Subject: Districts of Innovation

Executive Summary: This proposal would allow school districts in Illinois to become Districts of Innovation. These districts would be encouraged to develop new or create alternatives to existing instructional and administrative practices intended to improve student learning and student performance.

Subject: Article 7 Rewrite

Executive Summary: This proposal includes a complete review and rewrite of Article 7 of the School Code, which deals with the detachment of property and annexation of each property to another district or districts, as well as instances where an entire district is dissolved and annexed to another district or districts. An overhaul was completed of the School Code articles concerning the formation of a new district or districts, resulting in Public Act 94-1019 and the

creation of Article 11E, but a similar overhaul of the law dealing with annexations has not been completed.

Subject: At-Risk Student Support

Executive Summary: This initiative will address two issues that impact students considered at risk for dropping out of school. Currently, students who fail to meet minimum attendance or academic standards may be dropped from a district's roster for non-attendance reasons. Removing these provisions in the School Code will permit these students to remain in school and have access to opportunities and necessary interventions to ensure that they graduate from high school ready for college and career.

Subject: High School Assessment Date

Executive Summary: This proposal will require that the college entrance exam be given during the school day. This will ensure greater access to a college entrance exam.

Subject: Obsolete and Duplicative Legislation

Executive Summary: This initiative would be a continuation of ISBE's efforts to streamline the School Code provisions and amend or repeal outdated or otherwise problematic provisions of the School Code. ISBE has introduced similar pieces of legislation over the last several years.

Subject: Every Student Succeeds Act

Executive Summary: This initiative is a placeholder pending any necessary legislation to enact Illinois' ESSA State Plan.

Superintendent's Recommendation

N/A

Next Steps

Staff will move forward with securing sponsors for the 2017 Spring Legislative Session.