

ILLINOIS STATE BOARD OF EDUCATION



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

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

May 15, 2019
9 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. Closed Session (as needed)

III. Presentations

- A. Every Student Succeeds Act (ESSA)
1. Academic / Accountability (pp. 3-20)
 2. Site-Based Expenditure Reporting (pp. 21-46)

IV. Public Participation

V. Approval of The ESSA State Plan Amendment 1: Adjusting for Indicators Not Ready for Implementation (pp. 47-52)

VI. Action to Halt Implementation of Grades for Growth (pp. 53-55)

VII. Superintendent's Report - Consent Agenda

- A. *Approval of Minutes
1. Plenary Minutes: March 20, 2019 (pp. 56-65)
 2. Plenary Minutes: April 17, 2019 (pp. 66-80)
- B. *Rules for Initial Review
1. Part 1 (Public Schools Evaluation, Recognition and Supervision) (Asthma Inhaler Medications in Schools) (pp. 81-93)
- C. *Rules for Adoption
1. Part 1 (Public Schools Evaluation, Recognition and Supervision) (Competency-Based Pilot Program) (pp. 94-106)
- D. *Contracts & Grants Over \$1 Million
1. Request for Six Month IGA - Illinois Virtual School (pp. 107-108)
 2. Assessment Administration Vendor Contract with NCS Pearson Inc. Utilizing Existing Multi-State Procurement (pp. 109-113)
- E. *Approval to Release Invitation for Bid for Teacher Performance Assessment (pp. 114-115)

End of Consent Agenda

VIII. Approval of the RFP – McKinney-Vento Homeless Children and Youth Grant Program – Lead Area Liaisons (pp. 116-122)

IX. Discussion Items

A. Appeal for Program Approval for American Intercontinental University **(pp. 123-141)**

B. Legislative Update **(pp. 142-154)**

X. Announcements & Reports

A. Superintendent's/Senior Staff Announcements

B. Chairperson's Report

C. Member Reports

XI. Information Items

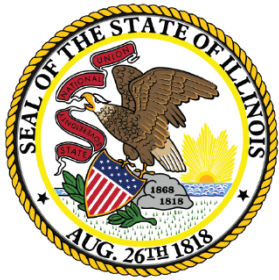
A. ISBE Fiscal & Administrative Monthly Reports **(pp. 155-202)**

B. Freedom of Information Act (FOIA) Monthly Report **(pp. 203-223)**

XII. 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: The Chairperson may call for a break in the meeting as necessary in order for the Board to go into closed session.



Illinois State Board of Education

ESSA: Academic/Accountability

May 15, 2019

Structure

- Amendment I
 - Amendment Process
 - Timeline
 - Methods for Redistributing Weight of Indicators
 - Public Comment
 - Recommendation
- Grade for Growth
 - Context
 - Recommendation
- Amendment II
 - Areas for reconsideration
 - Timeline
 - Listening Tour



Amendment I

- Amendment I
 - Amendment Process
 - Timeline
 - Methods for Redistributing Weight of Indicators
 - Public Comment
 - Recommendation

Amendment Process

- Section 1111 (a)(6)(B)(i) If a state makes significant changes to its plan at any time, such as the adoption of new challenging State academic standards or new academic assessments under subsection (b), or changes to its accountability system under subsection (c), such information shall be submitted to the Secretary in the form of revisions or amendments to the State plan.

Timeline

- December 2018 – US DOE requested ISBE provide information on how it intends to consider ‘indicators without weight’ in the determination of a summative designation.
- January/February 2019 – ISBE proposes three models for the redistribution of weight to IBAM and receives their recommendation.
- April 4, 2019 – US DOE requested ISBE submit an amendment no later than June 1, 2019.

Timeline

- April 17- May 1, 2019 – Staff present status to ISBE Board, consult with the Governor’s Office, place information on proposed amendment on ISBE website, share via Superintendent’s Message, and social media, among others.
- May 15, 2019 – Provide summary of public comment and a recommendation to ISBE.
- After May 15, 2019 – Finalize amendment based upon ISBE input and submit to US DOE.

Methods for Redistributing Weight of Indicators

	Report Card 2018 Weight	Redistributed Proportionally (Recommended)	Redistributed Equally	Redistributed To Chronic Absenteeism
Chronic Absenteeism	7.5%	10%	9.583%	13.75%
Climate Surveys	5%	6.67%	7.083%	5%
9th Grade On-Track	6.25%	8.33%	8.33%	6.25%
College and Career Readiness	6.25%	0%	0%	0%
Fine Arts Indicator	0%	0%	0%	0%



Public Comment

- In addition to sharing the work with IBAM in January and February, six comments were received.
 - IBAM recommended ISBE use proportional redistribution
 - One commenter supported the proportional redistribution recommendation
 - Three commenters addressed the question of redistribution, but did not suggest one approach was more appropriate than another.
 - A general concern was shared regarding “incremental” changes to the system will cause confusion in the field

Recommendation

- Proportional redistribution of the weight of missing indicators to the remaining SQSS indicators.
 - This is consistent with the recommendation given by the IBAM Committee as well as ISBE past practice for redistributing the weight of indicators for which there is insufficient data.
 - Maintaining the relative weight of the remaining indicators keeps the impact of the remaining indicators consistent and introduces the least variance to designations from system change.

Grade for Growth

- Context
- Recommendation

Context

- The Illinois ESSA Plan was approved in August 2017.
- In its description of the accountability system, ISBE indicated on page 48 that it would
 - provide each school with a growth designation on the Illinois Report Card beginning in the 2019-2020 school year, and
 - There will be a comparison of like schools and an all school comparison on annual growth to proficiency. In both cases, the assigned grade for growth will use an A-F scale.

Context

- In addition to stakeholders in the field sharing concerns on the Grade for Growth since approval of the Illinois ESSA Plan in August of 2017, the Technical Advisory Committee, in its June 2018 report stated:
 - Letter grades for growth could be misunderstood or misused due to preconceived notions about what it means to earn a particular grade, and
 - The accountability system in Illinois is predicated upon identifying schools for support. In contrast, the grade for growth is a metric that considers the relative position of like schools. It uses a different methodology to answer a different question (e.g., the range of growth statewide and range of growth for like schools).

Context

- Multi-measures systems of accountability are complex.
- ISBE is committed to not adding complexity to the system wherever possible.
- Grades for growth add unnecessary complexity and create confusion without adding meaningful differentiation of performance.

Recommendation

- Halt the calculation and reporting of grades for growth for schools as a part of its accountability system on the Illinois Report Card.
 - Please note that the Grade for Growth does not require an amendment as it does not change the accountability system or the calculation of a summative designation for the purposes of annual meaningful differentiation.

Amendment II

- Areas for reconsideration
- Timeline
- Listening Tour

Areas for Reconsideration

1. Overall weighting of Academic to Student Success Indicators – (75/25 to 51/49 or other)
2. Weighting of individual indicators within the larger buckets/ “what constitutes a well rounded curriculum?”
3. Newly arrived English Learner testing policy
4. Designations
 - Changing the number of designation categories
 - Changing the criteria for exemplary

Timeline

Date		Activity
2019	May, June & July	Conduct a listening tour of in-person meetings throughout the state.
		Meet with Governor's Office and other key stakeholder and advocacy groups, as requested.
	August	Draft the amendment based on input from stakeholders
	September 17 & 18	Present the draft to the Board and open 30 days of public comment.
	September/October	Consult with the Governor. Respond as needed to the public comment.
	October 16	Present final amendment to the Board for approval and submit to U.S. Department of Education (ED).
2020	February/March	Anticipated approval from ED.
	March, April & May	Communicate the upcoming changes for 2020 designations to the field (October 31, 2020).



Listening Tour

- May 16 – DuPage County ROE, 421 N. County Farm Rd., Wheaton
- May 20 – City of Chicago School District 299, 42 W Madison St., Chicago
- May 22 – Springfield School District 186, 1900 W. Monroe St., Springfield
- May 23 – Carbondale Community High School, 1301 E. Walnut, Carbondale
- May 29 – Rock Island ROE, 3430 Avenue of the Cities, Moline



ESSA Site-Based Expenditure Reporting - *Update*

May 15, 2019



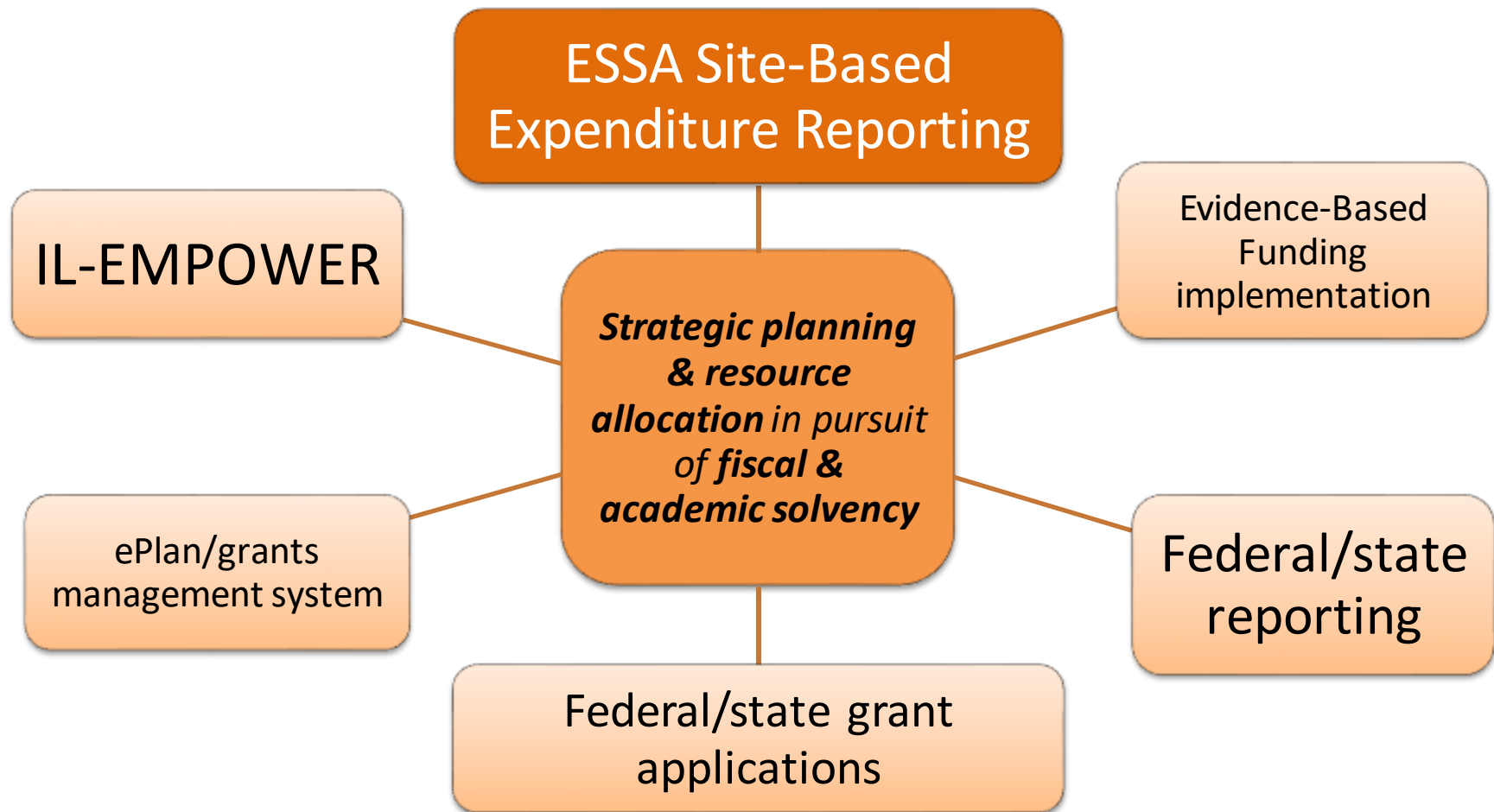
ESSA Site-Based Expenditure Reporting must be implemented for school year 2018-19

ESSA requires that SEAs include on their Report Card:

“The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.”



Site-Based Expenditure Reporting fits into statewide education goals and initiatives





Founding Advisory Group Members

- Dave Ardrey – Executive director, Association of Illinois Rural and Small Schools
- Jon Bartelt – Superintendent, Bloomingdale SD 13
- Michael Bradley – Chief financial officer, ACERO Schools
- Nick Cavaliere – Certified public accountant, Baker/Tilly
- Brent Clark – Executive director, Illinois Association of School Administrators
- John Correll – Superintendent, Salt Creek SD 48
- Brad Cox – Superintendent, Erie CUSD 1
- Mark Doan – Superintendent, Effingham Unit SD 40
- Roger Eddy – Executive director, Illinois Association of School Boards
- Bob Green – Superintendent, Collinsville CUSD 10
- Rich Haglund – Chief operating officer, Illinois Network of Charter Schools
- Lindsey Hall – Superintendent, Mahomet-Seymour CUSD 3
- Susan Harkin – Chief operating officer and chief school business official, District 300
- Michael Jacoby – Executive director, Illinois Association of School Business Officials
- Mark Jontry – President, Illinois Association of Regional Superintendents of School; regional superintendent of schools, Regional Office of Education 17
- Joseph McDonnell – Treasurer, Bremen Township School Treasurer's Office
- Cameron Mock – Director of fiscal policy and analysis, Chicago Public Schools
- Ginger Ostro – Executive director, Advance Illinois
- Dean Romano – Chief operating officer and chief school business official, Yorkville CUSD 115
- Diane Rutledge – Executive director, Large Unit District Association
- Lisa Schuchart – Commissioner, Illinois State Charter School Commission
- Edwin Shoemate – Superintendent, Cobden Unit SD 17; president-elect, Board of Association of Illinois Rural and Small Schools
- Mark Twomey – Superintendent, Macomb CUSD 185
- Steve Webb – Superintendent, Goreville CUSD 1
- Dave Wood – Chief financial officer, Bloomington SD 87



Advisory Group's Value Proposition

- Makes **resource allocation** more readily accessible *to schools and stakeholders*
- *Empowers LEAs and communities* to **assess and improve equity**
- *Enables LEAs and communities* to gain a better understanding of the **relationship between student outcomes and financial resources**
- *Enables LEAs, schools, and the state* to **identify evidence-based best practices and opportunities to foster innovation** between peers



Advisory Group's Guiding Principles Year 1 Implementation

"Guidance" rather than formal changes to accounting rules

Stay close to "minimum ESSA compliance"

Leverage existing reporting wherever possible

Couple the financial reporting with state Report Card data

Districts know their data best and can tell their own story

This initiative should and will evolve over years

Reporting Guidance adheres to these principles



Site-Based Expenditure Data Table

		Site-Level Per-Pupil Expenditures			District Centralized Per-Pupil Expenditures			Total Per-Pupil Expenditures				
Sites	Student Count	State and			State and			State and			Exclusions	Total Expenditures
		Federal	Local	Subtotal	Federal	Local	Subtotal	Federal	Local	Total		
PK Ctr	50	\$500	\$8,020	\$8,520	\$660	\$3,514	\$4,175	\$1,160	\$11,534	\$12,695		
ES1	300	\$344	\$5,148	\$5,493	\$529	\$2,781	\$3,310	\$874	\$7,929	\$8,803		
ES2	250	\$231	\$5,445	\$5,676	\$457	\$3,905	\$4,362	\$688	\$9,350	\$10,038		
MS1	250	\$320	\$5,356	\$5,676	\$361	\$3,499	\$3,861	\$681	\$8,855	\$9,536		
HS1	320	\$458	\$6,910	\$7,368	\$371	\$2,919	\$3,290	\$829	\$9,829	\$10,658		
LEA	1,170	\$353	\$5,860	\$6,213	\$440	\$3,244	\$3,684	\$793	\$9,104	\$9,897	\$2,330,361	\$13,910,071

Based on input from the Advisory Group, this level of reporting detail will be the only mandated collection for Year 1, along with notation of allocation methodologies.



Translating the Value Proposition onto the Report Card

Vision: What do we aspire to achieve through data visualization?

Target audiences: Who are we developing visualization for?

Critical questions: For what purposes will target audiences want to use visualization? What critical questions will they want to be able to address through data visualization?

Data needs: What data must be included in visualization to support analysis of critical questions? What should be prioritized?

Form and function: What should visualizations look like? What mechanisms do we have to display visualizations? What should be included in Year 1?



Vision & Target Audiences for Data Visualization

Data visualization provides *target audiences* with the data they need to investigate *their critical questions* toward *realizing the value proposition*.

Target Audiences: *District leaders, principals, teachers, parents & families, and community members*



Report Card Sections to be Updated with Site-Based Expenditure Data

- District Report Card – *Landing Page*
- School Report Card – *Landing Page*
- District Report Card - *District Finances*
- School Report Card - *District Finances*
- School Report Card - *School Finances*
- Compare Feature – *Advanced*

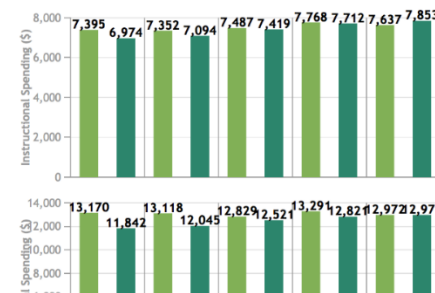
BLOOMINGDALE SD 13

District Snapshot
Academic Progress
District Environment
5Essentials Survey
District Finances
Average Class Size
Total School Days
Health and Wellness
Students

District Finances

Average per pupil spending in this district

← Per Student Spending →



WESTFIELD MIDDLE SCHOOL (6 - 8) - BLOOMINGDALE SD 13

[View At-a-Glance PDF](#)

[Compare Schools](#)

School Snapshot
Academic Progress
School Environment
5Essentials Survey
District Finances
School Finances
Average Class Size
Total School Days
Health and Wellness
Students

School Finances

Average per pupil spending in this school

← Per Student Spending →

In fall of 2019 the Illinois Report Card will report school-level financial data such as per pupil expenditures, personnel expenditures, and non-personnel expenditures. Currently, the Report Card displays only district-level financial information.

Explanation of Display	Context	Resources
<p>Per ESSA, beginning with 2018-19 school year data, ISBE will be responsible for reporting "the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year." Put plainly, next year will be the first time that school-level financial data will be available on the Report Card.</p> <p>To prepare for this new data collection and reporting, ISBE has convened a diverse stakeholder group from across the state to advise upon implementation. The public results of this group's work are available at www.isbe.net/essa under the "Site-Based Expenditure Reporting" header and include guidance for reporting entities, introductory webinars, and routinely updated trainings.</p>		



District Report Card – School Finances *View 1: large district*

Ability to toggle between two visuals showing all schools in the district. FIRST,

Bar chart (tableau) of all site-level expenditures of district schools

- Including ability to disaggregate by state/local vs federal funding OR central vs school-level expenditures

with **data listing** below chart:

- Site-level enrollment
- Site-level student needs data
- Site-level academic outcomes

DISTRICT CUSD 1

[View At-a-Glance PDF](#)

District Snapshot

Academic Progress

District Environment

[SEssentials Survey](#)[District Finances](#)[School Finances](#)[Average Class Size](#)[Total School Days](#)[Health and Wellness](#)

Students

Teachers

Administrators

Schools in District

Retired Tests

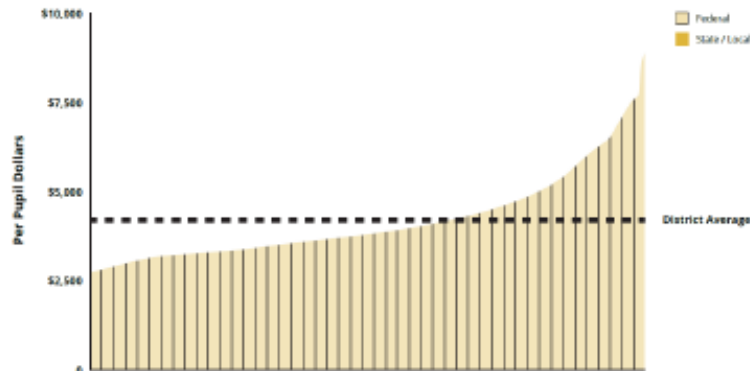
School Finances

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District Financial Capacity to Meet Expectations = **153%**

SELECT ☐ STATE/LOCALLY-FUNDED VS. FEDERALLY ☐ CENTRAL VS. SCHOOL-LEVEL

[View Bar Chart](#) | [View Scatterplot](#)



SUMMATIVE DESIGNATION KEY

Lowest Performing = LP Underperforming = UP Commendable = COM Exemplary = EX

School Name	Per Pupil Expenditure	Enrollment	Low Income	English Learners	Students with IEPs	Summative Designation
SCHOOL 1	\$X,XXX	XX	XX%	XX%	XX%	LP
SCHOOL 2	\$X,XXX	XX	XX%	XX%	XX%	EX
SCHOOL 3	\$X,XXX	XX	XX%	XX%	XX%	COM
SCHOOL 4	\$X,XXX	XX	XX%	XX%	XX%	LP
SCHOOL 5	\$X,XXX	XX	XX%	XX%	XX%	COM
SCHOOL 6	\$X,XXX	XX	XX%	XX%	XX%	EX
SCHOOL 7	\$X,XXX	XX	XX%	XX%	XX%	LP
SCHOOL 8	\$X,XXX	XX	XX%	XX%	XX%	UP
SCHOOL 9	\$X,XXX	XX	XX%	XX%	XX%	COM



District Report Card – School Finances

View 1: large district, disaggregated

Ability to toggle between two
visuals showing all schools in the
district. FIRST,

Bar chart of all site-level
expenditures of district schools

- Including ability to
disaggregate by state/local vs.
federal funding OR central vs.
school-level expenditures

with **data listing** below chart:

- Site-level enrollment
- Site-level student needs data
- Site-level academic outcomes

DISTRICT CUSD 1

[View At-a-Glance PDF](#)

District Snapshot

Academic Progress

District Environment

[Statewide Survey](#)[District Finances](#)[School Finances](#)[Average Class Size](#)[Total School Days](#)[Health and Wellness](#)

Students

Teachers

Administrators

Schools in District

Retired Tests

School Finances

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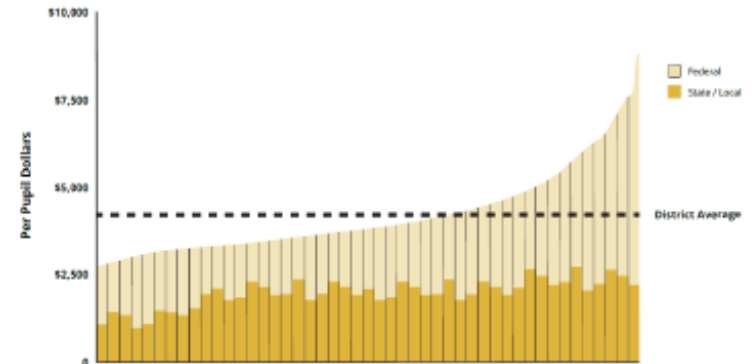
District Financial Capacity to Meet Expectations = **153%**

SELECT

☒ STATE/LOCALLY-FUNDED VS. FEDERALLY

☐ CENTRAL VS. SCHOOL-LEVEL

[View Bar Chart](#) | [View Scatterplot](#)



SUMMATIVE DESIGNATION KEY

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Underperforming = UP

Commendable = COM

Exemplary = EX

School Name	Per Pupil Expenditure	Enrollment	Low Income	English Learners	Students with IEPs	Summative Designation
SCHOOL 1	\$X,XXX	XX	XX%	XX%	XX%	LP
SCHOOL 2	\$X,XXX	XX	XX%	XX%	XX%	EX
SCHOOL 3	\$X,XXX	XX	XX%	XX%	XX%	COM
SCHOOL 4	\$X,XXX	XX	XX%	XX%	XX%	LP
SCHOOL 5	\$X,XXX	XX	XX%	XX%	XX%	COM
SCHOOL 6	\$X,XXX	XX	XX%	XX%	XX%	EX
SCHOOL 7	\$X,XXX	XX	XX%	XX%	XX%	LP
SCHOOL 8	\$X,XXX	XX	XX%	XX%	XX%	UP
SCHOOL 9	\$X,XXX	XX	XX%	XX%	XX%	COM



District Report Card – School Finances *View 2: large district*

Ability to toggle between
two visuals showing all
schools in the district.
SECOND,

Scatterplot with ability to
select one axis data (low-
income, English Learner,
special education,
summative designation,
enrollment) and show
against per-pupil
expenditures.

Data listing remains on
page.

DISTRICT CUSD 1

[View At-a-Glance PDF](#)

District Snapshot

Academic Progress

District Environment

[Essentials Survey](#)[District Finances](#)[School Finances](#)[Average Class Size](#)[Total School Days](#)[Health and Wellness](#)[Students](#)[Teachers](#)[Administrators](#)[Schools in District](#)[Retired Tests](#)

School Finances

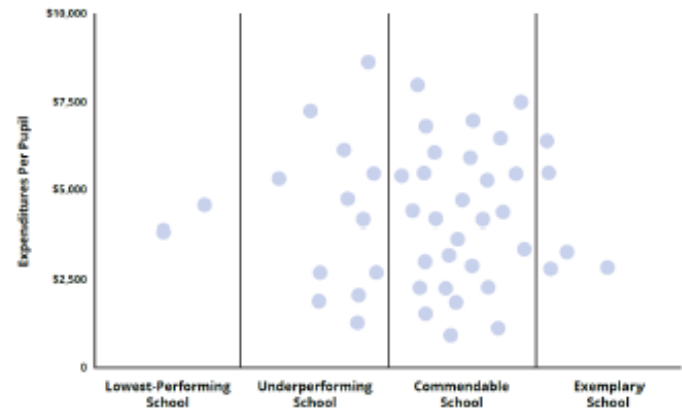
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District Financial Capacity to Meet Expectations = **153%**

SELECT

[English Language Learners](#)[Special Education](#)[Low Income](#)[Summative Designation](#)[Enrollment](#)

View Bar Chart | [View Scatterplot](#)



SUMMATIVE DESIGNATION KEY

Lowest Performing = LP

Underperforming = UP

Commendable = COM

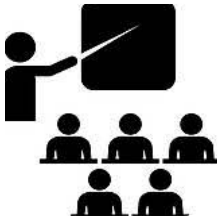
Exemplary = EX

School Name	Per Pupil Expenditure	Enrollment	Low Income	English Learners	Students with IEPs	Summative Designation
SCHOOL 1	\$X,XXX	XX	XX%	XX%	XX%	LP
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SCHOOL 7	\$X,XXX	XX	XX%	XX%	XX%	LP
SCHOOL 8	\$X,XXX	XX	XX%	XX%	XX%	UP
SCHOOL 9	\$X,XXX	XX	XX%	XX%	XX%	COM



Current Work and Working Groups

Value proposition, guiding principles,
guidance



Training



Data collection and calculation



Data visualization



Supports for the Field

Resources

- www.isbe.net/site-based
- Guidance and FAQs (Guidance 2.0 released in April 2019)
- Suggested district implementation timeline
- Slide template for district cabinet-level discussion
- Deep-dive webinars
- Data collection tool and calculation template, beta release
- “Leveling-up” document to publicly set the stage for the data: What they are? How to use them productively? (coming in August 2019)

Outreach

- Guidance release webinars and video, in partnership with IASA & IASBO
- Implementation preparation video for school business officials
- Conference presentations
 - IASBO Annual Conference
 - IASBO Bookkeepers Conference
 - IASBO Regional Conference
 - Joint Annual Conference of IASA, IASB, IASBO
- ISBE support system to field reporting issues (coming in June 2019)
- Site-based@isbe.net



Positive Initial Feedback as a Result of Engagement

- U.S. Department of Education (ED) invitation to speak at National ESEA Conference panel moderated by ED
- Selected to present at ED State Support Network Conference for State Longitudinal Data Systems
- Invitation from the Education Commission of the States to speak at National Forum on Education Policy
- Invitation from the Council of Chief State School Officers and Edunomics Lab at Georgetown University to join national Financial Transparency Working Group state panel
- Consistent shout-outs at topical national conferences
- District administrator: "This is the best rollout of an ISBE initiative I have ever experienced"



SUPPLEMENTAL SLIDES



District Report Card – School Finances *View 1: Small district*

Ability to toggle between two visuals showing all schools in the district. FIRST,

Bar chart of all site-level expenditures of district schools

- Including ability to disaggregate by state/local vs federal funding OR central vs school-level expenditures

with **data listing** below chart:

- Site-level enrollment
- Site-level student needs data
- Site-level academic outcomes

DISTRICT CUSD 1

[View As-a-Glance PDF](#)

District Snapshot

Academic Progress

District Environment

[SEssentials Survey](#)[District Finances](#)[School Finances](#)[Average Class Size](#)[Total School Days](#)[Health and Wellness](#)

Students

Teachers

Administrators

Schools in District

Retired Tests

School Finances

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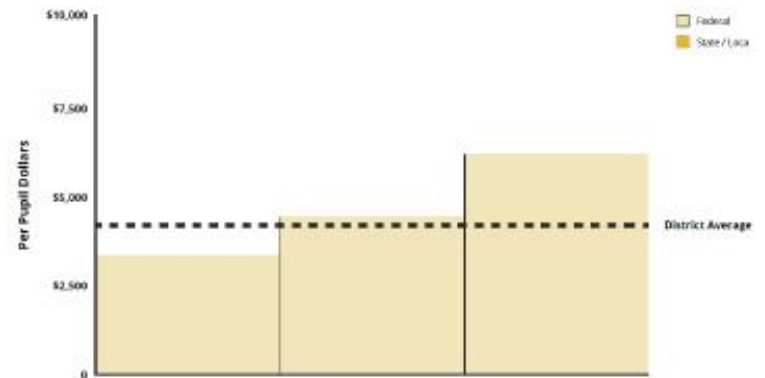
District Financial Capacity to Meet Expectations = **153%**

SELECT

☐ STATE/LOCALLY-FUNDED VS. FEDERALLY

☐ CENTRAL VS. SCHOOL-LEVEL

[View Bar Chart](#) | [View Scatterplot](#)



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SCHOOL 2	\$X,XXX	XX	XX%	XX%	XX%	EX
SCHOOL 3	\$X,XXX	XX	XX%	XX%	XX%	COM



District Report Card – School Finances *View 2: Small district*

Ability to toggle between two visuals showing all schools in the district.
SECOND,

Scatterplot with ability to select one axis data (low-income, English Learner, special education, summative designation, enrollment) and show against per-pupil expenditures.

Data listing remains on page.

DISTRICT CUSD 1

[View At-a-Glance PDF](#)

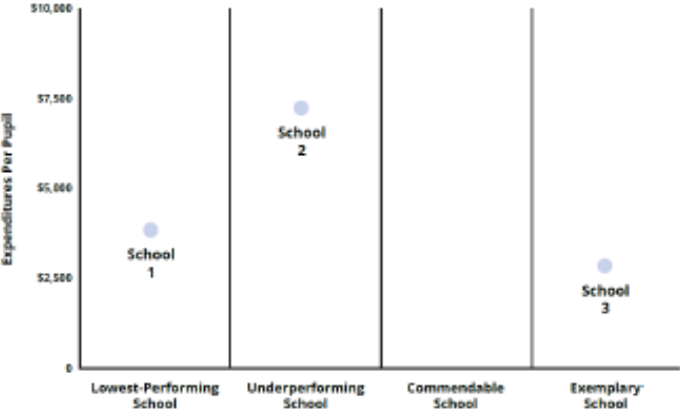
District Snapshot
Academic Progress
District Environment
SEAs/LEAs Survey
District Finances
School Finances
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Students
Teachers
Administrators
Schools in District
Retired Tests

School Finances

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View Bar Chart | [View Scatterplot](#)



SUMMATIVE DESIGNATION KEY

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School Name	Per Pupil Expenditure	Enrollment	Low Income	English Learners	Students with IEPs	Summative Designation
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SCHOOL 2	\$X,XXX	XX	XX%	XX%	XX%	EX
SCHOOL 3	\$X,XXX	XX	XX%	XX%	XX%	COM



School Report Card – School Finances View 1

Ability to toggle between three views. FIRST,

Bar chart of school's site-level expenditure data compared to district average

- Including ability to disaggregate by state/local vs. federal funding OR central vs. school-level expenditures

with **data table** below chart:

- Site-level enrollment
- Site-level student needs data
- Site-level academic outcomes

HIGH SCHOOL (9 - 12)

[View At-a-Glance PDF](#)

School Snapshot

Academic Progress

School Environment

SEssentials Survey

District Finances

School Finances

Average Class Size

Total School Days

Health and Wellness

Students

Teachers

Administrators

Schools in District

Retired Tests

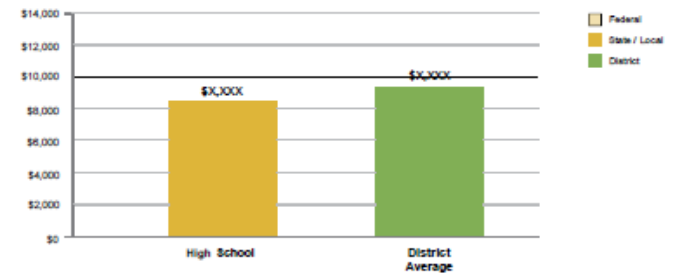
School Finances

Average per pupil spending in this school

← Title Goes Here →
Click arrows to scroll. 1 OF 2

SELECT ☐ STATE/LOCALLY-FUNDED VS. FEDERALLY ☐ CENTRAL VS. SCHOOL-LEVEL

[View School](#) [vs District Average](#) | [View Full District](#) | [View Scatterplot](#)



	High School	District Average
Per Pupil Expenditures	\$9,000	\$9,000
Enrollment	XX	XX
Low Income	XX%	XX%
English Learners	XX%	XX%
Students with IEPs	XX%	XX%
Summative Designation	COM	



School Report Card – School Finances View 2

Ability to toggle between three views. SECOND,

Bar chart of all site-level expenditures of district schools

- School is highlighted
- Including ability to disaggregate by state/local vs federal funding OR central vs school-level expenditures with **data table** below chart comparing school to district average:
- Site-level enrollment
- Site-level student needs data
- Site-level academic outcomes

HIGH SCHOOL (9 - 12)

[View At-a-Glance PDF](#)

School Snapshot

Academic Progress

School Environment

SElementary Survey

District Finances

School Finances

Average Class Size

Total School Days

Health and Wellness

Students

Teachers

Administrators

Schools in District

Retired Tests

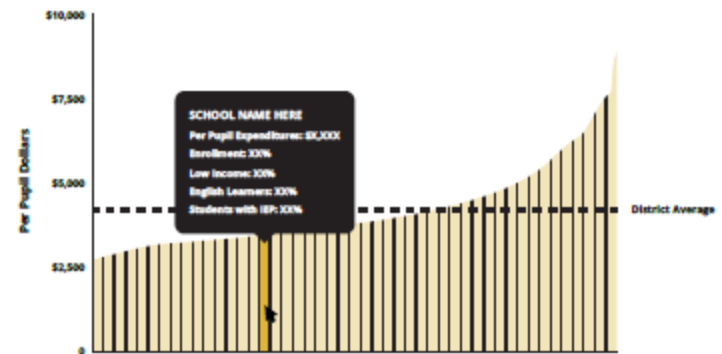
School Finances

Average per pupil spending in this school

← Title Goes Here →
Click arrows to scroll. 1 OF 2

SELECT ☐ STATE/LOCALLY-FUNDED VS. FEDERALLY ☐ CENTRAL VS. SCHOOL-LEVEL

View School vs District Average | [View Full District](#) | [View Scatterplot](#)



	High School	District Average
Per Pupil Expenditures	\$0,000	\$0,000
Enrollment	100	100
Low Income	100%	100%
English Learners	100%	100%
Students with IEP	100%	100%
Summative Designation	COM	



School Report Card – School Finances View 3

Ability to toggle
between three views.
THIRD,

Scatterplot with ability
to select one axis data
(LI, EL, SPED, summative
designation, and show
against per-pupil
expenditures.

Data Table remains on
page.

HIGH SCHOOL (9 - 12)

[View At-a-Glance PDF](#)

School Snapshot
Academic Progress
School Environment
SEssentials Survey
District Finances
School Finances
Average Class Size
Total School Days
Health and Wellness
Students
Teachers
Administrators
Schools in District
Retired Tests

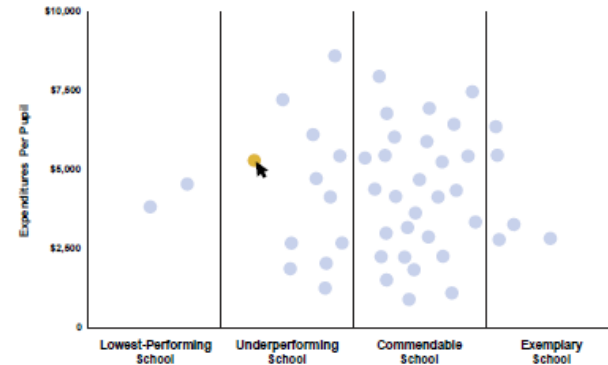
School Finances

Average per pupil spending in this school

← Title Goes Here →
Click arrows to scroll. 1 OF 2

SELECT English Language Learners Special Education Low Income Summative Designation Enrollment

[View School vs District Average](#) | [View Full District](#) | [View scatterplot](#)



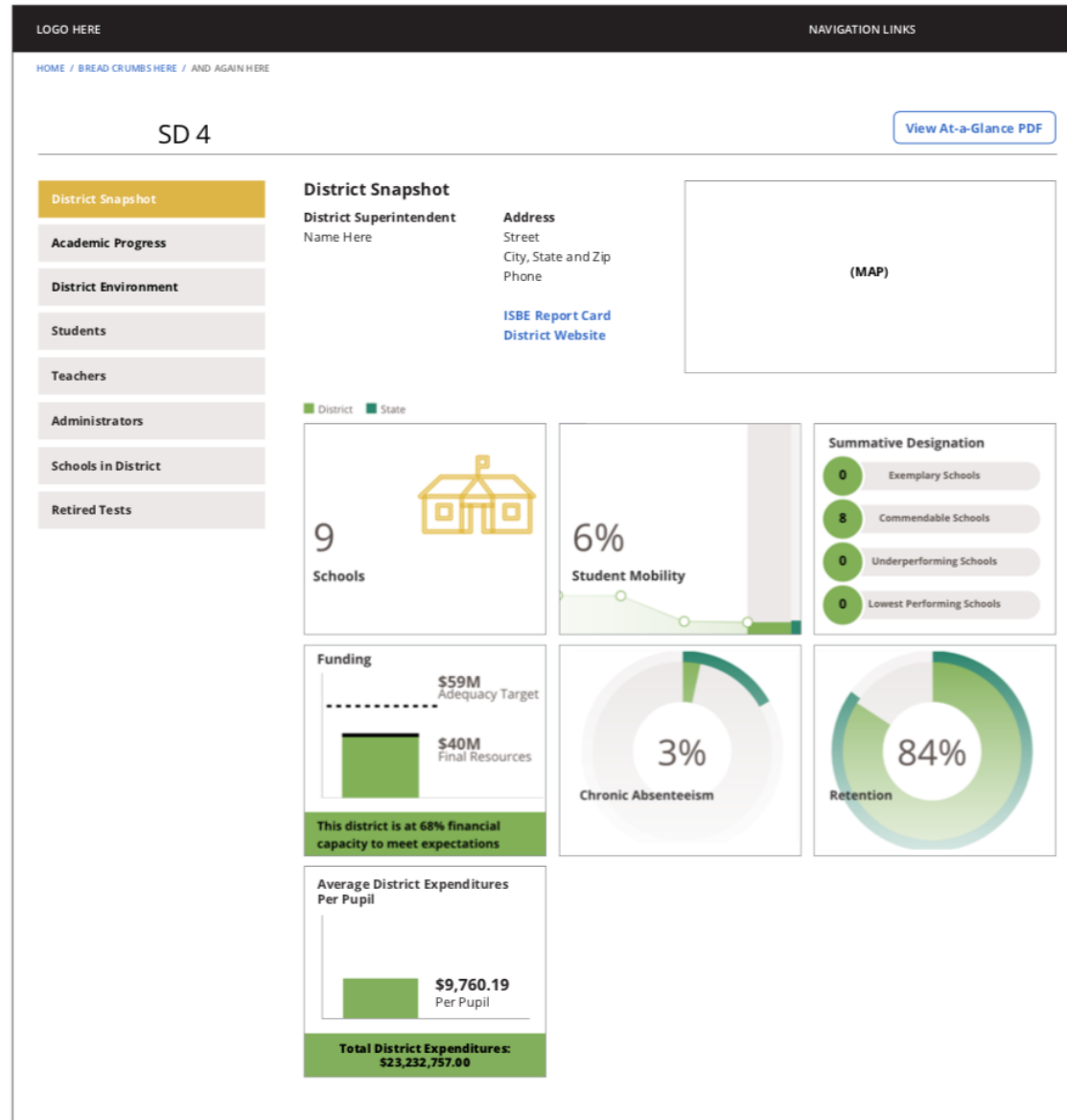
	High School	District Average
Per Pupil Expenditures	\$X,XXX	\$X,XXX
Enrollment	XX	XX
Low Income	XX%	XX%
English Learners	XX%	XX%
Students with IEP	XX%	XX%
Summative Designation	COM	



District Report Card – District Landing Page

Current landing page
maintained

New school-based
expenditure tile added

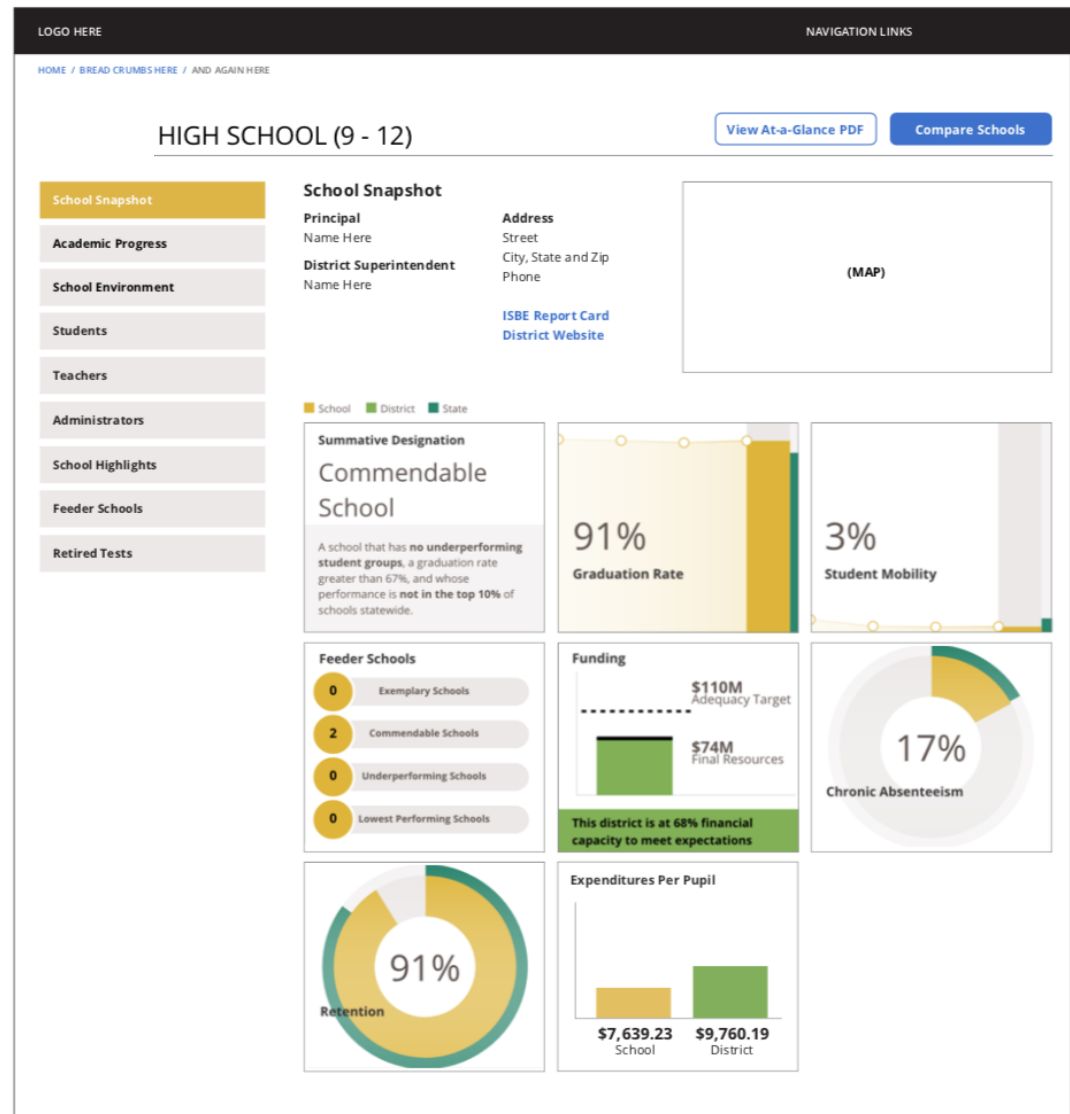




School Report Card – School Landing Page

Current landing page
maintained

New school-based
expenditure tile added





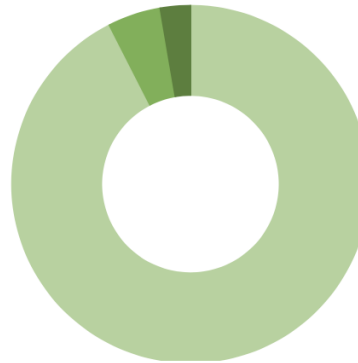
Basic Compare

Current compare options maintained

No new school-based expenditure data points used for inter-district comparison

DISTRICT FINANCES

Revenue Percentages



Local Funding	93%
State Funding	5%
Federal Funding	3%

\$19M

TOTAL REVENUE

\$6.8k

INSTRUCTIONAL
EXPENSES
(PER PUPIL)

\$12k

OPERATIONAL
EXPENSES
(PER PUPIL)

DISTRICT FINANCES

Revenue Percentages



Local Funding	36%
State Funding	51%
Federal Funding	13%

\$28M

TOTAL REVENUE

\$7.3k

INSTRUCTIONAL
EXPENSES
(PER PUPIL)

\$15k

OPERATIONAL
EXPENSES
(PER PUPIL)



Advanced Compare

Current compare options maintained

New school finances tab added to support view of school-based expenditure data

LOGO HERE

NAVIGATION LINKS

HOME / BREAD CRUMBS HERE / AND AGAIN HERE

Advanced School Comparison

Add/Remove Schools

Academic Progress

School Environment

District Finances

School Finances

Students

School Finances


A table summary of some District Finance metrics shown to impact school environment.

2018

School	Per-Pupil Expenditures	Per-Pupil Expenditures: State/Locally Funded	Per-Pupil Expenditures Funded Federally	Per-Pupil Expenditures: Site-level	Per-Pupil Expenditures: Central	District Average Per-Pupil Expenditures
21st Century Primary Center	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX
Huntley High School	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX
7th Grade Academy	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX
8th Grade Academy	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX
A B Shepard High School (Campus)	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 15, 2019

TO: Illinois State Board of Education

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

Agenda Topic: ESSA State Plan Amendment 1: Adjusting for Indicators Not Ready for Implementation

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
A. Rae Clementz, Director, Assessment and Accountability

Purpose of Agenda Item

The Division of Assessment and Accountability requests the Board to authorize the State Superintendent to amend the Illinois Every Student Succeeds Act (ESSA) Plan. This amendment is being formulated at the direction of the U.S. Department of Education (ED). The sole purpose of the amendment is to distribute the weight of indicators that were approved in the original plan but were not yet ready for implementation. The proposed amendment shifts the weight of delayed indicators proportionally to the remaining School Quality and Student Success (SQSS) indicators.

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

The multi-measures accountability system developed in the Illinois ESSA Plan helps support schools in meeting the needs of the whole child and was written in relationship to 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 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.

Background Information

The Illinois ESSA Plan was approved in August 2017. In the approved plan, ISBE identified several SQSS indicators that carried weight but were not going to be ready for implementation for several years. This "delayed" approach was recommended by the Technical Advisory Council as best practice when introducing new indicators into an accountability system. These indicators included the following: College and Career Readiness (CCR), P-2, Elementary-Middle

Level, Fine Arts, and Climate Survey.¹ ISBE provided all schools “full credit” for these delayed indicators in the 2018 summative designations.

This difference between indicators with weight and indicators that were fully ready for implementation was noted by ED officials during their progress monitoring visit in September 2018 and again in December 2018 at a progress monitoring meeting held in Washington D.C. At that time, ED requested that ISBE determine how to redistribute the weight from indicators for which it did not yet have data. At the elementary level, this meant simply maintaining the weights from the 2018 summative designations and delaying the addition of weight to indicators not ready for implementation. ISBE considered three models for redistribution to comply with ED’s instructions at the high school level:

- Proportional redistribution (across remaining SQSS indicators)
- Equal redistribution (across remaining SQSS indicators)
- Putting the weight to chronic absenteeism to mirror the K-8 band distribution of that indicator

Table 1. Methods for Redistributing Weight of Indicators and Their Impact

	Report Card 2018 Weight	Redistributed Proportionally (Recommended)	Redistributed Equally	Redistributed To Chronic Absenteeism
Chronic Absenteeism	7.5%	10%	9.583%	13.75%
Climate Surveys	5%	6.67%	7.083%	5%
9th Grade On-Track	6.25%	8.33%	8.33%	6.25%
College and Career ² Readiness	6.25%	0%	0%	0%
Fine Arts Indicator	0%	0%	0%	0%

These three options and their impact on summative designations were shared with the Illinois Balanced Accountability Measure (IBAM) Committee at its January 2019 meeting. The IBAM Committee recommended at its February 2019 meeting that ISBE use the “proportional redistribution” model. Proportional redistribution is consistent with past practice in how ISBE calculates performance when indicators are missing at the school level. Proportional redistribution maintains the relative weights of the remaining indicators. Different indicators have different distributions of performance. A missing indicator has less influence on the summative school rating if the relative weights of remaining indicators are kept the same. The other approaches would artificially impact the system until such a time as all indicators are used for the purposes of a summative designation.

ISBE believed that modifying business rules based upon the IBAM Committee recommendation was an appropriate way to comply with ED instructions and communicated its intent to revise business rules as a part of its response to the monitoring report. ED informed ISBE on April 4, 2019, that a compliant response required an amendment of its ESSA plan, not just modification of business rules. It asked that the amendment be submitted no later than June 1, 2019, to

¹ The CCR, P-2, Elementary-Middle Level, and Fine Arts indicators were yet to be developed. In the case of the Climate Survey, a statute change was necessary in order to require annual administration of the instrument.

² In the proportional redistribution model, the Fine Arts Indicator and College and Career Readiness indicator receive no weight as ISBE does not yet possess stable data for them. ED requested that ISBE keep indicators not yet ready for implementation at zero percent weight.

avoid receipt of a monitoring finding and the possible designation of “high-risk” status regarding receipt of Illinois’ Title I funds.

ISBE presented this issue, along with the solutions proposed to and recommended by stakeholders, to the Board for consideration at its April 17, 2019, meeting. A redlined version of the amendment was posted to ISBE’s website for public comment on Monday, April 22. ISBE closed public comment on Wednesday, May 1, 2019.

Public Comment and Discussion

As indicated previously, this information was shared with members of the IBAM Committee in January. They considered it again in February. In addition to this, a total of six public comments were received. Four of the six addressed the proposed amendment. One was in favor of proportional redistribution. Three neither endorsed a method nor made an alternate recommendation. Two of the four responses expressed concern that incremental changes to the system each year as envisioned in the plan would create confusion in the field. The response from the Illinois Federation of Teachers/Chicago Teachers Union recommended changing the weighting structure of all the indicators, not just those identified by ED. The remaining comments pertained to the Graduation Rate indicator, College and Career Ready indicator, and IL-EMPOWER, which are outside its scope. ISBE acknowledges the commenters who point out that repeated change can lead to uncertainty, but feels the need to refine and improve the system outweighs potential confusion.

ISBE recognizes there is a need to engage in deeper examination of the broader accountability system. ISBE announced its timeline for stakeholder engagement and construction of a broader amendment at the April 2019 Board meeting, and recently published the dates and locations of five public engagement sessions across the state on its [website](#). The 2019 Support and Accountability Listening Tour will allow ISBE to collect suggestions from the field. This information will be shared with the Board and can be the foundation for a more substantive amendment submitted to ED in October 2019. Any approved changes to the accountability system will go into effect for the 2020-21 school year.³

Final Recommendation

ISBE will proceed with proportional redistribution of the weight of missing indicators to the remaining SQSS indicators. This is consistent with the recommendation given by the IBAM Committee as well as ISBE past practice for redistributing the weight of indicators for which there is insufficient data. Maintaining the relative weight of the remaining indicators keeps the impact of the remaining indicators consistent and introduces the least variance to designations from system change as opposed to variance based on actual performance by the school.

The amended version of the indicator weights table from page 47 of the state plan is as follows on the next page:

³ It is important to note that the scope and comment period for this amendment was narrow, driven by the need to comply with direction and a timeline from ED. The Support and Accountability Listening Tour will allow for more extensive discussion and thoughtful public input.

INDICATOR WEIGHTING				
Elementary/Middle		Report Card 2018 SY 2018-2019	Report Card 2019 SY 2019-2020	Future Weights ⁴⁷
Academic Indicators	ELA Proficiency	10%	7.5%	7.5%
	Math Proficiency	10%	7.5%	7.5%
	ELA and Math Growth (Student Growth Percentile)	50%	50%	50%
	English Learner Progress to Proficiency	5%	5%	5%
	Science Proficiency	0%	5%	5%
Total Weight		75%	75%	75%
Student Success Indicators	Chronic Absenteeism	20%	20%	5-10%
	Climate Surveys	5%	5%	5%
	Elementary/Middle Grade Indicator	0%	0%	5%
	P-2 Indicator	0%	0%	5%
	Fine Arts Indicator	0%	0%	0-5%
Total Weight		25%	25%	25%

High School		Report Card 2018 SY 2018-2019	Report Card 2019 SY 2019-2020	Future Weights
Academic Indicators	ELA Proficiency	10%	7.5%	7.5%
	Math Proficiency	10%	7.5%	7.5%
	Graduation (4, 5, 6 year) ⁴⁸	50%	50%	50%
	English Learner Progress to Proficiency	5%	5%	5%
	Science Proficiency	0%	5%	5%
Total Weight		75%	75%	75%
Student Success Indicators	Chronic Absenteeism 7.5%	7.5%	10%	2.5-7.5%
	Climate Surveys – 5%	5%	6.67%	5%
	9th Grade On-Track 6.25%	6.25%	8.33%	6.25%
	College and Career Readiness – 6.25%	6.25%	0%	6.25%
	Fine Arts Indicator	0%	0%	0-5%
Total Weight		25%	25%	25%

Additionally, two bullets following the table and footnote 47 were changed, as depicted on the next page.

It is important to note that:

- Implementation of the accountability system will begin in 2017-18, with first designations published in June of 2018. These designations will be preliminary, for purposes of funding. The first official designations will be published in October of 2018, in school year 2018-2019 on Report Card 2018. Subsequent designations will be issued and reported each October, in conjunction with the release of the Illinois Report Card.

⁴⁷ All information about future weights is presented consistent with the approved Illinois Plan effective August 29, 2017. Changes, if any, to the accountability system for Report Card 2020 and beyond would be reflected in a future amendment.

⁴⁸ Districts will have the opportunity to participate in the PSAT. Districts will be reimbursed for participation. At this time, growth will receive no weight in the Accountability System. As implementation continues, the relationship between the required academic indicators (e.g., EL Proficiency, Academic Attainment, Graduation Rate) and growth will be revisited. In regards to the graduation rate indicator (50% total weight), 30% of its total weight will result from the 4 year cohort graduation rate, the 5 year cohort graduation rate will account for 15% of the indicator and the 6 year cohort graduation rate will account for the remaining 5% of the accountability indicator.

-
- The n-size for the purpose of accountability will be 20.
 - Until such a time when indicators identified parenthetically are available, the total weight of the school quality/school success indicator will be placed upon the available indicator(s) for the school configuration.

Financial Background

NA

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

Policy Implications: Approving this amendment will solidify the 2019 methodology for calculating summative designations, which will be published on the 2019 Illinois Report Card. Even small delays to approval and submission of this amendment would impact production deadlines for the 2019 Report Card. Additionally, approval will enable ISBE to avoid a progress monitoring finding from ED.

Budget Implications: Approving this amendment will ensure compliance with federal ESSA requirements and ensure unrestricted receipt and use of approximately \$678 million annually in Title I Part A funds. This amendment does not place additional data reporting requirements on ISBE or districts.

Legislative Action: None.

Communication: ISBE will continue to engage stakeholders through a series of live events, webinars, and surveys relative to larger policy and practice changes to the Illinois ESSA Plan and accountability system. ISBE is currently on track to submit a full amendment to its state plan in October 2019. ISBE will communicate about this amendment in conjunction with its communications about the 2019 Report Card.

Pros and Cons of Various Actions

Pros: Approval of this amendment will solidify the 2019 methodology for calculating summative designations, enable us to maintain production timelines for the 2019 Illinois Report Card, and allow effective communication with the field regarding 2019 summative designation calculations. It will ensure compliance with federal ESSA requirements and protect unrestricted receipt and use of approximately \$678 million annually in Title I Part A funds.

Cons: This amendment, required by ED, is small in scope. It is possible it could be confused with broader efforts to plan an amendment of the entire plan for October 2019.

Board Member(s) Who Will Abstain: None.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to submit an amendment of its ESSA State Plan to the U.S. Department of Education regarding the proportional adjustment of indicators not ready for implementation.

Next Steps

Upon Board authorization, agency staff will submit the approved amendment to ED, update the plan on its website, and continue its communications with the field around this and other accountability topics.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 15, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Action to Halt Implementation of Grades for Growth

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
Rae Clementz, Director, Assessment and Accountability

Purpose of Agenda Item

The Division of Assessment and Accountability requests the Board to authorize the State Superintendent to remove the requirement for the calculation and reporting of “grades for growth”¹ from the Illinois Every Student Succeeds Act (ESSA) Plan. Grades for growth are not a required element of ESSA law, nor do these grades for growth impact the calculation or reporting of summative designations. Eliminating grades for growth is not a substantive change in the plan and therefore does not require a formal amendment; however, the approval of the Board is requested.

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

The multi-measures accountability system, of which grades for growth are a nonsubstantive element, in the Illinois ESSA Plan helps support schools in meeting the needs of the whole child and was developed in relationship to 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 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.

Background Information

The Illinois ESSA Plan was approved in August 2017. In its description of the accountability system, ISBE indicated on page 48 that, in addition to the weight given to the growth indicator, it would

“...provide each school with a growth designation on the Illinois Report Card beginning in the 2019-2020 school year. This designation will provide parents, caregivers, and community members additional information on the interrelationship between growth and attainment as well as highlight those schools that have made substantial gains in growth. There will be a comparison of like schools and an all school comparison on annual growth to proficiency. In both cases, the assigned grade for growth will use an A-F

scale. The different levels for the growth designation will be assigned based on each school's performance relative to all comparable schools. The Technical Advisory Council will assign designations using either quintiles or normal curve distribution²."

The intent of this proposed element was to show schools where they fell across a spectrum of low-to-high growth, contrasted against low-to-high achievement; the idea being that schools with both low growth and low achievement need the most support. Grouping this information by "like schools" was similarly meant to recognize that expectations for either high growth or high proficiency should be meaningfully contextualized. Most stakeholders wanted a way to indicate the availability of resources or other factors such as those integrated into the Evidence-Based Funding formula, which was also being developed at the same time as the ESSA State Plan.

Providing these different ways of looking at the relationships between proficiency, growth, and context was meant to prompt meaningful conversation among policymakers and administrators. However, this was placed on top of a very simplistic A-F grading scale that was inconsistent with the broader summative rating system. Many stakeholders feared that the A-F grade would inhibit meaningful discussion and improvement. There were also concerns as this requirement would only apply to schools in the elementary/middle grade bands. Thus, the limited scope of growth data, as well as unclear meaning of what a particular grade could mean in a given year or if examined between years, suggests that while looking at growth in various ways can be instructive, placing a grade on growth is antithetical to the intent of the multi-metric accountability system as originally conceived. More specifically, ESSA requires that states calculate a summative designation based upon the entirety of the accountability system that is easily understood by families and communities. ISBE does this (i.e., each school receives a summative designation on the school Report Card that is based upon the multiple metrics in the accountability system). To use a grade for growth, based upon only one aspect of the accountability, is both misleading and confusing.

Multi-measures systems of accountability are complex. ISBE is committed to not adding complexity to the system wherever possible. Grades for growth add unnecessary complexity and create confusion without adding meaningful differentiation of performance.

Financial Background

N/A

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

Policy Implications: Approving this proposal will solidify the 2019 methodology for calculating summative designations and will significantly reduce the work associated with producing the 2019 Illinois Report Card. It will avert significant confusion with the official summative designations, which are tied to targeted and comprehensive levels of support through IL-EMPOWER.

Budget Implications: None.

Legislative Action: None.

² The Technical Advisory Committee noted the following in its report: "...[M]any TAC members expressed concern that the letter grades for growth could be misunderstood or misused due to preconceived notions about what it means to earn a particular grade....The accountability system in Illinois is predicated upon identifying schools for support. In contrast, the grade for growth is a metric that considers the relative position of like schools. It uses a different methodology to answer a different question (e.g., the range of growth statewide and range of growth for like schools)." (June 2018 Board Packet, p. 159)

Communication: ISBE will continue to engage stakeholders through a series of live events, webinars, written communications, and infographics relative to broad policy and practice changes to the Illinois Report Card and within that, the accountability system and summative ratings.

Pros and Cons of Various Actions

Pros: This proposal will significantly reduce the work associated with producing the 2019 Illinois Report Card and avert confusion with the official summative designations, which are tied to targeted and comprehensive levels of support through IL-EMPOWER.

Cons: This change can occur without an amendment to the Illinois ESSA Plan, so there might be possible confusion about the change being included or not in the ESSA amendment currently slated for October 2019.

Board Member(s) Who Need to Abstain: None.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to halt the calculation and reporting of grades for growth for schools as a part of its accountability system on the Illinois Report Card.

Next Steps

Upon Board authorization, agency staff will update the plan on its website and continue its communications with the field regarding the removal of the grade for growth.

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

**ROLL CALL/PLEDGE
OF ALLEGIANCE**

Chairman Reisberg brought the meeting to order at 10:30 a.m. Roll call was taken and a quorum was present. Dr. Carmen I. Ayala and Board member Jane Quinlan were not in attendance.

Members Present in Springfield

Darren Reisberg
Dr. Donna S. Leak
Dr. Christine Benson
Cynthia Latimer
Dr. David R. Lett
Susie Morrison
Dr. Cristina Pacione-Zayas
Jacqueline Robbins

**SWEARING IN OF
BOARD MEMBER**

Kristen Kennedy administered the ceremonial oath of office for Jacqueline Robbins.

Ms. Robbins gave a brief overview of her work in education and said she is looking forward to working with the Board.

**CLOSED
SESSION**

Dr. Leak made motion to enter into closed session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows:

Section 2 (c) (1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body.

Dr. Leak further moved that members of the Board may invite anyone they wish to be included in this closed session. Ms. Morrison seconded the motion. The motion passed by unanimous roll call vote. The Board entered closed session at 10:35 a.m.

Dr. Leak made motion to return to open session. Dr. Pacione-Zayas seconded the motion. The motion passed by unanimous roll call vote. The Board entered open session at 10:52 a.m.

**SUPERINTENDENT'S
CONTRACT**

Ms. Morrison made motion that the State Board of Education, pursuant to Article 1A-4 of the Illinois School Code, Powers and duties of the Board, hereby appoint Dr. Carmen I. Ayala as Illinois State Superintendent of Education effective March 1, 2019, pursuant to a performance-based contract, which shall include the duties, powers, and responsibilities of the State Superintendent as well as the goals and indicators of student performance and academic improvement used to measure the performance and effectiveness of the State Superintendent, at an annual salary of \$250,000 and with related benefits. Further, the Board authorizes its chairperson and/or their designee, with the advice of the Board's general counsel, to execute such a performance-based contract. Dr. Pacione-Zayas seconded the motion. The motion passed by unanimous roll call vote.

**PUBLIC
PARTICIPATION**

Chairman Reisberg introduced Susan Converse, 2019 Illinois Teacher of the Year. Ms. Converse gave an overview of her work in education and welcomed the new Board members.

Courtney Leach, Chip Staley, Joy Hippensteele, and Darcy Nendza of the Illinois Music Education Association spoke of the importance of fine arts in schools and

in support of the fine arts indicator. The group asked the Board to adopt and implement the fine arts indicator as written by the group.

Paul Kassel, dean for the College of Visual and Performing Arts at Northern Illinois University, spoke in support of the fine arts indicator. The No. 1 export in Illinois are college students and they are hungry for the arts. Dean Kassel asked the Board to approve the fine arts indicator as proposed by the arts group.

Chairman Reisberg stated that the fine arts indicator will be discussed, with the possibility of action, at the April Board meeting.

Dr. Pacione-Zayas asked if parents and students were engaged in the process for the workgroup. Jonathan VanderBrug, Arts Alliance Illinois and co-chair of the Fine Arts Indicator Workgroup, stated that parents were involved in the process as well as student voice being a part of the recommendation of the indicator itself.

Mr. VanderBrug and Karla Rivera, director of public affairs for Ingenuity and co-chair of the Fine Arts Indicator Workgroup, also stated that more than 1,000 comments were submitted for the fine arts indicator. This needs to apply to all schools like other indicators. Ms. Rivera asked that the indicator be adopted as presented and that it apply to all schools. Allowing some schools to apply the indicator and not others does not create equity. There will be growing pains in implementation, but this will put Illinois on the map as the first state to have a weighted indicator for fine arts.

Dr. Dan Woestman, superintendent of Belvidere Community Unit School District 100, spoke regarding competency-based education. Dr. Woestman's district currently serves more than 8,000 students and all of its schools are ranked as commendable. Competency-based education is a way to provide more diverse education to each student. He said time is constant, learning is variable, and meeting the students where they are is key. Dr. Woestman encouraged continuing to look at ways to support competency-based learning.

Susan Stanton, who is Act Now Network Lead, spoke regarding after-school and community school funding. After-school programs are more than babysitting, she said. These programs improve outcomes and help students make better choices. This supports the workforce of tomorrow and exposes students to skills that they will need in the future. We are lucky to have Department of Human Services funding for programs currently. There is not currently state funding for after-school programs and the current budget does not ask for funding for after-school programs. The line item that is currently in the budget is for the Healthy Community Grant, not for after-school programs. Ms. Stanton asked that the after-school budget line items be added back into the budget.

Dr. Pacione-Zayas asked if there has been a reduction in Illinois funding over the years for the 21st Century Grant. Ms. Stanton stated the allocation has stayed the same, but the need is growing. Dr. Pacione-Zayas also asked if districts could allocate Title 1 funding for these programs. Ms. Stanton stated there is Title 4 part A funding that can be allocated, but it is not taking grip; this money has typically been spent within the school day. For every two dollars spent on after school programs, it saves nine dollars in the Juvenile Justice system. Dr. Pacione-Zayas stated expansion for the sake of expansion is not good but what about quality. Have you performed an analysis as to how they are developed and how much it will take? Ms. Stanton answered that what we see is they are able to take a \$100,000 grant and use that to leverage other dollars to fully support the program. Dr. Leak asked if other locations have been taken into account such as after school programs in Champaign and Peoria with larger enrollment counts. Ms. Stanton stated they receive smaller grants and do not receive the 21st Century necessarily. Dr. Pacione-Zayas asked if we did not have the federal investment, would we have an investment. Ms. Stanton stated

there are over 50,000 students that are mainly funded by the federal dollars with this being the main funding source.

Chris Yun, education policy analyst with Access Living, and Mary Hughes, who is with 19th Ward Parents 4 Special Education, spoke regarding special education monitoring with Chicago Public Schools (CPS). They said that the delay and denial of special education services is unacceptable. They ask the Board to recognize the urgent need of strengthening the state's monitoring over the CPS special education program and ramp up the monitor's office with more resources.

Dr. Leak stated the Board heard the CPS monitoring report last month, which generated a great deal of questions. The Board just received answers, which resulted in more questions. The Board is working closely with Dr. Ayala and more swiftness will be in the near future.

RESOLUTIONS & RECOGNITIONS

Chairman Reisberg introduced Lydia Cruz, a senior at Main South High School in Park Ridge, as the winner of the Illinois Arts Education Week poster contest.

Dr. Benson read the resolution and made motion that the State Board of Education approve the resolution honoring Ms. Cruz. Dr. Leak seconded the motion. The motion passed by unanimous voice vote.

Ms. Cruz thanked the Board and stated that art has always been a passion in her life. Over time, she realized art has always been with her and it will always be where she goes in the future.

Dr. Ben Collins, principal of Main South, said he is honored to be her principal and thanked the Board for the dedication to the arts, saying that they are imperative for learning.

Ms. Robbins moved that the State Board of Education hereby approve the resolutions honoring James T. Meeks, Ruth Cross, Lula Ford, Mitch Holzrichter, Craig Lindvahl, Eligio Pimentel, Cesilie Price, and Kevin Settle for their time as members of the Illinois State Board of Education. Ms. Morrison seconded the motion. The motion passed by unanimous voice vote.

PRESENTATIONS AND UPDATES

Student Advisory Council Final Presentation

Six focus groups within the Student Advisory Council (SAC) were created to research multiple, collaborative inquiries.

Technology in the Classroom

The students said a lack of technological resources is hindering the educational success of a large number of students in less-fortunate districts across Illinois. We aim to fix this prevalent issue by improving technology education for students, teachers, and parents; increasing accessibility to internet at homes and schools; and reaching the optimal level of restriction for school firewalls.

Mental Health, Social and Emotional Learning

The students said there is a lack of awareness, if not an outright disregard, of mental health issues. There exists a disconnect between students, teachers, counselors, and the administration that hinders the current and prospective growth in various aspects of students' lives in the school environment. The stigma regarding mental health issues in schools is hindering the educational success of an alarming number of students across Illinois. Students, parents, and teachers often do not necessarily value the importance of mental health enough. Additionally, the highly competitive nature of schools nowadays makes it difficult to distinguish between social/emotional issues arising from the school environment, versus clinical mental illness.

Special Education

Promoting whole-school involvement between general education and special education students will create a conscientious, respectful school culture conducive to successful learning, according to the students.

Post-Secondary/College and Career Readiness

The students said CTE programs, responsible for preparing students with knowledge and training for their futures, can have a maximized impact should students gain an accurate and positive understanding of CTE. In order to do so, their plan is twofold: Remove the confusion regarding these programs and promote the benefits of CTE classes.

Equity of Resources

The students said the focus of their research was to gain perspective on the impact and details of funding within the state from district administrators and staff. We believe that learning from the individuals who see the day-to-day impacts of the funding is the most beneficial.

Competency Based Education

Competency-based programs assess and advance students based on their demonstrated mastery of skills and knowledge. The competency-based model removes the constraints of “seat time” and allows for student-driven learning inside and outside of the classroom. The students feel this approach can make education more relevant both to students and to employers.

The Student Voices Working Group is composed of students who were not accepted into the Student Advisory Council. They will be included each year in maintaining the website and their input will be valuable. An Instagram account has been created to maximize student exposure throughout social media that is utilized daily by most students. Acknowledgements to ISBE staff were given in support of the Student Advisory Council.

Chairman Reisberg thanked the members of SAC for their impressive presentation and orchestration of their topics. Dr. Ayala can possibly include this information in her column in the Superintendent’s Weekly Message to aid the cause. The acknowledgement to ISBE staff was echoed.

Dr. Leak also thanked SAC for concentrating on these focus areas and taking it to a different level. The valuable conversations and data are priceless. Dr. Benson reiterated the support for the SAC.

Dr. Pacione-Zayas thanked the members of SAC for sharing their expertise and admired their leadership capacity while asking how to direct other students to get involved to help build the student base. SAC is reliant on the school to nominate candidates or the students can apply themselves. Students can join their sophomore year and stay on through graduation.

Mary Reynolds, executive director for Innovation and Secondary Transformation at ISBE, oversees the process. She said applications will go out and will be mentioned in the Superintendent’s Weekly Message.

Chairman Reisberg read the list of outgoing seniors and thanked them for their service:

Neha Arun, Bryce Massey, Gatlin Miller, Carina (FanXuan) Peng, Anna Oettinger, Christiana Wang, Corlin Leonard, Joshua Slavin, Zaporah Price, and Joyce Coleman.

Chairman Reisberg called for a break at 12:35 p.m. The meeting reconvened at 1:02 p.m.

Rafael Mathis of Arts Alliance Illinois was not called during public comment, but was recognized at this time. He spoke in support of the fine arts indicator,

stressing the importance of the arts and especially the importance of poetry. This led him to a passion that has allowed him to travel and perform for the arts, and he would encourage the opportunity for other students.

Agency Rulemaking Overview

Jeff Aranowski, executive director for Safe and Healthy Climate at ISBE, presented agency rulemaking procedures as provided in the Board packet. The types of laws and regulatory policies were reviewed. Statute tells us what we have to do and the rules describe how we have to do it. The four types of rules are proposed, emergency, peremptory, and required/internal. There is a one-year time span for rulemaking from time of publication in the *Illinois Register* with the Secretary of State.

Chairman Reisberg stressed the ex-parte communication piece. Members of the Board should direct questions to the proper staff.

Waiver Report Overview

Mr. Aranowski presented the statutory waiver report process. The Spring Waiver Report is being considered by the Board today. A waiver is a petition to discontinue the implementation of a statutory or regulatory mandate. A modification is a petition to partially implement a statutory or regulatory mandate. School districts, joint agreements, and Regional Offices of Education/Intermediate Service Centers are eligible applicants; not all topics are eligible for waiver requests. There has to be a public hearing and approval by the eligible entity. ISBE staff receive waiver requests throughout the year, and requests are compiled into one of two waiver reports transmitted to the General Assembly (spring and fall).

Chairman Reisberg has recommended to not act on waivers that were sent back from the General Assembly to remain consistent with past practice. The Board can decide to take different action going forward in the fall waiver cycle.

FISCAL YEAR 2020 BUDGET RECOMMENDATION

Robert Wolfe, ISBE chief financial officer, presented the Fiscal Year 2020 Budget Recommendation. The Governor's budget was reviewed, noting educational impact. Dr. Ayala would like to bring the request forward to add \$6.4 million to the Governor's Budget Recommendation to support three targeted high-need areas.

A pre-K through 12 aligned evaluation of assessments is one area seeking an additional \$3 million. Currently, the KIDS assessment is implemented in kindergarten. Grades 1-2 do not have a required state assessment. Grades 3-8 have the Illinois Assessment for Readiness. Grades 9 and 10 have the PSAT and Grade 11 has the SAT. More than \$100 million is currently spent in assessments. The \$3 million would allow for a study with stakeholder involvement to streamline the assessment system.

The second targeted area is to add \$1 million to school support services. This would aid in funding schools receiving services through summative designations. A level of funding would be provided for a period to help support schools whose districts come in and out of the lowest-performing and underperforming designations.

The last additional recommendation is for \$2.4 million to support funding for recommendations that resulted from the Teach Illinois report. It is contemplated this will be a competitive grant-making process to devise innovative ways to address the teacher shortage such as teacher residencies.. Future hearings are in place and further direction from the Board is needed to guide that work.

Ms. Morrison asked who will perform the review regarding the alignment of assessments and how was the \$3 million figure derived. Mr. Wolfe stated the agency will have to identify an entity to complete the scope of work that would

include meetings with other stakeholders. The \$3 million figure was derived from historic estimates.

Ms. Morrison asked regarding the additional financial support to school support services what is the total amount, with federal allocations, received per year? Mr. Wolfe stated the total is roughly \$46 million. Ralph Grimm, ISBE acting chief education Officer, further clarified that this serves 208 lowest-performing schools, with approximately 650 schools that are underperforming. Ms. Morrison asked of the \$46 million, how much are those schools currently receiving and have we allocated the full amount? Mr. Grimm answered that lowest-performing schools receive \$100,000 per school and underperforming schools each receive \$15,000. Mr. Wolfe clarified that the \$46 million has been allocated and we are looking at how those dollars are allocated to make sure there are not funding cliffs. We may have new schools coming in on an annual basis. This is comparable to cohort methodology. Ms. Morrison stated this is a sizeable investment; what would the extra \$1 million impact? Mr. Wolfe stated that that is a relatively small investment, but this will help those schools that are furthest away and need the additional support. Ms. Morrison stated that last year there was less than \$1 million; how was that utilized? Dr. Jason Helfer, ISBE deputy superintendent, clarified the dollars were given to the former comprehensive districts based on enrollment for professional development and other needs. Ms. Morrison stressed to be certain we are utilizing the funds to the greatest need before making an additional ask.

Dr. Leak hopes the additional \$1 million will help those that committed to a plan, moved out of the designation, and then did not have the funds to carry out the plan. Mr. Grimm clarified that two designations were allocated last year. There will be only one summative designation given to each school building beginning with the October 31, 2019, school report card. We are presently looking at modifying our system to ensure financial resources for schools designated as lowest performing for a three-year period and for those that are targeted, a similar three-year period. A more comprehensive report will be compiled for the Board to review. We are going to need as many dollars as we can get to continue financial assistance to the highest-need districts to embed the culture into the schools over a period of time.

Chairman Reisberg stated that the distinction between ISBE's budget and the Governor's budget will need to be explicitly explained for the upcoming appropriations meetings. Explaining the results for the extra money will be imperative. Mr. Grimm and staff will work to bring that detail.

Dr. Lett asked if we have an example of what we are supporting in \$2.4 million of the Teach Illinois report. Dr. Helfer explained that in the recommendations there are programs, such as Educators Rising, that were developed to work on the future Teachers of America club model. These programs also help potential teacher candidates to learn about social emotional learning and advocacy. Other models may utilize part of the Educator Rising curriculum, but not all. Dollars through competitive grants may be utilized for peer-to-peer learning as well as creating a pipeline of potential candidates. This will be a competitive grant process. Dr. Pacione-Zayas asked how the competitive grant process is ensuring an equitable opportunity for people. Dr. Helfer stated that priority is given to Tier 1 and Tier 2 districts. Chairman Reisberg asked if the agency offers services to support grant writing for those districts that do not have the resources. Dr. Helfer stated webinars are available to aid in the effort but in keeping the grant process fair for all, the agency does not offer direct assistance. The agency is working on asking for what we are going to evaluate. Chairman Reisberg would like to continue dialogue in the future. Dr. Pacione-Zayas asked if there are parameters as to what type of projects can be advanced through this proposal process. Dr. Helfer stated some areas have been identified as being more acute than other areas. For residency grants, we have asked for them to target where they will need educators. We have changed the formula as to identifying high need that provides a natural cut point. We have identified this

in all of our areas. We want to be sensitive to local needs, too. Ms. Morrison asked if we can utilized federal discretionary dollars. Dr. Helfer stated that federal funds will be exhausted after three-five years. Chairman Reisberg thanked staff for the diligent work in compiling a revised budget.

Dr. Lett made motion that the State Board of Education hereby recommends a Fiscal Year 2020 General Funds Appropriation of \$8,889,495,500. Dr. Lett further moves that the State Board of Education authorize the Superintendent and agency staff to present and advocate for the Governor's Budget Recommendation, plus the additional amounts included in Exhibit A in key target areas. Dr. Leak seconded the motion. The motion passed by unanimous roll call vote.

Ms. Morrison requested that future preparation of materials going forward be shared with the Board throughout the process.

CONSENT AGENDA

Chairman Reisberg made note to pull the Request for Proposals (RFP) for the Truants' Alternative and Optional Education Program (TAOEP) from the Consent Agenda.

Ms. Latimer made motion for the State Board of Education to approve the Consent Agenda, noting that the State Superintendent recommended the Board take no action regarding the Spring Waiver Report. Dr. Benson seconded the motion. The motion passed by unanimous roll call vote.

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

Approval of Minutes

The State Board of Education approves the minutes for the January 16, 2019, Board meeting.

The State Board of Education approves the minutes for the February 26, 2019, Board meeting with corrections as follows: 1. Page 60, 2nd paragraph, 8th line down, change ad to and; 2. Page 62, Dr. Benson made the motion to approve the Spring Waiver Report instead of Ms. Latimer.

Rules for Initial Review

Part 27 (Standards for Endorsements in Specific Teaching Fields)

The proposed rulemaking provides for general cleanup of Part 27 for the purposes of date and content title clarification. Part 27.350, General Curricular Standards for Special Education Teachers, specifically addresses the changes necessary to align with the proposed rule changes in Part 28, Standards for Endorsements in Special Education.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Standards for Endorsements in Specific Teaching Fields (23 Illinois Administrative Code 27). Including publication of the proposed amendments in the Illinois Register.

Part 28 (Standards for Endorsements in Special Education)

These changes specifically propose replacing the current state content area standards (Part 28) for special education preparation standards with the Council for Exceptional Children (CEC) National Special Education Preparation Standards for individual special education endorsement areas.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Standards for Endorsements in Specific Teaching Fields (23 Illinois Administrative Code 27). Including publication of the proposed amendments in the Illinois Register with correction on page 521, line 5, of the packet to reflect the correct date of October 25, 2025.

Part 29 (Standards for Administrative Endorsements)

The proposed rulemaking supports the CEEDAR State Steering Committee recommendations and aligns with the proposed changes to Part 27 (Standards for Endorsements in Specific Teaching Fields). The proposed rulemaking replaces the current Director of Special Education state content area standards for the Council for Exceptional Children (CEC) National Director of Special Education Preparation Standards.

These changes specifically address 29.140 and no other subpart. They add the national standards for educator preparation programs that prepare Director of Special Education candidates.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Standards for Administrative Endorsements (23 Illinois Administrative Code 29). Including publication of the proposed amendments in the Illinois Register.

2019 Spring Waiver Report

The State Superintendent recommends that the State Board of Education move to transmit all waiver requests noticed for further consideration by three or more panel members to the General Assembly. The State Superintendent further recommends that the State Board of Education decline to act on all waiver requests that were noticed for further consideration by fewer than three panel members.

End of Consent Agenda

Contracts & Grants Over \$1 Million

Request to Release a Request for Proposals for the Truants' Alternative and Optional Education Program

Dr. Leak abstained from this agenda item leaving the Board Room at 2:18 p.m.

Mr. Aranowski gave an overview of the TAOEP grant asking for the release of the RFP.

Dr. Pacione-Zayas asked why pre-K is not included in this grant. Mr. Aranowski deferred to Cara Wiley, director of Regulatory Support and Wellness at ISBE. She stated that statutorily it is up to age 21 so the opportunity to expand is there. Dr. Pacione-Zayas asked how we are measuring outcomes and success. Mr. Aranowski stated quarterly reports are submitted to satisfy compliance with the grant, but we will have to develop mechanisms going forward to address this request. Dr. Pacione-Zayas would like to recommend this be embedded in the RFP and the evaluation process.

Ms. Morrison made motion that the State Board of Education authorize the State Superintendent to release the TAOEP Request for Proposals and to award successful applicants. The initial term of the grants will begin July 1, 2019, and extend through June 30, 2020. There will be two one-year renewals contingent upon a sufficient appropriation and satisfactory performance in each preceding grant year. The estimated total cost, including cohort renewals, will not exceed \$11.5 million in FY 2020. Ms. Robbins seconded the motion. The motion passed by unanimous roll call vote.

Dr. Leak returned to the Board Room at 2:24 p.m.

REVIEW OF ANNUAL FINANCIAL PROFILE

Mr. Wolfe presented the Financial Profile Report regarding the condition of Illinois' public school districts based upon the fiscal year 2018 data. There are five indicators that determine the overall score for a school district:

Fund Balance to Revenue Ratio
Expenditure to Revenue Ratio

Days Cash on Hand
Percent of Short-Term Borrowing Ability Remaining
Percent of Long-Term Borrowing Ability Remaining

The large increase in financial recognitions are due to three main reasons: \$366 million in FY 2018 that was not distributed until the last quarter, increases in equalized assessed value, and expenditures only increased on a modest amount. This created funding that was not spent. This can be artificially high, but will prove out with time. There is a sharp reduction of districts in watch status. The agency, along with the Board and Dr. Ayala, has the opportunity to aid districts in spending going forward. State aid was very volatile, whereas Evidence-Based Funding (EBF) brings a stability level that never existed for districts. This will hopefully promote fiscal as well as academic solvency. Dr. Pacione-Zayas asked if this happens annually or is there a different schedule? Mr. Wolfe stated this happens annually, historically in March. The agency provides supports to those districts in watch status through the year.

Dr. Pacione-Zayas made motion that the State Board of Education approve the financial designations of school districts and the Financial Watch List of districts as presented in the 2019 Financial Profile. Ms. Latimer seconded the motion. The motion passed by unanimous roll call vote.

DISCUSSION ITEMS

Legislative Update

Amanda Elliott, co-director of Legislative Affairs at ISBE, presented an overview of the legislative process. We are currently in the midst of the process, with bill signing taking place over the summer. The agency initiatives are as follows:

HB 2898: Amends the School Construction Law. Creates new process by which districts would apply for school construction funding once it becomes available.

HB 3479/SB 2044: Amends the School Code to clean up procedures regarding educator misconduct so the agency can prioritize and expedite action related to the most serious offenses. The proposal would include changes to background checks and language that will allow the agency to temporarily suspend a license before a conviction is made.

SB 1901: Amends the School Code. Makes cleanup changes in the Licensure Article related to educator fees and educator testing.

SB 2075: Amends the School Code. Lowers the compulsory school age from 6 to 5 years of age beginning with the 2020-21 school year. Requires all school districts to establish kindergarten for the instruction of children who are 5 years of age or older.

SB 2096: Amends the School Code and includes changes related to Textbook Loan Program and EBF to prevent and/or address audit findings.

Dr. Leak asked if HB 2100 regarding the Charter Commission contains language addressing the transition of funding. Ms. Elliott stated currently there is a 3 percent chargeback for the commission, and the agency has negotiated for the same chargeback. Dr. Leak clarified by asking if the funding for a state charter school that the state authorizes but withholds from the local school district will be a separate line item for the state to pay for the charter school. Ms. Elliott stated that has not been contemplated in this bill.

Regarding the teacher shortage: There are several bills filed to address the issue. The testing portion is being discussed today. Currently, there are three tests that a candidate needs to pass: a test of basic skills, content area test, and edTPA. Bills have been filed to address lessening teacher testing. Chairman Reisberg requested a synopsis of the discussions and outcomes from today's hearing with dialogue at the April Board meeting. Dr. Pacione-Zayas stated that Senator Andy Manar's bill would be ideal. There are other measures of

effectiveness than tests, and the tests have not been able to prove effectiveness in the classroom. Chairman Reisberg welcomes ideas to reduce hurdles. Ms. Morrison would like more dialogue at a future meeting. A total elimination of testing may put in question what the expectations are going forward. Maintaining quality of teachers in the classroom is paramount. Dr. Leak echoed Ms. Morrison and reiterated that other professions have assessments to ensure quality. Taking the professionalism of teaching away is not ideal and content tests are crucial. Where are the bills intended to go to maintain professionalism in the midst of the teacher shortage?

Ms. Elliott summarized the Board's views of maintaining professionalism in the teaching profession: Full elimination of testing is not favored, and further discussions will continue. Continuation of content tests and edTPA are supported. Ms. Morrison asked how we are using data to inform decisions. Can we use the data to support our decisions? Dr. Pacione-Zayas made the point that other states have been leading the effort. TAP and basic skills tests are the same for early childhood teachers and high school teachers. There is a bit of a disconnect there. There is an economic hardship involved, with the edTPA test costing \$300 each test. Ms. Elliott stated the Board decided the TAP will not be on the menu of options as a test of basic skills as of June 30. The SAT and ACT will be the only options available after June 30. The agency has made decisions to eliminate barriers such as super scoring being allowed and not limiting the number of times the test may be taken. Also, fee waivers are available from the testing company. Ms. Morrison would like to discuss keeping the edTPA. What does the data show at this point? Ms. Elliott stated that currently the agency is opposing HB 256 and the resolutions that have been filed to eliminate the edTPA. The agency has not weighed in regarding basic skills testing.

Chairman Reisberg reiterated checking into the Charter School Commission funding; we need to check into where the dollars would be coming from and asked Ms. Elliott to discuss this with legislators. If the state is authorizing the charters, it is imperative to have the funding to support them correctly.

Dr. Pacione-Zayas stated that the summary of the legislative update was amazing and she appreciated the monitoring.

ANNOUNCEMENTS AND REPORTS

Chairperson's Report

The next meeting will be April 17 in the videoconference rooms. Chairman Reisberg will be attending from Chicago. In May, the Board will be working with the Illinois Association of School Boards regarding Board training. The National Association of State School Boards may support the Board retreat in September.

INFORMATION ITEMS

ISBE Fiscal and Administrative Monthly Reports are available at www.isbe.net.

MOTION FOR ADJOURNMENT

Chairman Reisberg adjourned the meeting at 3:01 p.m.

Respectfully Submitted,

Dr. Cristina Pacione-Zayas
Board Secretary

Darren Reisberg
Chairman

Illinois State Board of Education Meeting

April 17, 2019

9 a.m.

Chicago Location: ISBE Videoconference Room
100 W. Randolph, Suite 14-300, Chicago, IL

Springfield Location: ISBE Videoconference Room, 3rd Floor
100 N. First Street, Springfield, IL

**ROLL CALL/PLEDGE
OF ALLEGIANCE**

Members present in Chicago:

Darren Reisberg
Dr. Donna S. Leak
Cynthia Latimer
Dr. Cristina Pacione-Zayas
Jacqueline Robbins

Members present in Springfield:

Dr. Christine Benson
Dr. David R. Lett
Jane Quinlan

Chairman Reisberg brought the meeting to order at 9:01 a.m. Roll call was taken and a quorum was present. Susie Morrison was unable to be in attendance due to a longstanding commitment made prior to her reappointment. Dr. Ayala was in attendance in Chicago.

**CPS SPECIAL
EDUCATION
CORRECTIVE
ACTION UPDATE**

Stephanie Jones, general counsel/acting exempt chief education officer; Laura Boedeker, assistant general counsel; and Heather Calomese, executive director of Special Education, presented a Chicago Public Schools (CPS) Special Education Corrective Action update. Updates included a review of training, student specific corrective action, and other concerns raised by advocates. Board members expressed concerns about the delay in student-specific corrective action. Ms. Jones indicated that the student-specific corrective action will be implemented next school year and that she will provide regular updates regarding the status of all corrective action.

**PUBLIC
PARTICIPATION FOR
CPS SPECIAL
EDUCATION
CORRECTIVE
ACTION PLAN**

Barb Cohen stated that the most pressing issues are the delay in corrective action for students and the failure of CPS to effectively communicate with parents.

Chris Yun spoke regarding ISBE's corrective action plan and expressed concern that this meeting was the first she has heard such a specific update from ISBE staff.

Vanessa Fawley spoke of the struggles faced by her daughter with autism which she did not see as appropriately handled by CPS.

Natasha Carlson, a CPS special education teacher, noted that CPS will continue to have special education vacancies if the district's practices do not improve.

Chairman Reisberg thanked all participants. Ms. Latimer asked how many CPS teachers there are. Ms. Boedeker answered 31,000 and it is unknown how many of them are special education teachers. Dr. Leak emphasized the importance of the agency implementing its student-specific corrective action as soon as possible. Dr. Pacione-Zayas urged the agency to address the transportation issue with CPS early childhood as it relates to obtaining a

ASSESSING AND ADDRESSING THE ILLINOIS TEACHER SHORTAGE

commitment for 3 and 4 year olds receiving transportation for related services in their IEP, to, from, between their center placement and the location of services. Agency staff responded that there was a separate complaint and the Board asked to be kept updated as to the prompt solution to that complaint.

Jason Helfer, deputy superintendent for Teaching and Learning, and Amanda Elliott, co-director of Legislative Affairs presented on the Teacher Shortage. Four topics were addressed: data on the teacher shortage, licensure testing requirements, requested support for programming to tackle the teacher shortage, and building a robust teacher pipeline.

Prior to the meeting, three readings were provided to board members to prepare them to consider the issues identified above. The data from the readings suggest that working conditions (e.g., lack of opportunity for professional growth and collaboration with colleagues) continue to be significant reason for teachers leaving the profession. Moreover, data suggests that targeted incentives (e.g., loan forgiveness) may be more appropriate than large systemic changes (e.g., changes to licensure requirements – requiring an associate's degree to earn a teaching license).

Mr. Helfer shared that, since the 2009-10 school year, the number of teachers decreased nationally. Mr. Helfer stated that there are approximately 1,400 positions unfilled in Illinois, which is one percent of all teaching positions. In addition to identifying national and state trends, in Illinois all teaching (endorsement) areas in high needs schools are eligible for modest loan forgiveness and ISBE aides teachers in the process.

Chairman Reisberg asked from what line item the loan forgiveness funds come. Mr. Helfer stated the loan forgiveness comes from federal grants. Ms. Quinlan asked if full time equivalents (FTE) are included in the data report. Mr. Helfer affirmed that FTEs are included in the report.

Next, Mr. Helfer reviewed licensure-testing requirements and timelines for both traditional and alternative candidates. Currently, the latter take two years to complete.

Before 1988, the only requirement was coursework and determinations for assignability were made by the school district. Dr. Lett asked how long the State has had the alternative pathway for licensure. Mr. Helfer stated close to 10 years. Dr. Lett noted that Illinois currently only has six institutions offering alternative certification programs, all of which are in the Chicago area. He asked if the number was higher in the past. Emily Fox, Director of Educator Effectiveness, stated there were 10 to 12 institutions prior to the statutory change from one year to two years. Mr. Helfer stated many institutions that had offered a one-year alternative certification program no longer do so because of the expense.

Ms. Quinlan asked for the number of teachers that have completed alternative certification programs and Mr. Helfer said he would provide the information longitudinally. Chairman Reisberg asked why the duration of the alternative certification programs was statutorily changed. Mr. Helfer stated the change, which occurred prior to his arrival at ISBE, was due to concerns surrounding rigor.

Dr. Leak stated it would be helpful to see the difference between how many teachers we were able to secure with the one-year program versus the two-year program. Mr. Helfer said he would provide the data.

Mr. Helfer then reviewed the history of three exams required for licensure: Test of Basic Skills, Content Tests, and APT/edTPA.

Mr. Helfer shared the history of the test of basic skills. Chairman Reisberg asked if a statutory change is required to eliminate the Test of Academic Proficiency (TAP) as of June 30, 2019. Mr. Helfer confirmed that ISBE could eliminate the TAP without statutory change as there still alternatives—i.e., the ACT/SAT—to meet the requirement of a test of basic skills.

Dr. Pacione-Zayas asked if a test of basic skills could be something other than a standardized exam Mr. Helfer responded that nothing in law states the test of basic skills must be standardized exam. Ms. Quinlan asked if candidates can request accommodations for the testing and Dr. Helfer confirmed that accommodations are available.

Next, Mr. Helfer reviewed the history of content tests.

Dr. Leak asked if there is a correlation between the highest needs teachers and the pass rates of the content tests. Mr. Helfer stated that there does not seem to be a relationship between high needs areas and pass rates on content tests.

Ms. Quinlan requested information on the pass rate and Mr. Helfer said he would provide the information to the Board.

Mr. Helfer continued by reviewing the teacher performance assessment (edTPA). Ms. Robbins asked if the edTPA was put in place for national accreditation and whether the content could instead be included as part of the college coursework before graduating. Mr. Helfer stated that edTPA can be used for the purposes of national accreditation and that how institutions incorporate the planning, delivery and assessment of instruction is within the purview of the institution. Ms. Latimer asked if there is information regarding the time parameters of the edTPA and actual hands on time in the classroom. Mr. Helfer stated that this is also dependent upon institutional requirements.

Amanda Elliott, Co-Director, Legislative Affairs, reviewed current legislation regarding the teacher shortage. The following bills have been filed:

- HB 0256 – Stipulates that student teacher candidates may not be required to videotape himself or herself in a classroom setting. This would render edTPA inoperable.
- HB 0423 – Eliminates the test of basic skills requirement through June 30, 2025, and requires ISBE to evaluate cut scores for the content area test.
- SB 1952 – Eliminates test of basic skills. Also increases the cap for end-of-year salary increases from 3 percent to 6 percent; explicitly allows student teachers to be paid; and, subject to appropriation, allows teachers who teach in Tier 1 school districts to apply for a refund of edTPA fees.

Ms. Robbins stated she is glad ISBE is taking the time to look comprehensively at the various issues impacting the teacher shortage as there are many diverse issues and concerns. The lack of respect, pay scales, lack of collaboration, and little or no mentoring program are causing teachers to leave the profession. The field is criticized for lack of diversity.

Ms. Elliott also shared that Stanford is developing edTPA 2.0 and ISBE is collaborating with Pearson to increase the number of fee waivers available to Illinois institutions of higher education. Dr. Pacione-Zayas expressed concern about the business side of the edTPA, particularly given that the test costs \$300 for the test taker but Pearson pays its reviewers far less. The reviewers are independent contractors and do not know the conditions in which the candidates are performing. Further, she noted, there are issues around teaching in other languages and it would be a barrier if there are not manuals available in other languages. Ms. Elliott will compile more information on the test cost.

Chairman Reisberg asked Ms. Elliott if she had sufficient clarity on the Board's position regarding testing requirements, noting that it is important for the Board and agency to leverage its expertise in this area and not place the burden of the decisions on the legislature. Dr. Leak concurred with Chairman Reisberg. Ms. Elliott stated the agency has been opposing legislation that makes changes to edTPA and the content test. At this point, ISBE has taken a neutral position on legislation that eliminates the basic skills test.

Dr. Benson stated the profile of the teaching profession needs to be raised, ideally through a public relations campaign. Chairman Reisberg asked Dr. Ayala to work with agency staff on this front.

Next, approaches for building a robust teacher pipeline were shared with the Board.

To begin, Alicia Winckler, CEO, Golden Apple, spoke regarding the Golden Apple Scholars Program. Golden Apple has requested an increased appropriation of \$3.5 million, which would provide supports to an additional 150 teacher candidates.

Alan Mather, President, Golden Apple, spoke regarding the Golden Apple Accelerated Program to more immediately address the teacher shortage. This program would recruit college seniors and those who have a bachelor's degree and provide an avenue towards teaching. Recruitment would focus on downstate universities. With state support, the recruits would participate in one-year residency program including in-class mentoring run by Golden Apple teachers. Participants would agree to teach in a cohort model for four years in a targeted community and receive ongoing mentoring and professional development. With funding, this work can begin immediately.

Dr. Pacione-Zayas stated the FY 2020 ask for Golden Apple is \$10 million and asked for the current allocation. Ms. Winckler stated \$6.498 million is the current allocation with an additional ask of \$3.5 million for the traditional scholars program to support 150 additional candidates. For the accelerated program, Golden Apple is asking for roughly \$2.5 million to recruit approximately 50 candidates into the program. This investment would need to rise in years 2 and 3 to support residency work to graduate that first class by Spring of 2021. The first year would be \$2.5 million with ultimately \$5 million when the program is operational.

Chuck Lane, Superintendent of the Centralia School District spoke regarding recruiting and retaining minority teachers. Centralia has staff with bachelor's degrees and these individuals want to teach, but there is no simple way for these individuals to receive licensure. Superintendent Lane suggested that ISBE consider as a model the partnership between the Portland, Oregon school system and Portland State University. Candidates underwent intense training

and once they began teaching in the fall, intense mentorship supported the candidate.

Jennifer Garrison, Superintendent of the Vandalia School District, spoke of long-term solutions for the teacher shortage. Superintendent Garrison stated that the time is now for an accelerated program leading to licensure. There are people with bachelor's degrees who wish to teach but with no accessible avenue to obtain a license. Ms. Garrison also said that ISBE needs to lead the legislators and not legislators lead the Board. Chairman Reisberg stated the Board would like to think outside the box and expressed appreciation for the advocacy of Superintendents Garrison and Lane.

Dr. Lett stated that, in the name of rigor, Illinois has let the pendulum swing too far. Illinois needs to be reasonable when crafting solutions and their companion requirements moving forward. Ms. Quinlan asked Superintendents Garrison and Lane whether each approached universities for other routes. Superintendent Lane stated there are not universities in his area as all of the alternative certification programs are in the Chicago area.

Dr. Lett reiterated that there were more alternative certification programs when the statute allowed for one-year programs. Chairman Reisberg asked if ISBE could craft a legislative solution during this legislative session. Ms. Elliott stated the likelihood of this being crafted and passing during this legislative session is unlikely.

Catherine Main, College of Education Program Coordinator, University of Illinois at Chicago (UIC), spoke regarding an early childhood education alternative licensure program. Socio-cultural continuity between teachers and children is key and needs to be included in teacher preparation programs. The program at UIC is a partnership between Chicago Public Schools and the University of Illinois at Chicago's College of Education. The program certified nearly 100 teachers over seven cohorts in seven years. Admissions looks at a test and grade point average (GPA) as well as if the individual is bilingual and level of commitment. Residency, coaching, mentoring, and assessment are also part of the programming. Forty-one candidates are currently enrolled with all being women of color but one, and one male. All candidates have a 3.0 GPA or over. Eighty percent of these women are heads of household and will become the teacher of record in August.

Dr. Pacione-Zayas asked if the 41 candidates will be in the workforce in August. Ms. Main stated it depends on what legislators do with testing requirements. Dr. Lett asked what was the rationale for moving the alternative pathway from one year to two years. Ms. Main stated it was due to rigor. People were leaving the profession after a year.

Dr. Joi Patterson, Director of Educator Preparation, Governor's State University (GSU), spoke regarding the Continuous Improvement Communities of Practice (CICP) initiative between institutions of higher education and school districts. This initiative is currently working with three universities and Dr. Patterson shared that this work is supported through a wonderful relationship with ISBE. In the last year, 12 Memoranda of Understanding (MOUs) between higher education and school districts were developed. Dr. Patterson stated that CICP partners are in the early stages of flipping the student teaching placement. Instead of higher education contacting districts and stating what types of placements they need, through CICP schools are asked what candidates they want and need. Ms. Patterson asked for support through funding or technology outside of a Request for Proposal (RFP).

**PUBLIC
PARTICIPATION FOR
ASSESSING AND
ADDRESSING THE
ILLINOIS TEACHER
SHORTAGE**

Sandra Beyda-Lorie of Northeastern Illinois University spoke on behalf of the Council for Chicago Area Deans for Education against elimination of testing requirements.

Brad Skertich of Southwestern School District 9 highlighted the importance of allowing more flexibility in licensure, and reducing of testing barriers, so as to help give strong non-traditional teachers opportunities to fill vacancies.

Nancy Latham of the University of Illinois at Urbana Champaign expressed opposition to certain proposed administrative rules related to, among other things, reciprocity for licensure. Mr. Helfer stated that the referenced rules would likely come back to the Board for review and adoption in June and therefore the Board could consider these concerns at that time.

Alison Maley of the Illinois Principals Association noted that reversing grade span, revisiting alternative licensure avenues, expanding validity for licenses, eliminating the basic skills test, aligning the ACT/SAT with college admission, and examining and modifying cut scores for edTPA are possible solutions to the teacher shortage.

Kristin Humphries of East Moline Schools, citing an example of a paraprofessional within her district, asked for reasonableness when reaching solutions in the teacher shortage.

Cynthia Riseman-Lund of the Illinois Federation of Teachers (IFT) thanked the Board for its focus on the teach shortage and stated that more support of teachers is necessary to ensure retention of teachers in the system.

Greg Montalbo of Western Illinois University stated that testing requirements must be reasonable.

**PUBLIC
PARTICIPATION**

Lynn Gaddis, the 1995 Teacher of the Year (TOY) in Illinois, spoke on behalf of the Illinois State Teachers of the Year, who are dedicated to using a collective voice to bring voice to teachers. She asked that funding for the TOY program be restored so that TOYs can travel across the state and nationally to share knowledge and disseminate best practices.

Shawn Healy of the McCormick Foundation spoke in favor of legislation to require civics education in middle school.

Mayra Sarabia from the Parent Engagement Institute sought support from ISBE for the parent mentor program.

Robin Koelsch, director of Partnerships, Communities and Schools of Chicago, asked ISBE to support a weighted Fine Arts indicator.

Chairman Reisberg thanked all participants for their public comments.

**CLOSED SESSION
(FISCAL YEAR 2018
FINANCIAL AUDIT
REPORT)**

Chairman Reisberg made note that a closed session was not necessary. Board members who have questions regarding the Financial Audit can reach out to Dr. Ayala. Lunch break was taken at 1:15 p.m., with a working lunch intended.

CONSENT AGENDA

Ms. Latimer made motion that the State Board of Education approve the Consent Agenda. Dr. Leak seconded the motion. The motion passed by unanimous roll call vote.

Approval of Minutes

Plenary Minutes: March 20, 2019 were tabled. Chairman Reisberg stated that proposed edits to the minutes were recently received and stated that the Board will need to review the level of detail it will have in its minutes going forward.

2019 Special Education Expenditures and Receipts Report

School Business Services Division requests the Board to authorize the State Superintendent to submit to the General Assembly and Governor this Special Education Expenditures and Receipts Report, which identifies each school district's special education expenditures, receipts, and net special education expenditures over receipts, per Section 2-3.145 [105 ILCS 5/2.3.145]. This report is due May 1 each year.

Fiscal Year 2018 Financial Audit Report

The Internal Audit Division requests the Board to accept the Office of the Auditor General's Illinois State Board of Education Financial Audit for the Year Ended June 30, 2018.

End of Consent Agenda

CONTRACTS AND GRANTS OVER \$1 MILLION

Request for Proposals E-rate State Matching Grant Program

Dr. Leak will abstain from this agenda item and exited the room at 1:30 p.m.

Innovation and Secondary Transformation division is making this request. This program will provide districts with reimbursement of special construction costs for E-rate-eligible entities to capture matching federal funding that will enable expansion of educational opportunities and student achievement in fiscal year 2019 and FY 2020.

Dr. Pacione-Zayas made motion that the State Board of Education hereby authorize the State Superintendent to release the Notice Of Funding Opportunity/RFP in the E-rate State Matching Grant Program and award successful applicants contingent upon sufficient appropriations and district eligibility. Ms. Latimer seconded the motion.

Dr. Pacione-Zayas appreciated the race and ethnicity breakdown. How can we start to get this information more strategically? How are we ensuring that the targets we are setting for the proposal will close the divide and meet the particular goals? What is the definition of success and how are we measuring progress and moving them along? Dr. Ayala stated the criteria for each grant needs to be reviewed. There may be some grants we have to use certain criteria that will not allow us to be as selective as we want. Robert Wolfe, ISBE chief financial officer, stated that it is case-specific and we have been intentional as agency staff in looking at the equity issue and matching diversity of the student population. Chairman Reisberg stated this will be rural versus urban when looking at these issues. Case-by-case conversations need to happen. One possibility is to restructure Board memos to reflect the information requested.

The motion passed by unanimous roll call vote.

Dr. Leak re-entered the room at 1:36 p.m.

Renewal of Learning Technology Center Intergovernmental Agreement

Ms. Quinlan will abstain from this agenda item and left the room at 1:36 p.m.

Innovation and Secondary Transformation is making this request.

Dr. Lett made motion that the State Board of Education hereby authorizes the State Superintendent to enter into a one-year intergovernmental agreement with the Champaign and Ford Counties Regional Office of Education #9 through June 30, 2020, for an amount not to exceed \$1.4 million subject to appropriations. This Intergovernmental Agreement is for the administration and management of the Illinois Learning Technology Center. Ms. Robbins seconded the motion.

Dr. Pacione-Zayas expressed concern about the racial and ethnic diversity of those supported by the E-rate Matching Grant Program. Chairman Reisberg offered his understanding that the E-rate program is supporting only those districts that do not have broadband, which are mainly rural districts that may have less racial and ethnic diversity.

Dr. Pacione-Zayas asked how can we ensure equitable access across racial/ethnic groups.

The motion passed by unanimous roll call vote.

Ms. Quinlan re-entered the room at 1:40 p.m.

Renewal of Intergovernmental Agreement for Illinois Interactive Report Card

The Data Strategies and Analytics Division is making this request.

Ms. Latimer made motion that the State Board of Education hereby authorizes the State Superintendent to enter into an Intergovernmental Agreement with Northern Illinois University for the continued hosting, development, enhancement, maintenance, and support of the Illinois Report Card and the My Illinois Interactive Report Card for FY 2020 in an amount not to exceed \$1.75 million. Dr. Leak seconded the motion.

The motion passed by unanimous roll call vote.

Amendment to and Renewal of Intergovernmental Agreement with the University of Wisconsin for Administration of ACCESS 2.0 and Alternative ACCESS

The Division of Assessment and Accountability requests the Board to authorize the State Superintendent to increase the total award of the Intergovernmental Agreement with the Wisconsin Center for Educational Research by \$431,933.26 for FY 2019. This increase is necessary to cover the cost for the increasing number of students taking the alternate ACCESS 2.0. The original Board-approved amount for FY 2019 was not to exceed \$16,642,209. That will now increase to \$17,074,142.26. Additionally, the division would enter into a three-year renewal of the Intergovernmental Agreement for fiscal years 2020, 2021, and 2022. The extended Intergovernmental Agreement would not exceed \$22,107,015.84 for ISBE's continued membership in the WIDA Consortium and for the use of the ACCESS for English Learner products and supports provided through the WIDA Consortium.

Ms. Robbins made motion that the State Board of Education hereby authorizes the State Superintendent to increase the maximum award of the current Intergovernmental Agreement, which terminates on June 30, 2019, by

\$431,933.26 to cover the cost for the increasing number of students taking the Alternate ACCESS. Additionally, the Board hereby authorizes the State Superintendent to enter into a three-year renewal of the Intergovernmental Agreement with the Wisconsin Center for Educational Research for membership in the WIDA Consortium and for the use of the ACCESS for English Learner products provided through the WIDA Consortium. The renewal will be effective July 1, 2019, through June 30, 2022, for an amount not to exceed \$22,107,015.84. Ms. Latimer seconded the motion.

The motion passed by unanimous roll call vote.

Illinois Statewide Assistive Technology Training and Resources

The Special Education Services Division requests the Board to authorize the State Superintendent to increase the IDEA Part B Discretionary funding allocation for the Illinois Statewide Assistive Technology Training and Resources Program that is awarded to United Cerebral Palsy Seguin – Infinitec. The grant, which is for five years, was originally awarded in FY 2017 at \$250,000 per year. The grant increase request is for an additional \$47,355 for FY 2019 and an additional \$50,000 for both FY 2020 and FY 2021, for a total increase from \$1,250,000 to \$1,397,355. The purpose of the increase is to meet the need for additional training specific to assistive technology (AT) evaluations. Special education teams are required to consider the need for AT for all students with disabilities, which often requires teams to conduct specialized AT evaluations. The grant agreement is renewed on an annual basis of the federal grant cycle, subject to sufficient appropriation of funds and satisfactory performance in the preceding grant period.

Dr. Benson made motion that the State Board of Education hereby authorizes the State Superintendent to enter into an amended grant agreement with United Cerebral Palsy Seguin – Infinitec for receipt of IDEA Part B Discretionary grant in amounts not to exceed \$297,355 in FY 2019, \$300,000 in FY 2020, and \$300,000 in FY 2021. The total over the life of the grant will not exceed \$1,397,355. Ms. Quinlan seconded the motion.

The motion passed by unanimous roll call vote.

Illinois Assistive Technology Device Loan and Evaluation Program

The Special Education Services Division requests the Board to authorize the State Superintendent to increase the IDEA Part B Discretionary funding allocation for the Illinois Assistive Technology Device Loan and Evaluation Program originally awarded to the Illinois Assistive Technology Program (IATP) in FY 2017. The request is for an increase of \$251,926 for both FY 2020 and FY 2021, for a total increase in the five-year grant from \$3,177,500 to \$3,681,352. The purpose of the increase is to meet the need for additional personnel, equipment, supplies, and travel funds for IATP to conduct free Alternative Augmentative Communication and Assistive Technology (AAC/AT) evaluations for school districts and special education cooperatives across the state. IATP has been unable to meet the demand with current resources, resulting in its inability to complete evaluations in a timely manner. Special education teams are required to consider the need for assistive technology (AT) for all students with disabilities, but many districts and special education cooperatives do not have the knowledge, skills, or collection of AAC/AT devices necessary to conduct AT evaluations. Increased resources will support IATP in providing districts and cooperatives in meeting their state and federal obligations. The grant agreement is renewed on an annual basis of the federal grant cycle, subject to sufficient appropriation of funds and satisfactory performance in the preceding grant period.

Dr. Lett made motion that the State Board of Education hereby authorizes the State Superintendent to increase the IDEA Part B Discretionary award to the Illinois Assistive Technology Device Loan and Evaluation Program. The maximum amount of the award is not to exceed \$3,681,352 for the five-year grant cycle ending in FY 2021. Renewals will be contingent upon a sufficient appropriation and satisfactory performance in each preceding grant period. Dr. Pacione-Zayas seconded the motion.

The motion passed by unanimous roll call vote.

Request to Release a Request for Sealed Proposals for Monitoring of Early Childhood Block Grant Prevention Initiative Programs (Birth to Age 3 years)

Dr. Pacione-Zayas will abstain from this agenda item and exited the room at 1:52 p.m.

The Center for Teaching and Learning makes the following request.

Dr. Lett made motion that 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 of Prevention Initiative programs. The initial term of the contract will begin July 1, 2019, and extend through June 30, 2020. 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 \$7 million. Dr. Leak seconded the motion.

Dr. Benson asked if the motion needs to list specific expectations of the contractor. Dr. Helfer stated the expectations are required as part of the grant and will be included in the RFSP.

The motion passed by unanimous roll call vote.

Dr. Pacione-Zayas re-entered the room at 1:56 p.m.

Illinois Science Assessment Blueprint

The Assessment and Accountability Division requests the Board to authorize the State Superintendent to approve the proposed science assessment blueprint at grades 5, 8, and 11 for a fully redesigned Illinois Science Assessment. This blueprint represents a set of principles and design constraints for the assessment and will serve as the foundation for science assessment item-writing and test development for school year 2019-20 and future years of better aligned assessment administration.

Ms. Robbins made motion that the State Board of Education hereby authorizes the State Superintendent to adopt the proposed blueprint that guides the development of the next iteration of the Illinois Science Assessment. Dr. Leak seconded the motion.

Chairman Reisberg asked Dr. Ayala to speak regarding the assessment alignment process. Dr. Ayala responded that the science assessment will be included as part of the year-long evaluation. Due to feedback received from the U.S. Department of Education (ED), we need to move this forward. Dr. Pacione-Zayas would like to know the timeline for redevelopment. Dr. Ayala stated that,

pending appropriations, we would like to begin as soon as possible for it will take a full year to develop properly.

The motion passed by unanimous roll call vote.

Chairman Reisberg stated that in the future contracts that do not have conflicts of interest will be included in the Consent Agenda.

2019 LEGISLATION

Ms. Elliott reported that legislators are currently on a two-week break and they will be back May 1. House bills and Senate bills have crossed chambers and will then go to the Governor for action.

The Charter Commission bill has been amended slightly. If the bill is enacted, we will have oversight of the current 11 state-authorized charters and hear appeals of charters that districts do not renew, but not appeals of new charter school proposals denied by local school districts. Ms. Elliott stated that the effective date of the bill is July 1, 2020, which will allow time for implementation.

Child abuse legislation is moving along. The Physical Education (PE) bill is on hold and weekly meetings will be held.

Dr. Leak asked for an update on the consolidation bill. Ms. Elliott stated that the agency is opposing the bill and the Senate version failed to pass out of the Senate committee. The bill creates a commission that will spend a year to review consolidation of districts in Illinois, with a recommendation to reduce districts by 25 percent. The agency will continue to oppose the House version in the Senate.

Dr. Leak asked if the edTPA can become embedded in the student teaching experience. Ms. Elliott stated that the law says there has to be a teacher performance assessment. If HB 0256 passes, we cannot use either teacher performance assessment. It will take a significant amount of time to develop another assessment. The sponsor is willing to give us a year to develop another assessment, but that is not a realistic timeframe. Ms. Elliott reported that Stanford University, which owns and licenses the tests, will begin discussions to revise edTPA to reduce the time and cost associated with the assessment. She also reported that the State Board is working with Pearson to increase the number of fee waivers issued to Illinois institutions of higher education.

Chairman Reisberg asked if Sen. Andy Manar's bill would provide fee waivers for the edTPA. Ms. Elliott stated that the legislation is subject to appropriation and that reimbursements would be issued to teachers who work in Tier 1 school districts. Dr. Leak asked about paying student teachers. Ms. Elliott indicated that the legislation includes a provision that allows districts to pay student teachers. Dr. Leak expressed concern over districts ability to pay student teachers.

Dr. Pacione-Zayas asked what flexibility ISBE has in the teacher performance assessment. Dr. Ayala asked if there is a possibility to add language for a rating from higher education to provide feedback about the quality of the teacher and that it be incorporated in the final score. Ms. Elliott said she would have to consult Pearson.

**AMENDED FY 2020
BUDGET
RECOMMENDATION
– DISTRICT
INTERVENTION**

Mr. Wolfe presented to the Board the amended FY 2020 budget recommendation. Specifically, there is an increase from \$4.9 million to \$6.5 million for the district intervention line item. This line item is specific to the two districts with oversight: North Chicago Community Unit School District 187 and East St. Louis District 189.

The specific amounts are to make debt service payments in FY 2020 on alternate revenue bonds. This was debt incurred prior to State intervention.

Ms. Quinlan made motion that The State Board of Education hereby recommends an appropriation amount of \$6,564,200 for District Intervention Funding in fiscal year 2020. Dr. Benson seconded the motion.

The motion passed by unanimous roll call vote.

ESSA UPDATE

Mr. Helfer and Rae Clementz, director of Assessment and Accountability, presented an Every Student Succeeds Act (ESSA) update. The Illinois ESSA Plan was approved in August 2017. Law requires the plan to be reviewed at least once every three years. If a state selects to modify significant portions of its accountability system or adopts new standards or assessments, then it must submit an amendment to ED and have it approved.

Since the approval of the plan in August 2017, stakeholders shared concerns and suggestions on the following:

1. Overall weighting of academic to student success indicators (75/25 to 51/49 or other)
2. Weighting of individual indicators within the larger buckets/what constitutes a well-rounded curriculum
3. Newly arrived English Learner testing policy
4. Summative designations for the purpose of meaningful annual differentiation
 - Changing the number of designation categories
 - Changing the criteria for the exemplary designation

Each of these four directly impact the accountability system, so, were there to be changes, an amendment would be required.

There are two additional areas for reconsideration:

1. Designations: Changing the names of the existing designations
2. Elimination of grades for growth

These two additional areas do not affect the calculation of summative designations and an amendment would not be required. More specifically, Mr. Helfer and Ms. Clementz shared that the Board would be asked to act on removing the grade for growth requirement from the Illinois ESSA Plan at its May 2019 meeting. This requirement is neither in the law nor does it assist in the meaningful annual differentiation of schools.

Mr. Helfer and Ms. Clementz shared the approach and timeline for obtaining feedback from the field as well as approval prior to submitting to ED. The work will commence in May and the amendment will be brought to the Board in October. It will be submitted to ED following Board approval. It is anticipated that approval from ED will occur in February or March 2020. Any changes to the accountability system will take effect for October 2020 designations shared on the Illinois School Report Card.

Dr. Pacione-Zayas asked about the instructions from ED and whether they could have been anticipated. Mr. Helfer stated these issues were not in the review with ED. They were strictly from stakeholders. Ms. Clementz stated that this is about the bigger policy structures. Dr. Pacione-Zayas asked if the Fine Arts indicator will be reopened regarding well-rounded curriculum. Mr. Helfer stated that there is no intent to remove any indicators from the approved August 2017 plan or to start from scratch, but there is an opportunity to widen the conversation regarding what constitutes a well-rounded curriculum.

Dr. Pacione-Zayas asked about the status of the P2 indicator. Mr. Helfer stated that P2 is not required by law. Illinois is one of only two states that include early learners in the accountability system.

Dr. Pacione-Zayas asked about the two options of English Learner testing policies for newly arrived students in ESSA and if other options are available. She shared that New York state received waivers for three years. Mr. Helfer would like to learn more about the New York strategy.

Ms. Latimer stated that, as a supporter of the arts, she looks forward to continued discussion on the Fine Arts indicator but does not want a district to be negatively affected by the results of such an indicator. She asked if there could be a conditional weighting in which a district's overall designation could be helped but not hurt.

Ms. Quinlan stated that previously the agency did not want to open the ESSA State Plan. Mr. Helfer stated that ESSA requires the state to review its plan no less than once every three years. Dr. Leak stated that she is hopeful the timeline will work out because there is a need for the changes described. .

Chairman Reisburg indicated that it is currently in our state plan and will remain there. The Fine Arts indicator will be weighted appropriately, as it relates to the other indicators found in the Student Success/School Quality section of the plan. Further, the Fine Arts indicator will apply to all Illinois public schools as soon as it is appropriate and feasible to do so.

Separate from the prior issue and amendment, Ms. Clementz stated the accountability system includes indicators without statewide data and, in those instances, schools receive full credit. Previously, staff met with ED officials when this issue was identified as part of monitoring. ISBE staff believed that modifying business rules would suffice to meet the monitoring concern. The approach to the distribution of weight was shared with the Illinois Balanced Accountability Measure (IBAM) Committee in January. The IBAM Committee recommended in February 2019 that ISBE use a proportional distribution approach. ED informed ISBE on April 4 that it must submit an amendment for approval regarding how the weight for indicators that are identified in the plan, but are not operational, will be handled. ED recommended that this amendment maintain a very narrow scope and only focus upon the aforementioned issue.

The amendment must be submitted by June 1, 2019, or Title I status could be moved to high risk.

Dr. Leak asked for clarification regarding what will be submitted. Ms. Clementz stated the amendment submitted will identify the approach ISBE will use for indicators that are identified in the plan, but are not operational. This should be a simple process to implement for the next Report Card. Mr. Helfer stated that 15 other states were also asked to complete this task.

Ms. Quinlan asked if the Board can be notified when the meetings are set for the first part. Mr. Helfer stated this information will be shared once locations and dates are finalized.

ANNOUNCEMENTS AND REPORTS

Dr. Ayala thanked the Board for the opportunity to attend the Council of Chief State School Officers (CCSSO) Legislative Conference. There are 14 new chief officers from across the nation and 45 in total who attended the conference. This was wonderful networking and learning from other states. The strategic plan with CCSSO, titled "Meeting with Equity," gives us 10 or 11 equity focus areas to look at.

Dr. Ayala also attended a convening on literacy, which is timely since the agency is looking at a full evaluation of our K-12 assessments. Our state assessment has to be aligned to state standards.

Mr. Wolfe reported on the Wolf Branch Emergency School Construction Grant. The school, which is in St. Claire County, will receive a grant for roughly \$5.3 million. A portion of the middle school was sinking into the ground and the Regional Office of Education had to condemn a portion of the building. It was possible to move students without temporary housing. ISBE staff, the Capital Development Board, and the Department of Natural Resources combined efforts and remediation of the ground has been approved by the Department of Natural Resources in December in order for them to rebuild.

Chairman Reisberg noted that Illinois was asked by the National Association of State Boards of Education (NASBE) to be part of a civics competition for middle school teachers. The Board expressed support for Chairman Reisberg's acceptance of the invitation for Illinois to join.

Dr. Leak spoke at the Illinois Association of Colleges for Teacher Education regarding the teacher shortage. They are having a hard time accepting candidates to student teach. She would like to focus on attaching pay to student teachers.

Ms. Latimer thanked Chairman Reisberg for the opportunity to serve on the Literacy Advisory Board. Dr. Benson echoed the comment.

Dr. Pacione-Zayas will be on Chicago Mayor-elect Lori Lightfoot's transition team. She will serve on the Education Committee with no conflict of interest.

Dr. Benson is enjoying watching STEM activities, speaking at graduations, and reading sessions. She will be speaking at a Cal Jackson workshop later in the month.

Chairman Reisberg thanked members for their time and effort.

INFORMATION ITEMS

ISBE Fiscal and Administrative Monthly Reports are available online at www.isbe.net.

MOTION FOR ADJOURNMENT

Chairman Reisberg adjourned the meeting at 3:26 p.m.

Respectfully Submitted,

Dr. Cristina Pacione-Zayas
Board Secretary

Darren Reisberg
Chairman

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 15, 2019

TO: Illinois State Board of Education

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

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

Materials: Recommended Rules

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

Purpose of Agenda Item

The Division of Regulatory Support and Wellness requests the Board to authorize the State Superintendent to authorize the solicitation of public comment on the proposed amendments.

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

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

- Every school offers a safe and healthy learning environment for all students.

Background Information

Public Act 100-0726 permits schools to establish a medication policy that provides for the stocking and use of medications for asthma that are not designated for a specific person (undesignated medication). The law requires ISBE to provide a "form and manner" for districts and schools to report the use of asthma medication from the stock supply. The law also refers to rules regarding the training of non-nurse "trained personnel" to recognize signs and symptoms of acute respiratory distress. ISBE staff proposes to integrate the rules regarding undesignated asthma medication into the similar existing rules for use of undesignated epinephrine and opioid antagonists and rename the rule to add asthma in the name.

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

Policy Implications: The law requires ISBE to provide a "form and manner" for districts and schools to report the use of asthma medication from the stock supply.

Budget Implications: None.

Legislative Action: None.

Communications: 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.

Board Member(s) Who Will Abstain: None.

Superintendent's Recommendation

I recommend that the following motion be adopted

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

Public Schools, Evaluation, Recognition, and Supervision (23 Ill. Adm. 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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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
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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

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- Standards
- 1.245 Waiver of School Fees
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- 1.310 Administrative Qualifications and Responsibilities
- 1.320 Evaluation of Licensed Educators
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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
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- 1.480 Correctional Institution Educational Programs

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- 1.515 Training of School Bus Driver Instructors
- 1.520 Home and Hospital Instruction
- 1.530 Health Services
- 1.540 Undesignated Emergency Medication in Schools: Epinephrine-~~Auto-injectors~~;
Opioid Antagonists; Asthma (Respiratory Distress)

SUBPART F: STAFF LICENSURE REQUIREMENTS

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- 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
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- 1.781 Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten

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- 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
- 1.APPENDIX B Competency-Based High School Graduation Requirements Pilot Program
Criteria for Review
- 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)
- 1.APPENDIX H Guidance and Procedures for School Districts Implementing the Illinois
Global Scholar Certificate

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 24-24, 26-13, 27-3.5, 27-6, 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 5/2-3.6, 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 26-13, 27-3.5, 27-6, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8].

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.

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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, 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; emergency amendment at 40 Ill. Reg. 15957, effective November 18, 2016, for a maximum of 150 days; amended at 41 Ill. Reg. 126, effective December 27, 2016; amended at 41 Ill. Reg. 4430, effective April 5, 2017; amended at 41 Ill. Reg. 6924, effective June 2, 2017; emergency amendment at 41 Ill. Reg. 8932, effective June 28, 2017, for a maximum of 150 days; amended at 41 Ill. Reg. 14044, effective November 3, 2017; amended at 42 Ill. Reg. 11512, effective June 8, 2018; amended at 42 Ill. Reg. _____, Effective _____.

SUBPART E: SUPPORT SERVICES

Section 1.540 Undesignated Emergency Medication in Schools: Epinephrine; ~~Auto-injectors~~; Opioid Antagonists; Asthma (Respiratory Distress)

This Section establishes requirements in addition to those set forth at Section 22-30 of the School Code [105 ILCS 5] for a school nurse or other trained school personnel *to administer an undesignated epinephrine auto-injector; ~~an or any~~ opioid antagonist or medication to treat respiratory distress (asthma) to any person whom the school nurse or trained personnel in good*

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faith believes to be having an anaphylactic reaction, ~~or any~~ opioid overdose, or acute asthma episode, respectively, while in school, while at a school-sponsored activity, while under the supervision of school personnel, or before or after normal school activities, such as while in before-school or after-school care on school-operated property.

a) Definitions

For the purposes of this Section:

- 1) "School" shall be understood to mean a school district, public school or nonpublic school, as may be applicable.
- 2) "School nurse" shall have the meaning prescribed in Section 22-30(a) of the School Code.

b) Parental Notification

In addition to the provisions of Section 22-30(c) and (c-5) of the School Code, a school that has a standing protocol, as defined in Section 22-30 of the School Code, to administer undesignated epinephrine, auto-injectors and/or opioid antagonists or medication to treat asthma (respiratory distress) shall notify the parents or guardians of each student that the school has instituted the standing protocol and that a student may be administered any one or more of those drugs epinephrine and/or any opioid antagonist under the circumstances described in Section 22-30(e-5) or (e-10) of the School Code.

- 1) The school shall provide the notification of the standing protocol to the parents or guardian at the start of each school year or, for students enrolling for the first time, at the time of enrollment. The parent or guardian shall acknowledge the notification by signing it and returning it to the school.
- 2) A school also shall accept a written request from a parent or guardian stating that his or her student shall not be administered any or all of these drugs epinephrine and/or any opioid antagonist under any circumstances. The school shall provide the name of any student whose parent or guardian submits notification under this subsection (b)(2) to the school nurse and to any trained personnel, as defined under Section 22-30(a) of the School Code.

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c) Standing Protocol

- 1) A standing protocol for administering undesignated epinephrine, ~~auto-injectors or any~~ opioid antagonist, and/or medication for respiratory distress, as applicable, shall be provided to the school nurse and trained personnel, as well as kept with or near the ~~undesignated epinephrine auto-injectors, or any~~ opioid antagonist, or asthma medication, as applicable.
- 2) The standing protocol shall state the hours of the day, days of the week and the school-sponsored activities during which the undesignated epinephrine, ~~auto-injectors or any~~ opioid antagonist, or asthma medication, as applicable, will be available. A school is not required to have a school nurse or trained personnel available at all times nor at all school-sponsored activities to administer the undesignated epinephrine, auto-injectors or any opioid antagonist, or asthma medication, as applicable.
- 3) The standing protocol shall provide that the undesignated epinephrine, ~~auto-injectors or any~~ opioid antagonist, or asthma medication, as applicable, be stored in and available daily at one or more designated, secure locations. For the purposes of this Section, "secure location" means an unlocked location that is inaccessible to students and/or is visually monitored by an adult during the normal school day under routine circumstances.
- 4) The standing protocol shall include a written order for the undesignated epinephrine, ~~auto-injectors or any~~ opioid antagonist or asthma medication that meets the requirements of Section 22-30(b) of the School Code. The written order required under this subsection (c)(4) is valid for the school year in which it was provided and must be renewed each school year. (See Section 22-30(d) of the School Code.)

- d) Notification of Administration of ~~an~~ Undesignated Epinephrine, ~~Auto-Injector or~~ Opioid Antagonist or Medication for Respiratory Distress. Any school whose school nurse or trained personnel administered ~~an~~ undesignated epinephrine, ~~auto-injector or any~~ opioid antagonist, or medication for respiratory distress, as applicable, shall meet the notification requirements of Section 22-30(f-5) and (f-10) of the School Code.

e) Personnel Training

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Only trained personnel or a school nurse shall administer ~~an~~ undesignated epinephrine, ~~undesignated auto-injector or any~~ opioid antagonist, or undesignated medication for respiratory distress, as applicable.

- 1) Certification courses required under Section 22-30(g) of the School Code in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) shall be conducted by a trainer who is certified in CPR/AED by the American Heart Association, American Red Cross or similar certifying body. Trained personnel shall renew any certification issued in accordance with the requirements of the certifying body and present the certification to his or her school.
- 2) A school administrator or a school nurse shall be available to answer questions from training participants if the training for administering undesignated epinephrine, anaphylaxis undesignated ~~or~~ opioid antagonist or undesignated medication to treat respiratory distress, ~~training is~~ presented via a webinar or online format or through a video supplied by an epinephrine, ~~or~~ opioid or asthma medication ~~antagonist~~ manufacturer. Training provided in one of the formats listed in this subsection (e)(2) shall not be considered complete unless an opportunity for questions is provided.
- 3) In addition to the curricular content listed in Section 22-30(h) of the School Code, anaphylaxis training also shall include information about:
 - A) where the undesignated epinephrine medications and auto-injectors are stored and how to access them;
 - B) the method by which the school nurse or trained personnel will be notified of an incident that could require the administration of ~~an~~ undesignated epinephrine auto-injector;
 - C) the school's written plan to prevent exposure to allergens; and
 - D) the process for administering the specific undesignated epinephrine auto-injector devices identified in the standing order; and
 - E) the restrictions, if any, on the school personnel who may administer epinephrine by device other than auto-injector (i.e., use

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of pre-filled or user-filled syringes containing epinephrine limited to nurse holding RN or LPN license).

- 4) In addition to the curricular content listed in Section 22-30(h-5) of the School Code, opioid antagonist training also shall meet the requirements of Section 5-23 of the Alcoholism and Other Drug Abuse and Dependency Act [20 ILCS 301] and training requirements set forth at 77 Ill. Adm. Code 2060 (Alcoholism and Substance Abuse Treatment and Intervention Licenses) and include information about:
 - A) where the opioid antagonist is stored and how to access the drug;
 - B) the method by which the school nurse or trained personnel will be notified of an incident that could require the administration of any opioid antagonist; and
 - C) the process for administering the specific opioid antagonist identified in the standing order.
- 5) In addition to the curricular content listed in Section 22-30(h-10) of the School Code, asthma medication training also shall include the following information:
 - A) where the undesignated medications to treat respiratory distress are stored and how to access them;
 - B) the method by which the school nurse or trained personnel will be notified of an incident that could require the administration of medication for acute respiratory distress;
 - C) the school's written Asthma Episode Emergency Response Protocol;
 - D) assurance that the personnel agreeing to perform in the role of "trained personnel" has completed training on asthma; and
 - E) the process for administering the specific undesignated asthma medication and delivery device identified in the standing order.
- 6) A school nurse or physician with knowledge of allergies and anaphylaxis and CPR and AED certification who possesses skill in administering or

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demonstrating the use of ~~an~~ epinephrine injector devices ~~auto-injector~~ shall certify by written signature that the personnel being trained passed the test required under Section 22-30(h)(7) of the School Code.

76) An individual familiar with the use of an opioid antagonist who has CPR and AED certification (e.g., healthcare provider, police officer, paramedic) shall certify by written signature that the personnel being trained passed the test required under Section 22-30(h-5)(8) of the School Code.

87) A school nurse or physician with knowledge of asthma and symptoms of respiratory distress and holds CPR and AED certification who possesses skill in administering or demonstrating the use of asthma medications for acute respiratory distress and delivery device shall certify by written signature that the personnel being trained passed the test required under Section 22-30(h)(10) of the School Code.

9) Each statement of certification issued under subsection (e)(5) or (e)(6) of this Section shall be maintained by the school in accordance with Section 22-30(g) of the School Code.

108) The names of trained personnel shall be provided to the school nurse and school administrator, indicating whether the person received training specific to anaphylaxis and/or, opioid antagonist and/or medication for respiratory distress (asthma)s or both.

f) Reporting
Each school shall submit a report regarding the administration of ~~an~~ undesignated epinephrine, ~~auto-undesignated injector or~~ opioid antagonist or undesignated medication for respiratory distress (asthma) -electronically in a format prescribed by the State Superintendent of Education within the timeline specified in Section 22-30(i) or (i-5), respectively, of the School Code.

g) Allergen Reduction Plan
Each school shall develop a written plan to reduce the risk of accidental exposure to allergens that addresses, at a minimum, lunchroom safeguards, classroom food policies, and identification of areas of the playground that are known concerns, such as those with insect colonies. A separate plan is not required if the school has addressed reducing the risk of accidental exposure to allergens in the plan adopted pursuant to Section 2-3.149(b) of the School Code.

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- h) In accordance with Section 22-30(h) of the School Code, the State Superintendent of Education shall post on the agency's website by January 1, ~~2019~~²⁰¹⁶ a list of resource materials about how *to recognize and respond to anaphylaxis, opioid overdose, or respiratory distress*.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 15, 2019

TO: Illinois State Board of Education

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



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

Materials: Recommended Rules

Staff Contact(s): Mary Reynolds, Executive Director, Innovation and Secondary Transformation
Jeffrey Aranowski, Executive Director, Safe and Healthy Climate
Cara Wiley, Director, Regulatory Support and Wellness

Purpose of Agenda Item

The Innovation and Secondary Transformation Division requests the Board to authorize the State Superintendent to adopt a motion adopting the proposed amendments.

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

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

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

Background Information

Public Act 100-0599 made changes to the Postsecondary and Workforce Readiness Act. Competency-based high school graduation requirements were expanded to include all grade ranges. In addition, the public act increased the opportunities for districts to collaborate in the competency-based pilot program. This new language will allow multiple school districts to collaborate and create one application for the pilot program. These districts may establish and maintain a standing planning and implementation committee individually or collaboratively.

The proposed changes in this rulemaking will remove references to grades 9 through 12 and add language indicating that school districts may apply in a joint application. Additionally, these changes update the criteria for review of Requests for Proposals. Specifically, the point allotment for prior professional development and stakeholder engagement has been separated into two categories. The limitation on the number of points in each of the subcategories for diversity points is being removed to allow for flexibility in awarding points for this category.

The proposed amendments were published in the *Illinois Register* on March 15, 2019, to elicit public comment; no comments were received.

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communications: 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.

Board Member(s) Who Will Abstain: None.

Superintendent's Recommendation

I recommend that the following motion be adopted

The State Board of Education hereby adopt the proposed rulemaking for:

Public Schools, Evaluation, Recognition, and Supervision (23 Ill. Adm. Code 1),

Further, the Board authorizes the State Superintendent to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections from the Joint Committee on Administrative Rules (JCAR).

Next Steps

Notice of the adopted amendments will be submitted to JCAR to initiate JCAR's review. When that process is complete, the amendments will be filed with the Secretary of State and disseminated, as appropriate.

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- 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
1.APPENDIX B Competency-Based High School Graduation Requirements Pilot Program
Criteria for Review
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)
1.APPENDIX H Guidance and Procedures for School Districts Implementing the Illinois
Global Scholar Certificate

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 24-24, 26-13, 27-3.5, 27-6, 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 5/2-3.6, 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 26-13, 27-3.5, 27-6, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8].

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;

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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, 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; emergency amendment at 40 Ill. Reg. 15957, effective November 18, 2016, for a maximum of 150 days; amended at 41 Ill. Reg. 126, effective December 27, 2016; amended at 41 Ill. Reg. 4430, effective April 5, 2017; amended at 41 Ill. Reg. 6924, effective June 2, 2017; emergency amendment at 41 Ill. Reg. 8932, effective June 28, 2017, for a maximum of 150 days; amended at 41 Ill. Reg. 14044, effective November 3, 2017; amended at 42 Ill. Reg. 11512, effective June 8, 2018; amended at 43 Ill. Reg. _____, effective _____.

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section 1.423 Competency-Based High School Graduation Requirements Pilot Program

Section 20 of the Postsecondary and Workforce Readiness Act ~~[110 ILCS 48]~~ (the Act) authorizes a pilot program for school districts to provide career-oriented education through competency-based instruction. This Section sets forth the process to apply for approval to participate in the Competency-Based High School Graduation Requirements Pilot Program ~~(the Program)~~ and the reporting requirements and conditions for removal from the Program.

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a) Definitions

"Act" means the Postsecondary and Workforce Readiness Act [110 ILCS 48].

"Adaptive Competencies" means foundational skills needed for success in college, careers and life, such as, but not limited to, work ethic, professionalism, communication, collaboration and interpersonal skills, and problem-solving.

"Community College" means a public community college organized under the Public Community College Act [110 ILCS 805]. (Section 10 of the Act)

"Program" means the Competency-Based High School Graduation Requirements Pilot Program.

"School Code" means 105 ILCS 5.

b) Eligible Applicants

School districts participating in the Program may select the year and course graduation requirement it wishes to replace with a competency-based learning system. A school district with a student population of fewer than~~under~~ 500,000 may participate in the pilot program for some or all of its schools ~~serving grades 9-12~~. Those with more than~~over~~ 500,000 students may ~~only~~ select only six schools to participate in the project. (See Section 25(g) of the Act.)

- c) A school district wishing to participate in the Program shall submit an application to the State Board of Education that addresses each of the components listed in Section 20 of the Act and subsection (d) of this Section. If a school district withdraws its application, the State Board will consider additional school districts. Two or more school districts may collaborate and apply in one application as specified in Section 25(g) of the Act.

- d) In addition to addressing each of the components in Section 20 of the Act, each application shall include:

1) Cover Packet

A) School district contact information, including the name, email, and telephone number of the Program Director;

B) Year the Program will be implemented;

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- C) List of schools participating in the Program;
 - D) Graduation requirements from Section 27-22 of the School Code ~~[105 ILCS 5]~~ the Program will replace;
 - E) The name of each teacher participating in the Program and the subject/grade he or she teaches for each participating school;
 - F) A description of how teachers have been engaged throughout the application process;
 - G) A description of how the local community college and an institution of higher education have been involved in the application process;
 - H) A description of the school district's prior professional development and stakeholder engagement efforts during the application process, including any prior implementation of professional development for major district instructional initiatives;
 - I) Identification of community partners and how they will support the Program;
 - J) Name, position, and signature of all standing Planning and Implementation Committee members;
 - K) Any waivers of the School Code or administrative rules in accordance with Section 2-3.25(g) of the School Code; and
 - L) For each participating school district, signaturesSignatures of the district superintendent; school board president; exclusive bargaining unit president, if there is one, ~~or~~and, if there is no bargaining unit president, a representative selected by the district educators; community college representative; and institution of higher education representative.
- 2) Proposal Narrative

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Provide a general description of the district's plan for implementing the Program. Include a description of the Program's vision and goals as well as innovative features for student success that will be addressed, indicate the intended impact of the flexibility requested in the plan, provide activities and a timeline for meeting the goals, and describe the expected outcome for students. The narrative should address all of the following elements:

- A) How students will demonstrate mastery of all required competencies to earn credit;
- B) How students will demonstrate mastery of adaptive competencies, ~~Adaptive Competencies~~ defined by the school district, in addition to academic competencies;
- C) How students will advance once they have demonstrated mastery. If needed, how students shall receive more time and personalized instruction to demonstrate mastery;
- D) How students will have the ability to attain advanced postsecondary education and career-related competencies beyond those needed for graduation;
- E) How students will be assessed using multiple measures to determine mastery, usually requiring application of knowledge; and
- F) How students will be able to earn credit toward graduation requirements in ways other than traditional coursework, including learning opportunities outside the traditional classroom setting, such as Supervised Career Development Experiences.

- 3) Evaluation and Sustainability
Describe how the Program will be monitored and evaluated and how the results will be reported. Indicate how the impact on increasing student success and/or other stated goals and objectives will be shared within the ~~your~~ district and beyond (parents, community, etc.).

- e) Criteria for Review and Approval of Proposals

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The school districts selected to participate in the Program will be evaluated on the following criteria (also see Appendix B):

- 1) Strength of Local Commitment (20 ~~points~~Points)
 - A) List of participating schools, including ~~signature~~signature of school ~~principals~~principal.
 - B) List of teachers participating in the Program.
 - C) List of the Planning and Implementation Committee members, including their signatures.
 - D) Inclusion ~~in~~of the plan of strategies for involvement by the local community college and an institution of higher education.
- 2) Prior Professional Development (10 points) ~~and Stakeholder Engagement (20 Points)~~
 - A) Description of how teachers have been engaged throughout the application process.
 - ~~B) Description of how the local community college and a higher education institution have been actively engaged throughout the application process.~~
 - BC) Description of district's prior professional development and stakeholder engagement efforts to support successful development of the application and implementation of the plan.
 - ~~D) Description of community partners that will support the system's implementation.~~
- 3) Stakeholder Engagement (10 points)
 - A) Description of how the local community college and a higher education institution have been actively engaged throughout the application process.

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B) Description of community partners that will support the system's implementation.

4) Quality of Proposed Plan (50 ~~points~~Points)

A) Project Goals (10 points)

- i) The proposal identifies clear, realistic, measurable goals.
- ii) The goals clearly specify how student achievement will be impacted.

B) Project Narrative (25 points)

- i) The proposal relates to innovative practices based upon research, previously collected district data, best practices, or additional information.
- ii) The proposed activities are likely to produce measurable results and improve student achievement.
- iii) The proposal provides a description of how it will meet all elements required to be included in the Program.
- iv) The proposal provides a description of the district's plan for engaging the high schools with their feeder elementary schools in the establishment and administration of the Program.

C) Evaluation (15 points)

- i) The proposal includes a description of the process for evaluating the project, including a preliminary timeline for the collection of data.
- ii) The data from the proposed evaluation plan will be evaluated to determine if progress toward attaining the project goals is being made.

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- iii) The proposal provides a plan that provides multiple opportunities to share the results of the project with all stakeholders.

54) Diversity ~~Points~~ (10 ~~points~~ Points)

A) School District Type ~~(Up to 2 points)~~

B) School District Size ~~(Up to 2 points)~~

C) Geographical Location ~~(Up to 2 points)~~

D) Plan Approach (multiple subjects vs. one subject, type of subject, etc.) ~~(Up to 4 points)~~

- f) The State Superintendent of Education will notify school districts approved for participation in the Pilot Program no later than 45 days following the close of the application period.

- g) The standing Planning and Implementation Committee shall submit reports assessing the district's plan or implementation of the Program. Reports shall also include any recommendations for modifications or improvements for the Program. Reports shall be included in the initial application and the Program plan, and thereafter shall be submitted annually to the State Board. Reports ~~shall~~ may be submitted by mail to the State Board of Education Springfield Office (100 N. First Street, Springfield IL 62777) or via email at competencypilot@isbe.net. Annual reports must be submitted no later than July 1 after implementation.

- h) Removal from the Program
Pursuant to Section 25(d) of the Act, the State Superintendent may remove a school district from the Program for failing to submit a full plan that meets the specifications in subsection (d)(3) of this Section. The Superintendent will consider the school district's failure to abide by the conditions submitted in its application when deciding to remove a school district from the Program.

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

**Illinois State Board of Education Meeting
May 15, 2019**

TO: Illinois State Board of Education

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

Agenda Topic: Request for Six-Month Intergovernmental Government Agreement - Illinois Virtual School

Staff Contact(s): Mary Reynolds, Executive Director of Innovation & Secondary Transformation

Purpose of Agenda Item

Innovation and Secondary Transformation requests the Board to authorize the State Superintendent to enter into an Intergovernmental Agreement (IGA) with Peoria Regional Office of Education #48 for six months as a transition period in order to provide adequate time to implement the Illinois Virtual Course Catalog program.

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

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

- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.

Background Information

The Illinois Virtual High School was established in January 2001, pursuant to Board action. ISBE administered the program from 2001-03. The Illinois Math and Science Academy assumed day-to-day operations in 2003. ISBE released a Request for Sealed Proposals (RFSP) in 2008 for the administration and management of the renamed [Illinois Virtual School](#) (IVS) to increase the professional development offerings for teachers as well as continue to offer high-quality, standards-based courses for students in grades 6-12. These courses have been taught by highly qualified, Illinois-licensed teachers. Peoria County Regional Office of Education (ROE) 48 was the successful bidder and has been administering the program since that time.

The IVS currently facilitates and coordinates a wide variety of online full-service courses and credit-recovery courses that are available to all Illinois schools and are aligned to the Illinois Learning Standards. The IVS also provides a wide variety of content-specific, self-paced, and facilitated professional development courses.

In December 2018, the Board authorized the release of an RFSP to provide courses for the Illinois Virtual Course Catalog. The goal of such an RFSP, which has not yet been released, is to ensure the continued provision of high-quality online services to students and educators. Because the RFSP has not yet been released and we therefore need more time to implement the new Virtual Course Catalog program, it is necessary to extend the current IGA with Peoria Regional Office of Education #48 through December 31, 2019.

This extension of the IGA is needed in order to provide ongoing services for students through summer school and provide adequate time to implement the new Virtual Course Catalog program.

Financial Background

The current IGA with ROE #48 for fiscal year 2019 is for \$958,615, which includes \$8,615 in federal funds for an online nursing course. The current IGA ends June 30, 2019.

Business Enterprise Program

The IGA is exempt from the agency's BEP goal.

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

Policy Implications: The six-month extension of the IGA will provide uninterrupted services during a transition period. The issuance of the RFSP will ensure a competitive process to provide critical online services to the students and teachers of Illinois.

Budget Implications: State funding sources currently support this effort.

Legislative Action: None required.

Communication: Communication with the field will be needed to inform districts and students of changes and new opportunities for virtual learning.

Pros and Cons of Various Actions

Pros: The approval of this IGA extension will allow for services and support to be delivered online to students and educators without interruption.

Cons: Funding for this extension is dependent upon state appropriations.

Board Member(s) Who Need to Abstain: None.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into a six-month Intergovernmental Agreement with Peoria Regional Office of Education #48 through December 31, 2019, for an amount not to exceed \$475,000, subject to appropriations.

Next Steps

Upon Board authorization, agency staff will commence the process of executing an IGA in accordance with the approved motion pending appropriations.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 15, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Assessment Administration Vendor Contract with NCS
Pearson Inc. Utilizing Existing Multi-State Procurement

Materials: None

Staff Contact(s): Mary Reynolds, Executive Director, Innovation and Secondary Transformation
A. Rae Clementz, Director, Assessment and Accountability

Purpose of Agenda Item

The Division of Assessment and Accountability requests the Board to authorize the State Superintendent to execute a contract for assessment administration services for the statewide 3-8 accountability assessment. This is a one-year contract with the option to renew for one year for a term beginning July 1, 2019, through June 30, 2021¹. Illinois is a party to a joint competitive procurement led by the District of Columbia, which awarded a contract to NCS Pearson Inc. The contract is open to affiliated states to provide for the administration of the federally required accountability assessments of English/language arts and mathematics and, may be customized to individual state needs. The contract amount is not to exceed \$22,382,992 million in one year, for a total not to exceed \$44,765,984 for all years of the contract.

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

This request ensures that Illinois will be able to administer its federally required assessment of English/language arts and mathematics in grades 3 through 8, which is the instrument used to measure the state goals:

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

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

Background Information

The Every Student Succeeds Act (ESSA) requires that all states receiving federal Title I funds administer a set of high-quality, standards-aligned academic assessments of English/language arts and mathematics annually in grades 3 through 8. Substantial work occurs in the months preceding the administration of the test in the spring. District and schools require time to prepare a secure testing environment so that there will be a successful administration of the tests. Accommodated test forms, including Braille, large print, and Spanish test forms, need to

¹ Fiscal Year 2020 and FY 2021

be developed, ordered, printed, and delivered to districts². Illinois provides its administration vendor a roster of all schools and students in the state that need to test, so that schools can be loaded into the management system, test sessions built, and students rostered. Students need opportunities to engage with the delivery platform, ideally integrated meaningfully into ongoing instruction. An assessment administration services contract must ideally be executed before the start of the school year so that this preparatory work can be concluded in time for a spring administration.

The use of the joint procurement led by the District of Columbia for up to two years addresses several critical needs.

- First, it ensures that this preparatory work can be concluded in time for spring 2020 (fiscal year 2020), so Illinois will not experience a repeat of the procurement cycle and timeline that led to the 2019 administration.
- Second, it provides a net of stability for the field if procurement timelines resulting from the assessment system evaluation are not feasible for spring 2021 (FY 2021).
- Third, it will allow ISBE to:
 - Maintain continuity in how it assesses the Illinois Learning Standards,
 - Maintain comparability with previous years' reporting of student proficiency and growth, and
 - Enable Illinois to continue to track progress through its new multi-measures accountability system.
- Fourth, stable contracting under the terms procured by the District of Columbia nonetheless permit incremental improvements to reporting, the timely return of results, and other systematic improvements in line with the State Superintendent's vision and of benefit to students.

The District of Columbia's procurement was an open, competitive bid. Illinois, as a collaborating party to the procurement, may utilize the resulting contract as desired, as have other affiliated states such as New Jersey, Maryland, and New Mexico.

Timeline of Past Procurements

In 2017, Illinois helped facilitate the transition away from the constraints of a consortium model³ to a flexible content licensing model that provided states new flexibility in accessing, developing, and using high-quality content as a part of their operational summative accountability assessments. It allows states to choose different administration vendors, or create state-customized tests using common, high-quality content. This separated a single test into two contracts, one for content development and management, and one for test administration services. This system creates powerful opportunities, but it also creates certain procurement risks.

ISBE released a Request for Sealed Proposals (RFSP) to procure an administration vendor for the Illinois Assessment of Readiness. The RFSP included development work identified as a

² While the majority (~90%) of tests are delivered online, included the majority of tests with accommodations, taking a paper test is itself an accommodation that can be provided to individual students. Braille materials, large print materials, and reader scripts all require paper materials.

³ A consortium model of assessment means all states give the exact same test, using the same administration vendor. In 2017, seven states were part of the PARCC consortium making this change.

priority for Illinois in addition to the test administration services, including returning machine-scored results of the assessment within one week and human-scored results within one month of the end of the testing window, transitioning the test design to a computer adaptive design, developing true native language mathematics assessment options, and having the option of bringing all accountability assessments onto a single administration and management platform. The procurement was intended to provide bidders with flexibility in the solutions that could be proposed, while ensuring the same outcomes were achieved.

Regrettably, while the evaluation was completed and an award to Data Recognition Corporation (DRC) posted on September 17, 2018, a protest to the procurement was received and remained under review by the Chief Procurement Office (CPO) until January 4, 2019. The CPO granted the protest by Pearson and directed ISBE to use a Best and Final Offer (BAFO) process to clarify its requirements and obtain bids “based upon a consistent set of requirements and assumptions.”

At that same time, given the delay in securing an administration vendor, ISBE sought Board approval on January 16, 2019, for the one-year execution of a contract for assessment administration services under the terms of a joint procurement led by the District of Columbia. At that time, with the BAFO process still underway, executing a one-year option under the District of Columbia’s contract was the only viable method for Illinois to administer its accountability assessment in spring 2019.

Even after the Board approved the one-year option, ISBE was fully engaged in attempting to resolve the protest and bring the procurement to successful execution. A BAFO was drafted by ISBE and reviewed and approved by the CPO. Notifications were sent to Pearson and DRC on February 11, 2019, with a due date for responses of February 20, 2019. An objection to the terms of the BAFO by DRC resulted in an extension of the BAFO deadline to Friday, March 1, 2019. When a second set of objections was submitted by DRC, the CPO finally directed ISBE to cancel its procurement.

In March, a budget request was made for the purpose of evaluating not just the 3 through 8 ELA and mathematics assessments, but the entire assessment system to bring it into strategic alignment. This evaluation is slated to occur in school year 2019-20 (FY 2020).

Impact of Delayed Procurement on the Field

As a result of the delay, ISBE was not able to provide paper testing materials and online testing materials at the same time, which created redundant work for districts. The paper window and paper-accommodated testing could not begin until two weeks after the online window, creating significant scheduling challenges for districts who are used to being able to test all students at the same time. Even the online environment and digital materials, such as manuals, reference sheets, and other resources were made available with the bare minimum of lead time. Schools had to adjust their calendars with little time to prepare their environments or their students for testing. School and district administrators, particularly those newly testing online, or those with less technology infrastructure and central office support were impacted the most.

Financial Background

The District of Columbia contract price is \$12 per student per subject, plus annual fixed costs of \$350,000. This includes all administration, customer support, scoring, and reporting services necessary for the successful administration of the state’s accountability assessment. The contract also includes no more than 10 percent paper testing, and other state-specific administration requirements and psychometric analyses. With an estimated 890,000 students in

grades 3 through 8 who will take this assessment, the financial background of this contract with NCS Pearson Inc. is illustrated in the table below. The contract value in FY 2020 is not to exceed \$22,382,992.

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
FY20	\$0	\$0	\$11,191,496	\$11,191,496	\$22,382,992
FY21	\$0	\$0	\$11,191,496	\$11,191,496	\$22,382,992
Total	\$0	\$0	\$22,382,992	\$22,382,992	\$44,765,984

Business Enterprise Program (BEP)

The District of Columbia contract has a 35 percent mandatory Small Business Enterprises (SBE) goal. There is no applicable Illinois Business Enterprise Program goal.

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

Policy Implications: The products and services associated with this contract are necessary to fulfill the federal requirement to annually assess all students in grades 3 through 8 in English/language arts and mathematics under ESSA to maintain Illinois' eligibility for receipt of approximately \$678 million annually in federal Title funds. These services are also critical to the statewide accountability system and reported on the Illinois Report Card.

Budget Implications: The contract is in line with prior assessment contracts. It will be partially funded with state General Revenue Funds not to exceed \$11,191,496, a reduction from previous expectations.

Legislative Action: None.

Communication: The Assessment and Accountability Division will begin communicating to districts and schools the administration platform and support materials applicable to the spring 2020 assessment administration.

Pros and Cons of Various Actions

Pros: This action fulfills the federal mandate to assess students in grades 3 through 8 annually, which averts the consequences identified as cons. It maintains consistency of the delivery platform in the field, which reduces learning and administration burden on the field, and provides standards-aligned information to teachers to guide instructional decision-making. It maintains stability within the accountability system and allows for modest system improvements while conforming to broader timelines for assessment system evaluation.

Cons: Failure to deliver the federally required 3 through 8 assessment would impact the implementation of our accountability system for years. This system drives monetary support to schools and students, meaning students in underperforming schools would possibly not receive needed supports. Failure places Illinois at risk for sanctions, including the loss or restriction of approximately \$678 million in Title funds, and imposes additional federal monitoring demands and/or corrective actions requiring agency resources.

Board Member(s) Who Will Abstain: None.

Superintendent's Recommendation

I recommend that the following motion be adopted:


The State Board of Education hereby authorizes the State Superintendent to enter into a contract from July 1, 2019, to June 30, 2020, with the option of a single one-year renewal, with NCS Pearson Inc. to administer, score, and report the Illinois Assessment of Readiness in English/language arts and mathematics in grades 3 through 8 for a total amount not to exceed \$44,765,984.

Next Steps

Upon Board authorization, agency staff will execute the contract with NCS Pearson Inc. under the terms negotiated in the District of Columbia contract, including any state-specific requirements. It will communicate to districts and schools the administration platform and support materials applicable to the spring 2020 assessment administration.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 15, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Approval to Release Invitation for Bid for Teacher Performance Assessment

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
Emily Fox, Director, Educator Effectiveness

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to release an invitation for bid (IFB) to solicit offers from vendors that offer a teacher performance assessment (TPA.)

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

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

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

Background Information

Beginning September 1, 2015, Illinois School Code (105 ILCS 5/21B-30) requires all candidates completing Illinois teacher preparation programs to pass a teacher performance assessment approved by the State Board of Education. Teacher candidates will complete the assessment during student teaching and must earn a passing score prior to receiving the professional educator license. The assessment measures a teacher candidate's readiness to enter the profession by evaluating candidate performance in the areas of instructional planning, instructional delivery, and assessment and feedback of student work.

An invitation for bid is being released because the Illinois State Board of Education's existing contract with a vendor for the teacher performance assessment will expire on August 30, 2019. For the past five years, ISBE contracted with the Evaluation Systems Group of Pearson to offer the ed TPA as the Illinois-approved teacher performance assessment. The initial contract was a no cost sole source contract as there were no other entities that offered a teacher performance assessment and that fees are for the administration and scoring of the assessment which occurs through the Evaluation Systems Group of Pearson. Now, there are other entities that offer a teacher performance assessment.¹ Since this still will be a no cost contract, after

¹ Educational Testing Services (ETS) also offers a teacher performance assessment (Praxis Performance Assessment for Teachers or PPAT).

speaking with the State Procurement Officer, it was determined that an IFB is the most appropriate instrument for this procurement.²

Financial Background

The contract will be at no cost to the agency. Assessment fees will be paid by each candidate directly to the vendor. Approximately 5,000 Illinois candidates are expected to complete the assessment each year.³ As stated in the IFB, the assessment fee must cover all development costs and ongoing operational assessment services associated with the resources and support for implementation, delivery, scoring and reporting of the assessment, as well as support services for candidates and educator preparation programs.

Business Enterprise Program (BEP)

Not applicable.

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

Policy Implications: Not applicable.

Budget Implications: Not applicable.

Legislative Action: Not applicable.

Communication: Not applicable.

Pros and Cons of Various Actions

Pros: Approving the release of the IFB will enable the Illinois State Board of Education to select a vendor to offer a teacher performance assessment for Illinois candidates, which will allow the state to continue to meet its statutory obligation of requiring teacher candidates to pass a performance based assessment prior to licensure.

Cons: If the IFB is not approved for release, the state will not be able to meet its statutory obligation of requiring a teacher performance assessment for teacher candidates prior to licensure.

Board Member(s) Who Need to Abstain: None.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release and award to the lowest cost responsible bidder an invitation for bid (IFB) to solicit offers from vendors that offer a teacher performance assessment (TPA.)

Next Steps

Upon Board authorization, agency staff will release the invitation for bid to prospective vendors.

² An IFB is appropriate when the agency knows the particulars for a product or service and the central concern is controlling cost. A Request for Sealed Proposals (RFSP) is appropriate when an agency must, in detail, spell out the scope of requirements. In a RFSP cost is only one of the elements evaluated.

³ To get a sense of the cost of contract, for historical purposes, the edTPA fee for administration is \$300. As stated in the memo, there are approximately 5000 individuals who complete an edTPA each year. Thus, assuming a similar cost to the aforementioned, the successful bidder would receive approximately 1.5M each year for the administration and scoring of the teacher performance assessment.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 15, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Approval of the RFP - McKinney-Vento Homeless Children and Youth Grant Program – Lead Area Liaisons

Materials: Students Experiencing Homelessness (FY 16 – FY 19)
IARSS Area Designations
Map of Current McKinney Vento Grantees

Staff Contact(s): Jeffrey Aranowski, Executive Director, Safe and Healthy Climate
Cara Wiley, Director, Regulatory Support and Wellness
Vicki Hodges, McKinney-Vento Homeless State Coordinator, Regulatory Support and Wellness

Purpose of Agenda Item

The Division of Regulatory Support and Wellness requests that the Board authorize the State Superintendent to release a Request for Proposals (RFP) and execute grant agreements whereby seven areas, including Chicago Public Schools 299, are expected to receive McKinney-Vento Homeless Children and Youth Grants that exceed \$1 million each over a three-year grant cycle.

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

The McKinney-Vento Homeless Children and Youth Grant Program supports all of the following agency goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of 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 students graduate from high school ready for college and career.
- Every school offers a safe and healthy learning environment for all students.
- All students are supported by highly prepared and effective teachers and school leaders.

Background Information

The McKinney-Vento Homeless Children and Youth Program was authorized under Title VII-B of the McKinney-Vento Assistance Act (42 USC 11431 et seq.), (McKinney-Vento Act). The McKinney-Vento program was designed to address the problems that homeless children and

youth face in their efforts to enroll, attend, and succeed in school. Under this program, State Education Agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging state student academic achievement standards to which all students are held. States and districts are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as barriers for homeless children and youth as they attempt to enroll, attend, and succeed in school.

Financial Background

Federal McKinney-Vento Homeless Children and Youth Grants are to be awarded through the grant process at the start of fiscal year 2020 and extend over a three-year period (FY 2020-FY 2022). The grants will be renewed at the beginning of FY 2021 and FY 2022, contingent upon a successful monitoring of grant awardees' programs and on the fiscal year federal appropriation for the program.

Eligible applicants for the program are regional offices of education, intermediate service centers, school districts, public university laboratory schools approved by the Illinois State Board of Education and charter schools that serve children age 3 to 21. Amounts are to be awarded to seven sub-grantees: one from each of the six areas designated by the Illinois Association of Regional Superintendents of Schools (see Attachment) and the seventh sub-grant designated for Chicago Public Schools 299. The amount awarded will be \$2,887,336 per year for each of the three years, totaling \$8,662,008 for the grant period.

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

	Current Grant 6 Areas of State	Current Grant CPS 299	Total
FY20	\$2,065,949	\$821,387	\$2,887,336
FY21	\$2,065,949	\$821,387	\$2,887,336
FY22	\$2,065,949	\$821,387	\$2,887,336
Total	\$6,197,847	\$2,464,161	\$8,662,008

LIST OF AREA RECIPIENTS AND AMOUNTS:

AREA	FY20	FY21	FY22	TOTAL 3-YEAR ALLOCATION
1	\$529,897	\$529,897	\$529,897	\$1,589,691
2	\$281,664	\$281,664	\$281,664	\$ 844,992
3	\$224,585	\$224,585	\$224,585	\$ 673,755
4	\$233,513	\$233,516	\$233,516	\$ 700,539
5	\$361,945	\$361,945	\$361,945	\$1,085,835
6	\$434,345	\$434,345	\$434,345	\$1,303,035
7	\$821,387	\$821,387	\$821,387	\$2,464,161
TOTAL	\$2,887,336	\$2,887,336	\$2,887,336	\$8,662,008

Business Enterprise Program

Not applicable.

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

Policy Implications: Approval of the request will authorize the State Superintendent to enter into grant agreements with the successful applicants under the McKinney-Vento Homeless Children and Youth Grant Program RFP, thus allowing for the implementation of the program.

Budget Implications: The McKinney-Vento Homeless Children and Youth Grant Program will be funded through the McKinney-Vento Homeless Assistance Act of 1987, as reauthorized by the No Child Left Behind Act, Title VII Subtitle B (42 USC 11431-11435).

Legislative Action: None required.

Communication: Notice for the RFP will be made available via www.isbe.net. The award will be listed on the Grant Accountability and Transparency Act [website](#).

Pros and Cons of Various Actions

Pros: Releasing the RFP will allow ISBE to comply with federal grant guidelines for awarding funding in order to support Local Education Agencies in their work with homeless children and youth.

Cons: We will be noncompliant with federal grant guidelines if we do not release this RFP.

Board Member(s) Who Will Abstain: Dr. Donna S. Leak; Jane Quinlan

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release the McKinney-Vento Homeless Children and Youth Program — Lead Area Liaisons Request for Proposals and to award successful applicants. Seven areas, including Chicago Public Schools 299, are expected to receive McKinney-Vento Homeless Children and Youth Grants. The amount awarded will be \$2,887,336 per year for each of three years, totaling \$8,662,008 over the grant period (FY 2020-FY 2022).

Next Steps

Upon Board authorization, agency staff will prepare and release the RFP and execute grant agreements subject to staff recommendations for the McKinney-Vento Homeless Children and Youth Grant Program.

**Students Experiencing Homelessness
FY 16 through FY 19**

AREA 1				
Region	FY 19*	FY 18	FY 17	FY 16
North Cook	2,074	2,222	2,138	2,085
West Cook	1,217	1,217	1,081	968
South Cook	3,376	3,579	3,617	3,490
DuPage	1,735	1,938	1,811	1,696
Grundy/Kendall	300	308	412	407
Kane	1,947	2,087	2,124	1,766
Lake	1,400	1,525	1,337	1,188
McHenry	557	600	624	545
Will	1,564	1,681	1,613	1,766
TOTAL	14,170	15,157	14,757	13,911

AREA 2				
Region	FY 19*	FY 18	FY 17	FY 16
Boone/Winnebago	2,985	3,080	3,014	2,843
Carroll/JoDaviess/Stephenson	346	413	286	272
DeKalb	227	264	318	278
Bureau/Henry/Stark	351	304	320	374
LaSalle/Marshall/Putnam	293	305	323	358
Lee/Ogle/Whiteside	361	329	302	357
Rock Island	348	308	319	197
TOTAL	4,911	5,003	4,882	4,679

AREA 3				
Region	FY 19*	FY 18	FY 17	FY 16
Adams/Brown/Cass/Morgan/Pike/Scott	461	376	406	434
Fulton/Hancock/McDonough/Schuyler	427	372	384	371
Henderson/Mercer/Knox/Warren	211	208	209	202
Peoria	775	842	1,030	843
Sangamon/Menard	534	735	781	769
Mason/Tazewell/Woodford	374	452	454	417
TOTAL	2,782	2,985	3,264	3,036

AREA 4				
Region	FY 19*	FY 18	FY 17	FY 16
Champaign/Ford	553	583	658	550
Clark/Coles/Cumberland/Douglas/Edgar Moultrie/Shelby	734	714	588	512
DeWitt/Livingston/Logan/McLean Counties	526	618	612	568
Iroquois/Kankakee	416	626	503	445
Macon/Piatt	472	435	256	376
Vermilion	414	467	493	537
TOTAL	3,115	3,443	3,110	2,988

**Students Experiencing Homelessness
FY 16 through FY 19**

AREA 5				
Region	FY 19*	FY 18	FY 17	FY 16
Bond/Christian/Effingham/Fayette/Montgomery	903	928	802	767
Calhoun/Greene/Jersey/Macoupin	721	714	705	670
Madison	1,186	1,191	1,095	1,308
Monroe/Randolph	306	359	410	329
St. Clair	1,992	1,794	1,403	1,587
TOTAL	5,108	4,986	4,415	4,661

AREA 6				
Region	FY 19*	FY 18	FY 17	FY 16
Clay/Crawford/Jasper/Lawrence/Richland	614	662	524	499
Clinton/Jefferson/Marion/Washington	1,313	1,370	1,438	1,296
Edwards/Gallatin/Hamilton/Hardin/Pope/Saline Wabash/Wayne/White	980	1,013	861	785
Franklin/Johnson/Massac/Williamson	1,292	1,166	1,005	937
Alexander/Jackson/Perry/Pulaski/Union	812	834	807	795
TOTAL	5,011	5,045	4,635	4,312

AREA 7 – Chicago Public Schools				
Region	FY 19*	FY 18	FY 17	FY 16
City of Chicago Public Schools District 299	16,650	20,262	19,506	20,146
TOTAL	16,650	20,262	19,506	20,146

Charter Schools				
Region	FY 19*	FY 18	FY 17	FY 16
Statewide	134	38	38	X
TOTAL	134	38	38	X

Statewide Total				
Region	FY 19*	FY 18	FY 17	FY 16
STATEWIDE TOTAL	51,881	56,919	54,607	53,733

Illinois Association of Regional Superintendents of Schools (IARSS) Area Designations

Area 1 Educational Service Regions	
DuPage County Gundy/Kendall Counties Kane County Lake County McHenry County	Suburban Cook County (North) Suburban Cook County (West) Suburban Cook County (South) Will County

Area 2 Educational Service Regions	
Boone/Winnebago Counties Bureau/Henry/Stark Counties Carroll/JoDaviess/Stephenson Counties DeKalb County	LaSalle/Marshall/Putnam Counties Lee/Ogle/Whiteside Counties Rock Island County

Area 3 Educational Service Regions	
Adams/Brown/Cass/Morgan/Pike/Scott Counties Fulton/Hancock/McDonough/Schuyler Counties Henderson/Mercer/Knox/Warren Counties	Mason/Tazewell/Woodford Counties Peoria County Sangamon/Menard Counties

Area 4 Educational Service Regions	
Iroquois/Kankakee Counties Champaign/Ford Counties Clark/Coles/Cumberland/Douglas/Edgar Moultrie/Shelby Counties	DeWitt/Livingston/Logan/McLean Counties Macon/Piatt Counties Vermilion County

Area 5 Educational Service Regions	
Bond/Christian/Effingham/Fayette/Montgomery Counties Calhoun/Greene/Jersey/Macoupin Counties Madison County	Monroe/Randolph Counties St. Clair County

Area 6 Educational Service Regions	
Alexander/Jackson/Perry/Pulaski/Union Counties Clay/Crawford/Jasper/Lawrence/Richland Counties Clinton/Jefferson/Marion/Washington Counties	Edwards/Gallatin/Hamilton/Hardin/Pope/Saline Wabash/Wayne/White Counties Franklin/Johnson/Massac/Williamson Counties

AREA 2

Deb Foust
(815) 625-1495, ext. 113

dfoust@roe47.org

ROE # 47
Lee/Ogle/Whiteside
1001 W 23rd St
Sterling, IL 61081

AREA 3

Eileen Shoup
(309) 837-4821

eshoup@roe26.net

ROE # 26
Fulton/Hancock/McDonough/Schuyler
130 S Lafayette St – Ste 200
Macomb, IL 61455

AREA 5

Angela Reeter
(618) 283-5011

areeter@roe3.org

ROE # 3
Bond/Christian/Fayette/
Effingham/Montgomery
1500 W Jefferson St
Vandalia, IL 62471

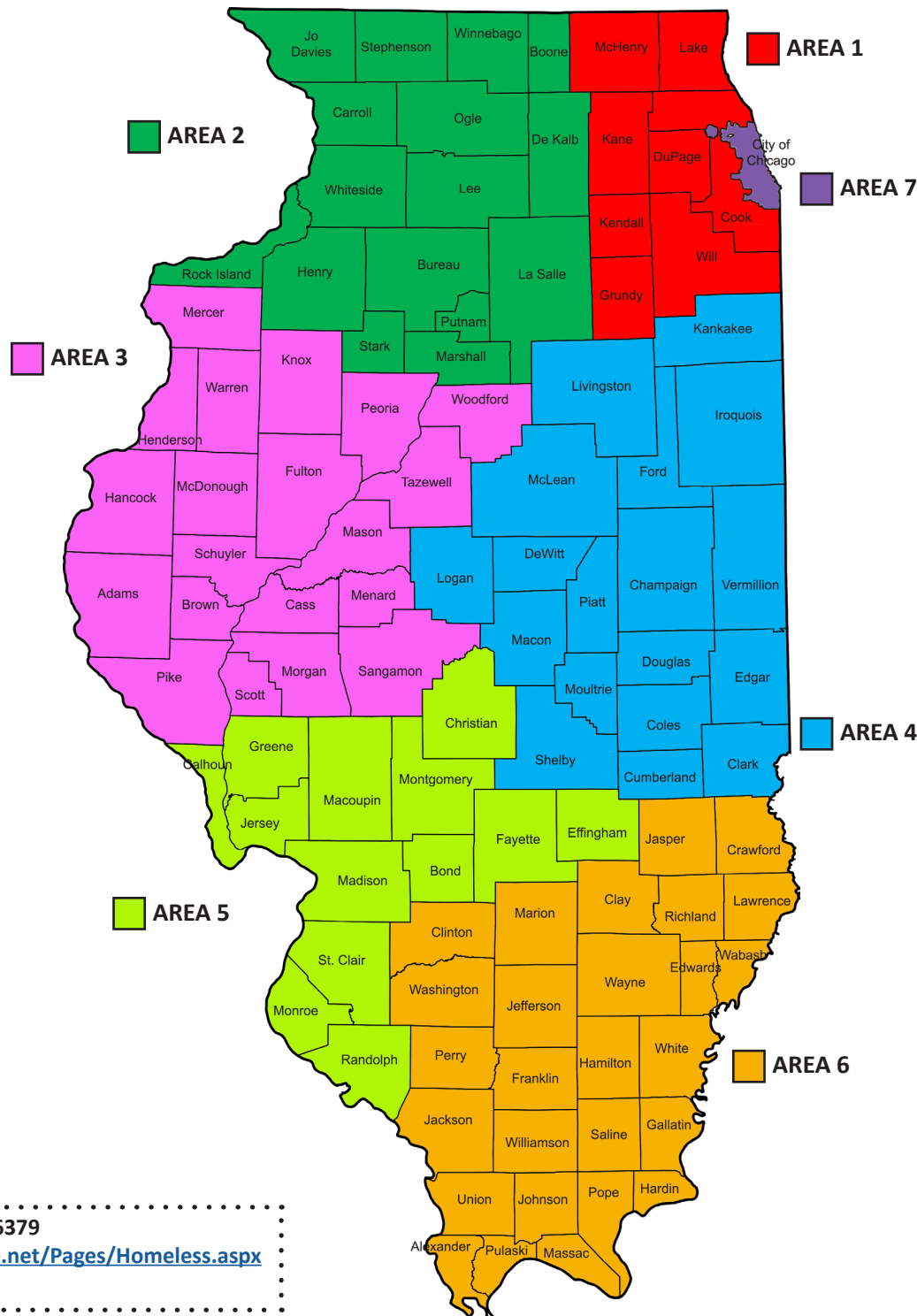


Illinois
State Board of
Education

Homeless Information Hotline: (800) 215-6379

ISBE Homeless Website: <https://www.isbe.net/Pages/Homeless.aspx>

Email: Homeless@isbe.net



AREA 1

Matt Hanafee
(815) 740-4322

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Will County
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AREA 7

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CPS Homeless Education
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AREA 4

Marla Leasher
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AREA 6


Johna Schullian
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Franklin/Johnson/Massac/Williamson
407 N Monroe, Suite 300
Marion, IL 62959

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 15, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Appeal for Program Approval for American Intercontinental University

Materials: Appendix A: SEPLB: Letter of Denial
Appendix B: Letter of Intent to Appeal from American Intercontinental University
Appendix C: Appeal from American Intercontinental University

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
Emily Fox, Director, Educator Effectiveness

Purpose of Agenda Item

On April 5, 2019, the State Educator Preparation and Licensure Board (SEPLB) denied the Teacher Leader Program for American Intercontinental University (AIU). On April 17, 2019, AIU appealed the denial to ISBE. The purpose of this agenda item is for information only. Board members will be asked in June to consider an approval or denial of the program

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

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

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

Background Information

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

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

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

AIU presented additional information at the March 2, 2018, SEPLB meeting. The program was again tabled, this time by a vote of 8-2 with one abstention. SEPLB members expressed continued concerns, including lack of alignment to standards within the syllabi presented, online mode of delivery, and lack of face-to-face interactions. Also, SEPLB requested that AIU provide additional clarity of how candidates' leadership skills and knowledge would be assessed. Additionally, AIU was asked to present evidence of program accountability in regard to mentor selection and partnership, candidate field experiences, as well as evidence of assignments that included using data to inform decisions and drive instruction and support of teachers (e.g., serving as a mentor teacher). Finally, the Teacher Leader endorsement is not required for the purposes of assignability, so SEPLB also questioned the need for any institution to deliver this program in Illinois.

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

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

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

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

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

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

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

On April 17, 2019, Dr. Jones sent the State Superintendent a request to appeal the program denial to the State Board of Education. Dr. Jones disagreed with the denial, citing the proposal's matrix identifying which AIU courses satisfy each of the Illinois standards. Additionally, ISBE staff's multiple reviews of the proposal indicate the courses and program met standards and rule requirements for the Teacher Leader Program. Dr. Jones also contends that the requirement for Danielson framework focus within a program may be appropriate for an undergraduate teacher education program, but not an advanced program where candidates already have an Illinois teaching license. Lastly, AIU argued that SEPLB's concerns that the program is incorrectly focused on adult learning, lacks a Danielson model infusion, is incongruent with the Teacher Leader Model Standards that promote professional learning among peers, fails to offer a collaborative culture supporting educator development, and does not advocate for student learning in the profession, all of which fall under the curricula of Adult Learning and Training.

Financial Background

Not applicable.

Business Enterprise Program

Not applicable.

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

Policy Implications: Not applicable.

Budget Implications: Not applicable.

Legislative Action: Not applicable.

Communication: Not applicable.

Pros and Cons of Various Actions

Pros: Approval of the Teacher Leader Program will provide interested teachers the opportunity to pursue the Teacher Leader endorsement. Denial of the approval of the Teacher Leader Program for American Intercontinental University ensures that programs that do not meet state requirements or standards will not have the authority to prepare educators in Illinois.

Cons: While the Teacher Leader endorsement is not required in order to be assigned to this role in an Illinois school, denying the approval of the Teacher Leader Program for American Intercontinental University limits the avenues of preparation opportunities for candidates.

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

Board Member(s) Who Will Abstain: None.

Superintendent's Recommendation

There is no board action needed at this time. Board Members will be asked in June to consider an approval or denial of the program.

Next Steps

N/A



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

April 8, 2019

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

Dear Dr. Jones:

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

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

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

Sincerely,

A handwritten signature in cursive script that reads "Emily Fox".

Emily Fox
Director
Educator Effectiveness Division



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

Submitted to the
Illinois State Board of Education

April 17, 2019

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

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

The Teacher Leader Endorsement

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

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

Application History

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

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

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

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

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

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

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

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

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

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

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

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

New Program Proposal

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

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

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

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

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

Reasons for ISBE Appeal

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

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

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

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

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

⁵ Id.

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

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

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

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

Conclusion

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

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

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

⁷ Id.

APPENDICES

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

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

TEACHER LEADER (PK-12) REVIEW MATRIX

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

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

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

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

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

Illinois State Board of Education
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TEACHER LEADER (PK-12) REVIEW MATRIX

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

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

PROGRAM REQUIREMENTS <i>Please see Program Proposal for Rule reference.</i>		
CRITERIA	MET	NOTMET
1. A completed matrix describing:	X	
— Admission (including GPA);	X	
— Retention; and	X	
— Exit from the program.	X	
Required Changes Prior to SEPLB Submission: <ul style="list-style-type: none"> • Please change projected student entry date (Page 1—has January 2018) • Please clarify which is applicable, Master's degree upon entering the program or completion of Master's degree upon leaving the program. • Please clarify in the Exit requirement, "Illinois skills test." • Please clarify that candidates must hold a PEL per IAC (25.32) (c) 		
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— Designing professional development to meet teaching and learning needs;	X	
— Building school culture that focuses on student learning;	X	

— Using assessments to improve student learning and foster school improvement.	X	
— Building collaboration with teachers and stakeholders.	X	
5. A completed matrix describing the required the Profession Educator Licensure coursework relative to: <i>This section may be omitted on some proposals.</i>	N/A	
— Reading methods;		
— Reading in the content area;	N/A	
— Exceptional child instructional methods; and	N/A	
— ESL/Bilingual methods.	N/A	
6. A completed matrix describing the required coursework for subsequent endorsements. <i>(if applicable)</i>	N/A	
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— Field experiences;		
— Clock hours; and	X	
— Expected Learning Outcome.	X	
Feedback/Recommendations: <ul style="list-style-type: none"> • Our team, noticed field experiences only exist in one course. Consider including some field experiences in other courses throughout the program. • Please clarify or specifically outline the requirements of the mentor teachers serving in the program. • Please clarify if specific documents exist the mentors will use to facilitate the observations and will they be provided to the mentor to assess leadership experiences? 		
8. A description of the criteria and measures taken to ensure candidates gain experience in diverse settings and with students with varying demographic characteristics.	X	
9. A description of the measures taken to ensure the candidates gain experience with technology relevant to the profession.	X	
Required Changes Prior to SEPLB Submission: <ul style="list-style-type: none"> • The description seems to only references technology candidates will use to navigate the AIU program and curriculum itself. Please elaborate on how the technologies will be “relevant to the profession.” 		
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d. CAEP 2013 Accreditation Standards.	N/A	
Required Changes Prior to SEPLB Submission:		
● Please delete CAEP standards section—not applicable for admin. programs		
13. A completed matrix describing the program meets the Educational Leadership Policy Standards. (or IPTS)	X	



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

April 17, 2019

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

Re: SEPLB Recommendation

Dear Dr. Ayala:

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

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

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

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

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

Sincerely,

A handwritten signature in black ink that reads "Dr. Jeannette K. Jones, RCC". The signature is fluid and cursive.

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

Attachment

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 15, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Legislative Update

Materials: None

Staff Contact(s): Amanda Elliott, Co-Director, Legislative Affairs

Purpose of Agenda Item

The purpose of the agenda item is to give an update to the Board on the 2019 Legislative Session.

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

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

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

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

Hot Topics

Teacher Shortage

The General Assembly has been discussing issues related to the teacher shortage for the last several years. Legislation has been signed into law that reduces barriers for licensure, including allowing for out-of-state reciprocity. The conversation has recently focused on teacher testing as a requirement for licensure. Three bills are currently active that make changes to teacher testing.

HB 256 (Guzzardi) Stipulates that student teacher candidates may not be required to videotape himself or herself in a classroom setting. Effective immediately. ISBE position: oppose.

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

SB 1952 (Manar/Stuart) Eliminates test of basic skills. Also increases the cap for end-of-year salary increases from 3 percent to 6 percent, allows student teachers to be paid, and allows teachers who teach in a Tier 1 school district to apply for a refund of edTPA fees. ISBE position: neutral.

Property Tax Freeze

The Senate passed a trio of bills that would pave the way for a graduated income tax in Illinois. One of the bills, SB 690 (Manar/Zalewski), creates a property tax freeze for school districts that receive 97 percent of payments for their State Mandated Categorical Grant Programs as certified by the State Board of Education and receive the minimum funding required for that school district under the Evidence-Based Funding (EBF) formula, annually. SB 690 also provides two carve-outs for school districts that issue a special purpose extension for the payment on bonds or other evidences of indebtedness and contributions to a pension fund created under the Illinois Pension Code. Effective January 1, 2021. (It only takes effect if Illinois voters approve SJRCA 1 of the 101st General Assembly before the effective date.) This bill, along with two companion bills, SJRCA 1 and SB 687, passed the Senate on Wednesday and have moved to the House for consideration. ISBE position: monitor.

ISBE Initiatives

Below are legislative initiatives of the State Board of Education:

HB 2898 (Davis) Amends the School Construction Law. Creates a new process by which districts would apply for school construction funding once it becomes available. Effective January 1, 2020. ISBE position: support.

HB 3479 (Crespo) / SB 2044 (Bertino-Tarrant) Amends the School Code to clean up procedures regarding educator misconduct so the agency can prioritize and expedite action related to the most serious offenses. The proposal would include changes to background checks and language that will allow the agency to temporarily suspend a license before a conviction is made. Many of these changes are included in SB 456 (Martinez). ISBE position: support.

SB 1901 (Weaver/Bennett) Amends the School Code. Makes cleanup changes in the Licensure Article related to educator fees and educator testing. Effective immediately. ISBE position: support.

SB 2075 (Lightford/Buckner) Amends the School Code. This is an initiative of the State Board. Lowers the compulsory school age from 6 to 5 years of age beginning with the 2020-21 school year. Requires all school districts to establish kindergarten for the instruction of children who are 5 years of age or older. Effective January 1, 2020. ISBE position: support.

SB 2096 (Manar/Stuart) Amends the School Code and includes changes related to the Textbook Loan Program and EBF to prevent and/or address audit findings. ISBE position: support.

Tracked Legislation

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

Below is a listing of legislation the agency is tracking. Unless otherwise noted, the bills listed below are considered active as of May 3, 2019.

Teacher Quality

Licensure

HB 256 (Guzzardi) Stipulates that student teacher candidates may not be required to videotape himself or herself in a classroom setting. Effective immediately. ISBE position: oppose.

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

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

SB 1272 (Rezin/Welter) Amends the Children with Disabilities Article of the School Code. Provides that if a speech-language pathologist holds a regular state license as a speech-language pathologist, he or she does not need to meet other requirements to be issued a Professional Educator License with a school support personnel endorsement for non-teaching speech-language pathologist. Effective immediately. ISBE position: support.

SB 1901 (Weaver/Bennett) Amends the School Code. This is an initiative of the State Board. Makes cleanup changes in the Licensure Article. Effective immediately. ISBE position: support.

SB 1952 (Manar/Stuart) Eliminates test of basic skills. Also increases the cap for end-of-year salary increases from 3 percent to 6 percent, allows student teachers to be paid, and allows teachers who teach in a Tier 1 school district to apply for a refund of edTPA fees. ISBE position: neutral.

Preparation

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

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

Salary / Return to Work

HB 1472 (Davidsmeyer/Bertino-Tarrant) Amends the Downstate Teacher Article of the Illinois Pension Code. Changes the ending date of the employment from no later than June 30, 2019,

to no later than June 30, 2021, in the provision defining "eligible employment" for the purpose of allowing a teacher to return to teaching in subject-shortage areas without impairing his or her retirement status or retirement annuity. Effective immediately. ISBE position: support.

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

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

Renewal / Fees

HB 0355 (Batinick/McConchie) Amends the School Code. Allows professional development for educator license renewal to provide training on inclusive practices in the classroom that examine instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with or without disabilities. Effective January 1, 2020. ISBE position: neutral.

Evaluations

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

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

Background Checks

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

Charter Schools

HB 2100 (Welch/Holmes) / SB 1226 (Holmes/Welch) Amends the State Finance Act and the Charter Schools Law of the School Code. Provides that on July 1, 2020, the State Charter School Commission is abolished and the terms of all members end. Provides that all of the powers, duties, assets, liabilities, contracts, property, records, and pending business of the commission are transferred to the State Board of Education on that date. Removes the appeal process and provides that final decisions of a local school board are subject to judicial review under the Administrative Review Law. Effective January 1, 2020. ISBE position: neutral.

HB 3659 (Ortiz/Jones) Amends the Charter Schools Article of the School Code. Provides that, no later than one year after the effective date of the amendatory Act, a charter school's board of directors or other governing body must include at least one parent or guardian of a pupil

currently enrolled in the charter school who may be selected through the charter school or a charter network election, appointed by the charter school's board of directors or other governing body, or appointed by the charter school's Parent Teacher Organization or its equivalent. Effective January 1, 2020. ISBE position: neutral.

Child Abuse

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

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

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

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

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

Postsecondary and Workforce Readiness

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

HB 0817 (Welch/McConchie) Amends the School Code. Creates a grant program (subject to appropriation) to support computer science education in schools. Requires the State Board to include computer science course information in the Report Card. Effective immediately. ISBE position: neutral.

HB 2549 (Lilly/Harris) Creates the Roundtable on Educational Opportunity and Development, which will be a permanent group. It is tasked with expanding educational opportunities and developing sources of private funding for 1) developing business ethics curriculum; 2) promoting funding of the arts; 3) establishing and funding global travel programs; 4) funding trips to museums; 5) developing a before-school, in-school, or after-school drama therapy program that is designed for vulnerable youth with histories of exposure to familial violence and other issues; and 6) developing a school model for students in kindergarten through grade 6 that integrates an identity-affirming pedagogy with a rigorous, intentional curriculum and that utilizes a no-nonsense nurturing framework and prioritizes arts education. Effective immediately. ISBE position: pending.

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

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

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

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

SB 2122 (Ellman/Costa Howard) Amends the Public Community College Act. Provides for legislative findings. Provides that, subject to appropriation, the Illinois Community College Board shall establish a community college apprenticeship grant program to expand opportunities for credit and non-credit education and training leading to high-demand jobs through apprenticeship programs offered in partnership with a community college and a local business or industry. Effective immediately. ISBE position: no position.

Safe and Healthy Climate

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

HB 0190 (Ford) Amends the School Code. Requires school districts to provide parents or guardians of at-risk students information about appropriate and available community-based or in-school support services. Effective immediately. ISBE position: neutral.

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

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

HB 2084 (Welch/Mulroe) Amends the School Code. Creates the Safe Schools and Healthy Learning Environments Grant Program to promote school safety and healthy learning environments by providing schools with additional resources to implement restorative interventions and resolution strategies as alternatives to exclusionary discipline. Effective January 1, 2020. ISBE position: neutral.

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

HB 3086 (Lilly/Belt) Amends the School Code. Provides that a school board shall require its schools to either connect at-risk students with anger management classes offered in the community or conduct their own anger management classes for at-risk students. Provides that if the school board requires a school to conduct these classes, the classes do not have to be implemented until the beginning of the 2021-22 school year. Effective immediately. ISBE position: neutral.

HB 3244 (Demmer/Harmon) Amends the Counties Code. Provides that counties may impose a tax to be used exclusively for school facility purposes, school resources officers, or mental health professionals (rather than exclusively for school facility purposes). Adds referendum language to levy, reduce, or discontinue the tax. Amends the Innovation Development and Economy Act and the School Construction Law to make conforming changes. Effective immediately. ISBE position: neutral.

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

SB 1371 (Rose/Brady) Amends the School Code. Defines "temporary door-locking device." Provides that, upon submitting an application to the regional superintendent of schools, a school district may obtain a temporary door-locking device for use on a school building. Provides that

the device shall be engaged for a finite period of time in accordance with the school district's school safety plan adopted under the School Safety Drill Act. Provides that a school district with an approved temporary door-locking device shall conduct an in-service training program for staff members on the proper use of the device. Effective January 1, 2020. ISBE position: neutral.

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

SB 1731 (Koehler/West) Amends the School Code. Provides that an in-service training program on the warning signs of mental illness and suicidal behavior in youth must utilize evidence-based training that educates the participants on (i) recognizing the signs and symptoms of mental illness and substance use disorders, including common psychiatric conditions such as schizophrenia, bipolar disorder, major clinical depression, and anxiety disorders and common substance use disorders such as opioids and alcohol; (ii) providing referrals to mental health or substance use disorder services or other support to individuals in the early stages of developing a mental illness or substance use disorder, recommending resources available in the community for individuals with a mental illness or substance use disorder, and recommending any other relevant resources; and (iii) ensuring the safe de-escalation of crisis situations involving individuals with a mental illness. Provides that a school district may utilize the Mental Health First Aid training program to provide the training. Effective January 1, 2020. ISBE position: neutral.

SB 2124 (Rose/Caulkins) Amends the School Code. Adds pneumatic guns, spring guns, paint ball guns, and BB guns that have specified features and that are brought to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school to the list of objects for which a student shall be expelled for a period of not less than one year. Effective immediately. ISBE position: no position.

Transportation

SB 1492 (Anderson/Demmer) Amends the Illinois Vehicle Code. Provides that provisions restricting the transportation of students to certain vehicles does not apply to any motor vehicle of the first division or the second division while that vehicle is being operated by specified entities for the purpose of transporting students to or from any agrarian-related school activity. Effective immediately. ISBE position: neutral.

Special Education

HB 0424 (Hernandez/Martinez) Amends the School Code. Requires the State Board to adopt rules to establish the criteria, standards, and competencies for bilingual language interpreters who attend Individualized Education Program meetings. Also requires ISBE to maintain a database of registered bilingual language interpreters. Effective January 1, 2020. ISBE position: support.

HB 3302 (Crespo/Koehler) Amends the Children with Disabilities Article of the School Code. Provides that, for the Chicago School District only, a complainant has no less than two years following the creation of the State Board of Education's compensatory education plan and notification of that plan to parents and guardians of impacted children to file a complaint concerning delays and denials of special education services in the 2016-17 or 2017-18 school years. Effective July 1, 2019. ISBE position: neutral.

HB 3586 (Crespo/Koehler) Amends the Children with Disabilities Article of the School Code. Provides that, for the Chicago School District only, the school district shall, in collaboration with its primary office overseeing special education policies, publish on the school district's publicly available website any proposed changes to its special education policies, which must be available at least 45 days before the adoption of that policy change. This will begin with the 2019-20 school year. Provides that the State Board of Education must (rather than may) create a telephone hotline to address concerns regarding the provision of special education services in a school district. Makes other changes. Effective July 1, 2019. ISBE position: neutral.

SB 0209 (Bertino-Tarrant/Davis) Amends the School Code. With regard to special education joint agreements, provides that under no circumstances may a petition for withdrawal from a joint agreement be presented to other member districts less than 18 months from the date of the proposed withdrawal. Provides that each withdrawing district shall develop a comprehensive plan that includes the administrative policies and procedures outlined in specified special education rules of the State Board of Education and all relevant portions of the federal Individuals with Disabilities Education Act. Effective immediately. ISBE position: neutral.

School Districts

HB 0921 (Stuart/Bush) Amends the School Code. Provides that if an educational support personnel employee is removed or dismissed as a result of a decision of the school board to decrease the number of educational support personnel employed by the board or to discontinue some particular type of educational support service and he or she accepts the tender of a vacancy within one calendar year from the beginning of the following school term, then that employee shall maintain any rights accrued during his or her previous service with the school district. Effective immediately. ISBE position: neutral.

HB 2177 (Unes/Tracy) Amends the School Code. Provides that, upon request, the school board of a school district that maintains grades 10 through 12 may posthumously award a diploma to any service member who was killed in action while performing active military duty in the armed forces of the United States. Effective immediately. ISBE position: neutral.

HB 2205 (Smith/Sims) Amends the Chicago School District Article of the School Code. With regard to a proposed school closure, requires the chief executive officer to publish on the school district's website a full financial report on the closure that includes an analysis of the closure's costs and benefits to the district. Effective immediately. ISBE position: no position.

HB 2267 (Martwick/Aquino) Amends the Election Code. Provides for an elected school board in Chicago. Effective immediately. ISBE position: no position.

HB 2272 (Ramirez/Aquino) Amends the School Code. Subjects the governing bodies of contract schools in Chicago to the Freedom of Information Act and the Open Meetings Act. Effective January 1, 2020. ISBE position: neutral.

HB 2275 (Conyears-Ervin/Cunningham) Amends the Illinois Educational Labor Relations Act. Broadens the number of subjects over which CPS must negotiate with its local collective bargaining unit, including class schedules, academic calendar, and length of school day. ISBE position: monitoring.

HB 2802 (Welch/Castro) Amends the School Code. With regard to boards of education in school districts having a population of not fewer than 1,000 and not more than 500,000 inhabitants, provides that if, whenever a vacancy occurs, members of the board fail to fill the

vacancy within 60 (rather than 45) days after the vacancy occurs, the regional superintendent of schools shall fill the vacancy. Effective January 1, 2020. ISBE position: no position.

HB 3363 (Caulkins/Rose) Amends the School Code. Removes the exception for a school district in which there is only one school with fewer than four teachers to the requirement that each school district employ a superintendent. Effective immediately. ISBE position: neutral.

SB 0028 (Bertino-Tarrant/Crespo) Amends the School Code. Requires five clock hours per school day. As amended by Senate Amendment 1, allows exceptions for career-based learning and dual credit courses. Expands existing e-learning pilot statewide (allowable in three school districts). Effective July 1, 2019. ISBE position: support.

SB 0449 (Lightford/Moeller) Amends the School Code. Allows transfer of school or transfer of district for students who are victims of gender-based violence. Includes additional protections for victims of gender-based violence. Effective immediately. ISBE position: oppose.

SB 1287 (Rezin/Welch) Amends the School Code. Provides that a school board shall, upon passage of a referendum after submission of a petition signed by no less than 5 percent of the school district's voters in the last consolidated election, or may, by resolution, enter into a joint agreement with other school boards to share the services of a superintendent or other administrator. Effective January 1, 2020. ISBE position: neutral.

SB 1746 (Belt/Greenwood) Amends the School Code. With regard to issuing bonds not to exceed a certain amount for the purpose of creating, re-creating, or increasing a working cash fund, adds to that amount 85 percent of the most recent amount of all state funding received by the school district. Effective immediately. ISBE position: neutral.

SB 1798 (Rose/Edly-Allen) Amends the School Code. Requires each school district to create, maintain, and implement an age-appropriate policy on sexual harassment that must be included in the district's student code of conduct handbook. Provides that a school district's or charter school's policy on bullying must be included in the student code of conduct handbook in an age-appropriate manner. Effective January 1, 2020. ISBE position: neutral.

SB 2075 (Lightford/Buckner) Amends the School Code. This is an initiative of the State Board. Lowers the compulsory school age from 6 to 5 years of age beginning with the 2020-21 school year. Requires all school districts to establish kindergarten for the instruction of children who are 5 years of age or older. Effective January 1, 2020. ISBE position: support.

District Consolidation

HB 3053 (Mayfield/Cullerton) Amends the School Code. Creates the School District Efficiency Commission. Provides for the membership and support of the commission. Requires the commission to make recommendations to the Governor and the General Assembly on the number of school districts in this state, the optimal amount of enrollment for a school district, and where reorganization and realignment of school districts would be beneficial in this state. Specifies the topics on which the recommendations must focus. Effective immediately. ISBE position: oppose.

Student Records and Data

HB 0254 (Guzzardi/Peters) Amends the School Code. Provides that, no later than day 60 of instruction in each school year, a school board shall report to the State Board of Education for kindergarten through grade 12 classes certain information about actively employed teachers,

pupil-teacher ratios, class instructors, and class sections. Defines terms. Requires the State Board of Education to publish the information contained in the reports on its website no later than December 1, 2020, and annually thereafter. Sets forth class size goals to be achieved by the 2021-22 school year. Effective January 1, 2020. ISBE position: neutral.

SB 0117 (Barickman/Bennett) Amends the Illinois School Student Records Act. Provides that if the rights and privileges accorded to a parent under the Act have been transferred to a student, a school must give reasonable prior notice to the student (rather than the parent) before any school student record is destroyed or any information is deleted from that record. Effective January 1, 2020. ISBE position: no position.

SB 1940 (Lightford) Amends the School Code. With regard to discipline data, requires additional data collection and reporting. Effective immediately. ISBE position: monitor.

SB 1941 (Lightford/Welch) Amends the School Code. Establishes the Safe Schools and Healthy Learning Environments Grant Program. Effective July 1, 2019. ISBE position: neutral.

HB 3606 (Martwick/Aquino) Amends the Student Online Personal Protection Act. Adds new terms and additional requirements for operators and school districts. Effective immediately. ISBE position: pending.

Curriculum

HB 0018 (Flowers/Collins) Amends the School Code. The School Code currently requires the teaching of character education. This legislation would (a) add "teaching respect toward a person's race or ethnicity or gender" as content for character education, and (b) require character education to be listed as a Report Card metric for districts. Effective January 1, 2020. ISBE position: neutral.

HB 0205 (Villa/Ellman) Amends the Critical Health Problems and Comprehensive Health Education Act to require the instruction on mental health and illness. Effective January 1, 2020. ISBE position: neutral.

HB 0246 (Moeller/Steans) Amends the School Code. Requires that in public schools only, the teaching of history of the United States shall include a study of the roles and contributions of lesbian, gay, bisexual, and transgender people in the history of this country and this state. Effective July 1, 2020. ISBE position: neutral.

HB 1559 (Hernandez/McGuire) Amends the School Code. Requires that, beginning with the 2019-20 school year, every public high school may include in its curriculum a unit of instruction on media literacy. Effective immediately. ISBE position: neutral.

HB 2087 (Carroll/Bertino-Tarrant) Amends the School Code. Provides that a school district's decision to allow a student to take a portion of a driver education course through a distance learning program must be determined on a case-by-case basis and must be approved by the student's driver education teacher and the student's parent or guardian. Defines "distance learning program." Provides that under no circumstances may the student take the entire driver education course through a distance learning program. Effective immediately. ISBE position: no position.

HB 2165 (Murphy/Manar) Amends the School Code. With regard to required high school courses as a prerequisite to receiving a high school diploma, removes a provision specifying

that the three years of mathematics must include one year of Algebra I and one year that includes geometry content and may include one year of an Advanced Placement computer science course. Effective January 1, 2020. ISBE position: neutral.

HB 2258 (Welter/Rezin) Amends the School Code. With regard to the prerequisites to receiving a high school diploma, provides that a pupil must complete one year chosen from music, art, foreign language, vocational education, or speech (rather than music, art, foreign language, or vocational education). Effective January 1, 2020. ISBE position: neutral.

HB 2263 (Lilly/Jones) Amends the Postsecondary and Workforce Readiness Act. In provisions concerning postsecondary and career expectations, provides that, beginning in grade 6, students should be introduced to the importance of developing and applying a work ethic in a variety of contexts. Sets forth what this introduction may include. Effective January 1, 2020. ISBE position: neutral.

HB 2265 (Lilly/Collins) Amends the School Code. Provides that every public elementary school shall include in its sixth-, seventh-, or eighth-grade curriculum, beginning with the 2019-20 school year, at least one semester of civics education. Effective July 1, 2019. ISBE position: neutral.

HB 3462 (Bristow/Plummer) Amends the School Code. Allows school districts to provide a hunting education course in or out of school. Allows the State Board to provide resources to school districts. Effective immediately. ISBE position: neutral.

SB 1569 (Rezin/Mussman) Amends the School Code. Provides that beginning with the 2020-21 school year, each school district must include in each course in its curriculum instruction on speech communication. Effective January 1, 2020. ISBE position: neutral.

SB 1601 (Sims/Martwick) Amends the School Code. With regard to the required history of the United States course, provides that, beginning with the 2020-21 school year, the course must also include instruction on the history of Illinois. Effective January 1, 2020. ISBE position: neutral.

SB 1694 (Bush/Welch) Amends the School Code. With regard to the prerequisites to receiving a high school diploma, provides that each pupil entering the ninth grade in the 2020-21 school year or a subsequent school year must, in addition to other course requirements, successfully complete one year of workplace preparation studies that cover legal protections in the workplace, including protection against sexual harassment and racial and other forms of discrimination and other protections for employees. Effective January 1, 2020. ISBE position: neutral.

School Funding

SB 0185 (Lightford/Welch) Amends the School Code. With regard to grants to alternative schools, safe schools, and alternative learning opportunities programs, changes the way to calculate grant amounts to the programs operated by Regional Offices of Education for fiscal year 2019. The State Board of Education shall calculate an amount equal to the greater of the regional program's best three months of average daily attendance for the 2017-18 school year or the average of the best three months of average daily attendance for the 2015-16 school year through the 2017-18 school year, multiplied by the amount of \$6,119. Effective immediately. ISBE position: neutral.

SB 0458 (Steans/Feigenholtz) Amends the School Code. Addresses an issue developed by the implementation of the Evidence Based Funding formula that affected the rates of payment for special education providers. The amendment provides that the Illinois Purchased Care Review Board must accept amended student enrollment data from those schools who have specialized contractual agreements with CPS for the 2016-2017 and 2017-2018 school years in order to provide for accurate funding for those years. ISBE position: neutral.

SB 1461 (McConchie/Yingling) Amends the Property Tax Code. In a section concerning a reduced extension for a school district's educational purposes, provides that the section applies if the school district's final percent of adequacy (currently, adequacy target) exceeds 110 percent. Provides that the referendum petition for the reduction shall be submitted to and certified by the school board's secretary (currently, the applicable election authority). Effective immediately. ISBE position: no position.

SB 2096 (Manar/Davis) Amends the School Code. This is an initiative of the State Board. With regard to the textbook block grant program, removes a provision requiring the State Board of Education to preapprove and designate textbooks authorized to be purchased under the program. Makes minor changes to EBF reporting. Effective January 1, 2020. ISBE position: support.

Task Forces / Councils

HB 0837 (Kifowit/Holmes) Creates the Illinois Legislative Youth Advisory Council. Creates a youth council to facilitate between the youth of Illinois and elected branches of state government. Requires the State Board to provide staff support. Effective immediately. ISBE position: pending.

HB 2549 (Lilly/Harris) Creates the Roundtable on Educational Opportunity and Development, which will be a permanent group. It is tasked with expanding educational opportunities and developing sources of private funding for 1) developing business ethics curriculum; 2) promoting funding of the arts; 3) establishing and funding global travel programs; 4) funding trips to museums; 5) developing a before-school, in-school, or after-school drama therapy program that is designed for vulnerable youth with histories of exposure to familial violence and other issues; and 6) developing a school model for students in kindergarten through grade 6 that integrates an identity-affirming pedagogy with a rigorous, intentional curriculum and that utilizes a no-nonsense nurturing framework and prioritizes arts education. Effective immediately. ISBE position: pending.

HB 3053 (Mayfield/Cullerton) Amends the School Code. Creates the School District Efficiency Commission. Provides for the membership and support of the commission. Requires the commission to make recommendations to the Governor and the General Assembly on the number of school districts in this state, the optimal amount of enrollment for a school district, and where reorganization and realignment of school districts would be beneficial in this state. Specifies the topics on which the recommendations must focus. Effective immediately. ISBE position: oppose.

HJR 0009 (Hernandez) Creates the Illinois Media Literacy Task Force to assess the media habits of Illinois youth and create policies to be implemented regarding media literacy. ISBE position: neutral.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 15, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Information Item: ISBE Fiscal & Administrative Monthly Reports

Materials: Appropriation and Spending by Program – FY19
Financial Status Report (contract & grant detail) – FY19
Comparative Statement of Expenditures – FY19
Monthly Headcount Graph, Staff Detail, 10-yr Headcount History Graph
Contract & Grant Awards Under \$1 million - FY19

Purpose of Agenda Item

To provide the Board standard reports with key information on fiscal and administrative activities of the state Agency.

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

Not applicable – informational purposes only.

Expected Outcome(s) of Agenda Item

Not applicable – informational purposes only.

Background Information

In June 2002, the State Board adopted bylaws outlining a new committee structure under which fiscal, audit and operations issues will be handled by the Finance and Audit Committee. The Superintendent requested that the Agency organize and standardize the financial and Headcount data provided to the Board for their future policy work and decision making.

Currently, the following reports are provided:

1. Budget (annually in January)
2. Appropriation and Expenditure (monthly)
3. Financial Status Report – Contract/Grant Detail (monthly)
4. Contract & Grant Awards Under \$1 Million (monthly)
5. Comparative Statement of Expenditures (monthly)
6. Headcount Reports (monthly)
Headcount History Graph, Staff Detail by Division, & Monthly Headcount Graph

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

The monthly or Quarterly Fiscal and Headcount Reports were first provided to the Board in August 2002. These reports provide information regarding staffing and funding as well as details of contracts over \$50,000 and grants the Agency is processing.

At the request of the Board at the December 2011 meeting, a Contract & Grant Award Report under \$1 million has been added to the SBE Fiscal & Administrative Monthly Reports package.

Superintendent's Recommendation

None needed.

Next Steps

Continue to provide these reports pursuant to schedule above.

Illinois State Board of Education

FY 2019 Appropriation & Spending by Program 07/01/2018 thru 4/30/2019

(Dollars in Thousands)

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
STATE						
Distributive Grants	<u>\$7,719,521.1</u>	<u>\$7,717,821.2</u>	<u>\$1,699.9</u>	<u>\$6,188,347.0</u>	<u>\$6,187,438.1</u>	<u>\$908.9</u>
Evidence - Based Funding	\$6,836,163.2	\$6,834,463.3	\$1,699.9	\$5,561,466.3	\$5,560,557.3	\$908.9
District Consolidation Cost	\$1,900.0	\$1,900.0	\$0.0	\$1,710.7	\$1,710.7	\$0.0
<u>Mandated Categoricals</u>	<u>\$881,457.9</u>	<u>\$881,457.9</u>	<u>\$0.0</u>	<u>\$625,170.0</u>	<u>\$625,170.0</u>	<u>\$0.0</u>
Illinois Free Lunch/Breakfast	\$9,000.0	\$9,000.0	\$0.0	\$5,812.5	\$5,812.5	\$0.0
Orphanage Tuition 18-3 (Reg Ed)	\$13,600.0	\$13,600.0	\$0.0	\$5,689.1	\$5,689.1	\$0.0
Sp-Ed - Orphanage Tuition 14-7.03	\$73,000.0	\$73,000.0	\$0.0	\$24,297.9	\$24,297.9	\$0.0
Sp-Ed - Private Tuition	\$135,265.5	\$135,265.5	\$0.0	\$101,449.1	\$101,449.1	\$0.0
Sp-Ed - Transportation	\$387,682.6	\$387,682.6	\$0.0	\$290,820.9	\$290,820.9	\$0.0
Transportation - Regular/Vocational	\$262,909.8	\$262,909.8	\$0.0	\$197,100.5	\$197,100.5	\$0.0
Standards - Assessment & Accountability	<u>\$48,600.0</u>	<u>\$0.0</u>	<u>\$48,600.0</u>	<u>\$21,282.0</u>	<u>\$0.0</u>	<u>\$21,282.0</u>
Assessments	\$48,600.0	\$0.0	\$48,600.0	\$21,282.0	\$0.0	\$21,282.0
Ensuring Quality Ed Personnel	<u>\$1,977.5</u>	<u>\$1,977.5</u>	<u>\$0.0</u>	<u>\$1,715.0</u>	<u>\$1,715.0</u>	<u>\$0.0</u>
National Board Certification	\$1,000.0	\$1,000.0	\$0.0	\$900.0	\$900.0	\$0.0
Teach for America	\$977.5	\$977.5	\$0.0	\$815.0	\$815.0	\$0.0
Early Childhood	<u>\$493,738.1</u>	<u>\$484,566.0</u>	<u>\$9,172.1</u>	<u>\$398,369.5</u>	<u>\$392,367.6</u>	<u>\$6,001.9</u>
Academic Difficulty	<u>\$17,800.0</u>	<u>\$17,800.0</u>	<u>\$0.0</u>	<u>\$14,786.2</u>	<u>\$14,786.2</u>	<u>\$0.0</u>
Alternative Learning/Regional Safe Schools	\$6,300.0	\$6,300.0	\$0.0	\$5,269.5	\$5,269.5	\$0.0
Truants' Alternative Optional Education	\$11,500.0	\$11,500.0	\$0.0	\$9,516.7	\$9,516.7	\$0.0
Learning Technologies	<u>\$2,443.8</u>	<u>\$0.0</u>	<u>\$2,443.8</u>	<u>\$1,758.8</u>	<u>\$0.0</u>	<u>\$1,758.8</u>
Technology for Success	\$2,443.8	\$0.0	\$2,443.8	\$1,758.8	\$0.0	\$1,758.8
Career Preparation	<u>\$43,062.1</u>	<u>\$43,062.1</u>	<u>\$0.0</u>	<u>\$36,884.3</u>	<u>\$36,884.3</u>	<u>\$0.0</u>
Agricultural Education	\$5,000.0	\$5,000.0	\$0.0	\$3,008.2	\$3,008.2	\$0.0
Career and Technical Education	\$38,062.1	\$38,062.1	\$0.0	\$33,876.1	\$33,876.1	\$0.0
Administration	<u>\$23,217.2</u>	<u>\$0.0</u>	<u>\$23,217.2</u>	<u>\$19,030.7</u>	<u>\$0.0</u>	<u>\$19,030.7</u>
Targeted Initiatives	<u>\$27,873.0</u>	<u>\$27,114.1</u>	<u>\$758.9</u>	<u>\$14,816.0</u>	<u>\$14,233.7</u>	<u>\$582.4</u>

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Advanced Placement Classes	\$500.0	\$500.0	\$0.0	\$95.1	\$95.1	\$0.0
After School Matters	\$2,443.8	\$2,443.8	\$0.0	\$1,860.0	\$1,860.0	\$0.0
After-School Programs	\$15,000.0	\$15,000.0	\$0.0	\$6,092.2	\$6,092.2	\$0.0
Autism	\$100.0	\$100.0	\$0.0	\$77.7	\$77.7	\$0.0
Blind & Dyslexic	\$846.0	\$846.0	\$0.0	\$846.0	\$846.0	\$0.0
Community Residential Services Authority	\$579.0	\$0.0	\$579.0	\$407.4	\$0.0	\$407.4
Educator Misconduct Investigations	\$179.9	\$0.0	\$179.9	\$174.9	\$0.0	\$174.9
Southwest Organizing Project - Parent Mentoring	\$2,000.0	\$2,000.0	\$0.0	\$1,600.0	\$1,600.0	\$0.0
School Support Services	\$1,002.8	\$1,002.8	\$0.0	\$0.0	\$0.0	\$0.0
Materials Center for the Visually Impaired	\$1,421.1	\$1,421.1	\$0.0	\$1,050.0	\$1,050.0	\$0.0
Philip J. Rock Center & School	\$3,577.8	\$3,577.8	\$0.0	\$2,390.0	\$2,390.0	\$0.0
Tax Equivalent Grants	\$222.6	\$222.6	\$0.0	\$222.6	\$222.6	\$0.0
OTHER STATE						
Regional Services	<u>\$18,040.0</u>	<u>\$18,036.0</u>	<u>\$4.0</u>	<u>\$14,597.5</u>	<u>\$14,597.5</u>	<u>\$0.0</u>
ROE - Bus Driver Training	\$70.0	\$70.0	\$0.0	\$70.0	\$70.0	\$0.0
ROE - Salaries	\$11,000.0	\$11,000.0	\$0.0	\$8,665.1	\$8,665.1	\$0.0
ROE - School Services	\$6,970.0	\$6,966.0	\$4.0	\$5,862.4	\$5,862.4	\$0.0
School Infrastructure Fund	<u>\$56,900.0</u>	<u>\$56,300.0</u>	<u>\$600.0</u>	<u>\$191.9</u>	<u>\$31.2</u>	<u>\$160.7</u>
School Infrastructure	\$56,900.0	\$56,300.0	\$600.0	\$191.9	\$31.2	\$160.7
Driver Education	<u>\$18,750.0</u>	<u>\$18,750.0</u>	<u>\$0.0</u>	<u>\$14,062.5</u>	<u>\$14,062.5</u>	<u>\$0.0</u>
Other Funds	<u>\$70,810.2</u>	<u>\$51,419.2</u>	<u>\$19,391.1</u>	<u>\$16,670.5</u>	<u>\$11,631.0</u>	<u>\$5,039.5</u>
After School Rescue Fund	\$200.0	\$200.0	\$0.0	\$0.0	\$0.0	\$0.0
Capital Development Fund - School Construction	\$25,000.0	\$25,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Charter Schools Revolving Loan Fund	\$200.0	\$200.0	\$0.0	\$0.0	\$0.0	\$0.0
District Intervention Funding	\$6,560.2	\$6,560.2	\$0.0	\$6,560.2	\$6,560.2	\$0.0
Emergency Financial Assistance Fund	\$1,000.0	\$0.0	\$1,000.0	\$15.8	\$0.0	\$15.8
Indirect Costs	\$8,926.5	\$0.0	\$8,926.5	\$2,098.4	\$0.0	\$2,098.4
ISBE - Special Purpose Trust Fund	\$6,573.5	\$6,567.8	\$5.6	\$4,631.0	\$4,628.5	\$2.5
ISBE Teacher Certificate Institute Fund	\$2,208.9	\$0.0	\$2,208.9	\$294.2	\$0.0	\$294.2
School Construction Maintenance Fund	\$4,391.1	\$4,391.1	\$0.0	\$0.0	\$0.0	\$0.0
School Technology Revolving Loan	\$7,500.0	\$7,500.0	\$0.0	\$442.3	\$442.3	\$0.0
State Charter School Commission	\$1,250.0	\$0.0	\$1,250.0	\$762.3	\$0.0	\$762.3
Teacher Certification Fee Revolving Fund	\$6,000.0	\$0.0	\$6,000.0	\$1,866.3	\$0.0	\$1,866.3
Temporary Relocation Revolving Fund	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
FEDERAL						
Federal Funds	<u>\$3,656,453.3</u>	<u>\$3,538,538.8</u>	<u>\$117,914.5</u>	<u>\$1,520,866.1</u>	<u>\$1,484,727.7</u>	<u>\$36,138.4</u>
Advanced Placement Fee Payment	\$3,300.0	\$3,300.0	\$0.0	\$0.0	\$0.0	\$0.0
Career & Technical Education	\$57,917.5	\$55,000.0	\$2,917.5	\$21,882.5	\$21,353.7	\$528.8
CEEDAR Grant - University of Florida	\$20.0	\$0.0	\$20.0	\$20.0	\$0.0	\$20.0
Charter Schools	\$21,100.0	\$21,100.0	\$0.0	\$269.9	\$269.9	\$0.0
Child Nutrition	\$1,082,404.7	\$1,062,500.0	\$19,904.7	\$578,545.7	\$571,585.0	\$6,960.7
Early Learning Challenge	\$35,000.0	\$33,529.0	\$1,471.0	\$0.0	\$0.0	\$0.0
IDEA - Deaf Blind, Part C	\$500.0	\$500.0	\$0.0	\$214.0	\$214.0	\$0.0
IDEA - Improvement Plan	\$5,533.0	\$5,000.0	\$533.0	\$1,345.7	\$1,285.3	\$60.4
IDEA - Pre-School	\$29,967.7	\$29,200.0	\$767.7	\$10,846.3	\$10,707.0	\$139.3
Illinois Purchase Care Review Board	\$449.8	\$0.0	\$449.8	\$229.3	\$0.0	\$229.3
Improving Student Health and Achievement	\$467.6	\$45.0	\$422.6	\$47.8	\$0.2	\$47.6
Individuals with Disabilities Educ. Act, Pt. B	\$774,748.8	\$754,000.0	\$20,748.8	\$346,896.5	\$340,241.7	\$6,654.9
Longitudinal Data System	\$5,200.0	\$0.0	\$5,200.0	\$1,259.3	\$0.0	\$1,259.3
Math & Science Partnerships	\$19,006.4	\$18,800.0	\$206.4	\$825.6	\$808.4	\$17.1
National Center for Education Statistics	\$425.4	\$0.0	\$425.4	\$54.4	\$0.0	\$54.4
Preschool Expansion Grant	\$35,000.0	\$31,591.7	\$3,408.3	\$11,323.2	\$10,458.1	\$865.1
School Health Programs	\$875.2	\$0.0	\$875.2	\$0.0	\$0.0	\$0.0
School Health Programs - Abstinence	\$6,455.0	\$6,447.0	\$8.0	\$1,231.8	\$1,230.5	\$1.2
School Health Programs - Adolescent Health	\$500.0	\$0.0	\$500.0	\$0.0	\$0.0	\$0.0
Special Congressional Initiatives	\$5,000.0	\$5,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Substance Abuse and Mental Health (SAMHA)	\$5,381.0	\$5,126.1	\$254.9	\$822.1	\$767.8	\$54.3
Title I - Basic Programs	\$945,162.7	\$934,326.5	\$10,836.2	\$404,149.4	\$400,774.4	\$3,375.1
Title I - Education of Migratory Children	\$5,685.7	\$5,558.1	\$127.6	\$724.5	\$709.5	\$15.1
Title I - Migrant Consortium Incentive	\$127.6	\$52.0	\$75.6	\$82.5	\$12.6	\$69.9
Title I - Neglected and Delinquent	\$1,577.4	\$1,479.9	\$97.5	\$468.5	\$451.3	\$17.2
Title I - School Improvement	\$153,526.8	\$148,583.4	\$4,943.4	\$17,176.7	\$16,159.0	\$1,017.7
Title II - Quality Teachers	\$162,814.1	\$160,000.0	\$2,814.1	\$44,935.5	\$44,590.3	\$345.2
Title III - English Language Acquisition	\$52,978.1	\$50,400.0	\$2,578.1	\$18,523.1	\$17,978.1	\$545.0
Title IV - Student Support & Academic Enrich.	\$90,113.2	\$90,000.0	\$113.2	\$12,903.5	\$12,903.5	\$0.0
Title IV - 21st Century Schools	\$112,657.4	\$110,000.0	\$2,657.4	\$31,281.7	\$29,957.2	\$1,324.5
Title V - Rural & Low Income Programs	\$2,098.6	\$2,000.0	\$98.6	\$1,044.4	\$1,029.2	\$15.2
Title VI - State Assessment	\$35,000.0	\$0.0	\$35,000.0	\$12,406.8	\$0.0	\$12,406.8
Title X - McKinney Homeless Assistance	\$5,459.5	\$5,000.0	\$459.5	\$1,355.3	\$1,240.9	\$114.3

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
TOTAL - ALL FUNDS:	\$12,199,186.3	\$11,975,384.8	\$223,801.5	\$8,263,378.1	\$8,172,474.8	\$90,903.3

ILLINOIS STATE BOARD OF EDUCATION
FINANCIAL STATUS REPORT - 07/01/2018 THROUGH 4/30/2019
FY2019

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>April Expenditures</u>	<u>Description</u>
Personal Services and Related	57,388.2	29,059.9	50.6%	3,021.7	Salaries & Benefits
Contractual Services	160,422.5	60,520.6	37.7%	8,170.9	Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees
Travel	2,707.9	608.3	22.5%	71.3	Staff Travel
Commodities	547.9	90.8	16.6%	20.2	Supplies; Books
Printing	537.8	5.1	0.9%	0.0	Agency Printing
Equipment	1,220.1	183.6	15.0%	54.5	Computers; Printers; Furniture
Telecommunications	928.5	393.0	42.3%	9.5	Telecommunications Expenses
Auto Operations	14.6	9.6	65.8%	1.3	Operation of Agency Autos
Prompt Payment Act	32.5	32.1	98.8%	0.0	Prompt Payment
Refunds	1.5	0.4	26.7%	0.3	Refunds
Grants	11,945,993.7	8,172,474.8	68.4%	953,563.0	See Detail Below
Non-appropriated Grants	3,750.0	0.0	0.0%	0.0	See Detail Below
School Construction Grants	29,391.1	0.0	0.0%	0.0	School Construction Funds
TOTAL	12,202,936.3	8,263,378.2		964,912.7	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>April</u>	<u>Description</u>
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Agency Contracts Breakdown:

Professional Capital

Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will design, develop and implement web-based applications to become a "one-stop shop" for Illinois School Districts and ISBE.
Other State	832.1	132.7	16%	132.7	

Facility Management

Alzina Building II LLC					Lease of Springfield office space.
Federal	582.6	490.2	84.1%	89.1	
GRF	1,212.9	1,020.5	84.1%	185.5	
Other State	420.5	353.8	84.1%	64.3	
Wheeler Construction					Carpentry for ISBE Springfield office.
Other State	50.0	2.2	4.4%	0.0	

General Counsel

Laner Muchin					In anticipation of litigation will serve as legal representative of the State Superintendent of ISBE. All pre-hearing, hearing and post hearing matters with respect to teachers certification.
GRF	128.6	117.8	91.6%	33.6	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>April</u>	<u>Description</u>
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Agency Contracts Breakdown:

Illinois Association of Schools					Will provide a staff member to ISBE to provide coordination and support of Agency initiatives, including but not limited to the ESSA accountability system and IL-Empower, and the report card, as requested or directed by ISBE.
GRF	97.5	0.0	0.0%	0.0	

Regulatory Support and Wellness

American Institutes for Research (AIR) Federal	651.5	488.6	75.0%	54.3	Technical assistance to the 21st Century Community Learning Centers grantees.
Educational Development Center Inc Federal	360.7	360.7	100.0%	90.2	Statewide evaluation of the 21st Century Community Learning Center program.
The University of Chicago GRF	555.0	416.3	75.0%	0.0	Support and services to administer the 5Essential survey of learning conditions to students, teachers and parents across the State of Illinois.
University of Illinois Federal	124.6	93.5	75.0%	10.4	Will replace the IllinoisParents.org with a website called Illinois Families in Action to support parents and families and school districts in having meaningful family engagement and understand the compliance of the NCLB section 1118.
West 40 Intermediate GRF	65.0	0.0	0.0%	0.0	Support of the Non Public School Recognition process as required under 2-3.25o, 3.51.5, 2.3155 and 2-3.6 of the School code and Part 425 of the Administrative Rules.
Macro International Inc Federal	88.9	0.0	0.0%	0.0	Will administer the Illinois Youth Risk Survey.

Innovation and Secondary Transformation

Casey-West Field Other State	67.1	67.1	100.0%	0.0	School Technology Loan Agreement
Community Unit School District 2 Other State	92.9	92.9	100.0%	0.0	School Technology Loan Agreement
Educational SVC Region Office GRF	1,400.0	852.0	60.9%	113.1	Statewide support technology system to provide professional development, technical assistance, network design consultation, leadership, technology planning consultation and information exchange.
Illinois Department of Employment Security GRF	200.0	0.0	0.0%	0.0	A project between IBSE and IDES to securely connect Illinois public high school student data and employment data. MY19191
Peoria County ROE Federal GRF	3.4 950.0	0.0 900.0	0.0% 94.7%	0.0 0.0	Will administer, plan and implement the Illinois Virtual School. Will include management and delivery of on-line courses for students as well professional development for educators.
Sandwich Community Unit School District 430 Other State	130.6	130.6	100.0%	0.0	School Technology Loan Agreement
Waterloo Community Unit School District 5 Other State	151.6	151.6	100.0%	0.0	School Technology Loan Agreement

Information Technology

Afton Partners					Will provide facilitator services for the Statewide Longitudinal Data System (SLDS) Fiscal Equity and Return on Investment (ROI) project. MY182210
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	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>April</u>	<u>Description</u>
Agency Contracts Breakdown:					
Federal	145.0	75.6	52.1%	22.8	
Anchor Data Systems					One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and the (EIS). MY162215
Other State	153.4	129.6	84.5%	18.5	
Anchor Data Systems					One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). MY162214
Other State	153.4	118.7	77.4%	13.9	
Anchor Data Systems					One programmer analyst to assist on a time and materials basis in the development and maintenance of various web-based applications. ISBE Web Application Security System (IWAS), Driver Education, Entity Profile Systems (EPS), Illinois Longitudinal Data System (ILDS) EIS, SIS and ELIS. MY16223
Federal	165.3	122.3	74.0%	13.4	
Ashbaugh & Associates					One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). - MY162213
Other State	178.3	131.8	73.9%	6.9	
Ashbaugh & Associates					Time and materials contract for a business analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS) - MY162212
Other State	178.3	135.9	76.2%	7.9	
Ashbaugh & Associates					Time and materials contract for the services of on business analyst (Josh Wright) to assist in the continued development and maintenance of the web based Child Nutrition Application System. (WINS). MY16225
Federal	163.3	105.0	64.3%	8.1	
Ashbaugh & Associates					Will provide 2 software developers on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS). MY18225
Federal	356.0	243.1	68.3%	13.1	
Bowsher Information Systems					One software developer to provide continued development and maintenance of various web-based applications. Kevin Bowsher is assigned as the software developer. MY182216
GRF	164.0	107.0	65.2%	14.0	
Bowsher Information Systems					One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and (EIS). - MY162210
Other State	167.3	135.9	81.2%	12.6	
Bowsher Information Systems					Program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). MY162211
Other State	165.3	134.3	81.2%	10.6	
Bowsher Information Systems					One software developer to assist in the development and maintenance of extant and future data systems as they pertain to Child Nutrition projects. - MY17225
Federal	172.0	130.0	75.6%	15.2	
Bowsher Information Systems					Will supply two software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects. MY17223
Federal	324.0	229.8	70.9%	24.1	
Bowsher Information Systems					One developer (Matt Fuiten) to assist in the development and maintenance of extant and future data systems as they pertain to the Statewide Longitudinal Data System (SLDS) Illinois Data for Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY172215
Federal	100.8	100.8	100.0%	0.0	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>April</u>	<u>Description</u>
Agency Contracts Breakdown:					
GRF	67.2	32.8	48.8%	14.0	
Bowsher Information Systems					Will supply one developer to assist in the development and maintenance of extant and future data systems as they pertain to the Special Education projects. MY172212
Federal	168.0	125.5	74.7%	12.8	
Bowsher Information Systems					Time and materials for the services of one software developer to provide continued development and maintenance of extant and future data systems as they pertain to Special Education projects. MY18228
Federal	172.0	130.1	75.6%	13.3	
CDW LLC					Will provide EMC equipment, maintenance, support and service as well as maintenance and support services for ISBEs existing EMC equipment.
GRF	50.0	20.9	41.8%	0.0	
Dynamic Interactive Business					One developer (HemantSinder) to assist in the development and maintenance of extant and future data systems as they pertain to the Statewide Longitudinal Data System (SLDS) Illinois Data for Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY172214
Federal	78.0	78.0	100.0%	0.0	
GRF	52.0	20.2	38.8%	19.5	
Edify Technologies					Will provide one software developer on a time and materials basis to assist in the development and maintenance of the ISBE Financial Data Systems. MY18226
GRF	164.0	131.7	80.3%	13.4	
Edify Technologies					Will provide 1 software developer on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS). MY18224
Federal	158.0	119.9	75.9%	14.8	
Edify Technologies					Will provide one software developer on a time and material basis to provide continued development and maintenance of the Entity Profile System (EPS). MY182212
GRF	164.0	120.0	73.2%	12.5	
IBM					One project manager, one business analyst and two programmer analysts to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the States Early Childhood program data. MY14222
Federal	241.8	220.2	91.1%	99.9	
GRF	958.2	679.2	70.9%	0.0	
Lead IT					Will provide 2 software developers on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS). MY18223
Federal	130.0	82.7	63.6%	3.3	
Learning Mate Solutions					One project manager, one data architect, one business analyst and two programmer analysts to support the ISBE data warehouse. MY162216
Other State	288.4	288.4	100.0%	0.0	
Federal	546.4	150.0	0.0%	90.7	
GRF	470.5	470.5	100.0%	0.0	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>April</u>	<u>Description</u>
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Agency Contracts Breakdown:

Levi Ray & Shoup Inc					One Project Manager to assist in the development and maintenance of extant and future data systems as they pertain to the FY16 SLDS Illinois Data for Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY17228
Federal	169.3	116.2	68.6%	14.1	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					One business analyst will work under the direction of ISBE IT management on a time and materials basis in the development, maintenance and support of various Special Education web-based and LAN based applications. MY16224
Federal	163.3	108.4	66.4%	12.7	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one Lead Data Analyst(Bob OKeefe) that is needed for coordinating program components related to the Illinois Longitudinal Data System which includes support and enhancements to the ISBE Data Warehouse. MY19221
GRF	190.0	137.1	72.2%	13.9	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Two programmer analysts to assist on a time and materials basis in the development and maintenance of various SharePoint and Business Intelligence applications. - MY18227
Other State	170.0	148.2	87.2%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					One software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects. - MY17221
Federal	178.0	120.4	67.6%	14.8	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Time and materials contract for the services of 3 software developers to provide continued development and maintenance of the Ed360 web application. MY18229
Federal	221.9	64.7	29.2%	45.6	
GRF	289.7	289.6	100.0%	0.0	
Other State	18.5	18.5	100.0%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					One Solution Architect and one Outreach Coordinator to assist in the development and maintenance of extant and future data systems as they pertain to the FY16 SLDS Illinois Data for Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY17227
Federal	388.4	273.5	70.4%	33.5	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one project manager, one business analyst, two programmer analysts to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the States Early Childhood program data.
GRF	810.0	589.0	72.7%	109.3	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one software developer on time and materials to provide continued development and maintenance of the Early Childhood Data Systems. MY182214
GRF	140.0	105.0	75.0%	11.2	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one Project Manager (Tom Janssen) to assist in support of Educator Effectiveness related to projects including the Educator Licensure Information System (ELIS) and the development of educator metrics in the ISBE data warehouse. MY19227
Federal	190.0	65.1	34.3%	15.9	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide 2 software developers to provide continued development and maintenance for various SharePoint applications. MY19226
Other State	180.0	85.7	47.6%	29.6	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>April</u>	<u>Description</u>
Agency Contracts Breakdown:					
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one project manager (Jeff Wheaton) to support agency initiatives revolving around the ISBE data Funding, Illinois Report Card, reporting of State assessments, Data Quality Dashboard, IL EMPOWER IBAM rubric, ESSA summative designations and holistic district plans. MY19228
Federal	50.6	37.9	74.9%	18.2	
GRF	50.6	0.0	0.0%	0.0	
Other State	25.0	0.0	0.0%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one business analyst to support agency initiative around the ISBE data warehouse and Illinois implementation of Every Student Succeeds Act (ESSA).
Federal	32.0	0.0	0.0%	0.0	
GRF	19.2	0.0	0.0%	0.0	
Other State	12.8	0.0	0.0%	0.0	
MBB of Springfield					Will provide software developer on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS). MY18221
Federal	154.0	102.3	66.4%	14.8	
MBB of Springfield					One software developer to help supply materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects. MY17222
Federal	160.0	114.7	71.7%	9.4	
MBB of Springfield					One developer (Santosh Pulijala) to assist in the development and maintenance of extant and future data systems as they pertain to the Special Education projects. MY172211
Federal	162.0	117.7	72.7%	15.1	
MBB of Springfield					Will provide one software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education projects. Will work with ISBE to provide continual enhancements, ongoing system maintenance and assist with the SEDs rewrite project. MY182211
Federal	149.0	109.7	73.6%	9.5	
Northern IL University					NIU through the Center for Governmental Studies will design, develop, implement and manage the Common Demographic Data Administrator (CDDA) for the multi agency Illinois Longitudinal Data System (LDS). MY19222
GRF	70.8	35.4	0.0%	35.4	
Northern IL University					Will utilize expanded fiscal data in the ISBE Data Warehouse and Illinois Longitudinal Data Systems for any early childhood return on investment research project. MY19224
Federal	209.1	126.9	60.7%	0.0	
Plickers					Will provide an ongoing maintenance and enhancements in support of a statewide implementation of education technology enabling K-12 teachers to administer formative assessments in a classroom environment without the use of student devices or student logins. MY182213
Federal	178.8	178.8	100.0%	0.0	
GRF	63.6	63.6	100.0%	0.0	
Plickers					Will provide an ongoing maintenance and enhancements in support of a statewide implementation of education technology enabling K-12 teachers to administer formative assessments in a classroom environment without the use of student devices or student logins. MY19225

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>April</u>	<u>Description</u>
Agency Contracts Breakdown:					
Federal	51.2	0.0	0.0%	0.0	
GRF	51.2	51.2	100.0%	0.0	
Southern Illinois University					
					Will coordinate and work with ISBE to further develop the Illinois Open Education Resources (IOER) including, but not limited to: planning, testing, and implementing IOER integration and tool enhancements. MY19223
Federal	44.5	19.7	44.3%	4.9	
GRF	38.3	38.3	100.0%	0.0	
Other State	23.5	21.6	91.9%	21.6	
Synopsis Inc.					
					One Business Analyst to assist in the development and maintenance of extant and future data systems as they pertain to the FY16 SLDS Illinois Data and Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY17224
Federal	141.5	104.6	73.9%	12.0	
Veteran's Consulting Inc.					
					One software developer to assist in the development and maintenance of extant and future data systems as they pertain to Special Ed projects. MY17226
Federal	162.0	110.6	68.3%	12.8	

College and Career Readiness

Illinois State University					Will support ISBE with the Method of Administration (MOA), which is a requirement under the Office of Civil Rights for school districts who have Career and Technical Education Programs. 18028
Federal	247.4	98.7	39.9%	0.0	

Curriculum and Instruction

Illinois State Univ					Will convene and facilitate the work of multi-state teams to support common core statewide implementation planning. Provide leadership and coordination of the Partnership for the Assessment Readiness for College and Career (PARCC) Educator Leader Core.
Federal	1,775.0	934.3	52.6%	176.0	
GRF	225.0	225.0	100.0%	0.0	
Illinois Math and Science Academy					Will develop resources for teachers to use with students in the classroom aligned to NGSS Science Standards and connected to STEM across the State of Illinois.
Federal	200.0	97.9	49.0%	21.8	
Measurement Incorporated					Will provide an independent evaluation to determine the degree and debt to which dissemination of best practices and effective innovation have occurred at existing charter schools and each awarded site and to determine what differences these activities have made. MY19431
GRF	98.3	0.0	0.0%	0.0	

Early Childhood

Erikson Institute					Early Childhood Block Grant Prevention Initiative (PI) Programs (Birth to Age Three).
GRF	539.0	359.3	66.7%	0.0	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>April</u>	<u>Description</u>
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Agency Contracts Breakdown:

IL Action for Children					A system of statewide supports for early childhood community systems (ECCS) development: training, technical assistance and coaching to community collaborations. MY18444
GRF	1,100.0	594.2	54.0%	265.7	
Illinois Network of Child Care					Will provide individual based scholarship opportunities for practioners working in the field of Early Care and Education.
GRF	500.0	500.0	100.0%	0.0	
Illinois State University					Services for ISBE and the Governors Office of Early Childhood Development (OECD) to support the OECD and ISBEs implementation of the States Preschool Expansion Grant.
Federal	244.1	101.2	41.5%	0.0	
National Louis University					Will conduct program assessments of Preschool for All Children/Preschool Expansion programs using the Early Childhood Environment Rating Scale-Revised. MY18443
GRF	1,524.5	1,143.3	75.0%	381.1	
Northern Illinois					Governors Office of Early Childhood Development (OECD) to support OECDs implementation of the States Race to the Top Early Learning Challenge Grant.
Federal	169.7	112.3	66.2%	28.4	
Pyramid Model Consortium					Will provide services for the implementation of the States Preschool Expansion Grant.
Federal	843.5	314.6	37.3%	0.0	
Regents of The University of California					Will provide KidsTech software access and support and upgrade IL to an IL-K version of California's current DRDP.net, based on the multidimensional analysis of 5 essential domains using IL data, and including 14 measure flat file exports.
GRF	424.0	424.0	100.0%	0.0	
Sangamon County ROE					Will provide approximately 16 part time KIDS Professional Development Consultants located throughout the state and one KIDS Professional Development Coordinator. Consultants will provide yearly KIDS teacher and administrator trainings to new staff, as well as personalized coaching to kindergarten classes located within their designated areas of service.
GRF	972.1	732.9	75.4%	146.4	
University of Illinois					Will provide the Early Learning Project Website which is a source of evidenced based, reliable information on early care and education for parents, caregivers, and teachers of young children in Illinois. 18025
GRF	379.6	221.3	58.3%	28.5	
University of Illinois					The U of I has established a secure website to house the Illinois Early Childhood Asset Map (IECAM) project. Will develop all aspects of website and update continually as new data becomes available. Will provide technical support to ISBE and other stakeholders. MY19442
GRF	750.0	299.6	39.9%	62.7	
School Readiness Consulting					Will implement a demonstration project providing racial equity training to Preschool Development Grant-Expansion Grant (PEG) program administrators, adapting existing resources on racial equity in early childhood setting to fit the responsibilities of program administrators. MY19443
Federal	66.7	24.9	37.3%	0.0	

English Language Learning

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>April</u>	<u>Description</u>
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Agency Contracts Breakdown:

Illinois Migrant Council					Support for the migrant education program local projects in the areas of: migrant child recruitment and identification; student information exchange; professional development and technical assistance; migrant summer school instructional curriculum; ongoing needs assessment; service delivery planning and inter and intra state coordination.
Federal	98.3	98.3	100.0%	0.0	
Northern Illinois University					Will provide support to the state migrant education program local projects in the areas of identification and recruitment, professional development, curriculum, data collection and needs assessment. Also, inter and intra-state coordination, parent involvement, updating the state plan and outreach to out of school youth. MY19452
Federal	409.7	0.0	0.0%	0.0	
University of Colorado					Literacy Squared to provide extensive professional development and technical assistance to districts implementing transitional bilingual and dual language programs.
Federal	100.0	84.5	84.5%	0.0	
The Center for Resources					Will design and implement a system of targeted technical assistance primarily for schools and districts focused on school and districts focused on improvement to meet the needs of English Learners. MY17452
GRF	500.0	291.7	58.3%	0.0	
The Center for Resources					Will develop and deliver high quality, ongoing professional development to support English learners, biliteracy, and bilingual family engagement. MY17451
GRF	1,199.9	617.3	51.4%	0.0	

Special Education Services

Boone Winnebago ROE					Hire, supervise and evaluate IEP Facilitators (in partnership with ISBE).
Federal	125.0	26.1	20.9%	8.6	
Hearing Officers (7)					Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code
Federal	389.0	314.1	80.7%	27.9	
Imobersteg, Gail					Annual formative and summative performance evaluations of all Special Education Due Process Hearing Officers.
Federal	50.0	41.6	83.2%	4.2	
Measurement Inc					Parent Survey Reproduction, Dissemination, and Data Collection
Federal	72.6	54.5	75.1%	18.2	
Mediation Officers (7)					Special Education mediation services
Federal	203.0	148.4	73.1%	17.2	
ROE # 20					Harrisburg Project - Manage software for special education districts and co-ops
Federal	798.8	665.7	83.3%	66.6	
Special Education Solutions					Training and technical assistance for ISBEs Special Education Due Process Hearing Officers.
Federal	153.0	127.5	83.4%	12.7	
Special Education Solutions					Special Education Mediator Training
Federal	83.0	69.2	83.4%	6.9	
University of Illinois					Maintain the IEP Tutorial website designed to aid Illinois teachers in making data-supported decisions when writing IEP goals linked to State Standards.
Federal	140.7	105.5	75.0%	11.7	

Assessment

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>April</u>	<u>Description</u>
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Agency Contracts Breakdown:

New Meridian Corporation					Will provide high quality, Illinois standards-aligned assessment content and forms to ISBE that meet all state and federal requirements for the operational summative accountability assessments in reading/language arts and mathematics for grades 3-8. MY18641
GRF	6,362.6	5,294.2	83.2%	527.5	
NCS Pearson Inc.					Provide the following components for the operational summative assessment (performance based on the end of year tests) of the Partnership for Assessment of Readiness for College Careers (PARCC); test development, assessment of administration, psychometric services, reporting, standard setting and program management for paper and computer based testing.
GRF	163.6	163.5	99.9%	0.0	
University of Kansas Ctr for Research					Provide assessments aligned to the Common Core Essential Elements for students with the most significant cognitive disabilities.
Federal	2,263.5	1,584.4	70.0%	0.0	
University of Wisconsin Madison					Evaluation services designed to assess the progress of children in attaining English proficiency as required by Title I of the No Child Left behind Act of 2001.
Federal	3,104.5	3,104.5	100.0%	1,862.7	
GRF	3,104.5	1,241.8	40.0%	1,241.8	
Southern Illinois University - Carbondale					Will form a partnership with SIU to fulfill requirements under ESSA for the Illinois Science Assessment (ISA). Will provide a cadre of Illinois teachers, teacher retirees and graduate students to score ISA contracted response terms. MY18644
Federal	1,681.0	702.7	41.8%	0.0	
GRF	1,681.0	0.0	0.0%	0.0	
College Entrance Exam Board					Will administer, score and report the assessments of state and federal accountability in grades 9 through 11. MY19641
GRF	9,736.5	5,615.4	57.7%	759.4	
Breakthrough Technologies					Will provide system and technical services for the Illinois Science Assessment (ISA). MY19642
Federal	768.0	768.0	100.0%	0.0	
GRF	768.0	425.5	55.4%	82.5	
NCS Pearson					Will provide test administration services for the 3-8 assessment. MY19643
Federal	6,104.2	6,104.3	100.0%	0.0	
GRF	15,556.7	6,892.3	44.3%	0.0	
The Center					Will provide research on accountability best practices., evaluate the functionality of Illinois accountability system and provide opportunities for state agency staff to collaborate with other state technical experts to refine and improve the states accountability system and assessments.
Federal	250.0	0.0	0.0%	0.0	

Educator Certification

Central IL Staffing Services					3 temporary employees to assist with scanning and uploading mail, forms and other licensure documents.
Other State	50.0	10.4	20.8%	0.0	
Illinois State University					Provide services in support of NBPTS.
Federal	298.0	195.0	65.4%	125.0	
Hearing Officers (6)					Certification Revocation Hearing Officers
Other State	96.0	1.9	2.0%	1.1	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>April</u>	<u>Description</u>
Agency Contracts Breakdown:					
Henderson Knox Mercer Warren					Support the work of the Performance Evaluation Advisory Council (PEAC) which helps guide Illinois public school districts on the Performance Evaluation Reform Act.
Federal	100.0	0.0	0.0%	0.0	
<u>IL-Empower</u>					
Sangamon County ROE					Will provide content expertise based on the New Illinois Learning Standards incorporating the Common Core to ISBE staff. 18026
Federal	2,213.4	629.8	28.5%	76.5	
Measurement Inc					Will evaluate ISBEs statewide system of support; IL-EMPOWER. Will collect, analyze and report to ISBE annually on implementation progress, impact on school continuous improvement and effectiveness for improving opportunity and outcomes for students. MY19731
Federal	171.0	113.8	66.5%	56.9	
<u>Data Strategies Analytics</u>					
National Student Clearinghouse					Purchase of National Clearinghouse Data which will report the enrollment and progress of Illinois high school graduates who have matriculated to post secondary institutions within the United States.
GRF	83.4	41.7	50.0%	0.0	
SAS Institute Inc					Will install and provide software and support for statistical and analytical visualization software. Contract MY19741
GRF	0.1	0.1	100.0%	0.0	
Other State	116.5	101.7	87.3%	0.8	
Northern Illinois University					Will revamp and update the My IIRC. Will develop a new continuous improvement planning document. New individual Student Data in a new district/admin/teacher dashboard which will be attached to ISBEs data system and update the 21st CCLC benchmarking tool. MY17683
Federal	639.1	639.1	100.0%	0.0	
GRF	1,110.9	173.9	15.7%	0.0	
<u>Fiscal Support Services</u>					
Crowe Horwath LLP					Assist staff in extracting and compiling data from the Agency's Internal Accounting System.
GRF	97.1	88.1	90.7%	0.0	
<u>Funding and Disbursements</u>					
MTW Solutions					Develop mechanism for extracting data from electronic E-Grants Management System
Other State	60.0	29.8	49.7%	13.0	
MTW Solutions					Annual license fee for propriety software which is a design tool that allows ISBE staff to design, develop and publish state and federal grants via the electronic Grants Management System. (eGMS)
Other State	49.5	49.5	100.0%	0.0	
<u>Nutrition Programs</u>					
CN Resource LLC					Conduct a complete NLSP admin review, school breakfast program review and menu certification review for the USDA 3 year NSLP review requirements.
Federal	850.0	179.8	21.2%	61.6	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>April</u>	<u>Description</u>
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Agency Contracts Breakdown:

Hambrick & Associates Inc.					Will provide selection and placement services for summer meal ads and announcements in print, billboards, direct mailings, cash jackets, display, transportation (buses & trains), digital and broadcast media. MY16844
Federal	473.7	472.6	99.8%	22.6	
Public Health Department					Health/food safety inspections for the Child and Adult Food Care Program at-risk program.
Federal	120.0	36.6	30.5%	0.0	
Public Health Department					Health/food safety inspections for the Child and Adult Food Care Program at-risk program.
Federal	67.0	67.0	100.0%	0.0	
Precision Business Solutions Inc.					Provide individual(s) to conduct Administrative Reviews for appeals on an as needed basis for the Child Nutrition Programs.
Federal	95.0	35.4	37.3%	1.5	
Premier Staffing Source Inc					12-14 temporary workers to serve as reviewers for the Summer Food Service Program Using Master Contract #CMS805912E
Federal	90.0	74.5	82.8%	0.0	
University of Illinois					Mentors used to help with the Specific, Measurable, Achievable, Relevant and Time based (SMART) goals concept to assist schools in implementing the new USDA requirements.
Federal	750.0	375.0	50.0%	0.0	
Lanter Distributing LLC					Will provide warehousing and delivery services for USDA foods used in the operation of the National School Lunch Program for School Food Authorities (SFAs) in Illinois. MY18842
Federal	2,500.0	616.2	25%	11.7	

School Business Services

Encore Consulting Services					Temporary assistance is needed to help in completing the uploading of school district Annual Financial Report data and 2019 budget data, calculating and completing reports for the Financial Profile designations, calculating and completing the Special Education Revenue and Expenditure Report, calculating each districts Operating Expense per Pupil and Per Capital Tuition Charge. MY19861
Federal	35.3	0.0	0%	0	
GRF	63.7	37.5	59%	12.8	

Federal and State Monitoring

Vander Weele Group LLC					Contract will cover monitoring of federal grants provided to CPS. Including a monitoring plan, work papers documenting testing activities and results subject to review and acceptance by ISBE periodically throughout fieldwork and a final report describing activities the activities performed and findings noted subject to review and acceptance by ISBE. MY18881
Federal	324.4	203.0	62.58%	0.0	

Grants Breakdown:

Evidence-Based Funding	6,834,463.3	5,560,557.4	81.4%	609,363.1	Formula
Title I - Low Income	1,090,000.0	418,106.7	38.4%	96,014.3	Formula
Child Nutrition	1,062,500.0	571,585.0	53.8%	74,074.8	Formula - Reimbursement

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>April</u>	<u>Description</u>
IDEA	754,000.0	340,241.7	45.1%	80,896.8	Formula
Early Childhood Block	484,566.0	392,367.6	81.0%	44,441.9	Block grant for Pre-K, parent training and prevention initiative
Transportation Spec Ed	387,682.6	290,820.9	75.0%	-	Formula
Transportation Reg/Voc	262,909.8	197,100.5	75.0%	-	Formula
Title IV	200,000.0	42,860.7	21.4%	13,156.9	Competitive
Title II - Teacher Quality	160,000.0	44,590.3	27.9%	11,498.5	Formula
Spec Ed Private Tuition	135,265.5	101,449.1	75.0%	-	Formula
Spec Ed Orphanage Tuition	73,000.0	24,297.9	33.3%	-	Formula
School Infrastructure	56,300.0	31.2	0.1%	10.0	Grant
Career and Tech Ed - Federal	55,000.0	21,353.7	38.8%	3,558.8	Formula and Competitive - to improve student academic and career skills
Title III - English Language Acq	50,400.0	17,978.1	35.7%	4,754.7	Grant
Career & Tech Ed Programs - State	38,062.1	33,876.1	89.0%	2,149.6	Formula
Early Learning Challenge	33,529.0	0.0	0.0%	-	Grant
Preschool Expansion Grants	31,591.7	10,458.1	33.1%	3,107.6	Grant
IDEA Preschool	29,200.0	10,707.0	36.7%	2,605.0	Formula - special education, 3-5 year-olds
Title V - Charter Schools	21,100.0	269.9	1.3%	94.2	Competitive
Title II Math/Science Partnerships	18,800.0	808.4	4.3%	(0.1)	Formula
Drivers' Education	18,750.0	14,062.5	75.0%	-	Reimbursement
After-School Programs	15,000.0	6,092.2	40.6%	919.8	Grants
Orphanage Tuition	13,600.0	5,689.1	41.8%	-	Reimbursement to school districts for children residing in orphanages
Truants' Alt & Optional Education	11,500.0	9,516.7	82.8%	1,048.8	Competitive - at-risk students/dropout prevention
ROE Salaries	11,000.0	8,665.1	78.8%	863.6	Salaries for ROE's
Illinois Free Lunch and Breakfast	9,000.0	5,812.5	64.6%	783.4	Mandated Categorical - Reimbursement
School Tech. Rev. Loan	7,500.0	442.3	5.9%	-	Loans to schools to implement technology
ROE Services	6,966.0	5,862.4	84.2%	595.2	Services for ROE's
Indirect Grants	6,567.8	4,628.5	70.5%	746.1	Grants to school districts
District Intervention	6,560.2	6,560.2	100.0%	-	Grants
Sexual Risk Avoidance Education	6,447.0	1,230.5	19.1%	-	Grant
Alternative Ed/Reg Safe Schools	6,300.0	5,269.6	83.6%	542.1	Formula
Substance Abuse and Mental Health	5,126.1	767.8	15.0%	115.5	Grant
Agriculture Education	5,000.0	3,008.2	60.2%	310.0	Grants to school districts
Title X - Education for Homeless	5,000.0	1,241.0	24.8%	250.6	Competitive grants to school districts
IDEA Improvement Part D	5,000.0	1,285.3	25.7%	251.8	Reimbursement
Congressional Earmarks	5,000.0	0.0	0.0%	-	Grants
Preschool Birth to Five (Non-approp)	3,750.0	0.0	0.0%	-	Grants
Philip J. Rock Center & School	3,577.8	2,390.0	66.8%	280.0	Targeted Initiative
Title I - Advanced Placement	3,300.0	0.0	0.0%	-	Fee reimbursement for Adv Placement Exam and Int'l Baccalaureate exam
After School Matters	2,443.8	1,860.0	76.1%	400.0	Grant to After School Matters
Southwest Organizing Project	2,000.0	1,600.0	80.0%	200.0	Grants
Title V-Rural & Low-Income Prog.	2,000.0	1,029.2	51.5%	263.4	Grants to school districts
District Consolidation Costs	1,900.0	1,710.7	90.0%	-	Grants
Mat'ls Ctr for the Visually Impaired	1,421.1	1,050.0	73.9%	75.0	Targeted Init. - with The Chicago Lighthouse for People who are Blind or Visually Impaired
School Support Services	1,002.8	0.0	0.0%	-	Grants to lowest performing schools
Nat'l Board Certification	1,000.0	900.0	90.0%	-	Grants
Temporary Relocation	1,000.0	0.0	0.0%	-	Formula grants for school emergency relocation
Teach for America	977.5	815.0	83.4%	81.5	Grant to Teach for America-Chicago
Blind and Dyslexic	846.0	846.0	100.0%	-	Grant to increase achievement of students with visual impairments
Advanced Placement - Course Impl.	500.0	95.1	19.0%	87.0	Grants

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>April</u>	<u>Description</u>
IDEA - Deaf/Blind	500.0	214.0	42.8%	11.7	Grant to Philip J. Rock Center
Tax Equivalent Grants	222.6	222.6	100.0%	-	Grants
After School Rescue Fund	200.0	0.0	0.0%	-	Grants to Schools for After School Programs
Charter Schools-Rev Loan Fund	200.0	0.0	0.0%	-	Other/Repayment of loans
Autism	100.0	77.7	77.7%	11.1	Grants to the IL Autism Training & Tech Assistance Program
ROE Bus Driver Training	70.0	70	100.0%	-	ROE Bus Driver Training
Improv Student Health & Achievemen	45.0	0.2	0.4%	0.2	Grant

ILLINOIS STATE BOARD OF EDUCATION
Financial Status Report
July 1, 2018 through April 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>General Revenue Fund</u>					
Lump Sums	\$ 72,576,100	\$ 40,895,082	\$ 31,681,018	56.35%	43.65%
<i>Sub-total</i>	72,576,100	40,895,082	31,681,018	56.35%	43.65%
Awards and Grants	3,728,852,000	3,348,707,227	380,144,773	89.81%	10.19%
Total General Revenue Fund	\$ 3,801,428,100	\$ 3,389,602,309	\$ 411,825,791	89.17%	10.83%
<u>Education Assistance Fund</u>					
Awards and Grants	\$ 728,849,300	\$ 550,908,946	\$ 177,940,354	75.59%	24.41%
<u>Common School Fund</u>					
Awards and Grants	\$ 3,213,015,600	\$ 2,313,038,557	\$ 899,977,043	71.99%	28.01%
<u>Teacher Certification Fee Revolving Fund</u>					
Lump Sums	\$ 6,000,000	\$ 1,866,261	\$ 4,133,739	31.10%	68.90%
<u>Drivers Education Fund</u>					
Awards and Grants	\$ 18,750,000	\$ 14,062,471	\$ 4,687,529	75.00%	25.00%
<u>School Dist. Emergency Financial Asst. Fund</u>					
Awards and Grants	\$ 1,000,000	\$ 15,834	\$ 984,166	1.58%	98.42%
<u>SBE Special Purpose Trust Fund</u>					
Lump Sums (00)	\$ 8,484,800	\$ 4,631,021	\$ 3,853,779	54.58%	45.42%
Lump Sums (10)	7,015,200	2,098,367	4,916,833	29.91%	70.09%
Total SBE Special Purpose Trust Fund	\$ 15,500,000	\$ 6,729,388	\$ 8,770,612	43.42%	56.58%

ILLINOIS STATE BOARD OF EDUCATION
Financial Status Report
July 1, 2018 through April 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>SBE Teacher Certification Institution Fund</u>					
Lump Sums	\$ 2,208,900	\$ 294,241	\$ 1,914,659	13.32%	86.68%
<u>SBE Federal Department of Agriculture Fund</u>					
Personal Services and Related Expenditures	\$ 6,803,400	\$ 3,578,386	\$ 3,225,014	52.60%	47.40%
Contractual Services	12,100,000	3,128,789	8,971,211	25.86%	74.14%
Travel	400,000	195,184	204,816	48.80%	51.20%
Commodities	85,000	15,300	69,700	18.00%	82.00%
Printing	156,300	-	156,300	0.00%	100.00%
Equipment	310,000	15,543	294,457	5.01%	94.99%
Telecommunications	50,000	27,526	22,474	55.05%	44.95%
Sub-total	19,904,700	6,960,729	12,943,971	34.97%	65.03%
Awards and Grants	1,062,500,000	571,585,012	490,914,988	53.80%	46.20%
Total SBE Federal Department of Agriculture Fund	\$ 1,082,404,700	\$ 578,545,741	\$ 503,858,959	53.45%	46.55%
<u>SBE Federal Agency Services Fund</u>					
Personal Services and Related Expenditures	\$ 342,100	\$ 78,048	\$ 264,052	22.81%	77.19%
Contractual Services	945,000	18,250	926,750	1.93%	98.07%
Travel	30,000	2,242	27,758	7.47%	92.53%
Commodities	40,000	-	40,000	0.00%	100.00%
Printing	700	-	700	0.00%	100.00%
Equipment	12,000	-	12,000	0.00%	100.00%
Telecommunications	9,000	-	9,000	0.00%	100.00%
Awards and Grants	16,050,000	2,003,121	14,046,879	12.48%	87.52%
Sub-total	17,428,800	2,101,661	15,327,139	12.06%	87.94%
Total SBE Federal Agency Services Fund	\$ 17,428,800	\$ 2,101,661	\$ 15,327,139	12.06%	87.94%

ILLINOIS STATE BOARD OF EDUCATION
Financial Status Report
July 1, 2018 through April 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>SBE Federal Department of Education Fund</u>					
Personal Services and Related Expenditures	\$ 25,209,400	\$ 6,908,991	\$ 18,300,409	27.41%	72.59%
Contractual Services	22,335,400	7,299,961	15,035,439	32.68%	67.32%
Travel	1,600,000	218,687	1,381,313	13.67%	86.33%
Commodities	305,000	21,910	283,090	7.18%	92.82%
Printing	341,000	-	341,000	0.00%	100.00%
Equipment	679,000	22,934	656,066	3.38%	96.62%
Telecommunications	400,000	70,895	329,105	17.72%	82.28%
Lump Sums	70,000,000	12,406,769	57,593,231	17.72%	82.28%
Sub-total	120,869,800	26,950,148	93,919,652	22.30%	77.70%
Awards and Grants	2,439,500,000	913,268,551	1,526,231,449	37.44%	62.56%
Total SBE Federal Department of Education Fund	\$ 2,560,369,800	\$ 940,218,699	\$ 1,620,151,101	36.72%	63.28%
<u>Charter Schools Revolving Loan Program Fund</u>					
Awards and Grants	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
<u>School Infrastructure Fund</u>					
Lump Sums	\$ 600,000	\$ 160,717	\$ 439,283	26.79%	73.21%
District Broadband Expansion	16,300,000	31,200	16,268,800	0.19%	99.81%
School Maintenance Grants	40,000,000	-	40,000,000	0.00%	100.00%
Total School Infrastructure Fund	\$ 56,900,000	\$ 191,917	\$ 56,708,083	0.34%	99.66%
<u>School Technology Revolving Loan Program Fund</u>					
Awards and Grants	\$ 7,500,000	\$ 442,300	\$ 7,057,700	5.90%	94.10%
<u>Temporary Relocation Expenses Revolving Grant Fund</u>					
Awards and Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%

ILLINOIS STATE BOARD OF EDUCATION
Financial Status Report
July 1, 2018 through April 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>Capital Development Fund</u>					
Overcrowded Schools Construction Grants	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	100.00%
<u>School Construction Fund</u>					
School Maintenance Grants	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	100.00%
<u>Personal Property Tax Replacement Fund</u>					
Lump Sums	\$ 70,000	\$ 70,000	\$ -	100.00%	0.00%
Awards and Grants	6,970,000	5,862,390	1,107,610	84.11%	15.89%
Grants for Educational Purposes	11,000,000	8,665,129	2,334,871	78.77%	21.23%
Total Personal Property Tax Replacement Fund	\$ 18,040,000	\$ 14,597,519	\$ 3,442,481	80.92%	19.08%
<u>After School Rescue Fund</u>					
Lump Sums	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
<u>Fund for Advancement of Education</u>					
Awards and Grants	\$ 641,500,000	\$ 450,000,000	\$ 191,500,000	70.15%	29.85%
<u>State Charter School Commission Fund</u>					
Lump Sums	\$ 1,250,000	\$ 762,267	\$ 487,733	60.98%	39.02%
ISBE TOTALS	\$ 12,202,936,337	\$ 8,263,378,110	\$ 3,939,558,227	67.72%	32.28%

ILLINOIS STATE BOARD OF EDUCATION
Combined Financial Status Report
July 1, 2018 through April 30, 2019

	Appropriation Amount	Expenditures to Date (Direct)	Federal Indirect Cost Recovery Expenditures	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>All Funds</u>						
Personal Services and Related Expenditures	\$ 32,581,586	\$ 10,565,425	\$ 226,686	\$ 21,789,475	32.43%	66.88%
Contractual Services	37,082,717	10,447,000	1,702,317	24,933,400	28.17%	67.24%
Travel	2,152,793	416,113	122,793	1,613,887	19.33%	74.97%
Commodities	434,858	37,210	4,858	392,790	8.56%	90.33%
Printing	498,006	-	6	498,000	0.00%	100.00%
Equipment	1,001,589	38,477	589	962,523	3.84%	96.10%
Telecommunications	494,905	98,421	35,905	360,579	19.89%	72.86%
Operation of Automotive Equipment	5,214	-	5,214	-	0.00%	0.00%
Lump Sums	166,306,633	61,086,357	-	105,220,276	36.73%	63.27%
Sub-total	240,558,300	82,689,004	2,098,367	155,770,929	34.37%	64.75%
Awards and Grants	11,892,986,900	8,178,590,739	-	3,714,396,161	68.77%	31.23%
Construction Grants	69,391,137	-	-	69,391,137	0.00%	100.00%
Total All Funds	\$ 12,202,936,337	\$ 8,261,279,743	\$ 2,098,367	\$ 3,939,558,227	67.70%	32.28%
<u>General Revenue Fund</u>						
Lump Sums	\$ 72,576,100	\$ 40,895,082	\$ -	\$ 31,681,018	56.35%	43.65%
Sub-total	72,576,100	40,895,082	-	31,681,018	56.35%	43.65%
Awards and Grants	3,728,852,000	3,348,707,227	-	380,144,773	89.81%	10.19%
Total General Revenue Fund	\$ 3,801,428,100	\$ 3,389,602,309	\$ -	\$ 411,825,791	89.17%	10.83%
<u>Other State Funds</u>						
Lump Sums	\$ 25,828,900	\$ 9,882,873	\$ -	\$ 15,946,027	38.26%	61.74%
Sub-total	25,828,900	9,882,873	-	15,946,027	38.26%	61.74%
Awards and Grants	4,646,084,900	3,343,026,827	-	1,303,058,073	71.95%	28.05%
Construction Grants	69,391,137	-	-	69,391,137	0.00%	100.00%
Total Other State Funds	\$ 4,741,304,937	\$ 3,352,909,700	\$ -	\$ 1,388,395,237	70.72%	29.28%
<u>Federal Funds</u>						
Personal Services and Related Expenditures	\$ 32,354,900	\$ 10,565,425	\$ -	\$ 21,789,475	32.65%	67.35%
Contractual Services	35,380,400	10,447,000	-	24,933,400	29.53%	70.47%
Travel	2,030,000	416,113	-	1,613,887	20.50%	79.50%
Commodities	430,000	37,210	-	392,790	8.65%	91.35%
Printing	498,000	-	-	498,000	0.00%	100.00%
Equipment	1,001,000	38,477	-	962,523	3.84%	96.16%
Telecommunications	459,000	98,421	-	360,579	21.44%	78.56%
Lump Sums	70,000,000	12,406,769	-	57,593,231	17.72%	82.28%
Sub-total	142,153,300	34,009,416	-	108,143,884	23.92%	76.08%
Awards and Grants	3,518,050,000	1,486,856,685	-	2,031,193,315	42.26%	57.74%
Total Federal Funds	\$ 3,660,203,300	\$ 1,520,866,101	\$ -	\$ 2,139,337,199	41.55%	58.45%

ILLINOIS STATE BOARD OF EDUCATION

Awards and Grants Expenditures

July 1, 2018 through April 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>General Revenue Fund</u>					
Evidence-Based Funding	\$ 2,252,798,300	\$ 2,247,518,778	\$ 5,279,522	99.77%	0.23%
Advanced Placement Classes	500,000	95,129	404,871	19.03%	80.97%
District Consolidation	1,900,000	1,710,724	189,276	90.04%	9.96%
Agriculture Education	5,000,000	3,008,188	1,991,812	60.16%	39.84%
Vocational Education Career and Technical Education	38,062,100	33,876,125	4,185,975	89.00%	11.00%
Early Childhood Education	484,566,042	392,367,602	92,198,440	80.97%	19.03%
District Intervention	6,560,200	6,560,200	-	100.00%	0.00%
Blind and Dyslexic	846,000	846,000	-	100.00%	0.00%
Materials Center for the Visually Impaired	1,421,100	1,050,000	371,100	73.89%	26.11%
Alternative Education/Regional Safe Schools	6,300,000	5,269,541	1,030,459	83.64%	16.36%
Truants' Alternative/Optional Education	11,500,000	9,516,707	1,983,293	82.75%	17.25%
National Board Certification Reimbursement	1,000,000	900,000	100,000	90.00%	10.00%
Teach for America	977,500	815,000	162,500	83.38%	16.62%
Special Education-Private Tuition	135,265,500	101,449,123	33,816,377	75.00%	25.00%
Special Education-Orphanage Tuition	73,000,000	24,297,936	48,702,064	33.28%	66.72%
Transportation-Regular/Vocational	262,909,800	197,100,512	65,809,288	74.97%	25.03%
Transportation-Special Education	387,682,600	290,820,893	96,861,707	75.02%	24.98%
Free Lunch/Breakfast	9,000,000	5,812,501	3,187,499	64.58%	35.42%
Orphanage Tuition	13,600,000	5,689,070	7,910,930	41.83%	58.17%
Southwest Organizing Project-Parent Mentoring	2,000,000	1,600,000	400,000	80.00%	20.00%
Tax Equivalent Grants	222,600	222,600	-	100.00%	0.00%
School Support Services	1,002,800	-	1,002,800	0.00%	100.00%
Autism	100,000	77,700	22,300	77.70%	22.30%
After-School Programs (Community Health Initiative)	15,000,000	6,092,233	8,907,767	40.61%	59.39%
Philip Rock Center	3,577,800	2,390,000	1,187,800	66.80%	33.20%
After School Matters	2,443,800	1,860,000	583,800	76.11%	23.89%
Total General Revenue Fund	\$ 3,717,236,142	\$ 3,340,946,563	\$ 376,289,579	89.88%	10.12%
<u>Education Assistance Fund</u>					
Evidence-Based Funding	\$ 727,149,356	\$ 550,000,000	177,149,356	75.64%	24.36%
Total Education Assistance Fund	\$ 727,149,356	\$ 550,000,000	\$ 177,149,356	75.64%	24.36%

ILLINOIS STATE BOARD OF EDUCATION
Awards and Grants Expenditures
July 1, 2018 through April 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>Common School Fund</u>					
Evidence-Based Funding	\$ 3,213,015,600	\$ 2,313,038,557	\$ 899,977,043	71.99%	28.01%
			-		
Total Common School Fund	\$ 3,213,015,600	\$ 2,313,038,557	\$ 899,977,043	71.99%	28.01%
<u>Special Purpose Trust Fund</u>					
Special Purpose Trust	\$ 6,567,822	\$ 4,628,521	\$ 1,939,301	70.47%	29.53%
Total Special Purpose Trust Fund	\$ 6,567,822	\$ 4,628,521	\$ 1,939,301	70.47%	29.53%
<u>Teacher Certificate Fee Revolving Fund</u>					
Lump Sums			\$ -		
Total Teacher Certificate Fee Revolving Fund	\$ -	\$ -	\$ -		
<u>Drivers Education Fund</u>					
Driver Education Grants	\$ 18,750,000	\$ 14,062,471	\$ 4,687,529	75.00%	25.00%
Total Drivers Education Fund	\$ 18,750,000	\$ 14,062,471	\$ 4,687,529	75.00%	25.00%
<u>Fund for the Advancement of Education</u>					
Evidence-Based Funding	\$ 641,500,000	\$ 450,000,000	\$ 191,500,000	70.15%	29.85%
Total Fund for the Advancement of Education	\$ 641,500,000	\$ 450,000,000	\$ 191,500,000	70.15%	29.85%
<u>SBE Federal Department of Agriculture Fund</u>					
Federal Nutrition Programs	\$ 1,062,500,000	\$ 571,585,012	\$ 490,914,988	53.80%	46.20%
Total SBE Federal Department of Agriculture Fund	\$ 1,062,500,000	\$ 571,585,012	\$ 490,914,988	53.80%	46.20%

ILLINOIS STATE BOARD OF EDUCATION

Awards and Grants Expenditures

July 1, 2018 through April 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>SBE Federal Agency Services Fund</u>					
Abstinence Education	\$ 6,447,000	\$ 1,230,521	\$ 5,216,479	19.09%	80.91%
Improving Student Health	45,000	200	44,800	0.44%	99.56%
Substance Abuse and Mental Health	5,126,125	767,804	4,358,321	14.98%	85.02%
Total SBE Federal Agency Services Fund	\$ 11,618,125	\$ 1,998,525	\$ 9,619,600	17.20%	82.80%
<u>SBE Federal Department of Education Fund</u>					
Title VI Rural and Low Income Students (Flexibility & Account)	\$ 2,000,000	\$ 1,029,230	\$ 970,770	51.46%	48.54%
Preschool Expansion Grant	31,591,662	10,458,121	21,133,541	33.10%	66.90%
Title III - English Language Acquisition	50,400,000	17,978,142	32,421,858	35.67%	64.33%
Charter Schools	21,100,000	269,882	20,830,118	1.28%	98.72%
Advanced Placement Fee	3,300,000	-	3,300,000	0.00%	100.00%
Title I - Basic	934,326,548	400,774,381	533,552,167	42.89%	57.11%
Title I - Migrant Children	5,610,109	722,083	4,888,026	12.87%	87.13%
Title I - Neglected/Delinquent	1,479,900	451,251	1,028,649	30.49%	69.51%
Title I - School Improvement	148,583,443	16,158,960	132,424,483	10.88%	89.12%
Title IV - 21st Century/Community Service	110,000,000	29,957,193	80,042,807	27.23%	72.77%
Title IV - ESEA Student Support	90,000,000	12,903,514	77,096,486	14.34%	85.66%
Title II - Teacher Quality	160,000,000	44,590,315	115,409,685	27.87%	72.13%
Title II - Math/Science Partnerships	18,800,000	808,435	17,991,565	4.30%	95.70%
Title X - McKinney Homeless	5,000,000	1,240,942	3,759,058	24.82%	75.18%
IDEA - Preschool	29,200,000	10,707,017	18,492,983	36.67%	63.33%
IDEA - Improvement	5,000,000	1,285,310	3,714,690	25.71%	74.29%
IDEA	754,000,000	340,241,672	413,758,328	45.12%	54.88%
IDEA - Deaf/Blind	500,000	213,982	286,018	42.80%	57.20%
Career and Technical Education - Basic Perkins	55,000,000	21,353,731	33,646,269	38.82%	61.18%
Early Learning Challenge	33,529,000	-	33,529,000	0.00%	100.00%
Special Federal Congressional Initiatives	5,000,000	-	5,000,000	0.00%	100.00%
Total SBE Federal Department of Education Fund	\$ 2,464,420,662	\$ 911,144,160	\$ 1,553,276,502	36.97%	63.03%
<u>Charter Schools Revolving Loan Program Fund</u>					
Charter Schools Revolving Loans	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
Total Charter Schools Rev. Loan Program Fund	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%

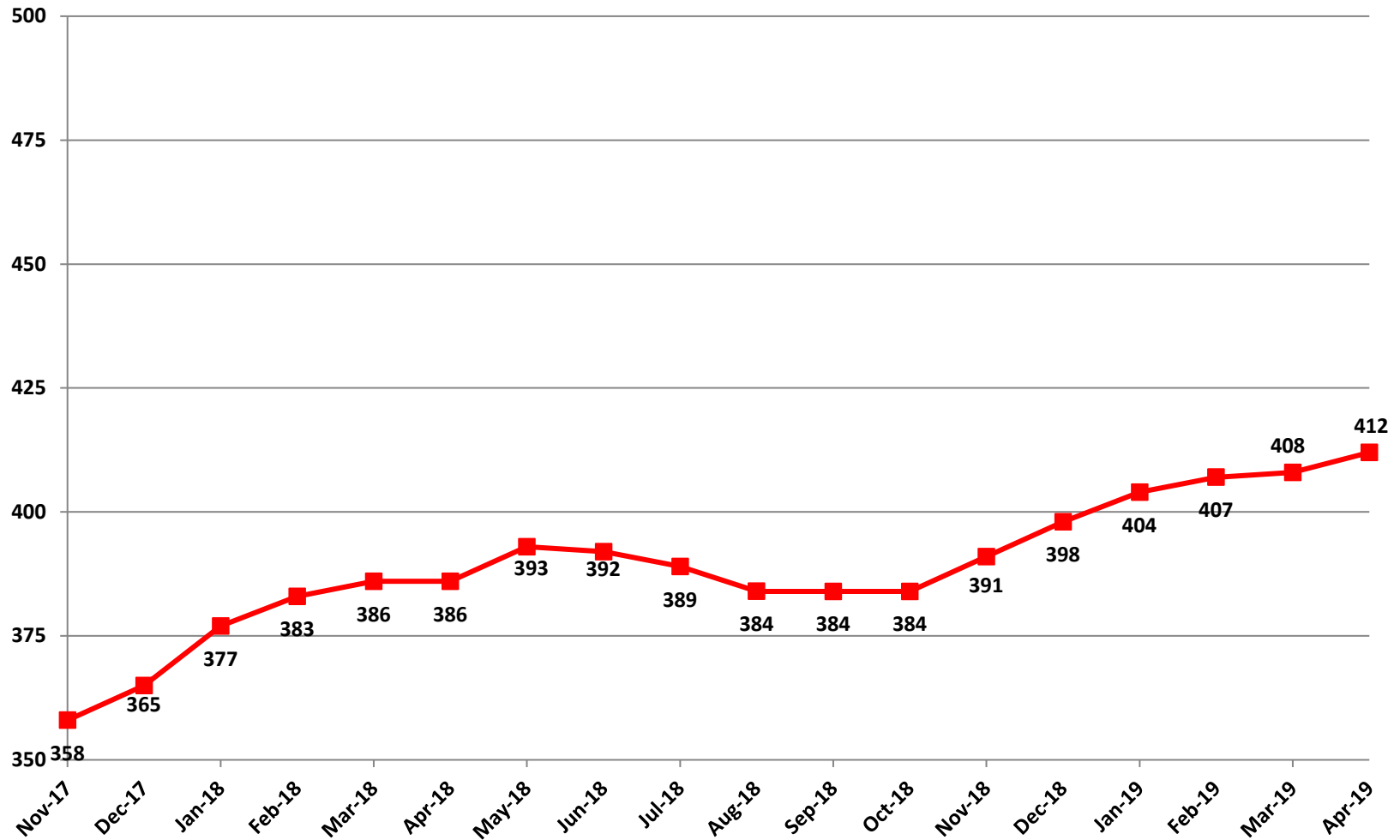
ILLINOIS STATE BOARD OF EDUCATION
Awards and Grants Expenditures
July 1, 2018 through April 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>School Technology Revolving Loan Program Fund</u>					
School Technology Revolving Loans	\$ 7,500,000	\$ 442,300	\$ 7,057,700	5.90%	94.10%
Total School Technology Rev. Loan Program Fund	\$ 7,500,000	\$ 442,300	\$ 7,057,700	5.90%	94.10%
<u>Temporary Relocation Expenses Revolving Grant Fund</u>					
Temporary Relocation Revolving Loans/Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
Total Temporary Relocation Exp. Rev. Grant Fund	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
<u>School Infrastructure Fund</u>					
School Infrastructure	\$ 56,300,000	\$ 31,200	\$ 56,268,800	0.06%	99.94%
Total School Infrastructure Fund	\$ 56,300,000	\$ 31,200	\$ 56,268,800	0.06%	99.94%
<u>Capital Development Fund</u>					
Overcrowded Schools Construction Grants	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	100.00%
Total Capital Development Fund	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	100.00%
<u>School Construction Fund</u>					
School Maintenance Grants	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	100.00%
Total School Construction Fund	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	100.00%
<u>Personal Property Tax Replacement Fund</u>					
Lump Sums	\$ 70,000	\$ 70,000	\$ -	100.00%	0.00%
Awards and Grants, Lump Sums	6,966,000	5,862,390	1,103,610	84.16%	15.84%
Grants for Educational Purposes	11,000,000	8,665,129	2,334,871	78.77%	21.23%
Total Personal Property Tax Replacement Fund	\$ 18,036,000	\$ 14,597,519	\$ 3,438,481	80.94%	19.06%
<u>After School Rescue Fund</u>					
Lump Sums	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
Total After School Rescue Fund	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
TOTAL AWARDS AND GRANTS - ALL FUNDS	\$ 11,975,384,844	\$ 8,172,474,828	\$ 3,802,910,015	68.24%	31.76%

ILLINOIS STATE BOARD OF EDUCATION
Comparative Statement of Expenditures to Date (April 30, 2019)
Fiscal Years 2019 and 2018

	FY19				FY18			
	Appropriation Amount	Expenditures to Date (Direct)	Federal Indirect Cost Recovery Expenditures	Percentage to Date	Appropriation Amount	Expenditures to Date (Direct)	Federal Indirect Cost Recovery Expenditures	Percentage to Date
<u>All Funds</u>								
Personal Services and Related Expenditures	\$ 32,581,586	\$ 10,565,425	\$ 226,686	32.43%	\$ 33,692,262	\$ 10,189,206	\$ 1,337,362	34.21%
Contractual Services	37,082,717	10,447,000	1,702,317	28.17%	36,368,880	11,388,422	1,953,880	36.69%
Travel	2,152,793	416,113	122,793	19.33%	2,173,023	404,462	143,023	25.19%
Commodities	434,858	37,210	4,858	8.56%	453,519	49,562	23,519	16.11%
Printing	498,006	-	6	0.00%	498,777	34,763	777	7.13%
Equipment	1,001,589	38,477	589	3.84%	1,243,458	131,070	243,458	30.12%
Telecommunications	494,905	98,421	35,905	19.89%	475,487	103,533	16,487	25.24%
Operation of Automotive Equipment	5,214	-	5,214	0.00%	9,295	-	9,295	
Lump Sums	166,306,633	61,086,357	-	36.73%	165,136,399	51,479,364	-	31.17%
Sub-total	240,558,300	82,689,004	2,098,367	35.25%	240,051,100	73,780,383	3,727,801	32.29%
Awards and Grants	11,892,986,900	8,178,590,739	-	68.77%	11,692,227,500	7,797,881,998	112,749	66.69%
Construction Grants	69,391,137	-	-	0.00%	4,391,137	-	-	
Total All Funds	\$ 12,202,936,337	\$ 8,261,279,743	\$ 2,098,367	67.70%	\$ 11,936,669,737	\$ 7,871,662,381	\$ 3,840,550	65.98%
<u>General Revenue Fund</u>								
Lump Sums	\$ 72,576,100	\$ 40,895,082	\$ -	56.35%	\$ 73,285,300	\$ 40,855,606	\$ -	55.75%
Sub-total	72,576,100	40,895,082	-	56.35%	73,285,300	40,855,606	-	55.75%
Awards and Grants	3,728,852,000	3,348,707,227	-	89.81%	3,657,395,900	2,764,873,385	-	75.60%
Total General Revenue Fund	\$ 3,801,428,100	\$ 3,389,602,309	\$ -	89.17%	\$ 3,730,681,200	\$ 2,805,728,991	\$ -	75.21%
<u>Other State Funds</u>								
Lump Sums	\$ 25,828,900	\$ 9,882,873	\$ -	38.26%	\$ 25,578,900	\$ 7,277,436	\$ -	28.45%
Sub-total	25,828,900	9,882,873	-	38.26%	25,578,900	7,277,436	-	28.45%
Awards and Grants	4,646,084,900	3,343,026,827	-	71.95%	4,520,331,600	3,551,731,702	-	78.57%
Construction Grants	69,391,137	-	-	0.00%	4,391,137	-	-	0.00%
Total Other State Funds	\$ 4,741,304,937	\$ 3,352,909,700	\$ -	70.72%	\$ 4,550,301,637	\$ 3,559,009,138	\$ -	78.21%
<u>Federal Funds</u>								
Personal Services and Related Expenditures	\$ 32,354,900	\$ 10,565,425	\$ -	32.65%	\$ 32,354,900	\$ 10,189,206	\$ -	31.49%
Contractual Services	35,380,400	10,447,000	-	29.53%	34,415,000	11,388,422	-	33.09%
Travel	2,030,000	416,113	-	20.50%	2,030,000	404,462	-	19.92%
Commodities	430,000	37,210	-	8.65%	430,000	49,562	-	11.53%
Printing	498,000	-	-	0.00%	498,000	34,763	-	6.98%
Equipment	1,001,000	38,477	-	3.84%	1,000,000	131,070	-	13.11%
Telecommunications	459,000	98,421	-	21.44%	459,000	103,533	-	22.56%
Lump Sums	70,000,000	12,406,769	-	17.72%	70,000,000	7,186,873	-	10.27%
Sub-total	142,153,300	34,009,416	-	23.92%	141,186,900	29,487,891	-	20.89%
Awards and Grants	3,518,050,000	1,486,856,685	-	42.26%	3,514,500,000	1,481,276,911	-	42.15%
Total Federal Funds	\$ 3,660,203,300	\$ 1,520,866,101	\$ -	41.55%	\$ 3,655,686,900	\$ 1,510,764,802	\$ -	41.33%

**ILLINOIS STATE BOARD OF EDUCATION
18-MONTH HEADCOUNT HISTORY
(As of April 2019)**

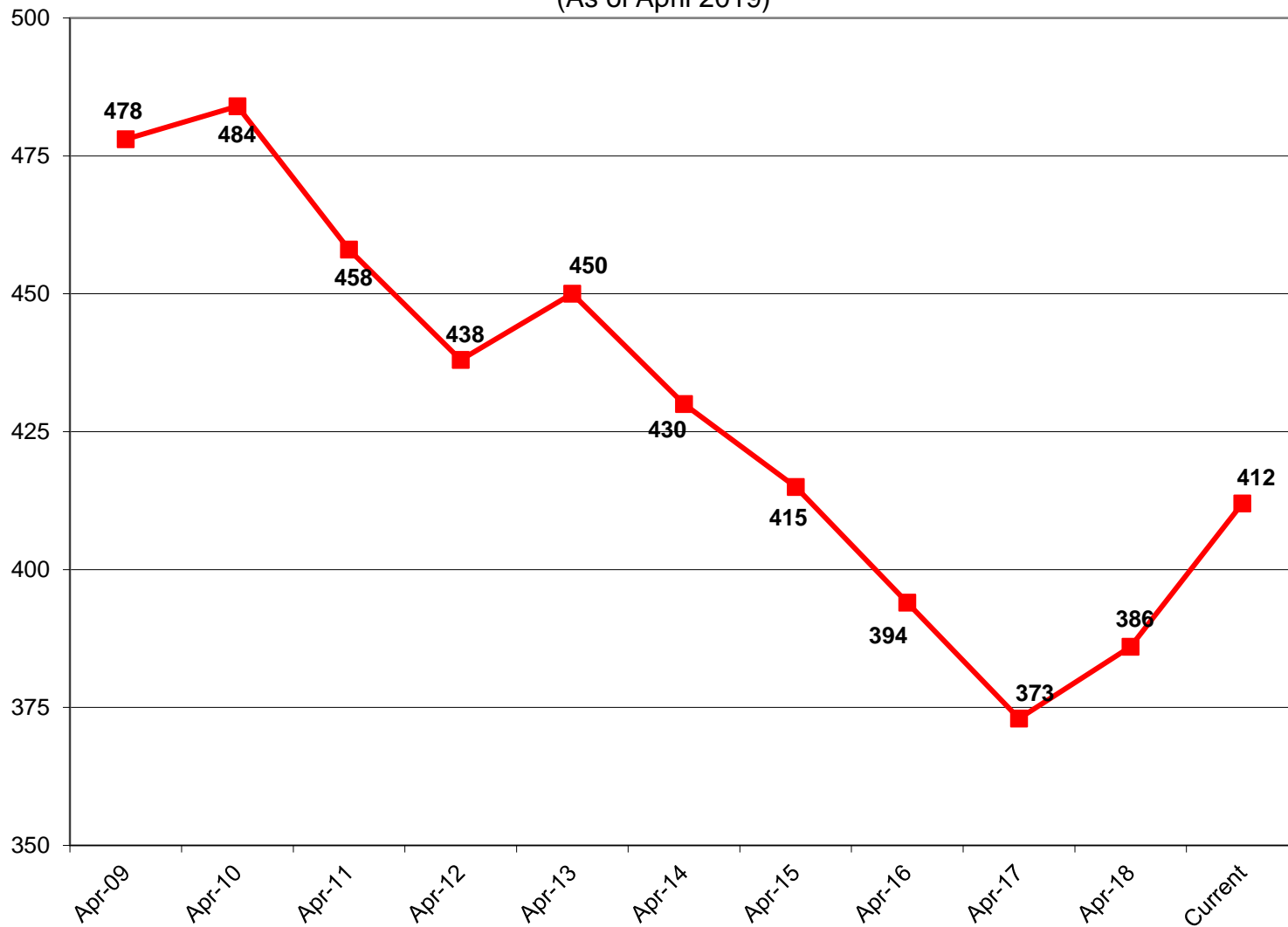


**ILLINOIS STATE BOARD OF EDUCATION
AGENCY STAFF DETAIL AS OF APRIL 2019**

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
STATE SUPERINTENDENT (001)						
Center Administration	1	2	0	3	0	3
Board Services	0	0	0	0	0	0
Legal	3	11	1	15	0	15
Legislative Affairs	1	1	0	2	0	2
Internal Audit	1	5	1	7	0	7
Sub-Total	6	19	2	27	0	27
FINANCE (002)						
Center Administration	2	0	1	3	0	3
Budget and Financial Management	1	3	0	4	0	4
Fiscal Support Services	1	8	3	12	0	12
Funding and Disbursements	2	14	3	5	14	19
State Funding & Forecasting	1	2	0	3	0	3
School Business Services	2	6	2	8	2	10
Sub-Total	9	33	9	35	16	51
OPERATIONS AND PROFESSIONAL CAPITAL (010)						
Center Administration	1	1	3	5	0	5
Professional Capital	5	1	0	6	0	6
Human Resources	2	4	5	11	0	11
Facility Management	1	2	6	9	0	9
Information Technology	5	28	1	34	0	34
Technology and Infrastructure	3	21	0	24	0	24
Internal Communications	1	2	0	3	0	3
External Communications	1	2	0	3	0	3
Sub-Total	19	61	15	95	0	95
SAFE & HEALTHY CLIMATE (017)						
Center Administration	2	0	1	3	0	3
Regulatory Support and Wellness	2	13	1	10	6	16
Nutrition and Wellness Programs	2	36	4	3	39	42
Sub-Total	6	49	6	16	45	61
INNOVATION AND SECONDARY TRANSFORMATION (019)						
Center Administration	1	2	0	3	0	3
GATA	1	4	1	6	0	6
Assessment and Accountability	3	6	2	9	2	11
Data Strategies and Analytics	5	9	1	12	3	15
Federal and State Monitoring	2	11	1	0	14	14
Sub-Total	12	32	5	30	19	49
CPS REGIONAL OFFICE OF EDUCATION SERVICES (028)						
CPS Regional Office of Education Services	1	0	0	1	0	1
Sub-Total	1	0	0	1	0	1
CHIEF EDUCATION OFFICER (039)						
English Language Learners	1	5	1	0	7	7
Sub-Total	1	5	1	0	7	7

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
SPECIAL EDUCATION ADMINISTRATION (050)						
Center Administration	1	0	0	0	1	1
Special Education Services	4	26	6	0	36	36
Sub-Total	5	26	6	0	37	37
TEACHING AND LEARNING (070)						
College and Career Readiness	0	6	1	6	1	7
Teaching and Curriculum	3	5	1	6	3	9
Early Childhood	1	11	2	13	1	14
Title Grant Administration	2	15	1	0	18	18
Center Administration	1	0	1	2	0	2
Educator Effectiveness	2	21	6	29	0	29
Sub-Total	9	58	12	56	23	79
IL-Empower (073)						
IL-Empower	2	2	1	2	3	5
Sub-Total	2	2	1	2	3	5
GRAND TOTAL, ALL CENTERS						
	70 17%	285 69%	57 14%	262 64%	150 36%	412 100%

ILLINOIS STATE BOARD OF EDUCATION
10-yr HEADCOUNT HISTORY
(As of April 2019)



Illinois Procurement Bulletin/BidBuy Award Notice Date	Type of Award	Term	Contract Term Amount	Description
N/A	Intergovernmental Agreement	4/24/2019 - 12/31/19	\$ 66,000.00	Grantee will provide a written summary of recommendations on inclusion of 0-5 year olds with disabilities in community-based early childhood programs included in the strategic plan. Grantee will develop and disseminate inclusion-focused public awareness resources and training materials for families.

**ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777**

Approved Grants Less Than 1 Million

Thru Date: (04/01/2019-04/30/2019)

Program: 2019 - 3220, Career & Technical Ed Improvement (CTEI)

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-1720-46(00)	WEST CENTRAL REGION - EFE 24	QUINCY	\$466,481	04/04/2019
01-009-7000-45(00)	TWO RIVERS CAREER EDUCATION	VIRGINIA	\$232,954	04/16/2019
06-016-2010-46(00)	MORTON REG DELIVERY SYST-EFE	CICERO	\$253,578	04/30/2019
06-016-2120-46(00)	DES PLAINES VALLEY EFE 030	RIVER GROVE	\$566,034	04/19/2019
08-000-0000-46(00)	EAGLE RIDGE DELIVERY SYS-EFE	FREEPORT	\$309,898	04/23/2019
11-015-7350-45(00)	EASTERN ILLINOIS SYSTEM-EFE	MATTOON	\$737,642	04/03/2019
12-013-0350-46(00)	CLAY-JASPER-RCHLND-N WAYN-EF	FLORA	\$309,236	04/23/2019
13-000-0000-47(00)	REND LAKE REG DEL SYSTEM-EFE	MT VERNON	\$342,256	04/23/2019
17-053-0900-46(00)	LIVINGSTON EAST AREA - EFE 380	PONTIAC	\$356,866	04/11/2019
17-054-4040-46(00)	LINCOLN LAND REG DEL SYST-EFE	LINCOLN	\$284,382	04/08/2019
17-064-0870-46(00)	MCLEAN-DEWITT REG SYSTM-EFE	BLOOMINGTON	\$726,743	04/05/2019
21-000-0000-46(00)	FRANKLIN COUNTY REG SYST-EFE	BENTON	\$254,584	04/08/2019
21-100-8010-46(00)	WILLIAMSON CO REG VOC SY-EFE	HERRIN	\$329,155	04/08/2019
26-000-0000-46(00)	WESTERN AREA CAREER SYSTEM	MACOMB	\$442,525	04/09/2019
30-002-7480-45(00)	FIVE-COUNTY REG VOC SYST-EFE	TAMMS	\$336,957	04/08/2019
32-000-0000-46(00)	KANKAKEE AREA REG SYSTEM-EFE	BOURBONNAIS	\$852,206	04/18/2019
32-000-0000-47(00)	IROQUOIS AREA DEL SYSTEM-EFE	WATSEKA	\$138,056	04/30/2019
33-094-7290-45(00)	DELABAR VOC EDUC SYSTEM-EFE	MONMOUTH	\$307,575	04/05/2019
35-050-7200-45(00)	STARVED ROCK FOR VOC TECHNIC	PERU	\$703,698	04/04/2019
39-000-0000-46(00)	IL HEARTLAND REGN PLAN - EFE	DECATUR	\$652,996	04/05/2019
40-000-0000-46(00)	CENTRAL ILLINOIS RURAL REGION	CARLINVILLE	\$364,810	04/23/2019
44-000-0000-46(00)	MCHENRY COUNTY CO-OP - EFE 1	WOODSTOCK	\$590,564	04/30/2019
45-000-0000-46(00)	OKAW REGIONAL VOC SYSTEM-EFE	CHESTER	\$430,355	04/29/2019
48-000-0000-46(00)	PEORIA EDUCATIONAL REGN-EFE	PEORIA	\$436,085	04/10/2019
49-081-0300-46(00)	QUAD CITY CAREER AND TECH ED CO	EAST MOLINE	\$950,442	04/15/2019
50-082-7460-45(00)	SOUTHWESTERN ILLINOIS CAREER &	OFALLON	\$556,457	04/30/2019
53-000-0000-46(00)	TAZEWELL COUNTY DEL SYST-EFE	PEKIN	\$576,930	04/10/2019
53-102-7210-45(00)	CENTRAL IL VOC ED COOP - EFE	METAMORA	\$272,873	04/23/2019
54-092-7400-45(00)	VERMILION VOC ED DEL SYS-EFE	DANVILLE	\$386,482	04/02/2019
			\$13,168,820	

Program: 2019 - 3235, Agriculture Education

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
24-047-3080-26(20)	COMMUNITY UNIT SCHOOL DIST 308	OSWEGO	\$445	04/30/2019
28-037-2270-26(30)	CAMBRIDGE CUSD 227	CAMBRIDGE	\$6,264	04/22/2019
			\$6,709	

Program: 2019 - 3705, Early Childhood - Block Grant

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-005-0010-26(01)	BROWN COUNTY CUSD 1	MOUNT STERLI	\$210,198	04/23/2019
30-039-032P-00(01)	SHAWNEE HEALTH SERVICE & DEV COR	CARTERVILLE	\$99,898	04/04/2019
39-055-0610-25(01)	DECATUR SD 61	DECATUR	\$59,848	04/25/2019
47-098-0010-26(00)	ERIE CUSD 1	ERIE	\$279,099	04/24/2019
			\$649,043	

Program: 2019 - 3961, Advanced Placement Classes-State Grant

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
09-010-0040-26(00)	CHAMPAIGN CUSD 4	CHAMPAIGN	\$50,000	04/05/2019

**ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777**

Approved Grants Less Than 1 Million

Thru Date: (04/01/2019-04/30/2019)

15-016-2990-25(05)	CITY OF CHICAGO SD 299	CHICAGO	\$47,335	04/05/2019
32-046-1110-25(00)	KANKAKEE SD 111	KANKAKEE	\$50,000	04/08/2019
40-056-0080-26(00)	BUNKER HILL CUSD 8	BUNKER HILL	\$50,000	04/15/2019
51-084-1860-25(00)	SPRINGFIELD SD 186	SPRINGFIELD	\$49,983	04/15/2019
56-099-2040-17(00)	JOLIET TWP HSD 204	JOLIET	\$50,000	04/05/2019
56-099-365U-26(00)	VALLEY VIEW CUSD 365U	ROMEOVILLE	\$50,000	04/05/2019
			\$347,318	

Program: 2019 - 3999, Other State Programs

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-1720-22(PS)	QUINCY SD 172	QUINCY	\$54,304	04/18/2019
03-011-0010-26(PS)	MORRISONVILLE CUSD 1	MORRISONVILLE	\$9,685	04/18/2019
04-101-2050-25(HS)	SCHOOL DIST 205 BOARD OF	ROCKFORD	\$351,828	04/03/2019
06-016-0855-02(HS)	RIVER GROVE SD 85-5	RIVER GROVE	\$34,350	04/10/2019
06-016-0860-02(HS)	UNION RIDGE SD 86	HARWOOD HEI	\$31,585	04/30/2019
07-016-1040-02(HS)	COUNTY OF COOK SCHOOL DIST 104	SUMMIT	\$46,118	04/19/2019
07-016-1440-02(HS)	PRAIRIE-HILLS ELEM SD 144	MARKHAM	\$57,881	04/01/2019
07-016-1480-02(PS)	BOARD OF EDUC SCHOOL DIST 148	RIVERDALE	\$15,490	04/26/2019
07-016-1520-02(HS)	HARVEY SD 152	HARVEY	\$47,708	04/10/2019
07-016-1670-02(PS)	BROOKWOOD SD 167	GLENWOOD	\$13,485	04/26/2019
07-016-2050-17(HS)	THORNTON THSD 205	SOUTH HOLLAN	\$87,864	04/16/2019
07-016-2050-17(PS)	THORNTON THSD 205	SOUTH HOLLAN	\$46,798	04/22/2019
08-089-1450-22(HS)	FREEPORT SD 145	FREEPORT	\$73,477	04/09/2019
08-089-1450-22(PS)	FREEPORT SD 145	FREEPORT	\$34,489	04/26/2019
09-010-1160-22(PS)	URBANA SD 116	URBANA	\$33,300	04/18/2019
09-010-1370-02(PS)	RANTOUL CITY SD 137	RANTOUL	\$13,555	04/18/2019
11-023-0060-26(PS)	COMMUNITY UNIT SCHOOL DIST NO 6	CHRISMAN	\$7,191	04/18/2019
11-087-0010-26(PS)	WINDSOR CUSD 1	WINDSOR	\$9,872	04/18/2019
12-013-0350-26(PS)	FLORA CUSD 35	FLORA	\$14,790	04/18/2019
12-040-0010-26(PS)	JASPER COUNTY CUD 1	NEWTON	\$11,200	04/18/2019
13-014-0460-02(HS)	WILLOW GROVE SD 46	CENTRALIA	\$26,862	04/04/2019
13-041-0800-02(HS)	MT VERNON CITY SCHOOL 80	MOUNT VERNON	\$42,002	04/12/2019
13-041-0820-02(HS)	COUNTY OF JEFFERSON SD 82	MOUNT VERNON	\$27,150	04/10/2019
13-041-1780-04(PS)	SPRING GARDEN COMMUNITY	MOUNT VERNON	\$9,312	04/18/2019
13-058-0010-03(HS)	RACCOON CSD 1	CENTRALIA	\$27,953	04/04/2019
13-058-1330-02(HS)	CENTRAL CITY SD 133	CENTRALIA	\$29,234	04/05/2019
16-019-4280-26(PS)	DEKALB CUSD 428	DE KALB	\$13,648	04/26/2019
21-028-0470-04(HS)	BENTON CCSD 47	BENTON	\$38,800	04/12/2019
21-028-1680-26(HS)	FRANKFORT COMMUNITY UNIT 168	WEST FRANKFOR	\$45,869	04/29/2019
26-029-0020-26(PS)	V I T UNIT SCHOOL DIST 2	TABLE GROVE	\$12,180	04/18/2019
30-002-0010-22(PS)	CAIRO SD 1	CAIRO	\$9,965	04/18/2019
30-039-0950-02(PS)	CARBONDALE ELEMENTARY SD 95	CARBONDALE	\$17,588	04/18/2019
30-039-1860-26(HS)	COUNTY OF JACKSON	MURPHYSBORO	\$49,846	04/16/2019
30-073-0500-02(PS)	PINCKNEYVILLE SD 50	PINCKNEYVILLE	\$14,394	04/18/2019
30-091-0660-22(PS)	DONGOLA CUSD 66	DONGOLA	\$11,107	04/26/2019
32-046-3020-16(HS)	ST ANNE CHSD 302	SAINT ANNE	\$27,900	04/11/2019
33-048-2050-26(HS)	GALESBURG CUSD 205	GALESBURG	\$76,853	04/02/2019
34-049-0060-02(PS)	ZION ESD 6	ZION	\$29,244	04/18/2019
34-049-1160-26(HS)	ROUND LAKE AREA SD 116	ROUND LAKE	\$114,854	04/04/2019

**ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777**

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Thru Date:(04/01/2019-04/30/2019)

39-074-0570-26(PS)	DELAND-WELDON CUSD 57	DE LAND	\$5,676	04/26/2019
41-057-0030-26(HS)	VENICE CUSD 3	VENICE	\$25,333	04/04/2019
41-057-0090-26(PS)	GRANITE CITY CUSD 9	GRANITE CITY	\$48,126	04/26/2019
41-057-0120-26(HS)	MADISON CUSD 12	MADISON	\$33,021	04/09/2019
41-057-0120-26(PS)	MADISON CUSD 12	MADISON	\$20,199	04/18/2019
44-063-0500-26(HS)	HARVARD CUSD 50	HARVARD	\$58,397	04/30/2019
48-072-1500-25(PS)	BOARD OF EDUCATION CITY OF	PEORIA	\$185,852	04/18/2019
50-082-1870-26(PS)	CAHOKIA CUSD 187	CAHOKIA	\$73,093	04/18/2019
51-084-0010-26(PS)	TRI CITY CUSD 1	BUFFALO	\$8,520	04/19/2019
51-084-0140-26(PS)	RIVERTON CUSD 14	RIVERTON	\$18,847	04/22/2019
53-102-0210-26(PS)	LOWPOINT-WASHBURN CUSD 21	WASHBURN	\$9,242	04/22/2019
54-092-0110-26(PS)	HOOPESTON AREA CUSD 11	HOOPESTON	\$14,254	04/22/2019
56-099-0860-05(PS)	JOLIET PUBLIC SCH DIST 86	JOLIET	\$27,425	04/22/2019
			\$2,147,716	

Program: 2019 - 4300, Title I - Low Income

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-0030-26(00)	COMMUNITY UNIT SCHOOL DIST 3	CAMP POINT	\$278,201	04/05/2019
01-001-0040-26(00)	MENDON CUSD 4	MENDON	\$99,745	04/08/2019
01-069-0110-26(00)	MEREDOSIA-CHAMBERSBURG CUSD 11	MEREDOSIA	\$83,304	04/26/2019
03-025-0200-26(00)	BEECHER CITY CUSD 20	BEECHER CITY	\$124,144	04/25/2019
03-026-2010-26(00)	BROWNSTOWN CUSD 201	BROWNSTOWN	\$177,661	04/16/2019
03-068-0030-26(00)	HILLSBORO CUSD 3	HILLSBORO	\$517,551	04/05/2019
03-068-0220-26(00)	NOKOMIS CUSD 22	NOKOMIS	\$228,191	04/18/2019
05-016-0260-02(00)	RIVER TRAILS SD 26	MOUNT PROSPE	\$180,541	04/17/2019
05-016-0680-02(00)	SKOKIE SD 68	SKOKIE	\$556,157	04/19/2019
05-016-0730-02(00)	EAST PRAIRIE SD 73	SKOKIE	\$85,964	04/17/2019
05-016-2020-17(00)	EVANSTON TWP H S DIST 202	EVANSTON	\$403,320	04/19/2019
05-016-2250-17(00)	NORTHFIELD THSD 225	GLENVIEW	\$332,156	04/05/2019
06-016-0810-02(00)	SCHILLER PARK SD 81	SCHILLER PARK	\$349,011	04/19/2019
06-016-0900-02(00)	RIVER FOREST SD 90	RIVER FOREST	\$112,941	04/29/2019
06-016-0920-02(00)	LINDOP SD 92	BROADVIEW	\$174,105	04/02/2019
06-016-2000-13(00)	OAK PARK & RIVER FOREST D 200	OAK PARK	\$310,209	04/29/2019
06-016-2040-17(00)	LYONS TWP HSD 204	LA GRANGE	\$282,195	04/05/2019
06-016-2080-17(00)	SCHOOL DIST 208-COOK COUNTY	RIVERSIDE	\$163,257	04/17/2019
06-016-4010-26(00)	ELMWOOD PARK SD 401	ELMWOOD PARK	\$791,638	04/15/2019
07-016-1230-02(00)	OAK LAWN-HOMETOWN S D 123	OAK LAWN	\$798,280	04/22/2019
07-016-1250-02(00)	ATWOOD HEIGHTS DISTRICT 125	ALSIP	\$227,693	04/02/2019
07-016-1275-02(00)	CHICAGO RIDGE SD 1275	CHICAGO RIDGE	\$770,072	04/15/2019
07-016-1430-02(00)	SCHOOL DISTRICT 143 COOK COUNTY	MIDLOTHIAN	\$575,117	04/12/2019
07-016-1450-02(00)	ARBOR PARK SD 145	OAK FOREST	\$288,836	04/16/2019
07-016-1545-02(00)	COOK COUNTY SCH 154 1-2 DIST	BURNHAM	\$123,256	04/18/2019
07-016-1590-02(00)	ELEM SD 159 - MATTESON	MATTESON	\$618,297	04/22/2019
07-016-2290-16(00)	OAK LAWN CHSD 229	OAK LAWN	\$604,258	04/12/2019
07-016-2310-16(00)	EVERGREEN PARK CHSD 231	EVERGREEN PA	\$236,790	04/17/2019
07-016-9010-90(00)	SOUTHLAND COLLEGE PREP	RIGHTON PARK	\$169,489	04/26/2019
08-008-3990-26(00)	CHADWICK-MILLEDGEVILLE CUSD 399	CHADWICK	\$53,717	04/23/2019
08-043-2110-26(00)	SCALES MOUND CUSD 211	SCALES MOUND	\$30,394	04/23/2019
09-010-0030-26(00)	COMMUNITY UNIT SCHOOL DIST 3	MAHOMET	\$352,781	04/08/2019

**ILLINOIS STATE BOARD OF EDUCATION
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100 NORTH FIRST STREET, SPRINGFIELD, IL 62777**

Approved Grants Less Than 1 Million

Thru Date:(04/01/2019-04/30/2019)

09-010-1690-04(00)	ST JOSEPH CCD 169	SAINT JOSEPH	\$59,575	04/05/2019
09-027-0050-26(00)	GIBSON-MELVIN-SIBLEY CUSD 5	GIBSON CITY	\$277,462	04/26/2019
09-027-0100-26(00)	PAXTON BUCKLEY LODA CUSD	PAXTON	\$308,934	04/22/2019
11-012-002C-26(00)	MARSHALL CUSD 2C	MARSHALL	\$332,964	04/16/2019
11-018-0030-26(00)	NEOGA COMMUNITY UNIT SCHOOL	NEOGA	\$241,631	04/15/2019
11-018-0770-26(00)	CUMBERLAND CUSD 77	TOLEDO	\$210,607	04/16/2019
11-021-3010-26(00)	TUSCOLA CUSD 301	TUSCOLA	\$124,582	04/29/2019
11-021-3020-26(00)	VILLA GROVE CUSD 302	VILLA GROVE	\$111,955	04/18/2019
11-021-3060-26(00)	ARCOLA CUSD 306	ARCOLA	\$213,707	04/15/2019
11-070-3020-26(00)	OKAW VALLEY CUSD 302	BETHANY	\$79,614	04/15/2019
11-087-003A-26(00)	COWDEN-HERRICK CUSD 3A	COWDEN	\$189,144	04/29/2019
11-087-0040-26(00)	SHELBYVILLE CUSD 4	SHELBYVILLE	\$208,586	04/30/2019
12-051-0200-26(00)	COMMUNITY UNIT SCHOOL DIST NO 20	LAWRENCEVILL	\$576,344	04/30/2019
13-014-1860-02(00)	NORTH WAMAC SD 186	CENTRALIA	\$73,138	04/23/2019
13-058-2000-17(00)	CENTRALIA HSD 200	CENTRALIA	\$512,165	04/19/2019
13-058-6000-16(00)	SALEM COM HIGH SCHOOL DIST 600	SALEM	\$202,372	04/19/2019
16-019-4290-26(00)	HINCKLEY BIG ROCK CUSD 429	HINCKLEY	\$190,148	04/08/2019
17-020-0150-26(00)	CLINTON CUSD 15	CLINTON	\$465,804	04/26/2019
17-053-0900-17(00)	PONTIAC TWP HSD 90	PONTIAC	\$178,059	04/16/2019
17-054-4040-16(00)	LINCOLN CHSD 404	LINCOLN	\$198,887	04/05/2019
17-064-0160-26(00)	OLYMPIA CUSD 16	STANFORD	\$312,119	04/29/2019
17-064-0190-26(00)	RIDGEVIEW CUSD 19	COLFAX	\$133,468	04/11/2019
19-022-0160-02(00)	QUEEN BEE SD 16	GLENDALE HTS	\$340,335	04/18/2019
19-022-0890-04(00)	COMMUNITY CONS SCH DIST 89	GLEN ELLYN	\$208,962	04/01/2019
19-022-0930-04(00)	COMMUNITY CONS SCHOOL DIST 93	BLOOMINGDALE	\$500,720	04/02/2019
19-022-1080-16(00)	LAKE PARK CHSD 108	ROSELLE	\$322,936	04/17/2019
19-022-2010-26(00)	COMMUNITY UNIT SCHOOL DIST 201	WESTMONT	\$207,080	04/30/2019
20-024-0010-26(00)	EDWARDS COUNTY CUSD 1	ALBION	\$173,173	04/25/2019
20-096-2000-26(00)	NORTH WAYNE CUSD 200	CISNE	\$130,263	04/15/2019
20-097-0030-26(00)	NORRIS CITY-OMAHA-ENFIELD CU 3	NORRIS CITY	\$225,166	04/23/2019
21-028-0470-04(00)	BENTON CCSD 47	BENTON	\$474,497	04/26/2019
24-032-0010-26(00)	COAL CITY CUSD 1	COAL CITY	\$270,006	04/23/2019
24-032-1110-16(00)	COUNTY OF GRUNDY SD 111	CHANNAHON	\$167,264	04/01/2019
26-029-0010-26(00)	ASTORIA CUSD 1	ASTORIA	\$108,045	04/19/2019
26-029-0030-26(00)	FULTON COUNTY CUSD 3	CUBA	\$145,617	04/01/2019
26-034-3250-26(00)	NAUVOO-COLUSA CUSD 325	NAUVOO	\$73,532	04/04/2019
26-034-3280-24(00)	HAMILTON CCSD 328	HAMILTON	\$190,671	04/18/2019
28-006-5020-17(00)	HALL TWP HSD 502	SPRING VALLEY	\$99,976	04/12/2019
28-037-2230-26(00)	ORION CUSD 223	ORION	\$101,208	04/18/2019
28-037-2270-26(00)	CAMBRIDGE CUSD 227	CAMBRIDGE	\$69,019	04/29/2019
28-037-2300-26(00)	WETHERSFIELD CUSD 230	KEWANEE	\$176,528	04/19/2019
28-088-1000-26(00)	STARK COUNTY CUSD 100	WYOMING	\$175,650	04/01/2019
30-002-0010-22(00)	CAIRO SD 1	CAIRO	\$823,398	04/15/2019
30-039-1650-16(00)	CARBONDALE CHSD 165	CARBONDALE	\$775,624	04/29/2019
30-073-0500-02(00)	PINCKNEYVILLE SD 50	PINCKNEYVILLE	\$291,354	04/05/2019
30-077-1000-26(00)	CENTURY CUSD 100	ULLIN	\$215,901	04/26/2019
30-077-1010-26(00)	MERIDIAN CUSD 101	MOUNDS	\$488,735	04/17/2019
30-091-0160-04(00)	LICK CREEK CCSD 16	BUNCOMBE	\$41,494	04/17/2019
30-091-0370-04(00)	ANNA SD 37	ANNA	\$348,407	04/18/2019

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30-091-0810-16(00)	ANNA JONESBORO CHSD 81	ANNA	\$249,467	04/15/2019
31-045-3030-26(00)	COMMUNITY UNIT SCHOOL DIST 303	ST CHARLES	\$912,871	04/19/2019
32-038-0090-26(00)	IROQUOIS COUNTY CUSD 9	WATSEKA	\$482,034	04/22/2019
32-046-0020-26(00)	HERSCHER CUSD 2	HERSCHER	\$206,342	04/17/2019
32-046-0610-02(00)	BRADLEY SD 61	BRADLEY	\$625,019	04/17/2019
32-046-2580-04(00)	COUNTY OF KANKAKEE SCH DIST 258	BOURBONNAIS	\$51,226	04/30/2019
33-066-4040-26(00)	MERCER COUNTY SD 404	ALEDO	\$253,055	04/18/2019
33-094-2380-26(00)	MONMOUTH-ROSEVILLE CUSD 238	MONMOUTH	\$585,518	04/19/2019
33-094-3040-26(00)	UNITED CUSD 304	MONMOUTH	\$155,060	04/15/2019
34-049-0010-02(00)	WINTHROP HARBOR SD 1	WINTHROP HARB	\$84,082	04/02/2019
34-049-0340-04(00)	ANTIOCH CCSD 34	ANTIOCH	\$336,163	04/12/2019
34-049-0500-04(00)	WOODLAND CCSD 50	GURNEE	\$580,079	04/29/2019
34-049-0790-02(00)	FREMONT SD 79	MUNDELEIN	\$191,727	04/23/2019
34-049-0950-26(00)	COMMUNITY UNIT SCHOOL DIST 95	LAKE ZURICH	\$332,231	04/04/2019
34-049-0960-04(00)	KILDEER COUNTRYSIDE CCSD 96	BUFFALO GROV	\$121,733	04/16/2019
34-049-1180-26(00)	WAUCONDA CUSD 118	WAUCONDA	\$549,970	04/24/2019
34-049-1210-17(00)	WARREN THSD 121	GURNEE	\$370,191	04/04/2019
34-049-1240-16(00)	GRANT CHSD 124	FOX LAKE	\$184,499	04/05/2019
34-049-1260-17(00)	ZION-BENTON THSD 126	ZION	\$639,539	04/26/2019
34-049-1270-16(00)	GRAYSLAKE CHSD 127	GRAYSLAKE	\$133,464	04/18/2019
35-050-0010-26(00)	LELAND CUSD 1	LELAND	\$42,941	04/19/2019
35-050-0400-17(00)	STREATOR TWP HSD 40	STREATOR	\$334,251	04/11/2019
35-050-1400-17(00)	OTTAWA THSD 140	OTTAWA	\$336,655	04/22/2019
35-050-1500-02(00)	MARSEILLES ESD 150	MARSEILLES	\$231,184	04/16/2019
35-050-1600-17(00)	SENECA TWP HSD 160	SENECA	\$106,954	04/18/2019
35-050-1950-04(00)	WALLACE CCSD 195	OTTAWA	\$41,468	04/23/2019
35-050-2300-04(00)	RUTLAND CCSD 230	OTTAWA	\$24,733	04/26/2019
35-050-2800-17(00)	COUNTY OF LASALLE SD 280	MENDOTA	\$160,189	04/12/2019
35-059-0050-26(00)	HENRY-SENACHWINE CUSD 5	HENRY	\$138,602	04/18/2019
35-059-0070-26(00)	MIDLAND CUSD 7	VARNA	\$153,305	04/01/2019
39-055-0030-26(00)	MT ZION CUSD 3	MOUNT ZION	\$234,782	04/11/2019
39-055-0090-26(00)	SANGAMON VALLEY CUSD 9	NIANTIC	\$109,075	04/17/2019
40-056-0020-26(00)	NORTHWESTERN CUSD 2	PALMYRA	\$132,860	04/05/2019
40-056-0340-26(00)	NORTH MAC CUSD 34	GIRARD	\$437,448	04/16/2019
41-057-0050-26(00)	HIGHLAND CUSD 5	HIGHLAND	\$412,431	04/16/2019
41-057-0070-26(00)	EDWARDSVILLE SD 7	EDWARDSVILLE	\$633,499	04/23/2019
44-063-0020-03(00)	NIPPERSINK SCH DIST 2	RICHMOND	\$112,022	04/02/2019
44-063-0190-24(00)	ALDEN HEBRON SD 19	HEBRON	\$86,002	04/18/2019
44-063-0360-02(00)	HARRISON SD 36	WONDER LAKE	\$91,503	04/11/2019
44-063-1550-16(00)	COMMUNITY HIGH SCHOOL DIST 155	CRYSTAL LAKE	\$507,775	04/11/2019
44-063-1560-16(00)	MCHENRY CHSD 156	MC HENRY	\$352,203	04/17/2019
45-079-1340-04(00)	PRAIRIE DU ROCHER CCSD 134	PRAIRIE DU ROC	\$40,286	04/04/2019
47-071-2120-17(00)	ROCHELLE TWP HSD 212	ROCHELLE	\$192,523	04/15/2019
47-071-2200-26(00)	OREGON CUSD 220	OREGON	\$354,651	04/18/2019
47-071-2220-26(00)	POLO CUSD 222	POLO	\$170,498	04/04/2019
47-071-2230-26(00)	MERIDIAN CUSD 223	STILLMAN VALLE	\$186,076	04/15/2019
47-098-0020-26(00)	RIVER BEND CUSD 2	FULTON	\$104,073	04/19/2019
47-098-1450-04(00)	MONTMORENCY CCSD 145	ROCK FALLS	\$103,834	04/30/2019
48-072-3210-26(00)	ILLINOIS VALLEY CENTRAL UNIT 321	CHILLICOTHE	\$271,932	04/16/2019

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49-081-0340-02(00)	SILVIS SD 34	EAST MOLINE	\$255,406	04/11/2019
49-081-0360-02(00)	CARBON CLIFF-BARSTOW SD 36	SILVIS	\$191,961	04/08/2019
50-082-0600-26(00)	NEW ATHENS CUSD 60	NEW ATHENS	\$128,827	04/19/2019
50-082-1150-02(00)	WHITESIDE SD 115	BELLEVILLE	\$362,613	04/16/2019
51-065-2020-26(00)	PORTA CUSD 202	PETERSBURG	\$245,140	04/16/2019
51-065-2130-26(00)	ATHENS CUSD 213	ATHENS	\$171,997	04/11/2019
51-084-003A-26(00)	ROCHESTER CUSD 3A	ROCHESTER	\$277,907	04/22/2019
51-084-0050-26(00)	BALL CHATHAM CUSD 5	CHATHAM	\$442,120	04/22/2019
51-084-0080-26(00)	PLEASANT PLAINS CUSD 8	PLEASANT PLAI	\$196,966	04/22/2019
53-060-1890-26(00)	ILLINI CENTRAL SCHOOL DIST 189	MASON CITY	\$219,915	04/18/2019
53-090-3030-16(00)	PEKIN CHSD 303	PEKIN	\$488,085	04/22/2019
53-090-7010-26(00)	DEER CREEK-MACKINAW CUSD 701	MACKINAW	\$46,423	04/11/2019
53-102-0020-04(00)	RIVERVIEW CCSD 2	EAST PEORIA	\$48,969	04/17/2019
53-102-0110-26(00)	EL PASO-GRIDLEY CUSD 11	EL PASO	\$149,142	04/16/2019
53-102-0690-02(00)	GERMANTOWN HILLS SD 69	GERMANTOWN H	\$74,075	04/30/2019
54-092-0040-26(00)	GEORGETOWN-RIDGE FARM CUSD 4	GEORGETOWN	\$467,499	04/23/2019
54-092-0070-26(00)	ROSSVILLE-ALVIN CSD 7	ROSSVILLE	\$191,158	04/22/2019
56-099-0810-02(00)	UNION SD 81	JOLIET	\$42,395	04/18/2019
56-099-157C-04(00)	FRANKFORT CCSD 157C	FRANKFORT	\$70,695	04/11/2019
56-099-200U-26(00)	BEECHER CUSD 200U	BEECHER	\$148,512	04/02/2019
56-099-2030-04(00)	ELWOOD CCSD 203	ELWOOD	\$82,190	04/29/2019
56-099-2050-17(00)	LOCKPORT TWP HSD 205	LOCKPORT	\$376,678	04/19/2019
56-099-207U-26(00)	PEOTONE CUSD 207U	PEOTONE	\$139,911	04/18/2019
56-099-255U-26(00)	REED CUSTER CUSD 255U	BRAIDWOOD	\$314,124	04/11/2019
			\$40,726,830	

Program: 2019 - 4305, Title I - Low Income - Neglected Priv.

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
06-016-0970-02(00)	OAK PARK SD 97	OAK PARK	\$25,833	04/08/2019
			\$25,833	

Program: 2019 - 4306, Title I - Low Income - Delinquent Priv

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
17-064-0050-26(00)	MCLEAN COUNTY UD 5	NORMAL	\$79,177	04/15/2019
31-045-3030-26(00)	COMMUNITY UNIT SCHOOL DIST 303	ST CHARLES	\$156,432	04/26/2019
47-071-2120-17(00)	ROCHELLE TWP HSD 212	ROCHELLE	\$33,032	04/08/2019
			\$268,641	

Program: 2019 - 4331, Title I - School Improvement & Accountability

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-0040-26(19)	MENDON CUSD 4	MENDON	\$43,250	04/24/2019
01-001-1720-22(19)	QUINCY SD 172	QUINCY	\$204,582	04/09/2019
01-005-0010-26(19)	BROWN COUNTY CUSD 1	MOUNT STERLI	\$26,403	04/23/2019
01-075-0030-26(19)	PLEASANT HILL CUSD 3	PLEASANT HILL	\$41,548	04/23/2019
03-068-0030-26(19)	HILLSBORO CUSD 3	HILLSBORO	\$61,641	04/08/2019
05-016-0590-04(19)	COMMUNITY CONSOLIDATED SD 59	ELK GROVE VLG	\$276,943	04/08/2019
06-016-0880-02(19)	BELLWOOD SD 88	BELLWOOD	\$111,122	04/09/2019
06-016-0980-02(19)	COUNTY OF COOK SCHOOL DIST 98	BERWYN	\$61,224	04/09/2019
07-016-1300-02(19)	COOK COUNTY SD 130	BLUE ISLAND	\$191,770	04/09/2019
07-016-1435-02(19)	POSEN-ROBBINS ELEM SD 1435	POSEN	\$252,662	04/09/2019

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07-016-1440-02(19)	PRAIRIE-HILLS ELEM SD 144	MARKHAM	\$83,240	04/09/2019
07-016-1450-02(19)	ARBOR PARK SD 145	OAK FOREST	\$30,000	04/09/2019
07-016-1470-02(19)	W HARVEY-DIXMOOR PUB SD 147	HARVEY	\$137,341	04/08/2019
07-016-1700-02(19)	CHICAGO HEIGHTS SD 170	CHICAGO HEIGH	\$180,986	04/10/2019
08-089-1450-22(19)	FREEMPORT SD 145	FREEMPORT	\$521,231	04/08/2019
09-010-1160-22(19)	URBANA SD 116	URBANA	\$382,532	04/24/2019
13-058-1350-02(19)	CENTRALIA SD 135	CENTRALIA	\$23,325	04/08/2019
15-016-9030-90(19)	CHICAGO LIGHTHOUSE CHARTER SCH	CHICAGO	\$160,897	04/09/2019
16-019-4270-26(19)	SYCAMORE CUSD 427	SYCAMORE	\$75,916	04/23/2019
17-054-0270-02(19)	LINCOLN ESD 27	LINCOLN	\$49,878	04/09/2019
17-064-0870-25(19)	BLOOMINGTON PUBLIC SCHOOLS	BLOOMINGTON	\$211,645	04/10/2019
19-022-0450-02(19)	VILLA PARK SD 45	VILLA PARK	\$67,994	04/23/2019
26-062-1700-26(19)	BUSHNELL PRAIRIE CITY CUSD 170	BUSHNELL	\$167,593	04/09/2019
28-006-3030-26(19)	LAMOILLE CUSD 303	LA MOILLE	\$33,981	04/24/2019
28-037-2290-26(19)	KEWANEE CUSD 229	KEWANEE	\$44,464	04/11/2019
33-036-2350-26(19)	WEST CENTRAL CUSD 235	BIGGSVILLE	\$37,334	04/09/2019
34-049-0060-02(19)	ZION ESD 6	ZION	\$442,388	04/10/2019
34-049-0560-02(19)	GURNEE SD 56	GURNEE	\$138,389	04/08/2019
39-055-0010-26(19)	ARGENTA-OREANA CUSD 1	ARGENTA	\$15,000	04/24/2019
40-056-0070-26(19)	GILLESPIE CUSD 7	GILLESPIE	\$31,253	04/09/2019
41-057-0100-26(19)	COLLINSVILLE CUSD 10	COLLINSVILLE	\$61,596	04/09/2019
44-063-0470-04(19)	CRYSTAL LAKE CCSD 47	CRYSTAL LAKE	\$97,478	04/23/2019
44-063-2000-26(19)	COMMUNITY UNIT SCHOOL DIST 200	WOODSTOCK	\$66,182	04/23/2019
54-092-1180-24(19)	DANVILLE CCSD 118	DANVILLE	\$534,550	04/24/2019
56-099-0860-05(19)	JOLIET PUBLIC SCH DIST 86	JOLIET	\$496,543	04/24/2019
56-099-0890-02(19)	FAIRMONT SD 89	LOCKPORT	\$45,973	04/10/2019
			\$5,408,854	

Program: 2019 - 4340, Title I - Migrant Education

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-009-0150-26(01)	BEARDSTOWN CUSD 15	BEARDSTOWN	\$154,143	04/01/2019
09-010-5050-51(01)	PARKLAND COLL DIST 505	CHAMPAIGN	\$355,282	04/04/2019
15-016-5050-51(01)	ILLINOIS MIGRANT COUNCIL	CHICAGO	\$110,366	04/26/2019
16-019-5430-51(01)	NORTHERN ILLINOIS UNIVERSITY	DE KALB	\$119,956	04/04/2019
48-072-3260-26(01)	PRINCEVILLE CUSD 326	PRINCEVILLE	\$68,101	04/02/2019
65-108-8240-51(01)	COMMUNITY HEALTH PARTNERSHIP	CHICAGO	\$54,891	04/02/2019
			\$862,739	

Program: 2019 - 4341, Title I - Migrant Incentive Grant

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-009-0150-26(00)	BEARDSTOWN CUSD 15	BEARDSTOWN	\$5,266	04/29/2019
09-010-5050-51(00)	PARKLAND COLL DIST 505	CHAMPAIGN	\$7,790	04/29/2019
			\$13,056	

Program: 2019 - 4400, Title IVA Student Support & Academic Enrich

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
03-026-2010-26(00)	BROWNSTOWN CUSD 201	BROWNSTOWN	\$20,772	04/16/2019
03-068-0120-26(00)	LITCHFIELD CUD 12	LITCHFIELD	\$6,271	04/12/2019
03-068-0220-26(00)	NOKOMIS CUSD 22	NOKOMIS	\$25,711	04/18/2019
05-016-0260-02(00)	RIVER TRAILS SD 26	MOUNT PROSPE	\$20,691	04/17/2019

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05-016-0590-04(00)	COMMUNITY CONSOLIDATED SD 59	ELK GROVE VLG	\$29,999	04/17/2019
05-016-2250-17(00)	NORTHFIELD THSD 225	GLENVIEW	\$28,579	04/05/2019
06-016-0880-02(00)	BELLWOOD SD 88	BELLWOOD	\$62,391	04/01/2019
06-016-0890-02(00)	COOK CO BD OF ED 89	MELROSE PARK	\$205,331	04/19/2019
06-016-0920-02(00)	LINDOP SD 92	BROADVIEW	\$19,467	04/02/2019
06-016-0990-02(00)	COUNTY OF COOK SD 99	CICERO	\$548,272	04/22/2019
06-016-1000-02(00)	BOARD OF EDUCATION SD 100	BERWYN	\$74,717	04/05/2019
06-016-2040-17(00)	LYONS TWP HSD 204	LA GRANGE	\$25,925	04/05/2019
06-016-2080-17(00)	SCHOOL DIST 208-COOK COUNTY	RIVERSIDE	\$19,098	04/17/2019
07-016-1590-02(00)	ELEM SD 159 - MATTESON	MATTESON	\$55,356	04/22/2019
07-016-1700-02(00)	CHICAGO HEIGHTS SD 170	CHICAGO HEIGH	\$185,275	04/12/2019
07-016-2050-17(00)	THORNTON THSD 205	SOUTH HOLLAN	\$201,991	04/11/2019
07-016-2180-16(00)	COMMUNITY HIGH SCHOOL DIST 218	OAK LAWN	\$58,448	04/30/2019
09-010-1690-04(00)	ST JOSEPH CCD 169	SAINT JOSEPH	\$18,665	04/05/2019
09-027-0050-26(00)	GIBSON-MELVIN-SIBLEY CUSD 5	GIBSON CITY	\$29,913	04/26/2019
11-015-0020-26(00)	MATTOON CUSD 2	MATTOON	\$80,950	04/11/2019
11-018-0030-26(00)	NEOGA COMMUNITY UNIT SCHOOL	NEOGA	\$21,116	04/15/2019
11-018-0770-26(00)	CUMBERLAND CUSD 77	TOLEDO	\$21,467	04/16/2019
11-021-3060-26(00)	ARCOLA CUSD 306	ARCOLA	\$22,608	04/15/2019
16-019-4280-26(00)	DEKALB CUSD 428	DE KALB	\$44,209	04/11/2019
16-019-4290-26(00)	HINCKLEY BIG ROCK CUSD 429	HINCKLEY	\$19,278	04/08/2019
17-053-0900-17(00)	PONTIAC TWP HSD 90	PONTIAC	\$19,779	04/16/2019
17-054-4040-16(00)	LINCOLN CHSD 404	LINCOLN	\$7,471	04/05/2019
19-022-0150-02(00)	MARQUARDT SD 15	GLENDALE HTS	\$74,302	04/19/2019
19-022-0160-02(00)	QUEEN BEE SD 16	GLENDALE HTS	\$27,153	04/18/2019
19-022-0870-17(00)	GLENBARD TOWNSHIP HIGH SCHOOL	GLEN ELLYN	\$29,500	04/25/2019
19-022-0890-04(00)	COMMUNITY CONS SCH DIST 89	GLEN ELLYN	\$4,290	04/01/2019
19-022-0930-04(00)	COMMUNITY CONS SCHOOL DIST 93	BLOOMINGDALE	\$51,632	04/02/2019
20-024-0010-26(00)	EDWARDS COUNTY CUSD 1	ALBION	\$29,442	04/25/2019
20-097-0030-26(00)	NORRIS CITY-OMAHA-ENFIELD CU 3	NORRIS CITY	\$1,415	04/23/2019
26-034-3280-24(00)	HAMILTON CCSD 328	HAMILTON	\$21,068	04/18/2019
30-091-0370-04(00)	ANNA SD 37	ANNA	\$7,199	04/23/2019
31-045-3030-26(00)	COMMUNITY UNIT SCHOOL DIST 303	ST CHARLES	\$29,962	04/19/2019
32-046-2580-04(00)	COUNTY OF KANKAKEE SCH DIST 258	BOURBONNAIS	\$5,097	04/30/2019
33-066-4040-26(00)	MERCER COUNTY SD 404	ALEDO	\$23,204	04/18/2019
33-094-2380-26(00)	MONMOUTH-ROSEVILLE CUSD 238	MONMOUTH	\$41,553	04/19/2019
34-049-0340-04(00)	ANTIOCH CCSD 34	ANTIOCH	\$36,102	04/12/2019
34-049-0950-26(00)	COMMUNITY UNIT SCHOOL DIST 95	LAKE ZURICH	\$25,769	04/04/2019
34-049-1240-16(00)	GRANT CHSD 124	FOX LAKE	\$20,419	04/05/2019
35-050-1500-02(00)	MARSEILLES ESD 150	MARSEILLES	\$24,056	04/16/2019
35-050-2800-17(00)	COUNTY OF LASALLE SD 280	MENDOTA	\$15,288	04/12/2019
40-056-0070-26(00)	GILLESPIE CUSD 7	GILLESPIE	\$13,260	04/08/2019
40-056-0340-26(00)	NORTH MAC CUSD 34	GIRARD	\$33,014	04/16/2019
44-063-0020-03(00)	NIPPERSINK SCH DIST 2	RICHMOND	\$10,000	04/02/2019
44-063-1550-16(00)	COMMUNITY HIGH SCHOOL DIST 155	CRYSTAL LAKE	\$41,436	04/11/2019
47-071-2120-17(00)	ROCHELLE TWP HSD 212	ROCHELLE	\$28,818	04/15/2019
47-071-2220-26(00)	POLO CUSD 222	POLO	\$19,768	04/04/2019
47-071-2230-26(00)	MERIDIAN CUSD 223	STILLMAN VALLE	\$21,222	04/15/2019
49-081-0340-02(00)	SILVIS SD 34	EAST MOLINE	\$13,436	04/12/2019

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49-081-0360-02(00)	CARBON CLIFF-BARSTOW SD 36	SILVIS	\$21,671	04/08/2019
50-082-1300-04(00)	COUNTY OF ST CLAIR SD 130	SMITHTON	\$22,000	04/23/2019
51-065-2130-26(00)	ATHENS CUSD 213	ATHENS	\$9,629	04/12/2019
51-084-003A-26(00)	ROCHESTER CUSD 3A	ROCHESTER	\$26,406	04/22/2019
51-084-0050-26(00)	BALL CHATHAM CUSD 5	CHATHAM	\$7,733	04/23/2019
51-084-0080-26(00)	PLEASANT PLAINS CUSD 8	PLEASANT PLAI	\$25,321	04/22/2019
53-060-1890-26(00)	ILLINI CENTRAL SCHOOL DIST 189	MASON CITY	\$14,051	04/18/2019
54-092-0070-26(00)	ROSSVILLE-ALVIN CSD 7	ROSSVILLE	\$10,000	04/22/2019
56-099-200U-26(00)	BEECHER CUSD 200U	BEECHER	\$11,042	04/02/2019
			\$2,670,008	

Program: 2019 - 4421, Title IV - 21st Century Comm Learning Centers

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
15-016-446P-00(13)	COLUMBIA COLLEGE	CHICAGO	\$450,000	04/04/2019
15-016-446P-00(15)	COLUMBIA COLLEGE	CHICAGO	\$540,000	04/04/2019
15-016-446P-00(25)	COLUMBIA COLLEGE	CHICAGO	\$540,000	04/04/2019
15-016-5030-51(13)	ALTERNATIVE SCHOOLS NETWORK	CHICAGO	\$150,000	04/19/2019
15-016-737P-00(25)	ASPIRA INC OF IL	CHICAGO	\$405,000	04/11/2019
41-057-0120-26(15)	MADISON CUSD 12	MADISON	\$123,341	04/01/2019
			\$2,208,341	

Program: 2019 - 4600, Fed. - Sp. Ed. - Pre-School Flow Through

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
03-011-8010-60(00)	MID-STATE SPECIAL EDUCATION	MORRISONVILLE	\$132,626	04/30/2019
05-016-0630-02(00)	EAST MAINE SD 63	DES PLAINES	\$40,547	04/12/2019
07-016-1420-61(00)	SOUTHWEST COOK COOP SPEC ED	OAK FOREST	\$213,294	04/22/2019
07-016-1500-61(00)	EX CHILDREN HAVE OPPOR	SOUTH HOLLAN	\$267,601	04/25/2019
07-016-8020-60(00)	SPEC EDUC COOP S COOK CO SP	CHICAGO HEIGH	\$312,539	04/05/2019
08-043-2100-61(00)	NORTHWEST SP ED COOPERATIVE	ELIZABETH	\$106,874	04/16/2019
12-017-8010-60(00)	SOUTH EASTERN SPEC EDUC PROG	SAINTE MARIE	\$206,950	04/16/2019
16-019-4300-26(00)	SANDWICH CUSD 430	SANDWICH	\$10,197	04/12/2019
19-022-8030-60(00)	SCHOOL ASSN FOR SPECIAL EDUC	LISLE	\$347,333	04/26/2019
24-047-1150-26(00)	YORKVILLE CUSD 115	YORKVILLE	\$19,948	04/26/2019
31-045-9000-90(00)	ELGIN MATH AND SCIENCE CHARTER	ELGIN	\$127	04/22/2019
32-046-0530-02(00)	BOURBONNAIS ESD 53	BOURBONNAIS	\$18,999	04/26/2019
34-049-8040-60(00)	NORTHERN SUBURBAN SPEC ED DIST	HIGHLAND PARK	\$265,467	04/19/2019
34-049-9000-90(00)	PRAIRIE CROSSING CHARTER SCHOOL	GRAYSLAKE	\$2,749	04/26/2019
35-059-0050-61(00)	BMP TRI-CO SPEC EDUC COOP	TISKILWA	\$74,795	04/12/2019
44-063-8010-60(00)	SPECIAL EDUCATION DISTRICT	WOODSTOCK	\$124,072	04/16/2019
47-071-2260-26(00)	BYRON COMMUNITY UNIT SD 226	BYRON	\$16,394	04/18/2019
			\$2,160,512	

Program: 2019 - 4620, Fed. - Sp. Ed. - I.D.E.A. - Flow Through

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
04-004-2000-26(00)	NORTH BOONE CUD 200	POPLAR GROVE	\$364,055	04/30/2019
05-016-0630-02(00)	EAST MAINE SD 63	DES PLAINES	\$813,000	04/10/2019
21-061-0010-26(00)	MASSAC COUNTY UNIT SCHOOL DIST 1	METROPOLIS	\$594,837	04/30/2019
31-045-9000-90(00)	ELGIN MATH AND SCIENCE CHARTER	ELGIN	\$30,903	04/25/2019
40-056-8010-60(00)	SOUTH MACOUPIN ASSOCIATION	STAUNTON	\$985,123	04/25/2019
41-057-0020-26(00)	TRIAD CUSD 2	TROY	\$802,466	04/10/2019

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50-082-1960-26(00)	DUPO CUSD 196	DUPO	\$269,776	04/26/2019
51-084-003A-26(00)	ROCHESTER CUSD 3A	ROCHESTER	\$441,748	04/04/2019
56-099-0920-02(00)	WILL COUNTY SD 92	LOCKPORT	\$364,683	04/30/2019
			\$4,666,591	

Program: 2019 - 4902, Preschool Expansion Grant

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
07-016-1490-02(PE)	DOLTON CUSD 149	CALUMET CITY	\$768,886	04/10/2019
31-045-3000-26(PE)	COMMUNITY UNIT SCHOOL DIST 300	CARPENTERSVIL	\$776,534	04/08/2019
50-082-022P-00(PE)	LESSIE BATES DAVIS	EAST ST LOUIS	\$347,326	04/10/2019
50-082-1870-26(PE)	CAHOKIA CUSD 187	CAHOKIA	\$694,400	04/01/2019
			\$2,587,146	

Program: 2019 - 4905, Title III - Immigrant Education Program (IEP)

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-009-0150-26(00)	BEARDSTOWN CUSD 15	BEARDSTOWN	\$16,200	04/17/2019
05-016-0700-02(00)	MORTON GROVE SD 70	MORTON GROVE	\$7,800	04/24/2019
06-016-1000-02(00)	BOARD OF EDUCATION SD 100	BERWYN	\$6,750	04/24/2019
09-010-0040-26(00)	CHAMPAIGN CUSD 4	CHAMPAIGN	\$14,551	04/17/2019
19-022-2010-26(00)	COMMUNITY UNIT SCHOOL DIST 201	WESTMONT	\$3,020	04/24/2019
30-039-0950-02(00)	CARBONDALE ELEMENTARY SD 95	CARBONDALE	\$2,400	04/30/2019
31-045-3000-26(00)	COMMUNITY UNIT SCHOOL DIST 300	CARPENTERSVIL	\$35,850	04/24/2019
34-049-0730-04(00)	HAWTHORN CCSD 73	VERNON HILLS	\$1,472	04/24/2019
34-049-1200-13(00)	CONSOLIDATED HS DIST 120	MUNDELEIN	\$3,000	04/24/2019
41-057-0100-26(00)	COLLINSVILLE CUSD 10	COLLINSVILLE	\$4,950	04/24/2019
44-063-0500-26(00)	HARVARD CUSD 50	HARVARD	\$6,150	04/24/2019
51-084-1860-25(00)	SPRINGFIELD SD 186	SPRINGFIELD	\$290	04/17/2019
			\$102,433	

Program: 2019 - 4909, Title III - Lang Inst Prog-Limited Eng LIPLEP

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-009-0150-26(00)	BEARDSTOWN CUSD 15	BEARDSTOWN	\$72,668	04/16/2019
07-016-1110-02(00)	SCHOOL DISTRICT 111	BURBANK	\$141,120	04/17/2019
07-016-1590-02(00)	ELEM SD 159 - MATTESON	MATTESON	\$10,600	04/19/2019
09-010-0040-26(00)	CHAMPAIGN CUSD 4	CHAMPAIGN	\$138,777	04/16/2019
19-022-1000-16(00)	FENTON CHSD 100	BENSENVILLE	\$27,915	04/04/2019
30-039-0950-02(00)	CARBONDALE ELEMENTARY SD 95	CARBONDALE	\$16,800	04/30/2019
34-049-0730-04(00)	HAWTHORN CCSD 73	VERNON HILLS	\$189,124	04/22/2019
39-055-0610-25(00)	DECATUR SD 61	DECATUR	\$27,568	04/30/2019
51-084-1860-25(00)	SPRINGFIELD SD 186	SPRINGFIELD	\$22,361	04/16/2019
			\$646,933	

Program: 2019 - 4932, Title II - Teacher Quality

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-0030-26(00)	COMMUNITY UNIT SCHOOL DIST 3	CAMP POINT	\$6,337	04/05/2019
01-001-0040-26(00)	MENDON CUSD 4	MENDON	\$42,387	04/08/2019
01-069-0110-26(00)	MEREDOSIA-CHAMBERSBURG CUSD 11	MEREDOSIA	\$16,842	04/26/2019
03-026-2010-26(00)	BROWNSTOWN CUSD 201	BROWNSTOWN	\$21,357	04/16/2019
03-068-0220-26(00)	NOKOMIS CUSD 22	NOKOMIS	\$39,145	04/18/2019
05-016-0210-04(00)	COOK COUNTY CONSOLIDATED SD 21	WHEELING	\$246,943	04/05/2019

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05-016-0260-02(00)	RIVER TRAILS SD 26	MOUNT PROSPE	\$38,457	04/17/2019
05-016-0590-04(00)	COMMUNITY CONSOLIDATED SD 59	ELK GROVE VLG	\$286,664	04/17/2019
05-016-0680-02(00)	SKOKIE SD 68	SKOKIE	\$74,750	04/19/2019
05-016-0730-02(00)	EAST PRAIRIE SD 73	SKOKIE	\$19,379	04/17/2019
05-016-2110-17(00)	TOWNSHIP HSD 211	PALATINE	\$386,316	04/11/2019
05-016-2140-17(00)	TOWNSHIP HSD 214	ARLINGTON HTS	\$273,522	04/19/2019
05-016-2250-17(00)	NORTHFIELD THSD 225	GLENVIEW	\$81,590	04/05/2019
06-016-0810-02(00)	SCHILLER PARK SD 81	SCHILLER PARK	\$80,819	04/19/2019
06-016-0880-02(00)	BELLWOOD SD 88	BELLWOOD	\$139,156	04/01/2019
06-016-0890-02(00)	COOK CO BD OF ED 89	MELROSE PARK	\$631,443	04/19/2019
06-016-0900-02(00)	RIVER FOREST SD 90	RIVER FOREST	\$26,103	04/29/2019
06-016-0920-02(00)	LINDOP SD 92	BROADVIEW	\$25,778	04/02/2019
06-016-0990-02(00)	COUNTY OF COOK SD 99	CICERO	\$858,704	04/22/2019
06-016-1000-02(00)	BOARD OF EDUCATION SD 100	BERWYN	\$154,713	04/05/2019
06-016-2000-13(00)	OAK PARK & RIVER FOREST D 200	OAK PARK	\$76,898	04/29/2019
06-016-2040-17(00)	LYONS TWP HSD 204	LA GRANGE	\$76,551	04/05/2019
06-016-2080-17(00)	SCHOOL DIST 208-COOK COUNTY	RIVERSIDE	\$40,255	04/17/2019
07-016-1110-02(00)	SCHOOL DISTRICT 111	BURBANK	\$176,720	04/29/2019
07-016-1275-02(00)	CHICAGO RIDGE SD 1275	CHICAGO RIDGE	\$87,046	04/15/2019
07-016-1430-02(00)	SCHOOL DISTRICT 143 COOK COUNTY	MIDLOTHIAN	\$82,161	04/12/2019
07-016-1450-02(00)	ARBOR PARK SD 145	OAK FOREST	\$46,284	04/16/2019
07-016-1520-02(00)	HARVEY SD 152	HARVEY	\$518,041	04/22/2019
07-016-1525-02(00)	HAZEL CREST SD 152-5	HAZEL CREST	\$126,667	04/11/2019
07-016-1545-02(00)	COOK COUNTY SCH 154 1-2 DIST	BURNHAM	\$15,859	04/18/2019
07-016-1590-02(00)	ELEM SD 159 - MATTESON	MATTESON	\$117,116	04/22/2019
07-016-1700-02(00)	CHICAGO HEIGHTS SD 170	CHICAGO HEIGH	\$317,596	04/12/2019
07-016-2050-17(00)	THORNTON THSD 205	SOUTH HOLLAN	\$589,699	04/11/2019
07-016-2150-17(00)	THORNTON FRACTIONAL THSD 215	CALUMET CITY	\$200,847	04/25/2019
07-016-2180-16(00)	COMMUNITY HIGH SCHOOL DIST 218	OAK LAWN	\$249,134	04/30/2019
08-008-3990-26(00)	CHADWICK-MILLEDGEVILLE CUSD 399	CHADWICK	\$10,505	04/23/2019
09-010-0040-26(00)	CHAMPAIGN CUSD 4	CHAMPAIGN	\$921,285	04/19/2019
09-010-1690-04(00)	ST JOSEPH CCD 169	SAINT JOSEPH	\$11,419	04/05/2019
09-027-0050-26(00)	GIBSON-MELVIN-SIBLEY CUSD 5	GIBSON CITY	\$47,595	04/26/2019
09-027-0100-26(00)	PAXTON BUCKLEY LODA CUSD	PAXTON	\$55,162	04/22/2019
11-012-002C-26(00)	MARSHALL CUSD 2C	MARSHALL	\$79,099	04/16/2019
11-015-0020-26(00)	MATTOON CUSD 2	MATTOON	\$172,392	04/11/2019
11-018-0030-26(00)	NEOGA COMMUNITY UNIT SCHOOL	NEOGA	\$31,525	04/15/2019
11-018-0770-26(00)	CUMBERLAND CUSD 77	TOLEDO	\$32,226	04/16/2019
11-021-3010-26(00)	TUSCOLA CUSD 301	TUSCOLA	\$23,377	04/29/2019
11-021-3020-26(00)	VILLA GROVE CUSD 302	VILLA GROVE	\$18,594	04/18/2019
11-021-3060-26(00)	ARCOLA CUSD 306	ARCOLA	\$30,703	04/15/2019
11-070-3020-26(00)	OKAW VALLEY CUSD 302	BETHANY	\$14,938	04/15/2019
11-087-0040-26(00)	SHELBYVILLE CUSD 4	SHELBYVILLE	\$34,071	04/30/2019
12-051-0200-26(00)	COMMUNITY UNIT SCHOOL DIST NO 20	LAWRENCEVILL	\$81,048	04/30/2019
13-014-1860-02(00)	NORTH WAMAC SD 186	CENTRALIA	\$13,969	04/23/2019
16-019-4280-26(00)	DEKALB CUSD 428	DE KALB	\$555,594	04/11/2019
16-019-4290-26(00)	HINCKLEY BIG ROCK CUSD 429	HINCKLEY	\$45,901	04/08/2019
17-053-0900-17(00)	PONTIAC TWP HSD 90	PONTIAC	\$50,751	04/16/2019
17-054-4040-16(00)	LINCOLN CHSD 404	LINCOLN	\$44,344	04/05/2019

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17-064-0190-26(00)	RIDGEVIEW CUSD 19	COLFAX	\$19,149	04/11/2019
19-022-0150-02(00)	MARQUARDT SD 15	GLENDALE HTS	\$125,328	04/19/2019
19-022-0160-02(00)	QUEEN BEE SD 16	GLENDALE HTS	\$65,350	04/18/2019
19-022-0870-17(00)	GLENBARD TOWNSHIP HIGH SCHOOL	GLEN ELLYN	\$238,234	04/25/2019
19-022-0890-04(00)	COMMUNITY CONS SCH DIST 89	GLEN ELLYN	\$41,489	04/01/2019
19-022-0930-04(00)	COMMUNITY CONS SCHOOL DIST 93	BLOOMINGDALE	\$94,867	04/02/2019
19-022-2030-26(00)	COMMUNITY UNIT DISTRICT 203	NAPERVILLE	\$319,724	04/22/2019
20-024-0010-26(00)	EDWARDS COUNTY CUSD 1	ALBION	\$35,301	04/25/2019
20-097-0030-26(00)	NORRIS CITY-OMAHA-ENFIELD CU 3	NORRIS CITY	\$46,541	04/23/2019
21-028-0470-04(00)	BENTON CCSD 47	BENTON	\$52,972	04/26/2019
26-029-0010-26(00)	ASTORIA CUSD 1	ASTORIA	\$13,733	04/19/2019
26-029-0030-26(00)	FULTON COUNTY CUSD 3	CUBA	\$30,024	04/01/2019
26-034-3280-24(00)	HAMILTON CCSD 328	HAMILTON	\$27,573	04/18/2019
28-006-5020-17(00)	HALL TWP HSD 502	SPRING VALLEY	\$29,673	04/12/2019
28-037-2230-26(00)	ORION CUSD 223	ORION	\$24,016	04/18/2019
28-037-2270-26(00)	CAMBRIDGE CUSD 227	CAMBRIDGE	\$24,126	04/29/2019
30-091-0160-04(00)	LICK CREEK CCSD 16	BUNCOMBE	\$4,619	04/17/2019
31-045-1290-22(00)	AURORA WEST SCHOOL DIST 129	AURORA	\$982,845	04/08/2019
31-045-3030-26(00)	COMMUNITY UNIT SCHOOL DIST 303	ST CHARLES	\$309,516	04/19/2019
32-038-0090-26(00)	IROQUOIS COUNTY CUSD 9	WATSEKA	\$68,498	04/22/2019
32-046-2580-04(00)	COUNTY OF KANKAKEE SCH DIST 258	BOURBONNAIS	\$12,743	04/30/2019
33-066-4040-26(00)	MERCER COUNTY SD 404	ALEDO	\$43,147	04/18/2019
33-094-2380-26(00)	MONMOUTH-ROSEVILLE CUSD 238	MONMOUTH	\$71,907	04/19/2019
33-094-3040-26(00)	UNITED CUSD 304	MONMOUTH	\$25,741	04/15/2019
34-049-0010-02(00)	WINTHROP HARBOR SD 1	WINTHROP HARB	\$15,939	04/02/2019
34-049-0240-04(00)	MILLBURN CCSD 24	OLD MILL CREEK	\$29,444	04/11/2019
34-049-0340-04(00)	ANTIOCH CCSD 34	ANTIOCH	\$79,521	04/12/2019
34-049-0500-04(00)	WOODLAND CCSD 50	GURNEE	\$140,008	04/29/2019
34-049-0950-26(00)	COMMUNITY UNIT SCHOOL DIST 95	LAKE ZURICH	\$94,551	04/04/2019
34-049-0960-04(00)	KILDEER COUNTRYSIDE CCSD 96	BUFFALO GROV	\$44,039	04/16/2019
34-049-1210-17(00)	WARREN THSD 121	GURNEE	\$93,589	04/04/2019
34-049-1240-16(00)	GRANT CHSD 124	FOX LAKE	\$37,274	04/05/2019
34-049-1870-26(00)	NORTH CHICAGO SD 187	NORTH CHICAG	\$358,043	04/22/2019
35-050-0010-26(00)	LELAND CUSD 1	LELAND	\$4,008	04/19/2019
35-050-1400-17(00)	OTTAWA THSD 140	OTTAWA	\$59,085	04/22/2019
35-050-1500-02(00)	MARSEILLES ESD 150	MARSEILLES	\$29,442	04/16/2019
35-050-1600-17(00)	SENECA TWP HSD 160	SENECA	\$20,144	04/18/2019
35-050-1950-04(00)	WALLACE CCSD 195	OTTAWA	\$6,646	04/23/2019
35-050-2300-04(00)	RUTLAND CCSD 230	OTTAWA	\$2,621	04/26/2019
35-059-0050-26(00)	HENRY-SENACHWINE CUSD 5	HENRY	\$26,433	04/18/2019
35-059-0070-26(00)	MIDLAND CUSD 7	VARNA	\$25,173	04/01/2019
35-078-5350-26(00)	PUTNAM COUNTY CU SCHOOL DIST 535	GRANVILLE	\$1,486	04/12/2019
39-055-0090-26(00)	SANGAMON VALLEY CUSD 9	NIANTIC	\$20,241	04/17/2019
40-056-0020-26(00)	NORTHWESTERN CUSD 2	PALMYRA	\$1,535	04/12/2019
40-056-0340-26(00)	NORTH MAC CUSD 34	GIRARD	\$77,165	04/16/2019
41-057-0100-26(00)	COLLINSVILLE CUSD 10	COLLINSVILLE	\$388,761	04/22/2019
44-063-0020-03(00)	NIPPERSINK SCH DIST 2	RICHMOND	\$26,572	04/02/2019
44-063-0190-24(00)	ALDEN HEBRON SD 19	HEBRON	\$13,917	04/18/2019
44-063-0360-02(00)	HARRISON SD 36	WONDER LAKE	\$20,646	04/11/2019

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44-063-1550-16(00)	COMMUNITY HIGH SCHOOL DIST 155	CRYSTAL LAKE	\$178,725	04/11/2019
45-079-1340-04(00)	PRAIRIE DU ROCHER CCSD 134	PRAIRIE DU ROC	\$4,791	04/04/2019
47-071-2120-17(00)	ROCHELLE TWP HSD 212	ROCHELLE	\$27,807	04/15/2019
47-071-2220-26(00)	POLO CUSD 222	POLO	\$25,712	04/04/2019
47-071-2230-26(00)	MERIDIAN CUSD 223	STILLMAN VALLE	\$42,255	04/15/2019
47-098-0020-26(00)	RIVER BEND CUSD 2	FULTON	\$23,013	04/19/2019
47-098-1450-04(00)	MONTMORENCY CCSD 145	ROCK FALLS	\$13,982	04/30/2019
48-072-3210-26(00)	ILLINOIS VALLEY CENTRAL UNIT 321	CHILLICOTHE	\$76,562	04/16/2019
49-081-0340-02(00)	SILVIS SD 34	EAST MOLINE	\$33,961	04/11/2019
49-081-0360-02(00)	CARBON CLIFF-BARSTOW SD 36	SILVIS	\$25,093	04/08/2019
50-082-0600-26(00)	NEW ATHENS CUSD 60	NEW ATHENS	\$30,092	04/19/2019
50-082-1150-02(00)	WHITESIDE SD 115	BELLEVILLE	\$53,909	04/16/2019
50-082-1300-04(00)	COUNTY OF ST CLAIR SD 130	SMITHTON	\$10,629	04/23/2019
51-065-2130-26(00)	ATHENS CUSD 213	ATHENS	\$32,185	04/11/2019
51-084-003A-26(00)	ROCHESTER CUSD 3A	ROCHESTER	\$75,751	04/22/2019
51-084-0050-26(00)	BALL CHATHAM CUSD 5	CHATHAM	\$146,490	04/22/2019
51-084-0080-26(00)	PLEASANT PLAINS CUSD 8	PLEASANT PLAI	\$30,578	04/22/2019
53-060-1890-26(00)	ILLINI CENTRAL SCHOOL DIST 189	MASON CITY	\$33,386	04/18/2019
53-090-7010-26(00)	DEER CREEK-MACKINAW CUSD 701	MACKINAW	\$15,917	04/11/2019
53-102-0020-04(00)	RIVERVIEW CCSD 2	EAST PEORIA	\$8,979	04/17/2019
53-102-0110-26(00)	EL PASO-GRIDLEY CUSD 11	EL PASO	\$53,569	04/16/2019
53-102-0690-02(00)	GERMANTOWN HILLS SD 69	GERMANTOWN H	\$25,854	04/30/2019
54-092-0040-26(00)	GEORGETOWN-RIDGE FARM CUSD 4	GEORGETOWN	\$43,291	04/23/2019
54-092-0070-26(00)	ROSSVILLE-ALVIN CSD 7	ROSSVILLE	\$25,942	04/22/2019
56-099-157C-04(00)	FRANKFORT CCSD 157C	FRANKFORT	\$33,426	04/11/2019
56-099-200U-26(00)	BEECHER CUSD 200U	BEECHER	\$30,674	04/02/2019
56-099-2030-04(00)	ELWOOD CCSD 203	ELWOOD	\$12,774	04/29/2019
56-099-2050-17(00)	LOCKPORT TWP HSD 205	LOCKPORT	\$119,295	04/19/2019
			\$14,003,818	

Program: 2019 - 4960, Federal Charter Schools

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
07-016-9010-90(BP)	SOUTHLAND COLLEGE PREP	RIGHTON PARK	\$68,792	04/17/2019
65-108-2205-51(00)	ELGIN CHARTER SCHOOL INTV	ELGIN	\$234,460	04/05/2019
			\$303,252	

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 15, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Information Item: FOIA Monthly Report

Materials: April FOIA Report – FY19

Purpose of Agenda Item

To provide the Board a report with general information on recent FOIA requests of the State Agency.

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

Not applicable – informational purposes only.

Expected Outcome(s) of Agenda Item

Not applicable – informational purposes only.

Background Information

FOIA is the Illinois Freedom of Information Act. Under the Illinois Freedom of Information Act ([5 ILCS 140](#)), records in possession of public agencies may be accessed by the public upon written request.

In the month of April, the State Agency received 47 FOIA requests that are listed in detail in the attached report.

Superintendent's Recommendation

None needed.

Next Steps

Continue to provide this report monthly.

Monthly FOIA review for Board Meetings

Run Date: 05/01/2019 9:35 AM

F000119-040119

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
COO Paul Feyereisen	TotumLink	paul@totumlink.com	4/1/2019	I am aware that the majority of the data I am requesting is on the website minus one piece. I am striving to get a master list of all school and associated contact information to include the Principals information to include his or her email address. I would also like a list of all District information to include the Superintendent and email as well. This information is will be used for commercial purposes as we would like to invite educators and administrators to our Mental Health & Neurological conference this summer.

F000120-040119

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Researcher Kristian Holden	American Institutes for Research	kholden@air.org	4/1/2019	Employment data from the Teacher Service Record system prior to the 2001-2002 records that are listed on the website at https://www.isbe.net/Pages/Educator-Employment-Information.aspx . Additionally, an ID linking records across years (other than first and last name) would greatly aid research.

F000121-040119

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Susie An	Chicago Public Media (WBEZ)	san@wbez.org	4/1/2019	I'd like the "country of birth" ID created for new students starting from the 2016-17 school year up to the current school year. Please only include students born outside of the US. I'd like these records for public schools in the following counties: Cook, Kane, DuPage, Will and Lake. The information could be broken down by academic year and county. Please, include school name, student grade and age, country of birth.

F000122-040219

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
The Associated Press John O'Connor	The Associated Press	joconnor@ap.org	4/2/2019	Please provide me with copies of any communications the agency has received from any federal authority since Oct. 1, 2018. I am seeking correspondence that would likely be directed to the Illinois agency's director or secretary or his/her chief of staff, coming from the top echelon of a federal agency in Washington or a regional administrator in Chicago. These would not be emails or back-and-forth conversations, but unique communications that address an issue specific to Illinois. Examples would include, but not be limited to, notices of federal enforcement unique to Illinois, an update of a federally subsidized project, or an audit or review of spending or rule-compliance. I am not seeking routine communications such as weekly updates, newsletters, or regulatory journals' entries.

F000123-040219

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Gabriel Neely-Streit	The Southern Illinoisan	gabriel.neely-streit@thesouthern.com	4/2/2019	Any and all email communications between former ISBE employees Randy Dunn and Mark Kolaz, from January 1, 2004 through December 31, 2007 Any and all email communications between former ISBE employee Randy Dunn and State Representative Jay Hoffman, from from January 1, 2004 through December 31, 2007. Any and all email communications between former ISBE employee Mark Kolaz and State Representative Jay Hoffman, from January 1, 2004 through December 31, 2007.

F000124-040319

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Tim McDonnell		tmcdonnell@stealthcreative.com	4/3/2019	CACFP list of facilities that participate

F000125-040319

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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F000125-040319

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Stephen Miller	Forecast5 Analytics	smiller@forecast5analytics.com	4/3/2019	We are interested in get the counts of the number of ELL and IEP students by School for the entire state for the 2017-18 school year. The Report Card data file only reports percentages not counts.

F000126-040319

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Dr Joe Couri	retired	joecouri@sbcglobal.net	4/3/2019	I would like the names, email addresses and phone numbers of all Illinois county regional school superintendents to get message out to schools about a big project in Peoria to reach kids to keep them out of trouble.

F000127-040419

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
		bmoles2@uic.edu	4/4/2019	Current number of teachers licensed as a Teacher of Students Who Are Blind or Visually Impaired, with years teaching (will accept 5 year bands of experience i.e. the number of teachers with 0-5 years, 6-10, 11-15, etc as well as total). Thanks!

F000128-040519

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Lisa Parr	none	lisa.parr@gmail.com	4/5/2019	How can I obtain a list for all persons licensed/certified through the IL Department of Education in csv, txt or xls format? (educators, coaches, admins, etc) Along with full name, I am seeking any or all of the following info: employer employer address mailing address license status effective date expiration date phone email gender DOB Please let me know how I can obtain an electronic copy of these public records.

F000129-040519

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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F000129-040519

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Jeff Broom		jcbroom@cps.edu	4/5/2019	Please provide any publicly available information on the procurement process for the Illinois Accountability Technical Advisory Committee. I have already flagged this request for Rae Clementz.

F000130-040819

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Associate Professor Lucy Barnard-Brak	University of Alabama	lbarnardbrak@ua.edu	4/8/2019	I would like a list of e-mail addresses for special education directors in the state of Illinois,

F000131-040819

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Darren Lubotsky	University of Illinois	lubotsky@uic.edu	4/8/2019	I would like the complete data files for the Illinois Teacher Salary Study from 1992/93 to 2009/10. Preferably I would like the data in electronic format (i.e. CSV or Excel), if available. I would also like a copy of the questionnaire that accompanies each annual survey from 1992 to 2018. The ISBE website has the Illinois Teacher Salary Study data on-line from 2010 to 2018, but not the questionnaire. (https://www.isbe.net/Pages/TeacherSalaryStudy.aspx).

F000132-040819

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Emily Coleman	Chicago Tribune Media Group	emcoleman@tribpub.com	4/8/2019	1. Communication of any kind, including but not limited to written or electronic records, received by or sent to Chicago Public Schools from Jan. 1, 2016 to present, regarding employee Gabriel Valadez; 2. Communication of any kind, including but not limited to written or electronic records, received by or sent to Valadez over the same time period; 3. Any records related to whether an investigation into a PA-96-431 notification regarding Valadez was opened and if it was, its findings.

F000132-040819

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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F000133-040919

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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Taylor Bronstein		taylor@shifrinlawgroup.com	4/9/2019	(1). Any and all reports from Crete-Monee High School regarding an incident occurring on January 14, 2019 between faculty member Ms. Margaret Leja and student Maya Gibson and any reports subsequent to incident. Please additionally include all reports of disciplinary action, administrative leave, and termination records. (2). All records from Crete-Monee High School regarding faculty member Ms. Margaret Leja's employment history and discrimination records as well as Ms. Margaret Leja's entire personnel file.
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F000134-040919

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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Taylor Bronstein		taylor@shifrinlawgroup.com	4/9/2019	This is a revised request - original request number is F000133-040919. (1). Any and all reports from Crete-Monee High School regarding an incident occurring on January 14, 2019 between faculty member Ms. Margaret Leja and student Miyaha Wooden and any reports subsequent to incident. Please additionally include all reports of disciplinary action, administrative leave, and termination records. (2). All records from Crete-Monee High School regarding faculty member Ms. Margaret Leja's employment history and discrimination records as well as Ms. Margaret Leja's entire personnel file.
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F000135-041119

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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F000135-041119

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Stephen Miller	Forecast5 Analytics	smiller@forecast5analytics.com	4/11/2019	I recently requested (F000125-040319) ELL and Special Ed data for 2017-18 and would like that same information for the years 2012-13 through 2016-17. The counts of the number of ELL and IEP students by School for the entire state for the school years referenced above. Please include the RCDTS codes within the data file.

F000136-041119

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
reporter Jennifer Smith Richards	Chicago Tribune	jrichards@chicagotribune.com	4/11/2019	FOIA Officer: In accordance with the Illinois Freedom of Information Act (5 ILCS 140), the Chicago Tribune hereby requests your office provide access to the following public records: Special-education complaints related to seclusion (isolated time-out) and/or physical restraint filed with ISBE since 2016. Our understanding is that there are at least 14 such complaints. These records should be sufficient to show the district and, if applicable, school that is the target of the complaint; a description of the allegations; and any available outcome or decision related to the complaint. In the unlikely event that you claim any portion of the above public records to be exempt from disclosure under 5 ILCS 140, in writing please (i) identify which portion or portions you claim are exempt and the statutory provision or provisions you contend apply; (ii) set forth the reasons for your conclusion that such portion or portions are exempt; and (iii) release the remainder of such records for inspection and copying, redacting only the portion or portions you claim are exempt. Please contact me if there are costs associated with this request or you have questions about the request. You can reach me at 312-222-5430. Thank you, Jennifer Smith Richards Chicago Tribune

F000136-041119

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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F000137-041219

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Principal Neil Lesinski	Comm High School District 155	nlesinski@d155.org	4/12/2019	For research purposes, I am requesting the names and email addresses for all superintendents in the state of Illinois.

F000138-041219

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Vince Espinoza	Local Labs	foia2@locallabs.com	4/12/2019	To whom it may concern, I am writing you on behalf of LocalLabs which is the publisher of Prairie State Wire, an online publication that reports on and informs the Illinois public about local government activities. We are requesting electronic such as CSV, Excel, Text, (preferably non-PDF) data for an updated file version of the one we have previously received from you on the 25th April 2017. I have attached the file for reference. The purpose of the request is to access and disseminate information as a matter of public interest and is not for the principal purpose of personal or commercial benefit. I qualify as media under the definition in Section 2 (c-10) ("Commercial purpose"), Section 2 (f) ("News media"), Section 2 (g) ("Recurrent requester"), and Section 2 (h) ("Voluminous request") of the Freedom of Information Act, for the purposes of being exempt to the provisions of Section 3.1 (Requests for commercial purposes), Section 3.2 (Recurrent requesters), Section 3.6 (Voluminous requests), and Section 6 (Authority to charge fees). Therefore, I request you furnish any responsive documents and items without charge. Thank you for your time, Karl Dirzys LocalLabs

F000139-041519

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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F000139-041519

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
The Associated Press John O'Connor	The Associated Press	joconnor@ap.org	4/15/2019	Copies of all emails and other correspondence and documents between and among any ISBE staff member involved in developing or approving the Scott's Law flyer (link below) created in conjunction with the Illinois State Police and distributed to school administrators. https://www.isbe.net/Documents/ISBE-MoveOver-Flyer.pdf

F000140-041519

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Mr. Knox Keranen	The Columbia Chronicle	keraknox@gmail.com	4/15/2019	All emails with keywords "Chicago Teachers Union strike" or "CTU walkout" from Feb. 1-Feb. 28, 2019.

F000141-041619

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Dr. Matthew Hoffmann	SEIU Local 73	mhoffmann@seiu73.org	4/16/2019	Please provide a list of ALL employees of the Philip J. Rock Center, as of the date of receipt of this request, in Excel, with the following information: 1. Name 2. Job title 3. Full-time or part-time status 4. Annual (or annualized) salary 5. Hourly rate 6. Annual hours 7. Average or typical hours per pay period 8. Pay periods per year 9. Union that represents corresponding job title, if applicable

F000142-041719

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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F000142-041719

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Geri Hughes	inTEAM Associates, LLC	geri@e-inteam.com	4/17/2019	<p>Pursuant to the Illinois Freedom of Information Act (FOIA) (5 ILCS 140., I am requesting copies of public records related to Contract # 22036779: SBE—Web-based Software for National School Lunch Program. This contract was awarded to Heartland Payment Systems in September 2016 by the Illinois Department of Education. The information I am requesting includes: 1. Please confirm the effective date of the start of the contract and the end date. If the contract is no longer in effect, please provide the termination date. 2. Please provide copies of and/or a schedule of all payments made pursuant to this contract from its inception to current. 3. Please provide any amendments or change orders to the referenced contract. If there are any fees required for searching or copying these records, please inform me of the cost and the appropriate manner for submitting payment. My understanding is that we will be provided with a response to this request within five business days and your assistance is appreciated. Please contact me with any questions or further information that you may require in order to fulfill this request. Regards, Geri 602-300-5228</p>

F000143-041719

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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F000143-041719

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Director, Associate General Counsel Ashley Mulcahy	Quality Technology Services, LLC	ashley.mulcahy@qtsdatacenters.com	4/17/2019	I would like to receive data on how many students participated in the federal free lunch program according to Illinois' records for 2018 and 2019 in the City of Chicago School District 299 and how many households receive assistance under Supplemental Nutrition Assistance Program within the City of Chicago School District 299. I would like to get the same data specifically for the Pilsen Elementary Community Academy at Site number 12100. I understand 100% of the students at the school are eligible to participate in these programs.

F000144-041719

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
HR Specialist Vicki Jones	Danville District 118	jonesv@danville118.org	4/17/2019	Please retrieve licensure information for all District No. 118 employees in an Excel format as follows: 1. IEIN 2. Full Name 3. Licenses - License / status code / Expiration date 4. Approved Program/Endorsements for Selected License - Endorsement / Description / Grade / Status Code / Issued Date. Thank you for your assistance in this request.

F000145-041819

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
AE Melissa Chambers	Stealth Creative	mchambers@stealthcreative.com	4/18/2019	I would like to receive an electronic file of facilities in Illinois who participate in the CACFP (Child and Adult Care Food Program). Records will be used for a commercial purpose. Thank you.

F000146-041919

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Senior Research Associate Sherrie Taylor	Northern Illinois University	taylor@niu.edu	4/19/2019	Chicago schools only, need the 12th grade enrollment numbers by school for the 2015-16 school year.

F000147-042219

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Proposal Specialist Kristine Lindquist	LearningMate Solutions, Inc	kristine.lindquist@learningmate.com	4/22/2019	Please send me the scoring evaluation sheets on bid # 19 -586SBE-CHFOP-B-2667, SBE: Two Data Analysts for the ISBE Data Warehouse. It may also be called Bid #B-2667.

F000148-042319

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
James Galinski		JSGalinski@gmail.com	4/23/2019	All communications, including, but not limited to, e-mails and correspondence between any third party and the Illinois State Board of Education concerning James Galinski, who is currently the subject of a subpoena dated April 9, 2019 issued by the State Superintendent to the Board of Education of the City of Chicago (City of Chicago School District 299) and Lincoln Park High School. This request specifically includes, but is not limited to, all e-mails and correspondence between the ISBE and (1) the Board of Education of the City of Chicago (City of Chicago School District 299); (2) any attorney or employee affiliated with the law firm of Laner Muchin, and (3) Laura Lefkow (a/k/a Laura Lefkow-Hynes). This request does not include a request for any documents created by the ISBE in the course of administrative enforcement proceedings, but specifically includes a request for all documents regarding James Galinski received or sent by the ISBE prior to issuance of the subpoena on or about April 9, 2019.

F000149-042319

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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F000149-042319

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
The Associated Press John O'Connor	The Associated Press	joconnor@ap.org	4/23/2019	Please provide me with: 1. A digital copy of the Spanish-language version of the Scott's Law flyer produced by ISBE in conjunction with the Illinois State Police. 2. All emails and other written communication from April 10, 2019 to present regarding the production of the Spanish-language Scott's Law flyer between and among ISBE staff members who had responsibility for creating and approving it, and between those staff members and members of the ISP staff.

F000150-042319

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Chris Coates	Herald & Review	cocoates@herald-review.com	4/23/2019	Under the Illinois Freedom of Information Act, I am requesting all ISBE Educator Misconduct Reporting Forms submitted to ISBE between Jan. 1, 2018, to the present, as well as any documents related to the misconduct forms, for the following school districts: - Decatur - Mattoon - Charleston - Mount Zion - Maroa-Forsyth I prefer these documents in electronic format. Because this matter is in the public interest, I ask that you waive any reproduction fee. If any part of this matter is denied, I request to be told on what grounds. Thank you, Chris Coates Herald & Review

F000151-042319

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Chris Coates	Herald & Review	cocoates@herald-review.com	4/23/2019	All information provided by the Mattoon school district to the Student Incident Report System from Aug. 1, 2018, to present.

F000152-042319

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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F000152-042319

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Chris Coates	Herald & Review	cocoates@herald-review.com	4/23/2019	All information provided the Decatur school district to the Student Incident Report System from August 2017 to present.

F000153-042419

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Mike Pietrzak		mike@aspdgroup.com	4/24/2019	Please provide an XLS file of all teachers at Richards Edwards School in City of Chicago 299 who hold a PEL with CURRENT ACTIVE endorsements or approvals as a Bilingual Teacher, ESL Teacher, AND/OR a Temporary Bilingual Teacher. For those with a TEMPORARY BILINGUAL, please indicate date of expiration. If it is easier, a file for each endorsement would be fine. (See example 1 below). Alternatively, showing all endorsements for all teachers is fine as well. (See Example 2 below). Thank you EXAMPLE 1: FILE 1 Teachers with CURRENT ACTIVE ESL ENDORSEMENT Teacher 1 Teacher 2... FILE 2 Teachers with CURRENT ACTIVE BILINGUAL ENDORSEMENT Teacher 1 Teacher 2 etc FILE 3 Teachers with CURRENT ACTIVE TEMPORARY BILINGUAL Teacher 1 - Exp 06/30/2020 Teacher 2 - Exp 06/30/2019 EXAMPLE 2: Teacher 1 - ESL, BILING Teacher 2 - ESL Teacher 3 - Temp Biling exp 06/30/2020

F000154-042419

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Manager of Financial Analysis John Catalano	Opaa! Food Management, Inc	jcatalano@opaafood.com	4/24/2019	I'd like to submit a public data request for the 2018-19 FSMC fixed price renewal document from the schools below, with their respective FSMCs. Contract Renewal Agreement for Food Management Services School Year (SY) 2018-19 for: 1. Litchfield CUSD #12 2. Shelbyville CUSD #4 Please let me know if you have any questions. Thank you and have a great day.

F000154-042419

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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F000155-042419

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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Illinois resident Constance Collins		constance.collins@gmail.com	4/24/2019	This is a FOIA request for a copy of the 2017-2018 salary and all benefits for Illinois public school district Superintendents.
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F000156-042519

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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Dr Blase Masini	Northeastern Illinois University	b-masini@neiu.edu	4/25/2019	Excel or CSV file of high school level data for all high schools in IL from 2016-17 to the most recent available. Include the following data elements: High school name CEEB code Graduation date (or year) Full high school address (including zip+4 if it is available) Total number of students graduating Number of African American students graduating Number of Hispanic students graduating Number of Asian students graduating Number of White students graduating Numbers of each remaining racial/ethnic group, in separate columns, graduating Number male students graduating Number of female students graduating
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F000157-042519

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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				To Whom It May Concern: Pursuant to the Illinois Freedom of Information Act (5 ILCS 140), the Better Government Association requests your government body's full payroll expenditures by individual for the year 2018, including salary and all additional payments. This request for total compensation includes, but is not limited to, the following information: - Last name - First name - Middle name (or initial, if available) - Suffix (e.g. Sr., Jr., III et al. if available) - Title - Department - Annual Base Salary - Overtime, holiday pay, bonus
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F000157-042519

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Jared Rutecki	Better Government Association	payroll2018@bettergov.org	4/25/2019	<p>compensation and any other additional payments made to employees excluding costs such as insurance, pension or benefit payments - Start date Please include annual compensation for any and all elected officials as well. Do not include hourly rates of pay for employees unless it also accompanied by the total compensation for the year. Please provide these records electronically in a spreadsheet or delimited text format (such as an Excel file, xlsx, xls, csv or txt file extensions). Please do not respond with paper, scanned/photocopied or pdf documents if at all avoidable. (Section 6(a) of the Illinois Freedom of Information Act states: "When a person requests a copy of a record maintained in an electronic format, the public body shall furnish it in the electronic format specified by the requester, if feasible.") Finally, please respond by replying directly to this email with the requested files attached. The Better Government Association is a nonprofit, journalism organization based in Chicago. This is for a possible news story. As such, I ask that any fees be waived as law allows. Please don't hesitate to contact me if you have any questions about this request or seek clarification in any way. Thank you, in advance, for your assistance in fulfilling this request as soon as possible. Your help is truly appreciated. Sincerely, Jared Rutecki Better Government Association 312-821-9032</p>

F000158-042519

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
				<p>To Whom It May Concern: Pursuant to the Illinois Freedom of Information Act (5 ILCS 140), the Better Government Association requests your government body's full payroll expenditures by individual for the year 2017-2018 school</p>

F000158-042519

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Jared Rutecki	Better Government Association	payroll2018@bettergov.org	4/25/2019	<p>year for all districts in the state, including salary and all additional payments. This request for total compensation includes, but is not limited to, the following information: - Last name - First name - Middle name (or initial, if available) - Suffix (e.g. Sr., Jr., III et al. if available) - Title - Department/District - Annual Base Salary - Overtime, holiday pay, bonus compensation and any other additional payments made to employees excluding costs such as insurance, pension or benefit payments - Start date Please include annual compensation for any and all elected officials as well. Do not include hourly rates of pay for employees unless it also accompanied by the total compensation for the year. Please provide these records electronically in a spreadsheet or delimited text format (such as an Excel file, xlsx, xls, csv or txt file extensions). Please do not respond with paper, scanned/photocopied or pdf documents if at all avoidable. (Section 6(a) of the Illinois Freedom of Information Act states: "When a person requests a copy of a record maintained in an electronic format, the public body shall furnish it in the electronic format specified by the requester, if feasible.") Finally, please respond by replying directly to this email with the requested files attached. The Better Government Association is a nonprofit, journalism organization based in Chicago. This is for a possible news story. As such, I ask that any fees be waived as law allows. Please don't hesitate to contact me if you have any questions about this request or seek clarification in any way. Thank you, in advance, for your assistance in fulfilling this request as soon as possible. Your help is truly appreciated. Sincerely, Jared Rutecki Better Government Association 312-821-9032</p>

F000158-042519

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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F000159-042519

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Kary Zarate	chicago public schools	kzarat2@uic.edu	4/25/2019	I would like the racial and demographic information of all paraeducators or those holding paraeducator licenses currently active in the city of chicago SD 299. Information is preferred as a de-identified excel document. Please and thank you.

F000160-042519

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
		bmoles2@uic.edu	4/25/2019	Census of total number of current teachers credentialed/licensed as teachers of students with visual impairment broken down for each of the last 25 years with demographic information if possible. Number of licenses/credentials issued for teachers of students with visual impairment issued for each of the 25 years. Thank you

F000161-042919

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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F000161-042919

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Assistant General Counsel Allison Purmort	Elior, Inc. o/b/o A'viands, LLC	ashlea.trevino@elior-na.com	4/29/2019	In relation to Dolton School District 149, Invitation for Bid and Contract Nonprofit School Food Service - All proposals submitted by vendors in conjunction with the ITB - All pricing pages, attachments, exhibits or additional documents submitted by any vendor relating to the ITB - Any internal or external correspondence or documentation relating to the ITB that was created or received by any individual employed by or working on behalf of Dolton, including without limitation, contractors - Any scoring sheet or criteria evaluation related to the ITB - Any protests submitted by any other vendor in conjunction with the ITB - Any memoranda created in conjunction with the ITB - Any contracts entered into in connection with the ITB

F000162-042919

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
HR Specialist Vicki Jones	Danville District 118	jonesv@danville118.org	4/29/2019	Please retrieve licensure information for all Danville District No. 118 employees with an assignment for the current 2019 year delivered in an Excel format as follows: 1. Full Name 2. Licenses - License ID / License / Status Code / Expires 3. Approved Program/Endorsements for Selected License - Endorsement / Description / Grade / Status Code / Issued Date 4. Approvals - Approval Code / Approval / Endorsement / Grade / Status / End Date Thank you for your assistance in this request.

F000163-042919

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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F000163-042919

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Stacy Bankhead		sb-districtcourt@hotmail.com	4/29/2019	I am requesting information as it pertains to Special Education placements and Education placements of Students into non-public private residential facilities outside the State of Illinois. Specifically, what funding mechanism is used whether State, Federal, Both, etc. and Specifically as it relates to the Students placed into the Diamond Ranch Academy(DRA) located in Hurricane, Utah. DRA also provides services under the following entities: Crystal Springs, Whisper Creek, Sandstone, Stone Ridge, Lava Falls, Sage Canyon. If you could provide me with the contract that the State of Illinois has with the DRA and historical payments with specification to whether funded with State, Federal and or BOTH funding. I sincerely appreciate your assistance with my request.

F000164-043019

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Mr Seth Meisel	Northwestern	seth.meisel@northwestern.edu	4/30/2019	Would you be able to provide me with the number of current Illinois teachers who have endorsements as a teacher leader. If a registry is not available, do you have data on the number of teachers who qualified for, or applied for, the Illinois teacher leader endorsement in any one year? Thank you.

F000165-043019

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
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F000165-043019

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
Kimberly Gatti	New Jersey State Board of Examiners	kimberly.gatti@doe.nj.gov	4/30/2019	Good Morning, I am the Director of the State Board of Examiners in New Jersey. In February, 2019, Illinois revoked the certificate of Keith Hampton, DOB 2/17/57. I requested documents from Becky LaFata with the Illinois State Board of Education and received a link to a newspaper article and a copy of an order for revocation that does not contain any information on the conduct. The New Jersey State Board of Examiners requires more information on this matter. Accordingly, I am requesting a copy of any and all documentation regarding Mr. Keith Hampton, maintained by the Illinois State Board of Education, and regarding the alleged conduct that resulted in the voluntarily surrender/revocation of his Illinois educator license. Thank you. Kimberly A. Gatti Coordinator, State Board of Examiners 609-376-3481 Note address change: kimberly.gatti@doe.nj.gov

U000466-040819

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
		mhobneck@isbe.net	4/8/2019	

U000480-041919

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
		SHORN@isbe.net	4/19/2019	

U000482-042219

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
		NFINE@isbe.net	4/22/2019	

U000492-042519

Customer Full Name	Company Name	Customer Email	Create Date	Public Record Desired
		invitations@alignable.com	4/25/2019	