

ILLINOIS STATE BOARD OF EDUCATION



East St. Louis Location: District Administration Building, Board Conference Room
1005 State Street, East St. Louis 62201

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

October 15, 2019
1 p.m.

I. Roll Call/Pledge of Allegiance

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

II. Public Participation

III. Discussion

- A. District Intervention (**pp 4-14**)
 - 1. Introduction – Robert Wolfe, Finance Officer
 - 2. East St. Louis –
 - 3. North Chicago –
- B. Legislative Agenda – (**pp 15-16**)
- C. ESSA Amendment Update
- D. Perkins V Update –
- E. Strategic Plan Update – (**pp - 17-18**)

IV. 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 by phone at (217) 782-2221, TTY/TDD at (217) 782-1900, or fax at (217) 785-3972.

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

ILLINOIS STATE BOARD OF EDUCATION



East St. Louis Location: District Administration Building, Board Conference Room
1005 State Street, East St. Louis 62201

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

October 16, 2019

8:30 a.m.

I. Roll Call/Pledge of Allegiance

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

II. Public Participation

III. Presentations

- A. Part 100 (Requirements for Accounting, Budgeting, Financial, Reporting and Auditing) Rule Amendment

IV. Closed Session

- A. Litigation when 1) an action against, affecting, or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or 2) the public body finds that an action is probably or imminent. If there is no filed or pending litigation, Section 2(c)(11) requires the public body to record and enter the finding of why an action is probable or imminent in the minutes of the closed meeting. 5 ILCS 120/2(c)(11).
- B. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. 5 ILCS 120/2(c)(1).

V. Superintendent's Report – Consent Agenda

- A. Approval of Minutes
 - 1. Plenary Minutes: September 17, 2019 (**pp - 19 - 20**)
 - 2. Plenary Minutes: September 18, 2019 (**pp - 21 - 30**)
 - 3. Plenary Minutes Closed: September 18, 2019
- B. *Initial Review
 - 1. Part 100 (Requirements for Accounting, Budgeting, Financial Reporting and Auditing) *Tort Fund* - (**pp - 31- 33**)
 - 2. Part 252 (Driver's Education) *Distance Learning and Educator Evaluations* (**pp - 34 - 42**)
- C. *Rules for Adoption
 - 1. Part 1 (Public Schools Evaluation, Recognition, and Supervision) *Asthma* (**pp - 43 - 56**)
- D. *Contracts and Grants Over \$1 Million
 - 1. Approval of the Mobile Museum of Tolerance Education (**pp - 57-58**)
 - 2. Approval of the Special Education Behavior Assessment and Training Project (**pp - 60 - 62**)
 - 3. Approval of the Specific Learning Disability Support Project (**pp - 64 - 66**)
 - 4. Approval of the University of Illinois Transition Contract – Special Education Transition Center (**pp - 67-70**)
 - 5. Approval of the Notice of funding Opportunity/Request for proposals for E-rate State Matching Grant Program (**pp - 71-73**)

6. Approval of the Request for Sealed Proposals for Expanded Contractual Monitoring CPS Program (**pp 74 - 75**)
7. Approval of the Request for Sealed Proposals for Expanded Contractual Monitoring Non-CPS Programs (**pp - 76 - 77**)
8. Approval of the Fall Waiver Report (**pp - 78 - 92**)

VI. Approvals

- A. Approval of the Legislative Agenda

VII. Upcoming Board Action

- A. After-School Programs (**pp - 93 - 95**)
- B. Part 1 (Public Schools Evaluation, Recognition and Supervision) and Part 680 (State Seal of Biliteracy) (**pp - 96 - 118**)
- C. Approval of the edTPA Cut Scores (**pp -119 - 123**)

VIII. Announcements and Reports

- A. Superintendent's Update
- B. Chairperson's Report
 1. Public Education Positions
- C. Board Committees
 1. Finance and Audit Committee
 2. Education Policy Planning Committee
- D. Member Reports

IX. Information Items

- A. ISBE Fiscal and Administrative Monthly Reports (available online at isbe.net) (**pp - 124 - 204**)
- B. Freedom of Information Act Monthly Report (**pp - 205 - 216**)

X. Adjourn

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ILLINOIS STATE BOARD OF EDUCATION MEETING
October 15, 2019

TO: Illinois State Board of Education

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

Agenda Topic: District Intervention

Expected Outcome: The Board will receive background and progress information regarding East St. Louis SD 189 and North Chicago CUSD 187

Materials: Consent Decree

Purpose of Agenda Item

Board Members will receive background and progress information that will help guide the agency.

Background Information/History

East St. Louis SD 189:

Like in North Chicago, the State Board of Education attempted to improve the academic and financial outlook of East St. Louis School District #189 (District 189). The IGA, which was entered into in 2011, required the district to take specific action to improve the district financially and academically. It required the school board to appoint Arthur Culver as district superintendent.

The State Board voted In April 2012 to install a Financial Oversight Panel in District 189 due to the extreme financial difficulties of the district. The FOP was appointed pursuant to 105 ILCS 5/1H of the School Code and is composed of five members from East St. Louis and the surrounding communities.

District 189 failed to comply with the IGA, so the State Board voted in June 2012 to remove the school board and directed the State Superintendent to appoint an Independent Authority. In the same month, five of the school board members sued ISBE to prevent the removal of the school board. Ultimately, that lawsuit was resolved in May 2013 by a Consent Decree issued in St. Clair County Circuit Court, a copy of which is attached. The Consent Decree allowed the school board members to stay in office, but vested final control in all decisions related to the district with the State Superintendent. The Consent Decree requires that District Superintendent Culver must make a recommendation to the school board on any matter related to the district. If the school board disagrees with the district superintendent, the State Superintendent will make the final decision. The Consent Decree also sets forth specific benchmarks that the district must meet in order to exit from state oversight.

North Chicago CUSD 187:

The State Board voted In May 2012 to install a Financial Oversight Panel (FOP) in North Chicago Community Unit School District #187 (District 187) due to the extreme financial difficulties of the district. The FOP was appointed pursuant to 105 ILCS 5/1H of the School Code and is composed of five members from North Chicago and the surrounding communities.

The State Board of Education voted In June 2012 to remove the school board in District 187 pursuant to 105 ILCS 5/2-3.25f. The statute stated, in relevant part:

(b) In addition, if after 3 years following its placement on academic watch status a school district or school remains on academic watch status, the State Board of Education shall take one of the following actions for the district or school:

- (1) The State Board of Education may authorize the State Superintendent of Education to direct the regional superintendent of schools to remove school board members pursuant to Section 3-14.28 of this Code. Prior to such direction the State Board of Education shall permit members of the local board of education to present written and oral comments to the State Board of Education.

The State Board of Education may direct the State Superintendent of Education to appoint an Independent Authority that shall exercise such powers and duties as may be necessary to operate a school or school district for purposes of improving pupil performance and school improvement. The State Superintendent of Education shall designate one member of the Independent Authority to serve as chairman. The Independent Authority shall serve for a period of time specified by the State Board of Education upon the recommendation of the State Superintendent of Education.

(2) The State Board of Education may (A) change the recognition status of the school district or school to non-recognized, or (B) authorize the State Superintendent of Education to direct the reassignment of pupils or direct the reassignment or replacement of school district personnel who are relevant to the failure to meet adequate yearly progress criteria. If a school district is non-recognized in its entirety, it shall automatically be dissolved on July 1 following that non-recognition and its territory realigned with another school district or districts by the regional board of school trustees in accordance with the procedures set forth in Section 7-11 of the School Code. The effective date of the non-recognition of a school shall be July 1 following the non-recognition.

Following that vote in June, the State Superintendent directed the Regional Office of Education to remove the school board members and he appointed a five-member Independent Authority. The Independent Authority was sworn in during August 2012 and is made up of three community members, a representative from the Navy (North Chicago is home to the Great Lakes Naval Base), and one representative from the business community.

The vote of the State Board came after ISBE had attempted to rectify extreme mismanagement of the district by the members of the school board through an intergovernmental agreement (IGA). The prior board had not only mismanaged the finances of the district and failed to improve a district that was failing academically, but had also engaged in corruption, misuse of district funds, and nepotism in hiring. Many school board meetings would dissolve in screaming and yelling.

Following its installation, the Independent Authority placed the district superintendent on administrative leave and ultimately negotiated the termination of his contract, as well as the contracts of other members of the senior team. At the same time, the FOP brought in Dr. Ben Martindale to first serve as chief executive officer of the district and then ultimately as chief education officer.

In addition to oversight, both districts have been recipients of significant supplemental state funding:

\$000s	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Total
East St. Louis	\$9,000.0	\$3,000.0	\$8,201.2	\$5,400.0	\$0.0	\$3,193.3	\$3,196.8	\$6,050.0	\$38,041.3
North Chicago	0.0	0.0	\$4,594.3	\$5,800.0	\$0.0	\$3,366.9	\$3,363.4	\$6,050.0	\$23,174.6
Total	\$9,000.0	\$3,000.0	\$12,795.5	\$11,200.0	\$0.0	\$6,560.2	\$6,560.2	\$12,100.0	\$61,215.9

The supplemental state funding and improved financial management on the part of each school district, as well as the oversight of the FOPs, has resulted in both districts receiving Recognition Status (highest designation) in the most recent Financial Profile.

East St. Louis Superintendent Art Culver and North Chicago Superintendent John Price will be presenting specific information to the Board regarding the progress the districts have made and the goals they have for the future.

Recommendations:

This item is for information purposes only. No action will be taken.

IN THE CIRCUIT COURT
TWENTIETH JUDICIAL CIRCUIT
ST. CLAIR COUNTY, ILLINOIS

EAST ST. LOUIS SCHOOL DISTRICT)
NO. 189 BOARD OF EDUCATION,)
LONZO GREENWOOD, GEORGE A. MICHOM,)
VICTORIA A. CLAY, LEVONDIA M. NEELY, and)
KINNIS WILLIAMS, SR.,)

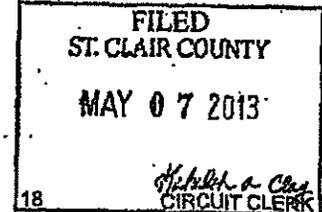
Plaintiffs,)

v.)

ILLINOIS STATE BOARD OF EDUCATION (ISBE),)
GERY J. CHICO, STEVEN R. GILFORD, DR. VINNI)
M. HALL, JAMES W. BAUMANN, DR. ANDREA S.)
BROWN, DR. DAVID L. FIELDS, LANITA J. KOSTNER)
AND MELINDA A. LaBARRE, as ISBE members, DR.)
CHRISTOPHER KOCH, as State Superintendent of)
Education, and SUSAN SARFATY, as St. Clair County)
Regional Superintendent of Schools,)

Defendants.)

) Case No. 12-CH-783



CONSENT DECREE

Plaintiffs, the East St. Louis School District No. 189 Board of Education and its members, and Defendants, the Illinois State Board of Education and its members, Dr. Christopher Koch, as State Superintendent of Education, and Susan Sarfaty, as St. Clair County Regional Superintendent of Schools, hereby agree to the entry of this Consent Decree in order to obtain a full and final resolution of all claims alleged in the above-captioned case or that could have been alleged herein with respect to ISBE's actions to remove the District Board of Education members pursuant to Sections 2-3.25f(b) and 3-14.28 of the Illinois School Code, 105 ILCS 5/2-3.25f(b), 105 ILCS 5/2-14.28.

For purposes of this Consent Decree, the following terminology applies:

"District Board" is the East St. Louis School District No. 189 Board of Education.

"ISBE" is the Illinois State Board of Education.

"District Superintendent" is the Superintendent employed by the East St. Louis School District No. 189.



"State Superintendent" is the Illinois State Superintendent employed by the Illinois State Board of Education.

"District" is the East St. Louis School District No. 189.

Plaintiffs brought this case seeking injunctive relief preventing the removal of the District Board on the grounds that: (1) 2-3.25f(b) of the Illinois School Code is unconstitutional on its face because it impermissibly infringes on the fundamental right to vote, in violation of due process and equal protection and is an improper delegation of legislative authority; (2) 2-3.25f(b) is unconstitutional as applied because ISBE has failed to provide procedural due process, (3) 2-3.25f(b) is unconstitutional as applied because ISBE has violated equal protection by removing a select few of the over 120 boards of education subject to removal; and (4) it is improperly based on factors inapplicable under 3-2.35f(b) such as financial and other considerations.

ISBE denies all the claims brought by Plaintiffs and maintains that Sections 2-3.25f(b) and 3-14.28 of the Illinois School Code are constitutional on their face and as applied to the District. Further, ISBE maintains that the District's academic performance gives ISBE grounds to remove the Board of Education and the fact that other issues exist in the District, including dire financial conditions, does not undermine ISBE's use of 2-3.25f(b) to remove District Board members. ISBE further contends that, given the academic performance of the District, the best avenue for correcting the academic failure of the District is to remove the current District Board members and put in its place an Independent Authority (IA) to run the District in cooperation with the Financial Oversight Panel (FOP) currently in place in the District.

After discussions between representatives of the District Board and Defendants, the Plaintiffs have agreed that it is in their best interest and in the best interest of the District to settle this case on the terms set forth herein. The Plaintiffs enter into this Consent Decree on behalf of the entire District Board, including the members who did not initiate this lawsuit. Plaintiffs have met with all of the members of the District Board and counsel for the District and the entire District Board has agreed that this Consent Decree will bind the District Board and its members and successors for the term of this Consent Decree or any extension thereof. Prior to execution of this Consent Decree, the District Board met and approved this Consent Decree on April 4, 2013.

The Defendants continue to assert that the claims in this lawsuit are meritless but consider it desirable to settle this litigation in the interest of carrying out their reform efforts in the District.

The parties agree that this Consent Decree is final and binding as to the issues resolved herein. The Court shall retain jurisdiction over this action for the purpose of enforcing this Consent Decree. In the event that any objections or challenges are raised by third parties to the lawfulness or appropriateness of this Consent Decree, any provision hereof, or proceedings pursuant hereto, or that attempts are made to separately litigate these issues, the parties shall jointly defend the lawfulness of the matter challenged. Counsel for ISBE will take the lead role in defending the lawsuit.

By entering into this Consent Decree, the parties will work together to improve the outcomes for the students of the District.

NOW THEREFORE, IT IS HEREBY ORDERED, ADJUDGED AND DECREED THAT:

I. Operation of the District

- a. The District Superintendent will present to the District Board recommendations on all personnel, contracting, budgeting, policy, curriculum and other decisions for the District. For the purposes of this Consent Decree, (1) personnel decisions include hiring, placement, termination, and nonrenewal decisions regarding both certified and non-certified employees, as well as the approval of payroll; (2) contracting decisions include decisions to procure or enter into any contract, including union contracts or collective bargaining agreements, charter school contracts, grant agreements or other arrangements involving the receipt of funds or the allocation of District resources, and any and all expenditure(s) that may be related to any necessary repair work; (3) budgetary decisions include all District decisions related to approval of or revisions to the District budget, accessing of financial resources, the issuance of evidences of indebtedness or the development and/or approval of District tax levies; (4) policy decisions include all District decisions related to implementation of any and all policies which require District Board approval; (5) curriculum decisions involve all decisions related to the adoption of curriculum for the schools, including decisions on textbooks, instructional material and courses of study; (6) other decisions include all other decisions that require approval of the District Board, included but not limited to restructuring of schools, closing schools, selling school facilities, and redrawing attendance boundaries. The District Board will not make any decisions regarding personnel, contracting, budgeting, policy, curriculum or other decisions without the prior written approval of the District Superintendent, but the members of the District Board may communicate with and provide input to the District Superintendent concerning such decisions on behalf of District residents and shall vote to approve or reject the recommendation of the District Superintendent. The members of the District Board will have no other involvement in the recruitment, hiring or termination of any employees of the District. The members of the District Board shall not make any expenditure without the prior written approval and authorization of the District Superintendent.
- b. In the event that the District Board does not act in accordance with the recommendations of the District Superintendent on decisions on personnel, contracting, budgeting, policy, curriculum, and other decisions the matter will be referred to the State Superintendent for final decision. The State Superintendent may request additional information from the District Board, however, all final decision-making authority will rest with the State Superintendent. In the event the District Board is unable or unwilling to act on a recommendation of the District Superintendent within a timeframe that allows for achievement of the objectives in the Improvement Plan pursuant to Section III of this Consent Decree, compliance with regulatory requirements or any other actions deemed by

the District Superintendent to be in the best interest of the District, the District Superintendent may refer the matter directly to the State Superintendent for action on behalf of the District.

- c. The District Board shall cooperate with the District Superintendent and with ISBE and any ISBE partner as needed and as requested by the District Superintendent or ISBE with respect to the implementation of the Improvement Plan or with any other aspects of the administration of this Consent Decree. Throughout the term of this Consent Decree and any extension thereof, the District Board will consult with the District Superintendent and ISBE with regards to decisions and approvals made pursuant to this Consent Decree.
- d. The District Board shall conduct the performance evaluation of the District Superintendent in conjunction with the State Superintendent or designee. If, during the pendency of this Consent Decree, the position of District Superintendent becomes vacant, the State Superintendent will initiate and oversee a search for candidates and shall identify finalists for the position. The District Board will provide feedback on the finalists to the State Superintendent within the timeframe requested. The State Superintendent will then make a final selection and will direct the District Board, in writing, to hire or otherwise enter into a contract with the selected candidate. The District Board shall not hire or otherwise enter into a contract with an individual to become District Superintendent unless and until the District Board has received written authorization of the State Superintendent to hire or otherwise enter into a contract with such an individual.
- e. Twice a year, community forums will be held by the District Board and the District Superintendent. The purpose of these meetings will be to inform community members of the state of the District, including but not limited to, a discussion of the development and implementation of any and all improvement plans, the achievement of students within the District and governance of the District Board. The forums will be held at locations to be determined, but all efforts will be made to hold these meetings in locations all around East St. Louis.
- f. The FOP will remain in place following the execution of this Consent Decree and will continue in operation as provided for in Articles 1B and 1H of the Illinois School Code.
- g. ISBE shall appoint a liaison, at its expense, to periodically meet and confer with the District Superintendent, the District Board President and the District Financial Oversight Panel Chairman as necessary, but at least once per quarter in order to facilitate communications, clarify any misunderstandings, mediate any disagreements and address any concerns concerning the decisions referenced in Section I.a. hereof or other District matters.

II. District Review Process/Audit

- a. The District shall engage in a diagnostic review audit designed to help the District and its schools improve student performance by analyzing current practices against effective research based practices, identifying areas of strength and areas needing improvement.

- b. The review will be conducted by an external team of skilled reviewers to be paid for by the District. The District Superintendent and the District Board will work with the State Superintendent to identify an appropriate team of reviewers. A final selection decision will be made by the State Superintendent.
- c. The review will include a review of curriculum, instruction and assessment, school climate and culture, leadership, maintenance and operations, facilities, transportation, special education services, organizational structure and resources, human resources, professional development, community and family involvement and comprehensive and effective planning.

III. Improvement Plan

- a. Within 90 days after the completion of the review/audit required in Section II of this Consent Decree, the District Superintendent will submit an Improvement Plan to the State Superintendent and to the District Board. This plan will require final approval of the State Superintendent. The Improvement Plan will include provisions on the following:
 - i. The improvement of District Board governance through development and implementation of a District Board member training plan in compliance with Section 10-16a of the Illinois School Code and development and implementation of general operating principles for District Board/staff roles and interactions.
 - ii. The development and implementation of a corrective plan for District noncompliance with any and all regulatory requirements.
 - iii. The development and implementation of an instructional improvement plan for the District and for each school with specifics on community and parental involvement. This plan will set forth specific academic performance goals.
 - iv. The development of a staffing needs analysis and plan to determine critical staff needs within the District to support the instructional improvement plan and corrective plan for noncompliance. In addition, the Improvement Plan will include the development and implementation of a strategy for attracting candidates and posting positions to meet the District's staffing needs.
 - v. The development and implementation of a facilities plan for the maintenance, repair and improvement of all District facilities.
 - vi. The development and implementation of a plan for the financial operation of the District, addressing, at minimum, the District's projected revenues and expenditures and a description of the means by which the District's budget will be brought into balance.
- b. The District Superintendent will update this Improvement Plan on a semi-annual basis and submit it to the State Superintendent. In addition, the District Superintendent will submit an annual report on or before June 30th of each year describing implementation of the Improvement Plan and planned activities for the upcoming year to continue implementation.

IV. Accreditation

The District Board, by and through the District Superintendent, shall:

- a. meet all accreditation standards, policies, and procedures of AdvancED.
- b. host an external review team from AdvancED at least once every 5 years. These visits will follow a self-assessment by the District Board and District Superintendent and will follow confirmation from the District Board and District Superintendent that it is ready for an external review visit.
- c. engage in continuous improvement as detailed in Section V of this Consent Decree in order to achieve and maintain its accreditation.
- d. submit accreditation reports to AdvancED and the State Superintendent on a schedule to be determined by AdvancED.
- e. upon achieving full accreditation, maintain the accreditation status for the term of this Consent Decree or any extension thereof.

V. Term and Termination of the Consent Decree

- a. The Consent Decree will terminate on motion of Plaintiffs or Defendants, if the Court finds that the District substantially meets the following criteria:
 - i. The District Board has demonstrated professionalism, integrity and sound governance in the District, including by following the operating procedures as set forth in the District Board's governance document and in the Improvement Plan.
 - ii. The District Board has a demonstrated record of compliance with state and federal law.
 - iii. The District has met the identified performance goals as set forth in the Improvement Plan, and academic achievement for the District is equal to or exceeds the average for both elementary and secondary schools of the districts listed in Attachment A. Additionally, the District's minority students, special education students and economically disadvantaged students are performing equal to or above the State averages for such populations as measured by the District and State Report Cards.
 - iv. The District has a graduation rate that is commensurate with the average of the districts listed in Attachment A. Additionally, the District's minority students, special education students and economically disadvantaged students have a graduation rate equal to or above the State averages for such populations as measured by the District and State Report Cards.
 - v. The District has an attendance rate that is commensurate with the average of the districts listed in Attachment A. Additionally, the District's minority students, special education students and economically disadvantaged students are performing equal to or above the State averages for such populations as measured by the District and State Report Cards.
 - vi. The District has reduced the truancy rate to a rate that is commensurate with the average of the districts listed in Attachment A. Additionally, the District's minority, special education students and economically disadvantaged students have a truancy rate equal to or below the State

- averages for such populations as measured by the District and State Report Cards.
- vii. The District has reduced the drop-out rate to a rate that is commensurate with the average of the districts listed in Attachment A. Additionally, the District's minority students, special education students and economically disadvantaged students have a drop-out rate equal to or below the State averages for such populations as measured by the District and State Report Cards.
 - viii. The District Board has effectively implemented the staffing plan as set forth in the Improvement Plan.
 - ix. The District Board has met goals and objectives of the facilities plan as set forth in the Improvement Plan.
 - x. The District Board has demonstrated a timely, efficient and effective allocation of resources to meet District needs and the District Board has established and followed fiscal controls as set forth in the Improvement Plan. In addition, the District has operated with a positive fund balance for at least 3 years.
 - xi. The District received a rating of Organized or above on the Sessentials survey.
 - xii. The District is fully accredited by AdvancEd as required by Section IV of this Consent Decree.
- b. In no event will this Consent Decree be dissolved in fewer than 4 years from the date of entry of this Consent Decree.
 - c. If the Court finds that the exit criteria have not been substantially met within 4 years from the entry of this Consent Decree, the agreement will automatically extend for another period of 4 years on the same terms as the original Consent Decree with any changes to be negotiated between the parties, subject to approval by the Court. In the alternative, the parties could agree jointly to seek dissolution of the District or to seek legislative change to allow for an alternative option for the District, including, but not limited to, chartering out the District or placing it in a state recovery school district. ISBE reserves the right to seek legislative change at any time during the pendency of this agreement allowing for an alternative option for the district if ISBE determines that there is insufficient funding to carry on the operations of the district.
 - d. At any time during the term of any extension, either party may seek termination of this agreement through a motion to the Court, on the basis that the District has substantially met the criteria set forth in V. a.
 - e. During the term of this Consent Decree or any extension thereof, ISBE and the State Superintendent shall not seek removal of the District Board or imposition of an IA pursuant to Sections 2-3.25f or Section 3-14.28, as now or hereafter amended, or any other statutory provision, as now or hereinafter enacted, or applicable law, except as allowed in V.f. or if expressly required to do so by any different statute enacted by the Illinois General Assembly in the future.
 - f. During the term of this Consent Decree or any extension thereof, the Court, upon Defendants' motion, may order the State Superintendent to appoint an IA to oversee all matters in the District if the State Superintendent demonstrates that the

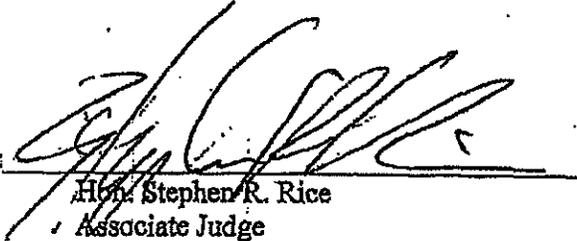
actions of the District Board are undermining the efforts of the District Superintendent to meet the goals set forth in the Improvement Plan. While ISBE's position is that Section 2-3.25f(b) of the School Code, 105 ILCS 5/2-3.25f(b), provides powers for an IA that are co-extensive to that of a school board and that ISBE does not need a court order to appoint an IA under the statute, ISBE agrees, for purposes of this Consent Decree, that, if so ordered by the Court, the IA will function in the District as an oversight panel, meaning that: (1) All matters acted upon by the District Board will be reviewed by the IA for approval; (2) If the IA approves the action, it will then be executed by the District, except on matters that also must be reviewed by the FOP; (3) In such cases, the FOP will act on the item following the approval by the IA; (4) If the IA does not approve the matter, the item will fail and will not be acted upon by the District; (5) The IA will also have the power to receive items for action directly from the District Superintendent when the District Superintendent demonstrates that the District Board's inaction will result in harm to the District.

VI. Execution of this Agreement and Court Jurisdiction

- a. The Consent Decree will be effective upon entry by the Court.
- b. The Court shall retain jurisdiction over this matter for the purpose of enabling any party to the litigation to apply to the Court for such further orders as may be necessary or appropriate for implementation or enforcement of this Consent Decree.
- c. Each party shall bear its own attorneys' fees and costs and expenses.
- d. This Consent Decree may be modified or altered by the Court subject to good cause shown by any party.

SO ORDERED.

Dated: 5/7/13

ENTER: 

Hon. Stephen R. Rice
Associate Judge

Exhibit A

Brooklyn Unit District 188
Cahokia CUSD 187
Cairo USD 1
Dolton SD 148
Dolton SD 149
Ford Heights SD 169
Gen George Patton SD 133
Hazel Crest SD 152-5
Lindop SD 92
Madison CUSD 12
Park Forest SD 163
Pembroke CCSD 259
Prairie-Hills ESD 144
Rich Twp HSD 227
Thornton Twp HSD 205
Venice CUSD 3

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 15, 2019

TO: Illinois State Board of Education

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

Agenda Topic: 2019-20 Proposed Legislative Agenda

Expected Outcome: For the Board to approve a proposed legislative agenda for the Fall 2019 Veto Session and Spring 2020 Legislative Session

Materials: None

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

Purpose of Agenda Item

The purpose of this agenda item is for the Board to approve a proposed legislative agenda for the Fall 2019 Veto Session and Spring 2020 Legislative Session.

Background Information

Veto Session

Subject: PA 101-0220 Trailer Bill

Executive Summary: This proposal would insert a provision in Article 21B of the School Code that would allow an individual who holds a high school diploma the option to receive an Educator License with Stipulations endorsed for paraprofessional if he or she successfully completes a paraprofessional competency test. This bill will also reinsert a provision that requires individuals who work in instructional positions in charter schools and do not have an educator license to successfully pass a content area test.

Subject: PA 101-0507 Trailer Bill

Executive Summary: This proposal would insert language in Article 14 of the School Code that extends the time, through September 30, 2021, for individuals to file due process hearing requests in connection with an allegation of delay or denial of special education or related services in the 2016-2017 or 2017-2018 school year by a school district organized under Article 34.

Spring Session

Educator Preparation, Support, and Success – Licensure

This proposal would make multiple modifications to School Code to support educator preparation, support, and success. Current recommendations include:

- Revise requirements for alternative licensure programs.
- Make licenses endorsed for visiting international educators valid for five years (currently three).
- Extend emergency provision for utilizing a substitute teacher in a vacant teaching position to 90 days (currently 30).
- Allow CTE educators to renew their licenses with a test of workplace proficiency, not just educators whose license was issued July 1, 2015, or later.
- Update language to conform with current licensure nomenclature.

Healthy, Safe and Inclusive Schools – Educator Misconduct

This proposal would make multiple changes to the School Code to ensure ISBE has access to information to support safe and healthy learning environments.

- Require the local state's attorney to notify ISBE when charges are filed against an individual who holds a license issued by ISBE to align with changes made by PA 101-0531.
- Require Regional Offices of Education and Intermediate Service Centers to submit rap backs (updated background check hits) to ISBE, notify the employer (if applicable), and update an educator's ELIS account within 10 business days of receipt of the rap back.

Transparency and Efficiency – School Code Clean Up

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

- Elimination of statutorily required groups that no longer meet.
- Move the special education child count from December 1 to October 1 to better align with Fall Enrollment Counts.
- In cases where mental illness is the cause of suspension or expulsion of a pupil, change the requirement for districts to invite representatives from Department of Human Services to board meetings to inviting a representative from a local mental health agency to board meetings.
- Changes to enrollment reporting for private special education facilities.

Student Assessment

This proposal is a placeholder proposal for possible legislative changes recommended through the assessment evaluation.

Continuous Improvement

This proposal is a placeholder proposal for possible legislative changes required by amendments to the State ESSA Plan.

Superintendent's Recommendation

The State Superintendent recommends that the State Board of Education adopt the following motion:

The State Board of Education hereby authorizes the following legislative proposals to move forward as agency-initiated proposals for the 2019 Veto Session:

- PA 101-220 Trailer Bill
- PA 101-507 Trailer Bill

The State Board of Education hereby authorizes the following legislative proposals to move forward as agency-initiated proposals for the 2020 Spring Session:

- Educator Preparation, Support, and Success – Licensure
- Healthy, Safe and Inclusive Schools – Educator Misconduct
- Transparency and Efficiency – School Code Clean Up
- Student Assessment – Placeholder
- Continuous Improvement – Placeholder

Next Steps

Staff will move forward with drafting all approved legislative proposals and will proceed with securing sponsors for the 2019 Veto Session and the 2020 Spring Legislative Session.

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 16, 2019

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

Agenda Topic: Strategic Plan

Expected Outcome: The expectation is to identify the mission, vision, and equity statements and goals that will be used by the agency

Materials: None

Staff Contact(s): None

Purpose of Agenda Item

The purpose of the Strategic Plan Update is for the Board to review the draft options discussed at the Board retreat in September.

Background Information/History

Current Status:

The Board's preference is to replace the current agency goals with three broad goals. Until an amendment is completed, the goals referenced below will continue to serve as a small but necessary part of our accountability system.

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.

Proposed:

The following are two examples each of mission, vision, and equity statements and three goals. Board members will be asked to indicate if they prefer example one or two.

The **Mission** of the Illinois State Board of Education is to...

- **Draft One:** secure excellent opportunities and outcomes for all children in Illinois by providing transformative, data-informed, and equitable leadership and supports.
- **Draft Two:** collaborate with educational stakeholders to provide excellent educators, learning conditions, and outcomes for all students.

Current: Provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.

The **Vision** of the Illinois State Board of Education is that...

- **Draft One:** Illinois' pre-K through 12th grade education system equips all students with the knowledge, skills, and attitudes to thrive in paths of their choosing and to contribute to the civic and economic success of their communities.
- **Draft Two:** Illinois is a state where a person's ZIP code and demographics are no longer predictors of life outcomes and where all people can participate fully in social, civic, and economic success.

Current: Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure.

The Illinois State Board of Education believes Illinois can achieve **Educational Equity** by...

- **Draft One:** liberating all students from policies, practices, and beliefs that inhibit access to the rigor, academic and social-emotional supports, and resources they need to succeed.
- **Draft Two:** ensuring that all policies, programs, and practices prioritize meeting each student's unique needs and by affirming the strengths that each child brings within their different backgrounds and life experiences.

Current: ISBE Supports the Whole Child, the Whole School, and the Whole Community

Statement on Fair Access and Equitable Support

The Illinois State Board of Education commits to promoting and implementing comprehensive policies, practices, and programs that ensure fair access to quality for all students in our state. When we act equitably, we raise whole, healthy children nested in whole, healthy schools and communities with differentiated support and equal opportunity to learn and succeed, irrespective of race, ethnicity, sexual orientation, gender, language, income, or ability. By investing in equity, we maximize all students' educational attainment, opportunities for success in the workforce, and contributions to their communities, and thus strengthen the whole state.

Draft Board Goals...

- Students:
 - **Draft One:** Ensure that all students are performing at grade level or higher, particularly in reading and math, at the end of each school year.
 - **Draft Two:** Ensure students will make academic gains by the end of each school year and to ensure we raise the knowledge, skills, and opportunities so that each student is empowered and equipped to pursue a successful future.
 - The priorities that will fall under this overarching goal are assessment and system of support.
- Learning Conditions:
 - **Draft One:** Ensure that students are learning in environments that are physically and emotionally secure.
 - **Draft Two:** Ensure that available resources are allocated in a manner that meets the specific needs of students.
 - The priority that will fall under this goal is Evidence-Based Funding.
- Quality of Staff
 - **Draft One:** Ensure that staff are adequately prepared, supported, and recognized so that students can be successful.
 - **Draft Two:** Ensure that every school has appropriate staff to meet the needs of our diverse student population.
 - The priority that will fall under this goal is educator preparation, support, and success.

Pros and Cons of Various Actions

Pros: The new proposed options of the Strategic Plan offer attainable goals for everyone involved.

Cons: None.

Board Member(s) Who Will Abstain: None.

Recommendations:

This draft of the Strategic Plan is for discussion at the October Board meeting.

Illinois State Board of Education Meeting

September 17

Horace Mann

1 Horace Mann Plaza, Springfield, IL

**ROLL CALL/PLEDGE
OF ALLEGIANCE**

Chairperson Reisberg brought the meeting to order at 10:04 a.m. Roll call was taken and a quorum was present with eight members.

Members Present in Springfield

Darren Reisberg
Dr. Donna S. Leak
Dr. Christine Benson
Cynthia Latimer
Susie Morrison
Dr. Cristina Pacione-Zayas
Dr. Jane Quinlan
Jacqueline Robbins

Late Arrival – 10:43 a.m.

Dr. David Lett

INTRODUCTIONS

Dr. Ayala introduced Irma Snopek, ISBE's new policy and communications officer.

Chairperson Darren Reisberg introduced Robert Hull, president and chief financial officer of National Association of State Boards of Education.

State Superintendent Dr. Carmen Ayala introduced Marita Zuraitas, president and chief executive officer of Horace Mann, who presented information about Horace Mann's history, mission, and vision.

**PUBLIC
PARTICIPATION**

Kent Hawley, superintendent of Griggsville-Perry CUSD 4, expressed frustration about the Early Childhood Block Grant RFP process and being denied preschool funds.

**RETREAT
OBJECTIVES**

Mr. Hull, members of the Illinois State Board of Education, and senior ISBE staff began the retreat by reviewing retreat objectives while continuing the work already begun on the strategic plan, with students, educators and stakeholders in mind.

**ICE BREAKER /
TEAMBUILDING**

Dr. Ayala led the Board and senior staff members in an ice-breaking session. Several groups were formed and they discussed and reviewed ISBE's current mission, vision, and equity statements. Staff will continue to work to develop the mission, vision, and equity statements for the Board to review.

**BOARD AND
AGENCY TEAM**

The Board and staff reviewed and discussed ISBE's equity statements of various organizations, while providing their own reflective thoughts and concerns.

**REVIEW OF THE
ILLINOIS STATE
BOARD OF
EDUCATION'S
VISION, MISSION AND
EQUITY STATEMENT**

Dr. Ayala explained to the Board and staff the telescope concept of the strategic plan, looking through the lenses of equity, quality, collaboration, and community while focusing on the 2 million children in our state.

The Board and staff proceeded to review the draft goals: 1) student assessment; 2) educator preparation support and success; 3) system of support; and 4) Evidence-Based Funding. They all feature continuous improvement and are supported by research and data.

The Board and staff determined that the four proposed goals are better described as priorities under broader overarching goals. The Board and staff proposed three new goals: 1) student success; 2) learning conditions; 3) and quality teachers and leaders.

Dr. Pacione-Zayas expressed that the early childhood community may have concerns with implementing assessments in grades 1 and 2 and should be included in any process to develop these assessments.

**LEGISLATIVE
AGENDA**

Amanda Elliott, executive director of Legislative Affairs, reviewed ideas for the legislative agenda with the Board and staff. The legislative agenda is expected to align itself to the budget agenda.

APPRECIATIONS

The Board and staff expressed their appreciations of each other and the retreat work done throughout the day.

**MOTION FOR
ADJOURNMENT**

Dr. Lett made a motion to adjourn.
Dr. Leak, vice chair, seconded the motion, which passed by unanimous vote.

Chairman Reisberg adjourned the meeting at 4:46 p.m.

Respectfully Submitted,

**Cristina Pacione-Zayas, PhD
Board Secretary**

**Darren Reisberg
Chairperson**

Illinois State Board of Education Meeting

September 18
100 N. 1st St.
Springfield, IL

**ROLL CALL/PLEDGE
OF ALLEGIANCE**

Chairperson Reisberg brought the meeting to order at 9 a.m. Roll call was taken, and a quorum was present with nine members.

Members Present in Springfield

Chairperson Darren Reisberg
Vice Chair Dr. Donna S. Leak
Dr. Christine Benson
Cynthia Latimer
Dr. David R. Lett
Susie Morrison
Secretary Dr. Cristina Pacione-Zayas
Jane Quinlan
Jacqueline Robbins

INTRODUCTIONS

State Superintendent Dr. Carmen I. Ayala introduced Irma Snopek, ISBE's new Policy and Communications Officer; Jennifer Kirmes, executive director of Teaching and Learning; and Krish Mohip, Deputy Officer of Operational Education.

Prior to public participation, Dr. Ayala commented on potential ESSA updates. Dr. Ayala noted that the potential amendment is not finalized and that she and the agency team will be engaging in a process to elicit extensive feedback before seeking action by the Board.

**PUBLIC SESSION
ESSA**

Cynthia Lund from the Illinois Federation of Teachers (IFT) said IFT appreciates the opportunity for stakeholder engagement. IFT urges ISBE to make the following changes made to proposed amendment: the overall weighting of the academic and school quality/success indicators should reflect the maximum flexibility allowed under the Every Student Succeeds Act (ESSA) at 51% and 49%; exclude the growth indicator at the high school level; include chronic absenteeism as a metric as recommended by IBAM; do not require newly arrived English Learners to be tested; and reduce the summative designation categories to 3.

Nicole Wills from the Illinois Education Association (IEA) noted IEA would like the overall weighting of the academic and school quality/success indicators to be at 51% and 49%; English Learner students awarded points for progress toward English language proficiency and allowed to be exempted from assessments the first two years; include chronic absenteeism as a metric as it has significant impacts on other indicators of success.

Elliot Regenstein, a partner at Foresight Law + Policy, was very pleased to see the P2 indicator included and strongly encouraged the Board to keep it as is in the proposed amendment. Regenstein suggested there should be an indicator regarding supports provided to emergent bilinguals.

Dr. Pacione-Zayas asked Regenstein if the Latino Policy Forum has put together a formal recommendation on emergent bilinguals.

Regenstein indicated that the Latino Policy Forum has not yet put together a formal recommendation, but it is in progress.

PART 25

Tony Reeley, executive director of Eastern Illinois Area Special Education; Todd Taylor, assistant superintendent for Student Services for Urbana School District 116; and Jan Pearcy, superintendent of Tri County Special Education, spoke about the teacher shortage in Illinois, problems they see with special education licensure, and about ways to support special education teachers. They endorse the changes the State Superintendent is recommending be made to Part 25.

Susan Lee, a special education teacher from Champaign, spoke to Section 25.43 of the rules. She would like to see Section 25.43 modified because she feels the requirements for the LBS1 endorsement are insufficient to address the diverse and complex needs of special education students.

IFSOE

Sue Taylor, president of the Illinois Federation of State Office Educators Local 3236, (IFSOE); Paula Williams, IFSOE Secretary; and Amy Bianco, IFSOE treasurer, spoke about the expiration of the union contract on June 30, 2019 and gave a negotiations update. IFSOE implores the Board to encourage ISBE management to reach an acceptable agreement as soon as possible.

RESOLUTION

Dr. Benson read the Resolution Ensuring Safe and Welcoming Public Schools for All Illinois Students to the Board and public. The words “the current political climate” will be removed.

Dr. Benson made a motion for the Illinois State Board of Education to approve, as amended, the Resolution Ensuring Safe and Welcoming Public Schools for All Illinois Students.

Dr. Leak, vice chair, seconded the motion and it passed by unanimous voice vote.

STUDENT ADVISORY COUNCIL (SAC)

Mary Reynolds, executive director of Regulatory Services, explained the three focus areas of the Student Advisory Council for this school year. They are equity and diversity, student success, and student safety. The students stated their names, their schools, and where they were from. They will provide more information in March 2020.

Chairperson Reisberg thanked them for taking the time to be a part of the Student Advisory Council.

**RICH HIGH SCHOOL
DISTRICT 227**

Randy Alexander, board president of Rich Township High School District 227, raised concerns about voting processes of his board and is seeking some guidance from the State Board.

Dr. Ayala connected Alexander with a member of her staff and Chairperson Reisberg also suggested Alexander reach out to both the Illinois Association of School Boards and his district's Intermediate Service Center.

PERKINS V

Dr. Jason Helfer, deputy instructional education officer, presented a Perkins V update, which covered the following topics:

- Allotment of Funds – Local Slide
- Draft State Vision for CTE
- Alignment with State Initiatives
- Opportunities through Perkins V
- Secondary Performance Indicators
- Local Grantee Requirements
- Timeline

Dr. Lett asked if ISBE is assisting people on the needs assessment with a prototype to show what it will look like.

Dr. Helfer indicated that the agency is working on this.

Dr. Lett asked a follow up question on whether the needs assessment must be completed with both the local community college and local workforce.

Dr. Helfer said that there is a specific list of participants that is required. Dr. Helfer said that the list of required participants is more detailed than ESSA.

Ms. Morrison noted that there is a blurring of the line between traditional academics and career and technical education in the vision. She noted that she likes the vision. Ms. Morrison asked if it is the expectation that every student who goes through the system develop a career plan that informs their decision making along the way in school and beyond high school.

Dr. Helfer cautioned against saying that every student developing a plan is an expectation. Dr. Helfer described how the underlying philosophy in Perkins V is that experiences in school will help students explore opportunities.

Ms. Morrison asked is there is an opportunity to change the flow of funding to districts through the re-authorization of Perkins.

Dr. Helfer indicated there is, so long as no district receives less than their current funding. Dr. Helfer said that districts must generate \$15,000 in order to receive their own funding and that there are a number of districts that do not meet that threshold.

Ms. Morrison asked if there has been any conversation about utilizing the Intermediate Service Units to maximize the funding that goes to schools.

Dr. Helfer indicated that ISBE has, and continues to, look into this.

Ms. Morrison asked about the roles and responsibilities of an individual EFE.

Dr. Lett added that he has a similar question on how EFE's can be maximized.

Dr. Helfer elaborated on the roles of EFE's when it comes to career and technical education.

Dr. Pacione-Zayas asked about the plan to ensure that there is sufficient feedback using the online form. Dr. Pacione-Zayas is concerned given the low response rate on ESSA feedback.

Dr. Helfer said that ISBE plans to utilize Regional Offices of Education, ISBE communications staff to send to educator labor unions, and to employers. Dr. Helfer also noted that this plan will go through two layers of review, including a review by the Governor.

Dr. Leak asked how P-8 is included in the Perkins plan.

Dr. Helfer said that Perkins dollars can be used down to grade 5 under the re-authorization. Dr. Helfer also noted that there are Illinois CTE dollars for the K-4 space. That is still being planned.

Dr. Pacione-Zayas asked about the demographics of CTE students.

Dr. Helfer said that data will be provided.

Dr. Pacione-Zayas asked what the term "special populations" means and if it's not a mandated term, ISBE should consider more inclusive language.

Dr. Helfer said that the term "special populations" may be rooted in law, but that ISBE will explore how much room there is to change language.

**APPROVAL OF
APPOINTEES TO STATE
EDUCATOR
PREPARATION AND
LICENSURE BOARD**

Dr. Leak made a motion for the Illinois State Board of Education to approve the appointees to the State Educator Preparation and Licensure Board.

Ms. Latimer seconded the motion and it passed by a voice vote.

CONSENT AGENDA

Dr. Pacione-Zayas made a motion that the Illinois State Board of Education approve the Consent Agenda, with the exception of item No.

3 regarding Approval of the Contract for Statewide Survey of Learning Conditions. She also proposed a modification to the Aug. 14 Board minutes stipulating that the Pearson contract should have language pertaining to a communication strategy and plan should there be a security breach with student data.

Ms. Robbins seconded the motion and it passed by a unanimous roll call vote.

Approval of Minutes

- Plenary Minutes: Aug. 14, 2019
- Plenary Minutes Closed: Aug. 14, 2019

Rules for Adoption

Part 25 – Educator Licensure

Public Act 100-0596 made several changes to Article 21B of the School Code. Specifically, it added provisions in Section 21B-20 and 21B-35 for out-of-state educators who are seeking a short-term substitute teaching license or professional educator license and educators who are seeking subsequent teaching endorsements on their professional educator license. The proposed rules also make changes to Part 25 to reflect multiple Public Acts passed during the 100th General Assembly.

Dr. Leak requested that data be collected once the new rules are in place.

Part 235 – Early Childhood – Preschool Expulsion

Public Act 100-0105 provides that early childhood programs receiving State Board of Education grants for preschool educational programs shall prohibit the expulsion of children. Provides instead that when persistent and serious challenging behaviors emerge, the early childhood program shall document steps taken to ensure that the child can participate safely in the program and utilize a range of community resources.

This rulemaking sets forth the processes by which programs must document attempts to engage these resources. When there is documented evidence that these preventive measures have not corrected the child's behavior, the child may be transitioned into another program. In these instances, the program must create a transition plan to ensure continued services for the child. Early childhood programs are also required to report listed data to ISBE beginning July 1, 2018.

Dr. Pacione-Zayas requested that, after this rulemaking, further rulemaking be considered to require additional data be submitted regarding providers that transition children out of their programs.

Contracts & Grants Over \$1 Million

Approval of the Removal of Streator Elementary School District from Financial Difficulty Certification

ISBE staff is recommending that the State Board approve the removal of Streator Elementary School District from financial difficulty as defined in Section 1A-8 of the School Code [105 ILCS 5/1A-8], based on the following:

- Significant improvements to the overall finances are greater than what was projected in the previous approved Financial Plan.
- The district no longer relies on long- or short-term debt.
- The district has a plan that will enhance services to students and continue to improve the ending fund balance.

Approval of the YouthBuild Illinois Grant

The mission of the YouthBuild Program is to unleash the intelligence and positive energy of low-income young people to rebuild their communities and lives. YouthBuild Illinois strives to empower struggling teens by focusing on achieving academic goals while also helping them to develop the job skills necessary to succeed in the work force. The Illinois YouthBuild Coalition works with approximately 10 sub awardees to implement programs throughout the state. Programs are administered by local communities, and each program is unique in its approach.

The Illinois YouthBuild Act (20 ILCS 1315/) became effective in 1998 with the purpose to:

- Enable economically disadvantaged youth, especially youth who have not finished high school, to obtain the education, job skills training, personal counseling, leadership development skills training, job placement assistance, and long-term follow-up services necessary for them to achieve permanent economic self-sufficiency. At the same time, the youths are providing valuable community service that addresses urgent needs, including the demand for affordable housing and the need for young role models and mentors for younger teenagers and children.
- Provide communities the opportunity to establish or rebuild neighborhood stability in economically depressed and low-income areas, as well as historic areas requiring restoration or preservation, while providing economically disadvantaged youth and youth who have not finished high school an opportunity for meaningful participation in society.
- Allow communities to expand the supply of affordable housing for homeless and other low-income individuals by utilizing the energies and talents of economically disadvantaged youth and young people who have not graduated from high school.
- Foster the development of leadership skills and a commitment to community development among youth.

YouthBuild Illinois has experienced much success with the implementation of its programs. Its latest reports show that 59 percent of program participants received a degree or certificate, 56 percent of participants were able to find placement in employment or further education, and 80 percent of participants displayed a measurable gain in skills. YouthBuild Illinois has also been able to complete 276 total housing units over the course of its program.

Approval of the Contract for Statewide Survey of Learning Conditions (Tabled)

This contract provides the supports and services to administer a Statewide Survey of Learning Conditions, as required by 105 ILCS 5/2-3.153. The survey is administered to students, teachers, and parents across the State of Illinois. Deliverables include software licensing and set-up for survey administration, survey communications, help desk support, online and in-person professional learning modules on data interpretation, survey scoring and an online reporting tool, professional learning and development regarding data usage and school improvement, and additional survey elements. The initial term of the survey contract will be for three years starting no sooner than Sept. 18, 2019, and ending June 30, 2022, with the possibility of two one-year renewals.

The survey was developed and supported by 20-plus years of research that found that schools strong on at least three of the five areas of the survey were 10 times more likely to show substantial gains in student learning over time than schools weak on three or more of the five essentials, which are effective leaders, collaborative teachers, involved families, a supportive environment, and ambitious instruction. That type of impact supports not just the Board's equity values, but also several of its other goals.

The previous contract with UChicago Impact for the survey of learning conditions expired on June 30, 2019. A Request for Sealed Proposals (RFSP) was released in February 2019; the successful bidder was UChicago Impact. The bid came in at \$3.753 million, which was above the projected contract amount of \$2.75 million for five years. The projected amount was based upon the previous RFSP and contracts that did not include new components that were added to the RFSP that was released in February 2019. Staff employed the best and final offer process with the entity but the same price was submitted.

Acceptance Item

State of Illinois Single Audit Report for the Year Ended June 30, 2018, Final Report.

Susie Morrison made a motion that Illinois State of Education approve that the Contract for Statewide Survey of Learning Conditions.

Dr. Leak seconded the motion and passed by roll call vote

**TABLED -
APPROVAL OF THE
CONTRACT FOR
STATEWIDE SURVEY OF
LEARNING CONDITIONS**

ESSA UPDATE

Chairperson Reisberg abstained.

Dr. Ayala stated that, before releasing the proposed amendment for public comment, agency leadership will seek input and feedback from stakeholders.

Dr. Helfer and Rae Clementz, director of Accountability, provided the Board with an ESSA update. They spoke about data sources, such as letters from individuals, four categories of the amendment, and a survey.

Dr. Leak supported the inclusion of chronic absenteeism in the potential amendment and noted her concern with the proposed changes.

Dr. Leak has concerns about the shift to 12.5%/12.5% split in proficiency.

Dr. Helfer spoke to the way the survey and feedback from organizations is incorporated into developing the amendment. Dr. Helfer said that while individual answers to a survey are taken into account, ISBE also acknowledges and considers feedback from organizations representing key stakeholders, such as the Illinois Federation of Teachers, the Illinois Education Association, and management alliances.

ENTER INTO CLOSED SESSION

12:30– 1 p.m.

Ms. Latimer made a motion for the Illinois State Board of Education to go into closed session for the following exception items:

- A. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. 5 ILCS 120/2(c)(29).
- B. Litigation when 1) an action against, affecting, or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or 2) the public body finds that an action is probably or imminent. If there is no filed or pending litigation, Section 2(c)(11) requires the public body to record and enter the finding of why an action is probable or imminent in the minutes of the closed meeting. 5 ILCS 120/2(c)(11).
- C. Collective negotiating matters between the public body and its employees or their representatives, or deliberations

concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).

Dr. Leak seconded the motion and it passed by a roll call vote.

**UPDATE
CPS CORRECTIVE
ACTION MONITOR
REPORT**

Legal Officer Trisha Olson and Heather Calomese, executive director of Program Services, an overview of the CPS Corrective Action Monitor Report. They covered strands B - IEP meetings; C – electronic IEP systems; E – procedural manual and guidance; and F – Budgeting.

**EDUCATOR MISCONDUCT
UPDATE**

Ms. Olson and Angela Brancato, assistant legal counsel, discussed the process concerning a misconduct investigation in Licensure. They currently have 461 open cases.

EDTPA CUT SCORES

Dr. Helfer updated the Board on an agency proposal to keep the current edTPA cut scores as they stand as opposed to raising the cut scores which had been part of a schedule approved by the previous Board. The Board was not asked to act on this proposal which will be discussed further at a later meeting.

**UPCOMING BOARD
ACTIONS**

**MOBILE MUSEUM
TOLERANCE EDUCATION**

Chairperson Reisberg briefly reviewed the upcoming Board action item regarding the Mobile Museum Tolerance Education grant. Dr. Pacione-Zayas asked that agency leadership be clear on the outcomes/impact it seeks and how that will be measured. Also, she wants to best ensure staffing is reflective of the diversity of the state.

**SPECIAL EDUCATION
BEHAVIOUR
ASSESSMENT
AND TRAINING PROJECT**

Chairperson Reisberg briefly reviewed the upcoming Board action item regarding the Special Education Behavior Assessment and Training Project. The Board would like to know how many colleges offer school psychologist programs and what ISBE is doing to assist with the shortage.

**SPECIFIC LEARNING
DISABILITY SUPPORT
PROJECT**

Chairperson Reisberg briefly reviewed the upcoming Board action item regarding the Specific Learning Disability Support Project. This would offer support to schools, where needed.

**THE ILLINOIS CENTER OF
TRANSITION AND WORK
AT THE UNIVERSITY OF
ILLINOIS AT URBANA-
CHAMPAIGN**

Ms. Latimer wanted to know what impact, if any, students with IEPs who are in transition programs up to their 22nd birthday have on the calculation of districts' graduation rate.

NOTICE OF FUNDING OPPORTUNITY/REQUEST FOR PROPOSALS FOR E-RATE STATE MATCHING GRANT PROGRAM

No review or discussion needed.

REQUEST FOR SEALED PROPOSALS FOR EXPANDED CONTRACTUAL MONITORING PROGRAM

No review or discussion needed.

FALL WAIVER REPORT

The Fall Waiver Report will be transmitted to the General Assembly. Lawmakers will have two weeks to review.

SUPERINTENDENT REPORT

None at this time

CHAIRPERSON'S REPORT

Chairperson Reisberg expressed his appreciation to the State Superintendent, agency leadership and his fellow Board members for what he felt were two days of very productive meetings.

ANNOUNCEMENTS AND REPORTS

MOTION FOR ADJOURNMENT

Ms. Quinlan made a motion to adjourn.
Ms. Robbins seconded the motion, which passed by unanimous roll call vote.

Chairman Reisberg adjourned the meeting at 2:30 p.m.

Respectfully Submitted,

Cristina Pacione-Zayas, PhD
Board Secretary

Darren Reisberg
Chairperson

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 16, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Irma Snopek, Policy and Communications Officer 
Robert Wolfe, Financial Officer 

Agenda Topic: Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing)

Expected Outcome: Approval to file Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) proposed rules in the *Illinois Register* to elicit public comment

Materials: Appendix A: Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) Proposed Rules

Staff Contact(s): Deb Vespa, Director, School Business Services
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

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

Background Information/History

Tort Fund Expenditure Revisions

In 2008, there was a significant revision to the Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) rules. These revisions resulted in the establishment of the Tort Immunity and Judgement Fund to conform with the Local Governmental and Governmental Employees Tort Immunity Act [745 ILCS 10] (Act). Section 9-107 of the Act stipulates that the Tort Tax Levy can be used for the following purposes:

- Tort liability
- Insurance
- Risk management programs

Before this revision, districts reported their tort expenditures paid with Tort Tax Levy proceeds in the Educational Fund, Operations and Maintenance Fund, Bond and Interest, and Transportation Fund. Additionally, they were required to complete a supplemental schedule within the Annual Financial Report (AFR) to comport with the Act. Expenditures may have been coded to the following accounting functions:

- 1000 Instruction (e.g., teachers, aides, in-classroom instruction)
- 2100 Support Services to Pupils (e.g., social workers, guidance services, psychological services)
- 2200 Support Services to Instructional Staff (e.g., improvement of instruction)
- 2540 Operation and Maintenance of Plant Services (e.g., custodial staff)
- Other functions, as needed

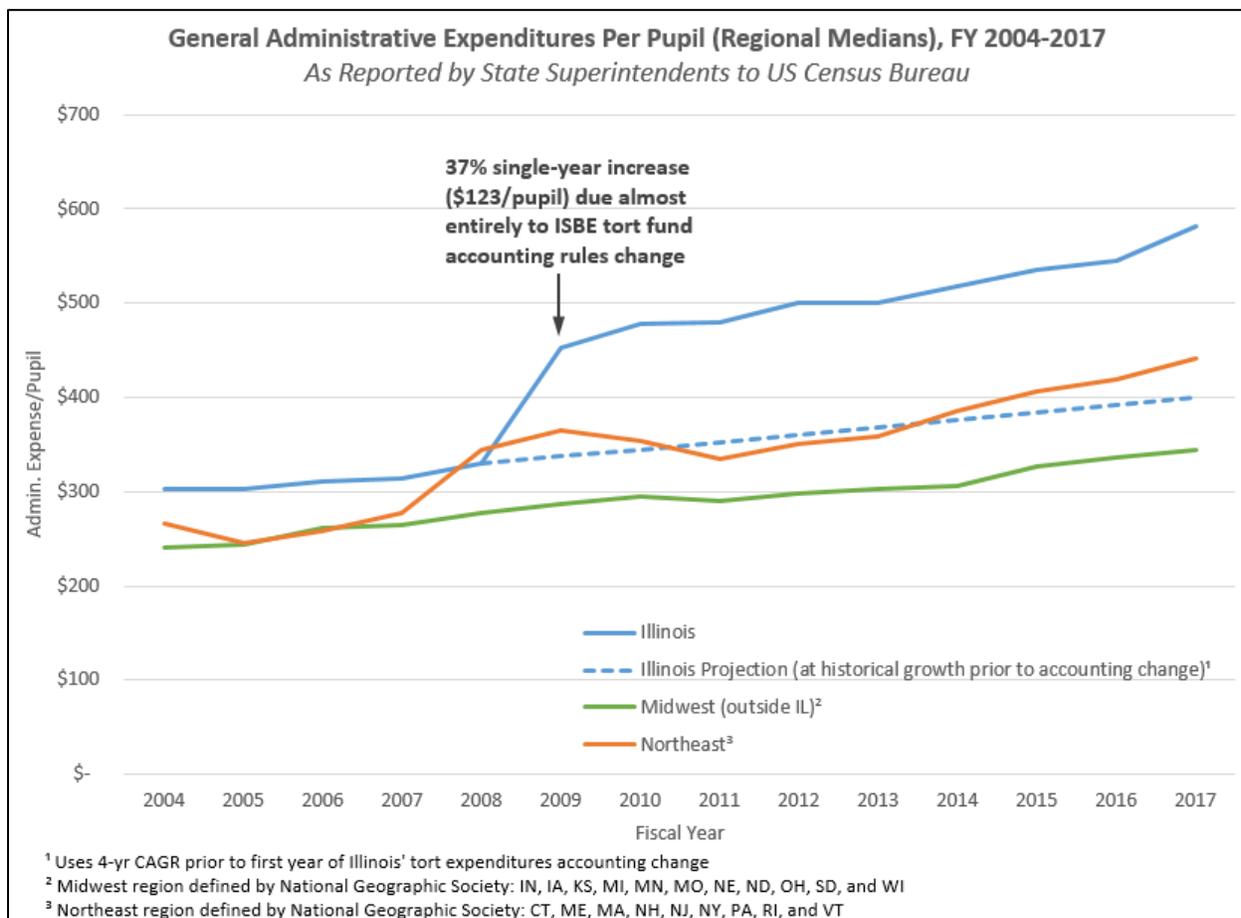
The 2008 revision established tort expenditures (functions) in the 2300 Support Services-General Administration functions to comport with the Act. The specific functions identified within the Tort Immunity and Judgement Fund are:

- 2361 Claims Paid from Self-Insurance Fund
- 2362 Workers' Compensation or Workers' Occupation Disease Act Payments
- 2363 Unemployment Insurance Act Payments
- 2364 Insurance Payments (regular or self-Insurance)
- 2365 Risk Management and Claims Services Payments
- 2366 Judgment or Settlements
- 2367 Educational, Inspectional, Supervisory Services Related to Loss Prevention or Reduction

- 2368 Reciprocal Insurance Payments
- 2369 Legal Services
- 2371 Property Insurance (Buildings and Grounds)
- 2372 Vehicle Insurance (Transportation)

Fiscal year 2009 was the first year in which districts' financial data was impacted by this revision.

Inadvertently, classifying the tort expenditures within the 2300 functions resulted in districts' general administration cost per pupil increasing and being overstated approximately \$200 per pupil when compared to other states' general administration cost per pupil. This is per data ISBE submits to the National Center for Education Statistics and the U.S. Census Bureau. Below is a graph depicting the results of the rule revisions for the general administration cost per pupil in FY 2009 through 2017. The dotted line is an estimate of what the general administration cost per pupil in Illinois would have been if the rules had not been revised.



The proposed rule revisions before the Board maintain the Tort Immunity and Judgement Fund but open all expenditure functions for districts to report their tort expenditures within the fund. This revision means all tort expenditures will not be classified as general administration. However, districts will again be required to complete a supplemental schedule in the AFR to comport with the Act.

GASB Statement 84 Rule Amendments

Several accounting firms approached ISBE in the spring regarding the Governmental Accounting Standards Board (GASB) Statement 84. GASB Statement 84 changes the standard for Local Education Agencies' accounting requirements for student activity funds when school districts have control over the distribution of funds. These accounting firms are responsible for auditing most Illinois districts.

Currently, student activity funds are accounted for separately from district funds. This is due to the restricted use of these funds. These funds can be used only for the specific student activity and not district operating purposes. GASB Statement 84 requires that student activity funds be reported within the district's Educational Fund cash balance, fund balance, revenues, and expenditures.

ISBE staff is recommending that new account numbers be added to the accounting rules for implementation of GASB Statement 84 reporting requirements. The proposed revisions will also maintain the integrity and consistency of districts' AFRs, budgets, Financial Profile, and other reporting requirements. The overall results of these reports will not be distorted by including these restricted purpose funds within the reporting calculations. ISBE developed these revisions in consultation with the accounting firms that approached ISBE in the spring.

Financial Background

N/A

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

Policy Implications: See "**Background Information/History**" on first page of this document.

Budget Implications: Implementation will cost school districts time and resources to revise their accounting software. ISBE will be required to revise AFR and budget forms and provide technical assistance to school districts.

Legislative Action: None.

Communication: Rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

Pros and Cons of Various Actions

Pros: Illinois' administrative cost per student will be more comparable with other states. Districts will comply with GASB Statement 84 and will not be required to obtain qualified opinions for their audits.

Cons: Districts will be required to revise their accounting software and recording of expenditures. Districts will be required to complete the supplemental Schedule of Tort Immunity Expenditures in the AFR.

Recommendations:

I recommend that the following motion be adopted:

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

Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing), including publication of the proposed rules in the *Illinois Register* to elicit public comment.

Next Steps

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

Date of Board Action: _____

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 16, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Irma Snopek, Policy and Communications Officer 
Robert Wolfe, Financial Officer 

Agenda Topic: Part 252 (Driver Education)

Expected Outcome: Approval to file Part 252 (Driver Education) proposed rules in the *Illinois Register* to elicit public comment

Materials: Appendix A: Part 252 (Driver Education) Proposed Rules

Staff Contact(s): Tim Imler, Director, Funding and Disbursements
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

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

Background Information/History

This Part is being modified to align with the enactment of Public Act 101-0183 and PA 101-0450 effective August 2, 2019, and August 23, 2019, respectively. PA 101-0183 adds language to the Driver Education Act of the School Code to allow for a distance learning program that permits driver education course instruction via the internet, email, or any other method outside of the traditional classroom. A school district's decision to allow a student to take a portion of the driver education course through a distance learning program must be determined on a case-by-case basis and must be approved by the school's administration, including the student's driver education teacher, and the student's parent or guardian. Under no circumstances may the student take the entire driver education course through a distance learning program.

PA 101-0450 adds language to the Driver Education Act of the School Code to require a school district that elects to contract with a commercial driving school to ensure that the teacher meets ISBE's educator licensure and endorsement requirements under Article 21B of the Code and requires the district to follow the same evaluation and observation requirements that apply to non-tenured teachers under Article 24A of the Code for those teachers. The teacher evaluation must be conducted by a school administrator employed by the school district and must be submitted annually to the district superintendent and all school board members for oversight purposes. These requirements do not apply to a contract with a Certified Driver Rehabilitation Specialist.

Ten school districts currently utilize a third-party contractor for drivers' education. It is unknown how many districts utilize distance learning for drivers' education.

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

Policy Implications: None.

Budget Implications: No fiscal impact for the State Board of Education. Financial impact to school districts is unknown.

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

Communications: Rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

Pros and Cons of Various Actions

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

Cons: Not proceeding with the rulemaking will cause the agency's rules to conflict with certain provisions of the IAPA, which requires that the policies of state agencies be set forth in administrative rules. Additionally, not proceeding with the rulemaking will cause the agency's rules to conflict with the School Code in light of changes made in PA 101-0183 and PA 101-0450.

Board Member(s) Who Will Abstain: None.

Superintendent's Recommendation

I recommend that the following motion be adopted:

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

Part 252 (Driver Education)

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

Next Steps

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

Date of Board Action: _____

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER g: SPECIAL COURSES OF STUDY

PART 252
DRIVER EDUCATION

Section	
252.10	Definitions
252.20	Administration and Procedures
252.25	Eligibility of Students
252.30	The Terms of Reimbursement for Public School Participation in the Course
252.40	Driver Education Personnel Requirements
252.50	Commercial Schools (Transferred)

252.APPENDIX A Driver Education – Commercial Driver Training School Contract Reporting Form

AUTHORITY: Implementing and authorized by the Driver Education Act [105 ILCS 5/27-24 through 27-24.10].

SOURCE: Adopted September 4, 1975; codified at 8 Ill. Reg. 1585; emergency amendment at 9 Ill. Reg. 15558, effective October 1, 1985, for a maximum of 150 days; amended at 10 Ill. Reg. 12922, effective July 22, 1986; Section 252.50 transferred to 92 Ill. Adm. Code 1060.240 (Secretary of State) pursuant to Section 5-80(d) of the Illinois Administrative Procedure Act [5 ILCS 100/5-80(d)] and Section 6-411 of the Illinois Driver License Law [625 ILCS 5/6-411] at 11 Ill. Reg. 1631; amended at 18 Ill. Reg. 16307, effective October 25, 1994; amended at 22 Ill. Reg. 7577, effective April 17, 1998; amended at 26 Ill. Reg. 10476, effective July 1, 2002; amended at 28 Ill. Reg. 15481, effective November 22, 2004; amended at 29 Ill. Reg. 15936, effective October 3, 2005; amended at 32 Ill. Reg. 10922, effective July 7, 2008; amended at 33 Ill. Reg. 15273, effective October 20, 2009; amended at 34 Ill. Reg. 3018, effective February 18, 2010; amended at 37 Ill. Reg. 6639, effective May 2, 2013; amended at 39 Ill. Reg. 6705, effective April 27, 2015; amended at 42 Ill. Reg. _____, effective _____.

Section 252.10 Definitions

"Behind-The-Wheel Instruction" is that part of the driver education course that consists of individual practice driving with a driver education instructor who meets the requirements of Section 252.40 and provides learning experiences for the student as an operator of a dual-control car in traffic on public highways.

"Classroom Instruction" is that part of the driver education course consisting of

learning experiences centered in the classroom. The preferred instruction method is face-to-face interaction in a traditional classroom setting; however, a school district may provide for a distance learning program ~~instruction may be provided electronically via other means and shall~~ in accordance with Section 252.20(c)(2).

"Declaration of Intent" is a student's application for enrollment in a driver education course.

"Distance Learning Program" means a program of study in which all participating teachers and students do not physically meet in the classroom and instead use the Internet, email, or any other method other than the classroom to provide instruction.

"Driver Education Act" means 105 ILCS 5/27-24 through 27-24.10.

"Driver Education Course", as used in this Part, is any driver education course approved by the State Superintendent as meeting at least the minimum requirements of the Driver Education Act and this Part and consists of all those learning experiences provided by a school or school district for the purpose of helping students learn to use motor vehicles safely and efficiently. Driver education courses must include classroom and behind-the-wheel instruction as a unified course (see Section 252.20(c)(1)).

"Dual-Control Car" is a motor vehicle that has special safety and instructional equipment in addition to the regular legally prescribed equipment, which shall consist of a second foot brake positioned for use by the instructor, an outside rearview mirror on the right side of the vehicle, and a sign identifying the vehicle as a driver education car (see 625 ILCS 5/6-410).

"Eligible Student" is a student who meets the conditions of Section 27-24.2 of the School Code for enrollment in a driver education course.

"Enrollment", for purposes of an approved driver education course, means the period of time beginning 30 days prior to the time a student begins classroom instruction through the conclusion of the driver education course.

"Observation Time" refers to that time during which a student is riding in the back seat of a dual-control car observing instructions of the teacher and procedures and techniques of the driver who is participating in behind-the-wheel instruction.

"School Code" means 105 ILCS 5.

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

Section 252.20 Administration and Procedures

- a) Availability of the Course – Any public school district maintaining grades 9 through 12 must provide the driver education course for any legal resident of the district between the ages of 15 and 21 years who requests the course, provided the resident is eligible as set forth in Section 27-24.2 of the School Code. All eligible students who reside in a school district must be provided an equal opportunity to enroll in driver education, and school districts are obligated to make the driver education course available within a reasonable length of time after each individual's declaration of intent is made. A "reasonable length of time" shall be determined based on the student's individual needs and the school district's ability to meet those needs, provided that the course must be offered within 12 months after the declaration of intent.
- 1) Public school districts that include high schools must provide the driver education course for all eligible students of the district who attend a nonpublic school that does not offer the course.
 - 2) Nonpublic schools may offer a driver education course at their own expense.
 - 3) Public school districts that include high schools must provide the driver education course for all eligible Illinois students, regardless of the district of their residence, who attend a nonpublic school located within that school district's boundaries when application is made by the administrators of the nonpublic school. The application shall constitute a declaration of intent by the affected student or students. *By April 1 the nonpublic school shall notify the district offering the course of the names and district numbers of the nonresident students desiring to take such course the next school year. The district offering the course shall notify the district of residence of those students affected by April 15.* [105 ILCS 5/27-24.4]
 - 4) An eligible student may elect to enroll in a driver education course at a commercial driver training school at his or her expense.
- b) When to Offer the Course – The classroom portion of the course shall be during the school day and may be offered at other times (i.e., before or after school, in the evenings or on weekends). The school district shall determine when to offer the behind-the-wheel portion of the course during the regular school year, which may be during the school day, at times other than during the school day, or through a combination of both options; however, this subsection (b) shall not

authorize a school district to offer behind-the-wheel instruction only during the summer. (Also see subsection (c)(2).)

- 1) Enrollment in a driver education course must be closed at the inception of the course, except as provided in subsection (b)(2). Another course may be started when enrollment warrants.
 - 2) A student who transfers to a new school after the inception of the driver education course at that school may be allowed to enroll in the course under the following conditions.
 - A) The driver education course in which the student was enrolled at the previous school offered 30 clock hours of classroom instruction and 6 clock hours of behind-the-wheel instruction.
 - B) The length of time the student previously participated in the driver education course (prior to his or her transfer) is sufficient to allow the student to complete the course at the new school within the time during which it is offered.
 - C) The new school has received verification, either by mail or in an electronic format, of the student's previous participation in the driver education course (i.e., length of time in the course, grades received). The verification shall be placed in the student's temporary school record as defined in 23 Ill. Adm. Code 375.10 (Definitions).
 - 3) *A high school student may be allowed to commence the classroom instruction part of the driver education course prior to reaching age 15 if the student will be eligible to complete the entire course within 12 months after being allowed to commence classroom instruction. (See Section 27-24.2 of the School Code.)*
- c) Course Organization – Driver education courses must be organized according to the standards established in the Driver Education Act and this Part.
- 1) The classroom and the behind-the-wheel instruction shall be aligned to the course content standards set forth at 92 Ill. Adm. Code 1060.181 (Teen Accreditation Classroom and Behind-the-Wheel Requirements).
 - 2) The classroom and the behind-the-wheel instruction each must be scheduled regularly throughout a period of not less than six complete weeks (four weeks allowable in summer courses and for schools using

block scheduling). A school district may provide a portion of classroom instruction through a distance learning program. A school district's decision to allow a student to take a portion of the driver education course through a distance learning program must be determined on a case-by-case basis and must be approved by the school's administration, including the student's driver education teacher, and the student's parent or guardian. Under no circumstances may the student take the entire driver education course through a distance learning program.

~~Per the qualifying provisions set forth in Section 14-13.01 of the School Code, students who are eligible for home or hospital instruction shall be provided classroom instruction as defined in Section 252.10. Students who are not eligible for home or hospital instruction or not identified as being chronically or habitually truant per the provisions of Section 26-2a of the School Code shall be afforded classroom instruction on a case-by-case basis in accordance with the student's unique circumstances and school district policy. Under no circumstances shall the entire course be provided electronically.~~

- 3) Behind-the-wheel instruction shall not begin until the student has started classroom instruction; however, a student may be enrolled in both portions of the course on a concurrent basis.
- 4) At least one but not more than three student observers must be in the car during behind-the-wheel instruction. At least one hour of observation time is required for each hour of behind-the-wheel instruction. This subsection (c)(4) does not apply when a student's Individualized Education Program stipulates that the student receive behind-the-wheel instruction separately.
- d) Dual-Control Cars – The instructor shall occupy the front passenger seat. The driver education car is to be used for instructional purposes. A school district may not use the driver education car for purposes other than those designated by agreement or contract.
- e) Contracting – In fulfilling the requirements of the Driver Education Act, a public school district must either offer the course in its own school or must provide the course for its students, and any other legal residents of the school district who request the course, through a joint agreement with another public school district or through the provisions of cooperative school district programs. *A school district may contract with a commercial driver training school approved by the Secretary of State to provide both the classroom instruction part and the behind-the-wheel part or either one separately. (See Section 27-24.4 of the School Code.)* If a school district elects to contract with an SOS approved commercial

driver training school, the school district shall submit the Driver Education – Commercial Driver Training School Contract Reporting form to the State Board. (See Appendix A.) Each instructor employed by the commercial driver training school serving public school students under the age of 18 must meet the personnel requirements of Section 252.40.

- 1) A public school district may contract for the provision of the behind-the-wheel portion of the course for students who have physical limitations that would require the use of a specially equipped car or for students who require other specialized instruction (e.g., vision or hearing impairments, cognitive disabilities) provided that:
 - A) the facility is approved by the Illinois Secretary of State (SOS) as meeting all of the requirements of Chapter 6, Article IV of the Illinois Vehicle Code [625 ILCS 5/Ch. 6 Art. IV] and of rules promulgated by SOS (see 92 Ill. Adm. Code 1030 (Issuance of Licenses));
 - B) each instructor providing instruction to the public school district's students is certified as a Driver Rehabilitation Specialist by the ADED – the Association for Driver Rehabilitation Specialists (see <http://www.aded.net/>, 200 First Avenue NW, Suite 505, Hickory NC 28601); and
 - C) the facility conducts an evaluation of the student's physical and cognitive abilities to determine the individualized course of instruction.
- 2) Subject to the limitations set forth in Section 24-24.2 of the School Code, a district that provides driver education through a contract with a commercial driver training school shall:
 - A) post the contract with the commercial driver training school on its website or, if it does not maintain a website, make the contract available upon request;
 - B) notify the State Board of Education within 15 calendar days of an instructor leaving the program or a new instructor being assigned. The notice shall include the instructor's name, birth date and driver's license number, and the personal identification number assigned by the State Board; ~~and~~

- C) maintain a record of all materials related to the commercial driving school contract, which shall be made available to parents and guardians upon request. (See Section 27-24.2 of the School Code.); and
- D) except for a Certified Driver Rehabilitation Specialist, ensure the teacher meets the educator licensure and endorsement requirements under Article 21B of the School Code and must follow the same evaluation and observation requirements that apply to non-tenured teachers under Article 24A of the School Code. The teacher evaluation must be conducted by a school administrator employed by the school district and must be submitted annually to the district superintendent and all school board members for oversight purposes.

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 16, 2019

TO: Illinois State Board of Education

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

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

Expected Outcome: Approval to submit Part 1 rules to JCAR for second notice

Materials: Appendix A: Public Comment Summary and Analysis of Public Comment
Appendix B: Part 1 Proposed Rules with Adjusted Changes Per Public Comment

Staff Contact(s): Jeffrey Aranowski, Executive Director, Safe and Healthy Climate
Cara Wiley, Director, Wellness Department
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

The Wellness Department requests the Board to authorize the State Superintendent to submit amendments to Part 1 and submit proposed rulemaking to JCAR for second notice.

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 (undesigned medication). The law requires ISBE to provide for a "form and manner" for the 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 absorb the rules regarding undesigned asthma medication into the similar existing rules for use of undesigned epinephrine and opioid antagonist and rename the rule to add asthma in the name.

- **Current Status:** The Board authorized the Part 1 proposed rules to be posted for public comment on May 15, 2019. The proposed rules were published in the *Illinois Register* on July 5, 2019, and the public comment period ended on August 19, 2019. The agency received four public comments.
- **Relevant Data:** N/A
- **Pros and Cons:** Approving the Part 1 amendments will align the Illinois Administrative Code with statutory changes that occurred in 2018 and took effect on January 1, 2019. Not approving the amendments will cause the agency to be out of compliance with these statutory changes.

Financial Background

N/A

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

Policy Implications: See "Background Information" on previous page.

Budget Implications: None.

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

Communications: Rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

Pros and Cons of Various Actions

Pros: The proposed changes incorporate agency policy and practices, as 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: Unknown.

Superintendent's Recommendation:

I recommend that the following motion be adopted

The State Board of Education hereby authorizes the State Superintendent to submit the proposed rulemaking for Part 1: Public Schools Evaluation, Recognition and Supervision to JCAR for second notice.

Further, the Board authorizes the State Superintendent of Education to make such technical and non-substantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

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.

Date of Board Action: _____

Appendix A: Summary and Analysis of Public Comment
23 III. Adm. Code 1: Public Schools Evaluation, Recognition, and Supervision

The agency received four letters of public comment. A summary and analysis of the comments are below.

Comment:

The Illinois Council of School Attorneys (ICSA), submitted by Heather Brickman, Kimberly Small, and Maryam Brotine, expressed concern with the use of the phrase “medication for respiratory distress”. The ICSA suggested that the agency define “asthma medication” in Section 1.540(a) so that the rules thereafter can simply refer to “asthma medication” instead of using the longer phrase “medication for respiratory distress.” This change would align with PA 100-0726, which specifically defines asthma medication.

Analysis:

ISBE appreciates the comment and agrees that including the definition of “asthma medication” and revising the proposed rules to include that phrase more accurately aligns with statute.

Recommendation:

ISBE will include the definition of “asthma medication” in Section 1.540(a) and will replace the phrase “medication for respiratory distress” with “asthma medication” throughout the Section.

Comment:

One commenter, Carolyn Pointer Moomaw, suggested reversing the phrase “respiratory distress (asthma)” to “asthma (respiratory distress).”

Analysis:

ISBE appreciates the comment. The previously accepted recommendation will eliminate this phrase.

Recommendation:

No changes will be made as a result of this comment.

Comment:

One commenter, Jessica Gerdes, suggested adding additional language to Section 1.540(e)(3)(E) to clarify who may administer epinephrine by a device other than an auto injector.

Analysis:

ISBE appreciates the comment. ISBE agrees that the additional language would provide clarity.

Recommendation:

ISBE will revise the sentence in Section 1.540(e)(3)(E) to state: “. . . the restrictions, if any, on the school personnel who may administer epinephrine. Use of pre-filled or user-filled syringes containing epinephrine are limited to a nurse holding a RN or LPN license, or the person experiencing the reaction.”

Comment:

The Legal Council for Health Justice, submitted by Amy Zimmerman, recommended various, minor changes throughout Section 1.540 so that it better aligns with the corresponding statute.

Analysis:

ISBE appreciates the comment and agrees that the changes will ensure the language in Section 1.540 better reflects the corresponding statute.

Recommendation:

1.540(a), (b), (c), (e), and (f) will be updated to align with statutory language.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1
PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section

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

SUBPART B: SCHOOL GOVERNANCE

Section

- 1.210 Approval of Providers of Training for School Board Members under Section 10-16a of the School Code
- 1.220 Duties of Superintendent (Repealed)
- 1.230 Board of Education and the School Code (Repealed)
- 1.240 Equal Opportunities for all Students

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

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section

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

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section

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

SUBPART E: SUPPORT SERVICES

Section

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

SUBPART F: STAFF LICENSURE REQUIREMENTS

Section

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

SUBPART G: STAFF QUALIFICATIONS

Section

- 1.700 Requirements for Staff Providing Professional Development
- 1.705 Requirements for Supervisory and Administrative Staff
- 1.710 Requirements for Elementary Teachers
- 1.720 Requirements for Teachers of Middle Grades
- 1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area
Teachers in Grades 6 and Above through June 30, 2004
- 1.735 Requirements to Take Effect from July 1, 1991, through June 30, 2004
- 1.736 Requirements to Take Effect from July 1, 1994, through June 30, 2004
- 1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12
Beginning July 1, 2004
- 1.740 Standards for Reading through June 30, 2004
- 1.745 Requirements for Reading Teachers and Reading Specialists at all Levels as of
July 1, 2004

- 1.750 Standards for Media Services through June 30, 2004
- 1.755 Requirements for Library Information Specialists Beginning July 1, 2004
- 1.760 Standards for School Support Personnel Services
- 1.762 Supervision of Speech-Language Pathology Assistants
- 1.770 Standards for Special Education Personnel
- 1.780 Standards for Teachers in Bilingual Education Programs

- 1.781 Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten and any of Grades 1-12
- 1.782 Requirements for Teachers of English as a Second Language in Prekindergarten, Kindergarten and any of Grades 1-12
- 1.783 Requirements for Administrators of Bilingual Education Programs
- 1.790 Substitute Teacher

- 1.APPENDIX A Professional Staff Educator Licensure
- 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; 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. 3792, effective February 28, 2019; amended at 43 Ill. Reg. _____, effective _____

SUBPART E: SUPPORT SERVICES

Section 1.540 Undesignated Emergency Medications in Schools; Epinephrine; Auto-injectors; Opioid Antagonists; Asthma Medication

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*

undesigned epinephrine auto-injector, ~~an~~ ~~or any~~ opioid antagonist, or asthma medication to any person whom the school nurse or trained personnel in good 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) “Asthma medication” means quick-relief asthma medication, including albuterol or other short-acting bronchodilators, that is approved by the United States Food and Drug Administration for the treatment of respiratory distress. "Asthma medication" includes medication delivered through a device, including a metered dose inhaler with a reusable or disposable spacer or a nebulizer with a mouthpiece or mask.
- 1) "School" shall be understood to mean a school district, public school, charter 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 undesigned epinephrine, ~~an auto-injectors and/or~~ opioid antagonist, or asthma medication ~~antagonists~~ 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), or (e-15)~~ 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.

c) Standing Protocol

1) A standing protocol for administering undesignated epinephrine, an auto-injectors or any opioid antagonist, and/or asthma medication, 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(f) 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(f) 22-30(d) of the School Code.)~~

- d) Notification of Administration of ~~an~~ Undesignated Epinephrine, ~~Auto-Injector or~~ Opioid Antagonist, or Asthma Medication
 Any school whose school nurse or trained personnel administered ~~an~~ undesignated epinephrine, ~~auto-injector or any~~ opioid antagonist, or asthma medication, as applicable, shall meet the notification requirements of Section 22-30(f-5) and (f-10) of the School Code.
- e) Personnel Training
 Only trained personnel or a school nurse shall administer ~~an~~ undesignated epinephrine, undesignated auto-injector or any opioid antagonist, or asthma medication, 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, undesignated anaphylaxis or opioid antagonist, or undesignated medication is presented via a webinar or online format or through a video supplied by an epinephrine, ~~or~~ opioid antagonist, or asthma medication 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 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 device ~~auto-injector devices~~ identified in the standing order; and -
 - E) the restrictions, if any, on the school personnel who may administer epinephrine. Use of pre-filled or user-filled syringes containing epinephrine are limited to a nurse holding a RN or LPN license, or the person experiencing the reaction.
- 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 demonstrating the use of ~~an~~ epinephrine injector devices ~~auto-injectors~~ shall certify by written signature that the personnel being trained passed the test required under Section 22-30(h)(7) of the School Code.

7) ~~6)~~ An individual familiar with the use of an opioid antagonist who has CPR and AED certification (e.g., health care 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.

8) ~~7)~~ A school administrator, 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.

10) ~~8)~~ The names of trained personnel shall be provided to the school nurse and school administrator, indicating whether the person received training specific to anaphylaxis, opioid antagonist, ~~antagonists~~ and/or asthma medication ~~or both~~.

f) Reporting
Each school shall submit a report regarding the administration of ~~an~~ undesignated epinephrine, undesignated auto-injector ~~or~~ opioid antagonist, or undesignated asthma medication electronically in a format prescribed by the State Superintendent of Education within the timeline specified in Section 22-30(i), ~~or~~ (i-5), or (i-10), 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.
- 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 43 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 16, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Mobile Museum of Tolerance

Expected Outcome: Discussion of Simon Wiesenthal Center's Midwest Region grant to establish a Mobile Museum of Tolerance

Materials: None

Staff Contact(s): Dr. Jason Helfer, Deputy Officer for Instructional Education
Dr. Jennifer Kirmes, Executive Director, Teaching & Learning

Purpose of Agenda Item

The Center for Teaching and Learning requests that the Board authorize the State Superintendent to award a grant for fiscal year 2020 in the amount of \$1 million to the Simon Wiesenthal Center's Midwest Region Office for the purpose of establishing a Mobile Museum of Tolerance.

Background Information/History

Public Act 101-007 appropriated \$1 million to the Illinois State Board of Education to be used for a mobile education center grant. These funds will be used to purchase a bus and to outfit the bus with resources to promote tolerance education.¹

Generally, the mission of the Simon Wiesenthal Center's Mobile Museum of Tolerance is to provide educational programs that equip youth with critical thinking skills and an enhanced understanding of themselves. Students and other visitors will engage in dialogue on issues such as prejudice, discrimination, bullying, and school violence in a safe and neutral environment. More specifically, the program's mission is "...to inspire people of all ages and backgrounds empowering them to raise their voices and take action against hate, intolerance, and bullying and to promote justice and human rights." Short term program impact will be measured via on site student and teacher feedback forms and follow up telephone interviews, which will gather data associated with changes in student attitudes, knowledge, and behaviors related to diversity and tolerance (e.g., lessened stereotypes and biases towards others, lower rates of bullying and name-calling). Delayed surveys to educators and administrators will also be administered to evaluate longer term changes in school climate and classroom culture.

The interactive design of the Mobile Museum of Tolerance and its activities and resources will align to Illinois social science standards as well as social emotional learning and other relevant Illinois Learning Standards. The Mobile Museum of Tolerance will serve middle and high school students, faith groups, law enforcement personnel, and community leaders. The goal is to serve up to 200 people per day, six days a week, over approximately 36 weeks per year, for a total of 43,200 people in the first year. The Mobile Museum of Tolerance will be staffed by Educational Outreach Coordinators from diverse backgrounds and will service all regions of the state.

CURRENT STATUS:

Public Act 101-007 appropriated \$1 million to the Illinois State Board of Education to be used for a mobile education center grant. The Illinois State Board of Education's Division of Curriculum and Instruction received notice of appropriation in June 2019. Upon Board approval, staff will work with the Simon Wiesenthal Center to submit an implementation plan as well as support the organization in completing grant requirements.

RELEVANT DATA:

¹ PA 101-007 Section 70 reads, "The amount of \$1,000,000, or so much thereof as may be necessary, is appropriated from the General Revenue Fund to the Illinois State Board of Education for the purpose of providing a grant to the Simon Wiesenthal Center's Midwest Region Office in Chicago to establish a mobile tolerance education center."

- The Simon Wiesenthal Center established its first large-scale education effort in 1993 with the creation of the Museum of Tolerance in Los Angeles, CA. It is dedicated to challenging visitors to understand the Holocaust in both historic and contemporary contexts and “confront all forms of prejudice and discrimination in our world today.” Since the inception of the Simon Wiesenthal Center, the Museum of Tolerance served more than 6 million visitors with 350,000 visiting annually, including 150,000 students. More than 1.5 million youth have participated in the museum experience and its programs. Additionally, more than 200,000 adults were trained in the museum’s customized, professional development programs, which include Tools for Tolerance, Teaching Steps to Tolerance, and Task Force Against Hate, among others.
- The Simon Wiesenthal Center expanded efforts in 2013 to provide tolerance education through the creation of the Tour for Humanity (T4H). Illinois’ Mobile Museum for Tolerance will be patterned after the T4H, which is a mobile education unit that serves Canada. It is a technologically advanced classroom on wheels that provides education on historical events and focuses on how these events are relevant to both Canadian and global perspectives. The current bus for T4H consists of 30 seats that are fully accessible to all individuals. To date, T4H has serviced 300 schools and more than 100,000 students.

Pros and Cons:

This grant will allow the Simon Wiesenthal Center to provide tolerance educational programming aligned to Illinois Learning Standards to students from all over the state. Additionally, these programs are designed to support educators, law enforcement personnel, faith groups, and community members. The Simon Wiesenthal existing educational programs such as, “Tools for Tolerance” will be leveraged for developing resources to support law enforcement and other community members. All visitors to the Mobile Museum of Tolerance will engage in dialogue on issues such as prejudice, discrimination, bullying, and school violence. These dialogues, paired with the Mobile Museum of Tolerance interactive resources, are designed to move participants from dialogue to action and assist them in recognizing their own personal responsibility in making a positive difference in the world.”

Financial Background

Public Act 101-007 appropriated \$1 million to ISBE to be used for a Mobile Education Center grant. These funds will be used to purchase a bus and to equip the bus with curricular resources. The grant period will begin no sooner than Oct. 16, 2019. The financial background of this grant is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY20	\$0	\$0		\$1,000,000	\$0	\$1,000,000
Total	\$0	\$0		\$1,000,000	\$0	\$1,000,000

Business Enterprise Program

Not applicable.

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

Policy Implications:

Funding for the Mobile Museum of Tolerance will provide support to students, school districts, and community members across the state related to tolerance education, social science, and social and emotional learning. Participants will gain critical thinking skills and enhanced understanding of themselves and others.

Budget Implications:

The amount of the appropriation is \$1 million, which will be awarded no sooner than October 16, 2019.

Legislative Action:

None.

Communication:

The Simon Wiesenthal Center Midwest Region, located in Chicago, is the recipient of this award. A principal consultant in the Department of Curriculum and Instruction will work with the organization to assist with the grant requirements as well as data collection.

Pros and Cons of Various Actions

Pros: Board approval of funds for Simon Wiesenthal Center will allow for a Mobile Museum of Tolerance to support Illinois students and community members in developing their understanding of themselves and others in a safe and neutral environment.

Cons: Not approving the appropriation to The Simon Wiesenthal Center will place ISBE out of compliance with Public Act 101-007.

Board Member(s) Who Will Abstain: None.

Recommendations:

I recommend the following motion be adopted:

The Illinois State Board of Education hereby authorizes the State Superintendent to award Simon Wiesenthal Center's Midwest Region Office funding in the amount of \$1 million for the purpose of creating the Mobile Museum of Tolerance.. The initial term of the grant will begin no sooner than October 16, 2019, and extend through July 31, 2020.

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 16, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Special Education Behavior Assessment and Training Project

Expected Outcome: Approval to release and award a Request for Sealed Proposals for the Special Education Behavior Assessment and Training Project

Materials: None

Staff Contact(s): Heather Calomese, Executive Director, Program Services
Barbara Moore, Director, Special Education Services

Purpose of Agenda Item

The Special Education Services Department requests the Board to authorize the State Superintendent to release and award a Request for Sealed Proposals (RFSP) for a three-year competitive grant for the Special Education Behavior Assessment and Training Project. This project will be funded using Individuals with Disabilities Education Act (IDEA) Part B Discretionary Grant dollars and will not to exceed \$7.5 million for the three years.

Background Information/History

IDEA requires that a Behavior intervention Plan (BIP) be developed as part of a student's Individualized Education Program (IEP) when the child's behavior interferes with their learning or the learning of others. IDEA also requires a completion of a Functional Behavior Assessment (FBA) and BIP when an IEP team determines behavior is a manifestation of a disability or when there is a potential change in placement due to a disciplinary removal. FBAs are recommended best practice for development of any BIP.

Researchers who have studied methods and practices for completing FBAs and BIPs noted the challenge of developing plans that effectively promote behavior change (Roscoe et al., 2015) or developing BIPs for students with significant problem behaviors (Blood and Neel, 2007). Findings by Archmanbault, Janosz, Morizot, and Pagani (2009) suggest that developing successful plans requires a clear understanding of the reason or cause for the undesired behavior.

When FBAs are not developed well, or a clear function of the behavior is not identified, it is likely that the behavior interventions will be ineffective and the student will continue to engage in the undesired behavior (Archmanbault et al., 2009). Continued behavioral concerns will likely lead to the student being sent out of class, which ultimately means missing instruction and decreased academic achievement (Stephan, Connors, Arora, & Brey, 2013).

The BIP process is a team-based approach that includes goals and interventions that should result in positive behavior change. Implementing the plan with fidelity across all school settings is critical to the success of student progress. Therefore, capacity-building within the school team is imperative to increase implementation fidelity of BIPs.

The purpose of this project is:

1. To provide professional development for special education personnel who conduct FBAs and develop effective BIPs,
2. To provide appropriately licensed personnel to support districts that need assistance in conducting FBAs, and
3. To provide behavior coaches who would advise special education teachers on how to address student behavior needs in the public school setting.

The shortage of special education teachers and school psychologists in Illinois compels the need to find additional ways to support those working in the field. This project aims to provide training and resources

to support special education teachers in their work with students with disabilities who display challenging behaviors. School psychologists are often the ones tasked with completing FBAs or supporting mental health needs. This project would allow those districts with shortages an additional avenue for supporting mental health needs of students and accessing an external partner to assist with completion of FBAs and the development of BIPs. This project would allow districts to tap into the use of other specialists, such as board-certified behavior analysts and other licensed specialists who do not typically seek employment as school service personnel in the public school system.

This project allows for professional development to be embedded in the daily work of school-based practitioners as the external specialists will model for school psychologists, school social workers, and special education teachers how to effectively complete FBAs and BIPs. Additionally, behavior coaches will be available to guide special education teachers through the implementation phase of the behavior plans. This embedded model for professional development using external specialists and behavior coaches will be coupled with local, regional, and state workshops and conferences. The delivery of a comprehensive professional development plan will build the capacity of school-based practitioners and teachers to meet the challenging behavior needs of students and increase sustainability in practice once the project ends.

Expected deliverables from the project include:

1. Development and coordination of regional face-to-face workshops on conducting FBAs and writing effective BIPs.
2. Development of webcasts that address best practices and current issues related to FBAs and BIPs.
3. Disseminating information about current issues, effective practices, and regional workshops via email and social media.
4. Employment of a cadre of appropriately licensed personnel (e.g., school or licensed clinical psychologists, board-certified behavior analysts, school or licensed clinical social workers, etc.) to support districts that need assistance in conducting FBAs and developing effective BIPs.
5. Employment of a cadre of appropriately licensed personnel with specialized background in working with students with challenging behavior issues to serve as behavior coaches and advise special education teachers on how to address student social, emotional, and behavior needs in the public school setting

CURRENT STATUS: The Special Education Services Department does not currently possess the capacity to provide extensive and embedded professional development in schools nor the personnel available for coaching and support as defined by this project.

RELEVANT DATA: Students with disabilities are not meeting academic achievement targets as set forth in our Special Education State Performance Plan. Indicator 3C of the Special Education State Performance Plan and Annual Performance Report indicates that students with disabilities continue to lag behind their peers in academic proficiency. This project aims to improve the academic outcomes for students with IEPs by developing the skills of teachers to address challenging behaviors through the implementation of effective behavior intervention plans.

INDICATOR 3C: STATEWIDE ASSESSMENT (PERFORMANCE)

	STATE PERFORMANCE	STATE TARGET
STATEWIDE ASSESSMENT- ELA	8.94%	42%
STATEWIDE ASSESSMENT- MATH	7.98%	40%

The increase in both the mental health needs of students and the behaviors that prohibit effective teaching and learning to occur in classrooms are often cited as a root cause of poor performance. Such behaviors often result in students with disabilities being placed outside of the public school setting. There are approximately 300,000 students with disabilities (ages 3-21) across Illinois. About 33,000 students receive instruction in a general education classroom less than 40 percent of the day, 16,000 students are served in a separate school, and 500 students are placed in a residential facility, according to the 2019 Special Education Child Count. These three settings are considered to be more restrictive. This project aims to reduce the number of students requiring placement in these settings.

Special education is one of the highest personnel shortage areas in Illinois. Providing ongoing support, training, and coaching to assist special education teachers in public schools may decrease the number of teachers who leave the field and improve the academic outcomes for students with disabilities. Providing additional avenues for assessments of behaviors and consultation on the development of behavior intervention plans can also mitigate the shortage of school psychology professionals. This project provides direct support to special education teachers and school teams in meeting the behavior needs of students with disabilities.

Financial Background

The competitive process, including the development of the RFSP, would commence immediately following Board approval. The projected grant start date is spring 2020. The grant award would be for fiscal years 2020, 2021, and 2022. Awards in subsequent years will be contingent on satisfactory production of deliverables as determined each year of the project and be subject to the appropriation of funds for continuation. The total grant award will not exceed \$7.5 million over the three years, with a projected \$2.5 million released each year of the project. One entity will be awarded the grant based on criteria as set forth in the RFSP. The project will be funded by IDEA Part B Discretionary dollars.

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

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY20	\$0	\$0		\$0	\$2,500,000	\$2,500,000
FY21	\$0	\$0		\$0	\$2,500,000	\$2,500,000
FY22	\$0	\$0		\$0	\$2,500,000	\$2,500,000
FY	\$0	\$0		\$0	\$0	\$0
FY	\$0	\$0		\$0	\$0	\$0
Total	\$0	\$0		\$0	7,500,000	\$7,500,000

Business Enterprise Program

This RFSP has a Business Enterprise Program goal of 20 percent.

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

Policy Implications:

This project supports the implementation of IDEA. IDEA Part B Discretionary funds can be used to carry out the following activities:

1. For support and direct services, including technical assistance, personnel preparation, and professional development and training;
2. To support capacity-building activities and improve the delivery of services by Local Education Agencies (LEAs) to improve results for children with disabilities;
3. To support the development and provision of appropriate accommodations for children with disabilities;
4. To provide technical assistance to school and LEAs implementing comprehensive support and improvement activities, including professional development, based on scientifically based research to improve educational instruction in order to improve academic standards; and
5. To assist LEAs in meeting personnel shortages.

Budget Implications:

The project will be funded by IDEA Part B Discretionary dollars. The project will allow districts to receive free professional development, assistance in completing FBAs, consultation on the development of BIPs, and coaching for special education teachers to improve the specially designed instruction for students with disabilities who exhibit behavior challenges.

Legislative Action: No action required.

Communication:

Communication related to the posting of the RFSP will be shared via the *ISBE's Weekly Message*, Special Education Directors listserv, and other postings. Additional communication to the field regarding the

services offered will be needed once professional development sessions are scheduled and the cadre of professionals are employed.

Pros and Cons of Various Actions

This project allows ISBE to increase its capability to provide supports to meet the behavioral needs of students in the public school setting. It also utilizes IDEA Part B Discretionary funds to support the implementation of IDEA by providing training to build district capacity to conduct FBAs while offering high-quality licensed personnel to assist districts that currently lack the capacity to complete them on their own. Given the shortage of special education teachers and school psychologists, this project will assist current personnel, especially in districts where assessment outcomes for students with disabilities indicate a need for significant improvement.

Board Member(s) Who Will Abstain: None.

Recommendations:

I recommend that the following motion be adopted:

The Illinois State Board of Education hereby authorizes the State Superintendent to release and award and RFSP for the Special Education Behavior Assessment and Training Project beginning in fiscal year 2020 for a period of three years through fiscal year 2022 for a total not to exceed \$7.5 million, subject to appropriations.

Date of Board Action: _____

Sources:

Roscoe, E., Phillips, K., Kelly, M., Farber, R. & Dube, W. (2015). A statewide survey assessing practitioners' use and perceived utility of functional assessment. *Journal of Applied Behavior Analysis*, 48, 830-844.

Blood, E. & Neel, R. (2007). From FBA to implementation: A look at what is actually being delivered. *Education and Treatment of Children*, 30, 67-80.

Archmanbault, T., Janosz, M., Morizot, J., & Pagani, L. (2009). Adolescent behavior, affective, and cognitive engagement in school: Relationship to dropout. *Journal of School Health*, 79, 408-415.

Stephan, S., Connors, E., Arora, P. & Brey, L. (2013). A learning collaborative approach to training school-based health providers in evidenced-based mental health treatment. *Children and Youth Review*, 35, 1970-1978.

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 16, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Specific Learning Disability Support Project

Expected Outcome: Approve the award and release of the Request for Sealed Proposals for the Specific Learning Disability Support Project

Materials: None

Staff Contact(s): Heather Calomese, Executive Director, Program Services
Barbara Moore, Director, Special Education Services

Purpose of Agenda Item

The Special Education Services Department requests the Board to authorize the State Superintendent to release and award a Request for Sealed Proposals (RFSP) for a three-year contract for the Specific Learning Disability Support Project to be funded by Individuals with Disabilities Education Act (IDEA) Part B Discretionary Grant dollars not to exceed \$7.5 million for the three years.

Background Information/History

Students must meet one or more of the 13 categories of disability specified in IDEA in order to be eligible for special education services. The category for students with dyslexia is specific learning disability.

IDEA defines special education as “specially designed instruction provided at no cost to parents to meet the unique needs of a child with a disability.” More specifically, to ensure access to the general curriculum, “specially designed instruction” is further understood as adapting, as appropriate to the needs of an eligible student, the content, methodology, and delivery of instruction to address the unique needs of the child resulting from the child’s disability. High-quality instruction can prevent some reading problems and reduce the impact of more severe reading difficulties (Mather & Wendling, 2011)¹. Furthermore, it is not uncommon for children with dyslexia to have difficulties with math. Illinois Public Acts 98-0705 and 100-0617 recognized the importance of high-quality instruction for students with dyslexia and required the state to provide trainings and develop a handbook on dyslexia.²

The agency fulfilled its requirements under Public Acts 98-0705 and 100-0617, but current data indicates that students with disabilities are not meeting the targets for academic achievement as set forth in the agency’s Special Education State Performance Plan.

INDICATOR 3C: STATEWIDE ASSESSMENT (PERFORMANCE)

	STATE PERFORMANCE	STATE TARGET
STATEWIDE ASSESSMENT-ELA	8.94%	42%
STATEWIDE ASSESSMENT-MATH	7.98%	40%

¹ Mather, N. & Wendling, B.J. (2011) *Essentials of dyslexia assessment and intervention*. Hoboken, NJ; Wiley.

² Public Act 98-0705 (2014) specified that the State Board of Education adopt rules that incorporated an international definition of dyslexia and required the agency to establish an advisory group to develop trainings and provide education to school personnel regarding instruction in reading. PA 100-0617 (2018) required ISBE to establish a group of stakeholders to develop, update, and maintain a handbook that is made available on its website to provide guidelines, educational strategies, and resources about dyslexia.

The Specific Learning Disability Support Project aims to reduce the achievement gap and offer training and resources to meet the educational needs of students with specific learning disabilities. It also aims to increase reading and math skills and decrease achievement gaps by expanding upon the development of previous training materials to address “specially designed instruction” for students with all types of specific learning disabilities, including, but not limited to, dyslexia.

Activities for this project will include:

1. Develop and coordinate an annual statewide conference on specially designed instruction for specific learning disabilities for educators and families;
2. Offer regional face-to-face workshops for special education teachers;
3. Offer district trainings to schools identified through the special education differentiated monitoring process as needing intensive support;
4. Develop webcasts that address best practices and current issues related to educating students with specific learning disabilities; and
5. Develop and update annually a Dyslexia Toolkit as an addendum to the agency’s Dyslexia Handbook developed per PA 100-0617.

Successful completion of this work requires an entity with research capabilities to ensure that the resources developed for meeting the needs of students with dyslexia are current, reliable, valid, and research-based.

CURRENT STATUS:

ISBE has developed a Dyslexia Handbook per PA 100-0617. The agency currently does not provide ongoing professional development on specially designed instruction to Local Education Agencies (LEAs)

RELEVANT DATA:

There are more than 100,000 students currently eligible for special education in Illinois under the category of specific learning disability. Students with disabilities are performing well below the state targets for reading and math achievement as set forth in our Special Education State Performance Plan.

Pros and cons:

This project allows the agency to reinstate training in the area of dyslexia, more specifically in the implementation of specially designed instruction. This project also supplements agency requirements to provide educational strategies and resources about dyslexia.

Financial Background

The development of the RFSP would commence immediately following Board approval. The projected grant start date is spring 2020. The contract would be for fiscal years 2020, 2021, and 2022. Contracts in subsequent years will be contingent on satisfactory production of deliverables (e.g., special educator attendance rates at professional development activities, improved student outcomes for special education students on state assessments) and subject to the appropriation of funds for continuation. The total contract will not exceed \$7.5 million over the three years, with a projected \$2.5 million released each year of the project. One entity will be awarded the contract based on criteria as set forth in the RFSP. Agency funding for the project will be IDEA Part B Discretionary dollars.

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

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY20	\$0	\$0		\$0	\$2,500,000	\$2,500,000
FY21	\$0	\$0		\$0	\$2,500,000	\$2,500,000
FY22	\$0	\$0		\$0	\$2,500,000	\$2,500,000
Total	\$0	\$0		\$0	7,500,000	\$7,500,000

Business Enterprise Program

This RFSP has a Business Enterprise Program goal of 20 percent.

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

Policy Implications:

This project supports the implementation of IDEA. IDEA Part B Discretionary dollars can be used to fund the following activities:

1. For support and direct services, including technical assistance, personnel preparation, and professional development and training;
2. To support capacity-building activities and improve the delivery of services by LEAs to improve results for children with disabilities;
3. To support the development and provision of appropriate accommodations for children with disabilities; and
4. To provide technical assistance to schools and LEAs implementing comprehensive support and improvement activities, including professional development, based on scientifically based research to improve educational instruction in order to improve academic standards.

This project also supplements the agency's implementation of PA 100-0617, which requires it to develop, review every four years to update, and maintain a handbook that is made available on its website to provide guidelines; educational strategies; and a description of resources and services for pupils, parents/guardians, and teachers on the subject of dyslexia.

Budget Implications

This project will not incur costs to districts. The project will be funded by IDEA Part B Discretionary dollars. The project will allow districts to receive free professional development to improve specially designed instruction for students with specific learning disabilities, including dyslexia.

Legislative Action

No action required.

Communication

Communication related to the posting of the RFSP will be provided via ISBE's Weekly Message, Special Education Directors listserv, and other platforms. Additional communication to the field regarding the professional development and Dyslexia Toolkit will be needed once statewide conferences and regional trainings are scheduled and resources and materials are developed and printed.

Pros and Cons of Various Actions

This project allows the agency to increase its capability to provide a Dyslexia Toolkit to supplement the Dyslexia Handbook developed by the agency to further support the agency's implementation of PA 100-0617. The project also utilizes IDEA Part B Discretionary funds to support the implementation of IDEA by providing specialized training for special education teachers on specially designed instruction as defined by IDEA. Given the shortage of special education teachers, this project will help support current teachers, especially in districts where assessment outcomes for students with disabilities indicate a need for significant improvement.

Board Member(s) Who Will Abstain: None.

Recommendations:

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release and award a Request for Sealed Proposals for the Specific Learning Disability Support Project beginning in fiscal year 2020 for a period of three years through fiscal year 2022 for a total not to exceed \$7.5 million, subject to appropriations.

Date of Board Action: _____

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 16, 2019

TO: Illinois State Board of Education

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

Agenda Topic: The Illinois Center for Transition and Work at the University of Illinois at Urbana/Champaign

Expected Outcome: Approve the intergovernmental agreement with the University of Illinois at Urbana-Champaign for the Illinois Center for Transition and Work

Materials: None required

Staff Contact(s): Heather Calomese, Executive Director, Special Education
Barbara Moore, Director, Special Education

The Special Education Services Department requests the Board to authorize the State Superintendent to enter into an intergovernmental agreement (IGA) with the University of Illinois at Urbana-Champaign for the Illinois Center for Transition and Work for \$1 million in fiscal year 2020, renewable for \$1 million per year through FY 2024 for a total not to exceed \$5 million over five years.

Background Information/History

The Individuals with Disabilities Education Act (IDEA) specifies that students with disabilities are entitled to a free and appropriate public education. IDEA recognizes the importance of preparing youth for success after high school and requires transition planning for students who receive special education. Transition planning means evaluating needs, strengths, and skills required for a student to move from high school to postsecondary life. Students with an Individualized Education Program (IEP) must begin transition planning by age 16 (Illinois regulations require that such services begin at age 14½.)

The reauthorization of the Workforce Innovations and Opportunities Act (WIOA) in 2014 resulted in many new policies and practices in the areas of transition, supported and customized employment, and service for traditionally underserved populations and communities. These significant changes in policy and service delivery, plus a focus on interagency collaboration, mean there is a significant need to provide special educators, related service personnel, and administrators with training and support to prepare students for employment. These changes also seek to address issues related to high rates of unemployment and limited access to employment in integrated settings for individuals with the most significant disabilities.

A statewide training and technical assistance center will benefit Illinois school districts. They will be more likely to realize the goals of both IDEA and WIOA and improve post-school employment outcomes for their students. This center will focus on transition from school to work for students with significant disabilities (e.g., intellectual disability, multiple disabilities) and other underserved populations that are at increased risk for early dropout and/or graduating without employment (e.g., foster care youth, juvenile offenders). The most efficient means through which to deliver these services is through an Intergovernmental Agreement.¹

¹ The Intergovernmental Cooperation Act (5 ILCS 220) allows a public agency to enter into an intergovernmental agreement with another public agency.

A public agency is understood to mean, "...any unit of local government as defined in the Illinois Constitution of 1970, any school district, any public community college district, any public building commission, the State of Illinois, any agency of the State government or of the United States, or of any other State, any political subdivision of another State, and any combination of the above. (5 ILCS 220/2). Moreover, "Any power or powers, privileges, functions, or authority exercised or which may be exercised by a public agency of this State may be exercised, combined, transferred, and enjoyed jointly with any other public agency of this State and jointly with any public agency of any other state or of the United States to the extent that laws of such other state or of the United States do not prohibit joint exercise or enjoyment and except where specifically and expressly prohibited by law." (5 ILCS 220/3)

More specifically, the Illinois Center for Transition and Work will engage in five core activities during the next five years. These activities include:

1. Conducting an annual needs assessment – Multiple methods (e.g., survey, focus groups, interviews) will be used to gather information from diverse stakeholder groups (e.g., special education teachers, related service personnel, building administrators, special education directors, families, students, community members, rehabilitation counselors, ISBE staff) regarding training and technical assistance needs related to transition to employment for individuals with significant disabilities. The needs assessment will be updated annually.
 2. Offering a variety of training activities –Statewide training based on the results of the annual needs assessment will be accessible to a broad array of audiences (e.g., special education teachers, related service personnel, administrators, rehabilitation counselors, and families). This training will focus on topics related to transition to work, including IDEA and WIOA requirements, and will include:
 - a. Developing and coordinating an annual statewide conference;
 - b. Offering regional face-to-face workshops;
 - c. Developing monthly webcasts that address best practices and current issues;
 - d. Developing easy-to-read, one-page research briefs and allowing stakeholders to translate research into practice;
 - e. Developing case studies of high-performing school districts to highlight effective practices and strategies and to use as a foundation for model program development;
 - f. Creating a digital library that stakeholders can access on the center's website at their convenience;
 - g. Disseminating information about current issues, effective practices, the center's resources, and upcoming conferences via email and social media, and disseminating printed materials, including handouts, brochures, and booklets
 3. Providing targeted technical assistance to schools – School personnel will receive technical assistance that addresses targeted needs related to transition to work and IDEA and WIOA requirements. Activities will include:
 - a. Developing an interactive database for online access to submit questions for answers and a compilation of frequently asked questions.
 - b. Providing targeted assistance to a select number of schools to increase and improve work-based learning experiences and enhanced coordination with adult service agencies to meet school-identified needs. Schools will be identified based on factors including performance on Indicators 13 and 14 of the State Performance Plan and assessment results.²
 4. Enhancing statewide interagency coordination – The center will build the state's capacity for interagency coordination around issues related to transition to work for individuals with significant disabilities, including IDEA and WIOA requirements. Activities include:
 - a. Facilitating a statewide discussion to create a Transition Leadership Group collaborating with ISBE and the Illinois Department of Human Services Office of Vocational Rehabilitation Services.
- b. Creating within each region of the state a Regional Transition Board composed of interagency leaders (special education and vocational rehabilitation) who can advise the center regarding regional needs, help

² Each State Education Agency is responsible for ensuring the general supervision of all educational programs for students with disabilities in the state. IDEA is responsible for enforcing the requirements of IDEA Part B and continuous improvement via Local Educational Agencies. The State Performance Plan serves as the accountability mechanism. It documents quantifiable indications of performance. Indicator 13 is a compliance indicator for the percentage of students with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals, transition services, and annual IEP goals. Indicator 14 is a results indicator for the percentage of youth who are no longer in secondary school, had an IEP in effect at the time they left school, and were a) enrolled in higher education within one year of leaving high school, b) enrolled in higher education or competitively employed within one year of leaving high school, c) enrolled in higher education or in some other postsecondary or training program, or competitively employed or in some other employment within one year of leaving high school.

interpret needs assessment data, provide input on the development of training activities, and disseminate information to regional stakeholders.

5. Creating a database of transition personnel – The database will include special educators, related service personnel, administrators, and vocational rehabilitation providers in the State of Illinois and update it annually. The database will be used to develop a listserv to disseminate information about the center’s resources and training activities

The University of Illinois at Urbana-Champaign (UIUC) has a long history of successful collaboration with the ISBE Special Education Services Department through its contract for the IEP Quality Project, called IEPQ.3 UIUC has proven knowledge and skills in understanding the requirements of transition programming as shown by its IEPQ Tutorial, past production of high-quality professional development, and ability to maintain data on participant usage. UIUC has demonstrated through its work with Illinois school districts that it is aware of the need for additional supports to schools for transition programming for students with disabilities. In order to best ensure project deliverables are met and that UIUC possesses the capacity to support this work, the university submitted a proposal to ISBE.

CURRENT STATUS: ISBE does not currently have an intergovernmental agreement with the University of Illinois for this project. This is a new project designed to address both IDEA and WIOA for the population of students with intellectual disabilities and multiple disabilities. There is a state appropriation for Illinois State University for the Autism Training and Technical Assistance Project that addresses transition training and supports related to students with autism, but this new project is broader in scope and includes statewide interagency coordination activities and compilation of a database of transition personnel, in addition to training and technical assistance. UIUC possess the expertise and capacity to support this work. ISBE currently does not have the capacity to provide this level of coordination, training, technical assistance, and targeted support to significantly improve transition to work outcomes for students with IEPs. Assistance up to this point has been provided by principal consultants who are assigned many other responsibilities within the Special Education Services Department.

RELEVANT DATA: Individuals with disabilities are consistently employed at lower rates, for fewer hours per week, and at lower wages than individuals without disabilities. Data from the Bureau of Labor Statistics (2017) indicate that 65.3 percent of individuals without disabilities were employed in 2016 as compared to only 17.9 percent of individuals with disabilities. The unemployment rate of individuals with disabilities (10.5 percent) was more than double the rate of individuals without disabilities (4.6 percent).

PROS AND CONS: Supporting the University of Illinois in the development of the Illinois Center for Transition and Work will substantially enhance the training and technical assistance provided to school districts in meeting the requirements of IDEA and WIOA. The project will increase the existing coordination of services between the Illinois State Board of Education, the Illinois Department of Human Services Office of Vocational Rehabilitation Services, and school districts.

Financial Background

This new IGA will be for \$1 million in FY 2020, renewable for \$1 million per year through FY 2024 for a total not to exceed \$5 million over five years. Annual renewal will be based on satisfactory implementation of deliverables and performance standards as outlined in the IGA (e.g., frequency with which individuals use the center, their satisfaction with the training and technical assistance, and improved student outcome data on Indicator 14 of the State Performance Plan) and on appropriation of IDEA Discretionary Grant funding.

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

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY20	\$0	\$0		\$0	\$1000000	\$1000000
FY21	\$0	\$0		\$0	\$1000000	\$1000000
FY22	\$0	\$0		\$0	\$1000000	\$1000000

³ The IEP Quality Project involves the IEPQ Tutorial, an online resource developed by the University of Illinois to assist IEP teams in writing high-quality IEPs that are individualized, based on data, connected to standards, and tied to a student’s instructional needs. This site was created to assist education professionals to improve IEPs for students. ISBE has provided IDEA Part B Discretionary funding for the project since FY 2010.

FY23	\$0	\$0		\$0	\$1000000	\$1000000
FY24	\$0	\$0		\$0	\$1000000	\$1000000
Total	\$0	\$0		\$0	\$5000000	\$5000000

Business Enterprise Program (BEP)

The IGA is exempt from the BEP goal.

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

Policy Implications:

This project supports IDEA requirements for transition planning for students with disabilities and WIOA requirements to prepare traditionally underserved populations for employment.

Budget Implications:

IDEA Discretionary Grant funds are sufficient to support this project. There will be no cost to districts.

Legislative Action: No action required.

Communication:

Communication with the field will be required to inform them of the new opportunities for training and support available through the Illinois Center for Transition and Work.

Pros and Cons of Various Actions

The project will allow ISBE to provide substantial support to districts in providing training and supports necessary for compliance with IDEA and WIOA using IDEA Discretionary Grant funds without the use of additional state or local funds.

Board Member(s) Who Will Abstain: Chairperson Reisberg

Recommendations:

I recommend that the following motion be adopted:

The Illinois State Board of Education hereby authorizes the State Superintendent to enter into an intergovernmental agreement with the University of Illinois at Urbana-Champaign for the Illinois Center for Transition and Work for \$1 million in fiscal year 2020, renewable for \$1 million per year through FY 2024 for a total not to exceed \$5 million over five years, subject to appropriations.

Date of Board Action: _____

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 16, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Notices of Funding Opportunity/Requests for Proposals for E-rate State Matching Grant Program

Expected Outcome: Approval to Release Notices of Funding Opportunity/Requests for Proposals for the E-rate State Matching Grant Program

Materials: None

Staff Contact(s): Krish Mohip, M.Ed., Deputy Officer, Operational Education
Mary Reynolds, Executive Director, Regulatory Services
Dr. Jennifer Kirmes, Executive Director, Teaching and Learning

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to release and award Notices of Funding Opportunity/Requests for Proposals (NOFO/RFPs) for the E-rate State Matching Grant Program. 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 2020 and FY 2021.

Background Information/History

Fiber is the only technology that can affordably deliver fast network speeds to most schools today and scale cost-effectively for growing bandwidth needs in the future, yet an estimated 54 districts across the state are making do with low-bandwidth connections.

E-rate modernization has created an opportunity for states to assist schools that need fiber construction. The Federal Communications Commission (FCC) established a state matching fund provision as part of E-rate modernization in 2014 to ensure that all schools and libraries can access high-speed broadband. This program invests in capital, targeting one-time fiber construction costs that are often too high for many districts and service providers. The FCC will match up to 10 percent of the total construction cost, dollar for dollar. At least 24 states, among them New Mexico, Texas, Oklahoma, Massachusetts, and Florida, have been working to take advantage of this rule and matching funds.

School districts must submit required FCC Forms 470 and 471, along with contract obligations by specified dates, in order to access federal E-rate funding for this matching program. There is an interdependence of distribution for state funding with the approval of projects by the federal Universal Service Administrative Company (USAC) and a lengthy process for districts to apply for approval and funding that may cross state fiscal years.

The Learning Technology Center staff and staff from the national nonprofit EducationSuperHighway (ESH) have continued to provide technical assistance to school districts to encourage participation in the program. ESH has assisted with data collection for this program. ESH estimated that Illinois was at 96 percent for connectivity and fiber in schools in 2018 and estimated the need at \$16.3 million for the state matching fund in FY 2019 to ensure equitable access to high-speed broadband. This was expected to cover the state and local shares for special construction projects. Approximately 54 districts "still need to be upgraded to scalable infrastructure," according to the latest updates from ESH.

In January 2017, the Board included in its FY 2018 budget request a new fund of \$5 million to create a state match that would provide a competitive program for eligible districts for special construction costs of expanded broadband capabilities. A NOFO/RFP was released in January 2017. A supplemental state appropriation of \$700,000 was provided for this program late in FY 2018, and 12 districts received awards.

In FY 2019, an appropriation of \$16.3 million was made for this program (Public Act 100-0586) from the School Infrastructure Fund to the State Board of Education for school district broadband expansion with the goal that all school districts achieve broadband capability by the beginning of the 2020-21 school year.

In round 1 of FY 2019, four school districts applied for and were awarded grants in the competitive NOFO/RFP process initiated March 9, 2018. All four districts were approved by USAC, and state awards have been processed. The total project costs for four districts in FY 2019 is \$132,260, and all four districts received funding.

In round 2 of FY 2019, three districts indicated on their federal filings in early 2018 that they requested a federal match for a special construction project. They did not apply through the competitive ISBE NOFO/RFP until October 2018. All three districts have been approved by USAC, and state awards have been processed. The total project costs for these three districts in FY 2019 is \$76,513.

In round 3 of FY 2019, a third NOFO/RFP was issued October 30, 2018, to coincide with the E-rate federal filings to enable districts to apply for state funding and federal match in the federal process. Twenty-seven districts were notified of tentative awards pending federal approval. One district was denied by USAC and another district did not file a federal application. Tentative awards in this round processed in FY 2019 and FY 2020 total \$1,614,919.

In round 4 of FY 2019, a fourth NOFO/RFP was issued in May 2019 to allow for only a very limited number of districts that indicated on their federal filings that they intended to apply for a special construction project, but they had not yet taken advantage of the program. Two districts applied and one has been approved in FY 2020, while the second remains in the federal review process.

Of the \$16.3 million from FY 2019 that remained unexpended, \$15,928,428 was reappropriated in FY 2020 (Public Act 101-0007) as follows in Article 166:

Section 5: The sum of \$16.3 million, or so much thereof as may be necessary and remains unexpended at the close of business on June 30, 2019, from an appropriation heretofore made for such purpose in Article 162, Section 145 of Public Act 100- 13 0586, as amended, is reappropriated from the School Infrastructure Fund to the State Board of Education for school district broadband expansion with the goal that all school districts achieve broadband capability by the beginning of the 2020-21 school year. The funds shall be distributed to school districts that have been approved for broadband expansion funding under the federal Universal Service Program for Schools and Libraries, with school districts without high-speed internet access receiving priority with respect to the distribution of those funds.

Demographics of Students Served by Broadband Upgrades			
	FY18	FY19	TOTAL
White	16,101	71,961	88,062
Black or African American	724	134,650	135,374
Hispanic	1,874	171,889	173,763
Two or More Races	593	9,407	10,000
Asian	533	16,117	16,710
American Indian or Alaskan Native	49	1,083	1,132
Native Hawaiian or other Pacific Islander	10	643	653
Total Students Served	19,884	405,810	425,694

Releasing new rounds of this NOFO/RFP in FY 2020 will provide opportunities for districts to indicate their anticipated FY 2020 and FY 2021 projects in their federal filings. An initial release is targeted for late October 2019 and will be due in late January, but another round of NOFO/RFPs or two may be possible in 2020 to capture additional districts. USAC may review and approve projects in this cycle that could begin in state FY 2020 or may not finalize approvals until state FY 2021. If the review process extends into state FY 2021, funding would be dependent upon a reappropriation of remaining dollars and would be noted in the NOFO/RFP and award notices.

Governor Pritzker launched a statewide initiative, [Connect Illinois](#), in August 2019 to expand broadband access across the entire state. Connect Illinois includes a capital investment from Rebuild Illinois, the creation of a Broadband Advisory Council and Broadband Office, and a new program that will provide all Illinois public K-12 students access to high-speed broadband at no charge through the Illinois Century Network. The initiative also includes a \$400 million broadband grant program and a \$20 million capital program for the Illinois Century Network, a high-speed broadband network serving K-12 and higher education institutions, among others. It is anticipated that awareness of Connect Illinois may generate additional interest in the ISBE E-rate State Matching Grant Program to assist districts with special construction costs and leverage support by the Illinois Century Network.

Financial Background

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

	State Funding Appropriated	Amount Awarded by State to Date	Number of Districts Applied to Date
FY18	\$700,000	\$548,912	12
FY19	\$16,300,000	\$2,893,345*	36
FY20	**		
Total	\$17,000,000	\$3,442,257	48

* Amount tentatively awarded pending federal approvals.

** \$15,928,428 reappropriated from FY 2019.

Business Enterprise Program (BEP)

This NOFO/RFP is exempt from the agency’s BEP goal.

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

Policy Implications: Expansion of broadband capacity will expand opportunities for learning.

Budget Implications: Release of FY 2020 NOFO/RFPs will create opportunities for eligible districts to access funding for special construction costs and federal matching funds.

Legislative Action: Dedicated state appropriations are needed to access the federal match. A reappropriation would be anticipated for FY 2021.

Communication: None.

Pros and Cons of Various Actions

Pros: Authorization to release NOFO/RFPs will create opportunities to invest in capital, targeting one-time fiber construction costs that are often too high for many districts and service providers.

Cons: If this NOFO/RFPs are not released in late fall, districts will miss the window of opportunity to access federal matching funds.

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 release Notices of Funding Opportunity/Requests for Proposals and award grants to eligible school districts for the E-rate State Matching Grant Program in FY 2020. The estimated cost of the grants will not exceed \$15,928,428 as appropriated.

Date of Board Action: _____

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 16, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Request for Sealed Proposals for Contractual Monitoring for Chicago Public Schools

Expected Outcome: Approval to Release a Request for Sealed Proposals for Contractual Monitoring for Chicago Public Schools

Materials: None

Staff Contact(s): Krish Mohip, M.Ed., Deputy Operational Education
Mary Reynolds, Executive Director, Regulatory Services
Matt Ulmer, Director, Federal and State Monitoring Department

Purpose of Agenda Item

The Center for Regulatory Services requests that the Board authorize the State Superintendent to release and award a Request for Sealed Proposals (RFSP) whereby one entity will be awarded a contract to conduct monitoring activities according to agreed upon procedures for the City of Chicago District 299 (CPS). The estimated amount of the contract will not exceed \$1.375 million over the term of the contract.

Background Information/History

The federal Uniform Guidance (2 CFR 200) requires ISBE to monitor subrecipients using a risk-based approach. Current staffing levels limit ISBE from conducting monitoring activities at some of the more financially material districts on a regular basis. This contract will allow for annual monitoring of CPS for five years.

ISBE issued a competitive Request for Sealed Proposals in fiscal year 2018 and, as a result, entered into a contractual agreement with a vendor to annually perform monitoring activities for our review of CPS. This contract has strengthened the relationship between CPS and ISBE. Given the success of this arrangement and the continuing staffing resource shortages we face, a new contract will allow for the continuation of these vital monitoring activities while also making it possible for current field staff to perform monitoring activities in areas of the state where staffing shortages currently exist.

Financial Background

The term of this contract will be January 1, 2020, through December 31, 2024. The contract is based on the calendar year and therefore requires funding from six state fiscal years. The estimated cost of the total contractual period will not exceed \$1.375 million. The contract will be awarded using a competitive process. Funding for this contract will be allocated among the state and federal programs monitored (Title I, Title II, Title III, IDEA Flow Through, 21st Century Learning, Career and Technical Education, and Early Childhood). These programs were selected based on the level of funding provided by ISBE, but some substitutions may be made if other factors come to light that would warrant change. Our goal is to ensure monitoring of the most financially material programs while also being responsive to specific risk factors should additional information come to light.

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

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY20	\$0	\$0		\$20,625.00	\$116,875.00	\$137,500.00
FY21	\$0	\$0		\$41,250.00	\$233,750.00	\$275,000.00
FY22	\$0	\$0		\$41,250.00	\$233,750.00	\$275,000.00
FY23	\$0	\$0		\$41,250.00	\$233,750.00	\$275,000.00
FY24	\$0	\$0		\$41,250.00	\$233,750.00	\$275,000.00
FY25	\$0	\$0		\$20,625.00	\$116,875.00	\$137,500.00
Total	\$0	\$0		\$206,250.00	\$1,168,750.00	\$1,375,000.00

Business Enterprise Program (BEP)

This procurement will include a 20 percent BEP goal.

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

Policy Implications: None.

Budget Implications: This RFSP will be funded with state early childhood and U.S. Department of Education funds allocated for administrative purposes.

Legislative Action: None.

Communication: Not applicable.

Pros and Cons of Various Actions

Pros: Approval of this request will allow for regular monitoring activities at CPS, our most financially material district, therefore helping ensure grant funds are being properly utilized. Additionally, using outside support for this engagement will allow ISBE to tighten quality control on all Districts state-wide by freeing existing staff to perform monitoring activities we would not otherwise be able to do.

Cons: Not approving this request will put a greater strain on scarce staff resources and risk non-performance of these critical monitoring activities, as these monitoring activities will have to be absorbed within current workloads and will limit monitoring activities at other grantees and districts.

Recommendation:

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release and award a Request for Sealed Proposals and award a contract to the successful offeror to perform monitoring activities at Chicago Public Schools. The term will begin January 1, 2020 and extend through December 31, 2024. The estimated cost of the total contractual period will not exceed \$1.375 million, subject to appropriations.

Date of Board Action: _____

ILLINOIS STATE BOARD OF EDUCATION
MEETING
October 16, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Request for Sealed Proposals for Contractual Monitoring Expansion Non-CPS Programs

Expected Outcome: Approval to Release a Request for Sealed Proposals for Contractual Monitoring Expansion

Materials: None

Staff Contact(s): Krish Mohip, M.Ed., Deputy Operational Education
Mary Reynolds, Executive Director, Regulatory Services
Matt Ulmer, Director, Federal and State Monitoring Department

Purpose of Agenda Item

The Center for Regulatory Services requests the Board to authorize the State Superintendent to release and Award a Request for Sealed Proposals (RFSP) whereby one or more entities will be awarded a contract to conduct monitoring activities according to agreed upon procedures for selected financially material grant recipients, excluding the City of Chicago District 299 (CPS). The estimated amount of the contract(s) will not exceed \$1.2 million over the term of the contract(s).

We have tentatively selected the following districts to be monitored during the contractual period based on current data and a historical three-year trend analysis. These districts receive the largest amount of grant funding outside of CPS. They were selected to ensure monitoring coverage of the most financially material districts.

- 1) Rockford SD 205 – 04-101-2050-25
- 2) School District U-46 – 31-045-0460-22
- 3) Springfield SD 186 – 51-084-1860-25
- 4) School District 131 Kane County – 31-045-1310-22
- 5) Peoria District 150 – 48-072-1500-25
- 6) East St. Louis 189 – 50-082-1890-22
- 7) Waukegan SD 60 – 34-049-0600-26
- 8) County of Cook SD 99 – 06-016-0990-02
- 9) Decatur SD 61 – 39-055-0610-25

Background Information/History

The federal Uniform Guidance (2 CFR 200) requires ISBE to monitor subrecipients using a risk-based approach. Current staffing levels limit ISBE from conducting monitoring activities at some of the more financially material districts on a regular basis. This contract(s) will allow for regular monitoring activities at nine of our more financially material districts (excluding CPS) on a three-year rotating cycle. Each year of the contract(s) will include monitoring of three financially material districts. Over the course of the contract(s), nine financially material districts will be monitored once each. This procurement will allow ISBE to expand monitoring activities to reach our most financially material districts beyond CPS, therefore providing assurance that grant dollars are being utilized in the manner intended and as required by law.

ISBE issued a competitive Request for Sealed Proposals in fiscal year 2018 and, as a result, entered into a contractual agreement with a vendor to annually perform monitoring activities for our review of CPS. This contract has strengthened the relationship between CPS and ISBE. Given the success of this arrangement and the continuing staffing resource shortages we face, there is an opportunity to expand this successful monitoring model and allow current field staff to perform monitoring activities in areas of the state where staffing shortages currently exist.

Financial Background

The term of this contract(s) will be January 1, 2020, through December 31, 2022. The contract(s) are based on the calendar year and therefore require funding from four state fiscal years. The estimated cost of the total contractual period will not exceed \$1.2 million. The contract will be awarded using a competitive process. Funding for this contract will be allocated among the state and federal programs monitored (Title I, Title II, Title III, IDEA Flow Through, 21st Century Learning, Career and Technical Education, and Early Childhood). These programs were selected based on the level of funding provided by ISBE, but some substitutions may be made if other factors come to light that would warrant change. Our goal is to ensure monitoring of the most financially material programs while also being responsive to specific risk factors should additional information come to light.

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

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY20	\$0	\$0		\$30,000.00	\$170,000.00	\$200,000.00
FY21	\$0	\$0		\$60,000.00	\$340,000.00	\$400,000.00
FY22	\$0	\$0		\$60,000.00	\$340,000.00	\$400,000.00
FY23	\$0	\$0		\$30,000.00	\$170,000.00	\$200,000.00
Total	\$0	\$0		\$180,000.0	\$1,020,000.00	\$1,200,000.00

Business Enterprise Program (BEP)

This procurement will include a 20 percent BEP goal.

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

Policy Implications: None.

Budget Implications: This RFSP will be funded with state early childhood and U.S. Department of Education funds allocated for administrative purposes.

Legislative Action: None.

Communication: Not applicable.

Pros and Cons of Various Actions

Pros: Approval of this request will allow for regular monitoring activities at our most financially material districts (excluding CPS), therefore helping ensure grant funds are being properly utilized. Additionally, using outside support for this engagement will allow ISBE to tighten quality control on all Districts state-wide by freeing existing staff to perform monitoring activities we would not otherwise be able to do.

Cons: Not approving this request will put a greater strain on scarce staff resources and risk non-performance of these critical monitoring activities, as these monitoring activities will have to be absorbed within current workloads and will limit monitoring activities at other grantees and districts.

Superintendent’s Recommendation:

I recommend that the following motion be adopted:

The Illinois State Board of Education hereby authorizes the State Superintendent to release and award a Request for Sealed Proposals and award a contract(s) to the successful offeror(s) to perform monitoring activities at nine of our most financially material districts. The term will be January 1, 2020 and extend through December 31, 2022. The estimated cost of the total contractual period will not exceed \$1.2 million, subject to appropriation.

Date of Board Action: _____

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 15-16, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Fall 2019 Waiver Report

Expected Outcome: For the Board to act on the Fall 2019 Waiver Report

Materials: Appendix A: Requests Noticed for Further Consideration by Fewer than Three Panel Members
Appendix B: Letter from The Honorable Bill Brady, Senate Minority Leader
Appendix C: Letter from The Honorable John J. Cullerton, Senate President
Appendix D: Letter from The Honorable Jim Durkin, House Minority Leader
Appendix E: Letter from The Honorable Michael J. Madigan, Speaker of the House

Staff Contact(s): Amanda Elliott, Executive Director, Legislative Affairs
Barbara Hobrock, Legislative Affairs and Waiver Coordinator

Purpose of Agenda Item

The purpose of the agenda item is to request that the State Board of Education move to approve, deny, modify, or decline to act on waiver requests that were noticed for further consideration by fewer than three panel members of the General Assembly.

Background Information

Section 2-3.25g of the School Code allows school districts, independent authorizers, joint agreements, regional superintendents of schools, and Intermediate Service Centers (ISCs) to apply for waivers or modifications of School Code mandates or agency rules. Eligible entities may petition the State Board for approval of waivers or modifications for the following reasons:

- To meet the intent of the mandate in a more effective, efficient, or economical manner;
- To stimulate innovation; or
- To improve student performance.

Waivers **cannot** be requested from laws or rules pertaining to:

- Special education,
- Teacher licensure,
- Teacher tenure and seniority,
- Compliance with the federal Every Student Succeeds Act,
- Township treasurers, or
- Evaluation of licensed employees.

Application Process

All eligible entities wishing to petition for a waiver or modification first must hold a public hearing to consider the request. The hearing must provide for a time to take testimony about the request separate from the time when any other business is being conducted or testimony on other matters is being heard.

All applicants must post a notice on their official website (if applicable) at least 14 days in advance of the hearing. The posting must state the time, date, location, and general subject matter of the hearing.

School district hearings must be preceded by a public notice published in a newspaper of general circulation within the district's boundaries. Hearings for joint agreements, ISCs, or regional superintendents must be preceded by a public notice in a newspaper of general circulation in each school district that is a member of the joint agreement or that is served by the educational service region or service center, provided that a notice in a newspaper generally circulated in more than one school district shall be considered sufficient notice to all of the affected districts. All applicants must publish the newspaper notice at least seven days in advance of the public hearing.

In addition, all applicants must provide written notice addressed to the affected exclusive collective bargaining agent at least seven days prior to the hearing date. The notice must indicate the applicant's intent to seek a waiver or modification and that testimony will be taken at the hearing.

Finally, all applicants must provide advance written notice to the state legislators who represent the territory in which the school district or other applicant is located at least seven days in advance of the hearing.

Copies of the website notice, newspaper notice, the notice(s) to the collective bargaining agent(s), and the notices to the applicant's state legislators must be included with the application. All applications must be sent by certified mail.

Review Process

Applications for General Assembly approval of waivers of School Code mandates are reviewed for completeness by the State Board and submitted in a report to the General Assembly before March 1 and October 1 of each year. The General Assembly review process was changed by Public Act 100-0465 (funding reform).

The State Board reviews the waiver report and may provide recommendations to the General Assembly. Once transmitted by the State Board, the report is reviewed by a panel of four members consisting of the Speaker of the House of Representatives, the Minority Leader of the House of Representatives, the President of the Senate, and the Minority Leader of the Senate. The members of the panel submit to the State Board of Education any notice of further consideration to any waiver request within 14 days after the member receives the report. If three or more of the panel members submit a notice of further consideration to any waiver request contained within the report, the State Board of Education shall submit the waiver request to the General Assembly for consideration. If fewer than three panel members submit a notice of further consideration to a waiver request, the waiver may be approved, denied, or modified by the State Board. If the State Board does not act on a waiver request within 10 days, then the waiver request is approved. If the waiver request is denied by the State Board, it shall submit the waiver request to the General Assembly for consideration.

The General Assembly may disapprove any waiver request submitted to the General Assembly in whole or in part within 60 calendar days after each house of the General Assembly next convenes after the waiver request is submitted by adoption of a resolution by a record vote of the majority of members elected in each house. If the General Assembly fails to disapprove any waiver request or appealed request within such 60-day period, the waiver or modification shall be deemed granted. Any resolution adopted by the General Assembly disapproving a report of the State Board in whole or in part shall be binding on the State Board.

Fall 2019 Report

The Fall 2019 Waiver Report is the 49th report to be submitted to the General Assembly under Section 2-3.25g of the School Code. School districts were required to submit applications to agency staff on or before August 15 to be included in the fall report.

The Board approved transmittal of the Fall 2019 Waiver Report to legislative leaders during its September meeting and the report was delivered on September 23, 2019. Accordingly, the panel was required to notify the State Board by October 7, 2019, of any waiver requests noticed for further consideration. As of the close of business on October 7, 2019, agency staff received responses from House Speaker Madigan, Senate President Cullerton, House Minority Leader Durkin, and Senate Minority Leader Brady.

None of the 37 waiver requests in the Fall of 2019 Waiver Report were noticed for further consideration by three or more panel members. Therefore, all waiver requests contained in the Fall 2019 Waiver Report are being presented to the Board for approval, denial, modification, or non-action. Requests not approved, denied, or modified by the Board at its October meeting shall be deemed approved. Requests denied by the Board shall be transmitted to the full General Assembly for consideration.

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

The waiver report is linked to the agency's mission and goals because applicants may request waivers or modifications of School Code mandates or of agency rules to improve student performance.

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communication: Please see "**Next Steps.**"

Pros and Cons of Various Actions

Pros: Districts that request waivers or modifications of School Code mandates or of agency rules must make the request(s) to improve student performance.

Cons: None.

Board Member(s) Who Will Abstain: None.

Superintendent's Recommendation

I recommend the following motion be adopted:

The State Superintendent recommends that the State Board of Education move to approve all waiver requests.

Next Steps

Staff will take the following actions:

- School districts with requests approved by the Board will be notified that those requests have been approved,
- School districts with requests denied by the Board will have those requests submitted to the General Assembly in accordance with Section 2-3.25g of the School Code, and/or
- School districts with requests not acted upon by the Board will be notified that those requests are approved.

Requests Noticed for Further Consideration by Fewer than Three Panel Members
Volume 49 – Fall 2019 Waiver Report

Administrative Cost Cap Limitation

Carbondale ESD 95 – Jackson (SD59/HD118) / Expiration: 2018-19 school year / W-100-6631 – Waiver of School Code (Section 17-1.5) requests a waiver of the fiscal year 2019 Limitation of Administrative Costs. The district's FY 2019 budgeted administrative costs exceed the FY 2018 actual administrative costs by 19 percent. The district employed a retired superintendent as a part-time interim superintendent during FY 2018. The interim superintendent worked for only 100 days with a salary of \$60,008. The district began employing a full-time superintendent in FY 2019. The full-time superintendent receives a salary reflective of the full-time status at a budgeted cost of \$150,816. Moving from a part-time interim superintendent to a full-time superintendent resulted in \$90,808 additional budgeted expenditures in FY 2019. The change from a part-time interim superintendent to a full-time superintendent caused the district to exceed the statutory allowable 5 percent increase. Carbondale ESD 95 would have complied with the FY 2019 Limitation of Administrative Costs without the additional budgeted expenditures, experiencing a decrease compared to prior year expenditures.

Dakota CUSD 201 – Jo Daviess (SD45/HD89) / Expiration: 2018-19 school year / W-100-6632 – Waiver of School Code (Section 17-1.5) requests a waiver of the FY 2019 Limitation of Administrative Costs. The district's FY 2019 budgeted administrative costs exceed the FY 2018 actual administrative costs by 26 percent. The district exceeded the limitation due to an increase of \$42,370 within the FY 2019 budgeted administrative costs for Function 2320, Executive Administration Services. This administrative cost function increased due to three reasons:

1. The district utilized two interim superintendents as their lead administrators during FY 2018 and FY 2019. Each interim superintendent was paid a daily rate of \$550 in FY 2018. The district increased the daily rate by \$75 per day for FY 2019, for a total daily rate of \$625. The district reported that the increase resulted in the new per diem rate being more regionally competitive. The increase in per diem resulted in \$15,000 additional budgeted expenditures in FY 2019.
2. The retired administrators who served on an interim basis were capped at a maximum of 100 work days during FY 2018. A legislative change raised the cap to a maximum of 120 days. The district employed the interim superintendents to each work an additional 20 days in FY 2019 to provide for a lead administrator in the district for more days. The additional days also allowed the interim superintendents help the FY 2019 JH/HS principal transition to the full-time superintendent in FY 2020. The additional work days resulted in \$25,000 additional budgeted expenditures in FY 2019.
3. The superintendent's secretary salary was increased 6 percent for FY 2019 as compensation for added duties to transition a new board secretary to take over her duties.

The additional pay for the superintendent's secretary resulted in \$2,370 additional budgeted expenditures in FY 2019.

Dakota CUSD 201 would have complied with the FY 2019 Limitation of Administrative Costs without the additional budgeted expenditures detailed above, experiencing a slight decrease compared to prior year expenditures.

J. Sterling Morton District 201 – Cook (SD12/HD23) / Expiration: 2018-19 school year / W-100-6643 – Waiver of School Code (Section 17-1.5) requests a waiver of the FY 2019 Limitation of Administrative Costs. The district's FY 2019 budgeted administrative costs exceed the FY 2018 actual administrative costs by 21 percent. JS Morton HSD purchases school uniforms from a vendor and re-sells them to students in a school store. The district contracted with a vendor that provided uniforms at a low, reasonable cost in the most recent bidding process. The low cost resulted in students purchasing more school uniforms than had been purchased in the past. The district then purchased additional uniforms from its vendor in order to restock and be prepared for future student purchases. The district budgeted an additional \$452,892 for the school uniform purchases in FY 2019 out of Function 2570, Internal Services. The need to budget for additional school uniform purchases caused the district to exceed the statutory allowable 5 percent increase. The district would have realized revenue from the student purchases of the uniforms, but the Limitation of Administrative Costs Worksheet only reports expenditures, not corresponding revenues. JS Morton HSD 201 would have complied with the FY 2019 Limitation of Administrative Costs without the additional budgeted expenditures, experiencing a decrease compared to prior year expenditures.

Liberty CUSD 2 – Adams (SD47/HD94) / Expiration: 2018-19 school year / W-100-6642 – Waiver of School Code (Section 17-1.5) requests a waiver of the FY 2019 Limitation of Administrative costs. The district's FY 2019 budgeted administrative costs exceed the FY 2018 actual administrative costs by 10 percent. The district's prekindergarten program was administered by a prekindergarten teacher who received a stipend for the duties. The district's prekindergarten grant and program doubled in FY 2019, resulting in the need for a full-time coordinator. The district budgeted an additional \$12,363 for the prekindergarten coordinator salary and benefits in FY 2019 over the previous year teacher stipend for administration duties. The increase in prekindergarten administration is cost-neutral, as the expenditures are covered by grant funds. But the Limitation Worksheet only reports expenditures and does not take into account revenue received by a district to pay for the reported administrative costs. Liberty CUSD 2 would have complied with the FY 2019 Limitation of Administrative Costs without the additional budgeted expenditures, experiencing only a 3 percent increase.

Ohio CCGSD 17 – Bureau (SD37/HD74) / **Expiration: 2018-19 school year / W-100-6614** – **Waiver of School Code** (Section 17-1.5) requests a waiver of the FY 2019 Limitation of Administrative Costs. The district’s FY 2019 budgeted administrative costs exceed the FY 2018 actual administrative costs by 17 percent.

The district superintendent serves as transportation director, and a portion of salary and benefits are charged to the Transportation Fund to reflect this duty. A portion of the district superintendent’s salary is also charged to the Tort Fund based on the district’s risk management plan. Transportation Fund expenditures and Tort Fund expenditures are not reported on the Limitation of Administrative Costs Worksheet. The district made an accounting change for FY 2019 in order to better reflect the time the superintendent spends on different duties in the district. The amount of the superintendent’s salary and benefits charged to the Transportation Fund and the Tort Fund was reduced, thereby increasing the amount of the superintendent’s salary and benefits charged to Function 2320, Executive Administration Services, which is reported on the Limitation worksheet. The accounting change resulted in \$1,588 additional budgeted expenditures in FY 2019.

The superintendent was paid a stipend as Title I director in FY 2019. The superintendent served as Title I director for both the elementary district and the high school district, but all of the stipend costs were budgeted within the Ohio CCSD 17 budget because there were more students eligible for Title I within grades K-8. This administrative cost increase is cost-neutral, as the expenditures are covered by grant funds. But the Limitation worksheet only reports expenditures and does not take into account revenue received by a district to pay for the reported administrative costs. This stipend was for one year only, as it was not paid in FY 2018 and the district does not intend to pay it in FY 2020. The district budgeted an additional \$6,880 in FY 2019 administrative costs for the Title I director salary and benefits. The district also budgeted \$400 in FY 2019 for Illinois Association of School Administrators (IASA) dues/fees, which was not expended through the Limitation cost functions in FY 2018.

Ohio CCSD 17 would have complied with the FY 2019 Limitation of Administrative Costs without the additional budgeted expenditures due to the accounting change, stipend, and IASA dues, experiencing a 5 percent increase.

Ohio CHSD 505 – Bureau (SD37/HD74) / **Expiration: 2018-19 school year / W-100-6615** – **Waiver of School Code** (Section 17-1.5) requests a waiver of the FY 2019 Limitation of Administrative Costs. The district’s FY 2019 budgeted administrative costs exceed the FY 2018 actual administrative costs by 8 percent.

The district superintendent did not attend any conferences outside the district during FY 2018. The district budgeted for superintendent and administrative secretary travel in FY 2019. This allotment was to pay for attendance fees for conferences to advance the knowledge of the superintendent and/or administrative secretary as well as mileage for travel to any conferences. The district budgeted an additional \$2,500 for potential FY 2019 travel for conference attendance.

Supplies and other categories had \$117 expended in FY 2018. The expenditure budget was increased to \$1,000 in FY 2019. District office supplies were budgeted in supplies and IASA dues and fees were budgeted in other categories.

Ohio CHSD 505 would have complied with the FY 2019 Limitation of Administrative Costs without the additional budgeted expenditures for travel, supplies, and fees, experiencing only a four percent increase.

Sandoval CUSD 501 – Marion/Clinton (SD54/HD107) / **Expiration: 2018-19 school year / W-100-6624 – Waiver of School Code** (Section 17-1.5) requests a waiver of the FY 2019 Limitation of Administrative Costs. The district's FY 2019 budgeted administrative costs exceed the FY 2018 actual administrative costs by 793 percent. The district exceeded the limitation due to an increase of \$954,477 within the FY 2019 budgeted administrative costs for Function 2610, Direction of Central Support Services. This administrative cost function increased due to three reasons:

1. Expenditures within the School Improvement Grant (SIG) were accounted for under Function 2410, Office of Principal Services, a cost function not reported on the Limitation of Administrative Costs Worksheet in previous years. The district was directed by its ISBE SIG consultant to move those expenditures out of Function 2410 and into Function 2610, Direction of Central Support Services, starting with FY 2019 in order to be in compliance with federal budget guidelines. These expenditures included salary and benefits for the SIG transformational officer and fees for services for the SIG lead partner, Consortium for Educational Change. The change to accounting for SIG expenditures within Function 2610 resulted in \$782,100 additional budgeted expenditures in FY 2019.
2. The Region 13 Regional Office of Education (ROE) acted as fiscal agent for Sandoval's School Climate Transformation Grant (SCTG). The ROE would pay salaries to individuals per the grant, and the district would reimburse the ROE through the grant funds. The ROE had instances of needing to secure loans in order to meet payroll due to limited cash reserves. The ROE requested the district take over the fiscal agent duties for the SCTG starting in FY 2019 for the last year of the grant. (The grant ends September 2019.) As fiscal agent, the district directly took over the salaries and benefits of the SCTG project director, accounting for the expenditures within Function 2610, Direction of Central Support Services. Adding the SCTG project director costs resulted in \$106,377 additional budgeted expenditures in FY 2019.
3. Sandoval Junior High was designated by ISBE as an Underperforming School, requiring the district to apply for an additional SIG. Within this additional SIG are fees to be paid to the lead partner, Consortium for Educational Change, accounted for within Function 2610, Direction of Central Support Services. The additional SIG lead partner fees resulted in \$66,000 additional budgeted expenditures in FY 2019.

A change in accounting for expenditures from the district's School Improvement Grant, taking over as fiscal agent for a district grant previously administered by the ROE, and additional grant expenditures due to an Underperforming School all caused the district to exceed the statutory 5 percent increase. The items causing the district to exceed the FY 2019 Limitation are all cost-neutral, as the listed expenditures are covered by grant funds. But the Limitation Worksheet only reports expenditures and does not take into account revenue received by a district to pay for the reported administrative costs. Sandoval CUSD 501 would have complied with the FY 2019 Limitation of Administrative Costs without the additional budgeted expenditures, experiencing a decrease compared to prior year expenditures.

Driver's Education

St. Charles CUSD 303 – Kane (SD33/HD65) / **Expiration 2024-25 school year / W-100-6639R (renewal) – Waiver of School Code** (Section 5/27-24.2) requests to change Driver's Education fee from \$50 to \$400. The net cost per student for the program is \$479.65. This net cost factors in the State of Illinois reimbursement to the district to be as cost efficient as possible with its limited resources. The fee shall be waived in the event a student cannot pay.

Non-resident Tuition

Thomasboro CCSD 130 – Champaign (SD 52/HD104) / **Expiration: 2023-24 school year / W-100-6626 – Waiver of School Code** (Section 10-20.12a) requests to charge less than 110 percent (or zero) for pupils of full-time employees who live outside the district boundaries.

Edwards CCUSD 1 – Edwards (SD55/HD109) / **Expiration: 2023-24 school year / W-100-6625R (renewal) – Waiver of School Code** (Section 10-2.12a) requests to charge less than 110 percent (or zero) for pupils of full-time employees who live outside district boundaries.

Wayne CCUSD 110 – Wayne (SD55/HD109) / **Expiration: 2023-24 school year / W-100-6621R (renewal) – Waiver of School Code** (Section 10-20.12a) requests to charge less than the 110 percent of the per capita tuition charge for non-resident children of full-time employees of the district.

Casey-Westfield CUSD C-4 – Clark (SD55/HD110) / **Expiration: 2024-25 school year / W-100-6605R (renewal) – Waiver of School Code** (Section 10-20.12a) requests to allow district employees' children who are non-resident pupils to attend the schools of the district tuition free.

Rantoul City Schools 137 – Champaign (SD52/HD104) / **Expiration: 2023-24 school year / W-100-6629 – Waiver of School Code** (Section 10-20.12a) requests to allow district employees' children who are non-resident pupils to attend the schools of the district tuition free.

Liberty CUSD 2 – Adams (SD47/HD94) / Expiration: 2023-24 school year / W-100-6628 – Waiver of School Code (Section 10-20.12a) requests to allow for non-resident students with a parent who is a full-time employee in the district to attend the school tuition free.

Deer Creek-Mackinaw CUSD 701 – Tazewell (SD44/HD88) / Expiration: 2023-24 school year / W-100-6634 – Waiver of School Code (Section 10-20.12a) requests to allow children of staff/teachers who are non-resident students to attend schools in the district tuition free.

Flora CUSD 35 – Clay (SD55/HD109) / Expiration: 2023-24 school year / W-100-6608R (renewal) – Waiver of School Code (Section 10-20.12a) requests to allow the district to charge less than 110 percent of the per capita tuition charge of non-resident children of full-time employees of the district.

Bismarck-Henning CUSD 1 – Vermilion (SD53/106) / Expiration: 2023-24 school year / W-100-6636 – Waiver of School Code (Section 10-20.12a) requests to allow a non-resident student whose parents are full-time staff members of the district to attend its schools free of charge.

Dixon USD 170 – Lee (SD45/HD90) / Expiration: 2023-24 school year / W-100-6607 – Waiver of School Code (Section 10-20.12a) requests to charge less than 110 percent (or zero) for pupils of employees who live outside district boundaries.

Summersville SD 79 – Jefferson (SD58/HD115) / Expiration: 2023-24 school year / W-100-6627R (renewal) – Waiver of School Code (Section 10-20.12a) requests to charge less than 110 percent (zero) for pupils of full-time employees who live outside the school district boundaries.

Gifford CCSD 188 – Champaign (SD52/HD104) / Expiration: 2023-24 school year / W-100-6606R (renewal) – Waiver of School Code (Section 10-20.12a) requests to charge less than 110 percent of the per capita tuition charge for non-resident children of full-time employees of the district.

New Simpson Hill District 32 – Johnson (SD59/HD118) / Expiration: 2024-25 school year / W-100-6630 – Waiver of School Code (Section 10-20.12a) requests to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

Paris CUSD 4 – Edgar (SD51/HD102) / Expiration: 2024-25 school year / W-100-6618R (renewal) – Waiver of School Code (Section 10-20.12a) requests to charge less than 110 percent (or zero) for pupils of full-time employees who live outside district boundaries.

Salt Fork CUSD 512 – Vermilion (SDS52/HD104) / Expiration: 2023-24 school year / W-100-6616 – Waiver of School Code (Section 10-20.12a) requests to allow non-resident pupils whose parents/guardians are employees of the district to attend its school without having to pay out-of-district tuition.

Bismarck-Henning/Rossville-Alvin Cooperative High School – Vermilion (SD53/HD106) / Expiration: 2023-24 school year / W-100-6635 – Waiver of School Code (Section 10-20.12a)

requests to allow non-resident pupils whose parents/guardians that are employees of the district to attend its school tuition-free.

Sherrard CUSD 200 – Mercer and Rock Island (SD37/HD74) / **Expiration: 2023-24 school year / W-100-6645 – Waiver of School Code** (Section 10-20.12a) requests to charge less than 110 percent (zero dollars) for pupils of full-time employees who live outside the school district.

Bethel Grade School District 82 – Jefferson (SD58/HD115) / **Expiration 2024-25 school year / W-100-6646R (renewal) – Waiver of School Code** (Section 10-20.12a) requests to charge less than 110 percent (zero) for pupils of full-time employees who live outside the school district boundaries.

Robinson CUSD 2 – Crawford (SD55/HD110) / **Expiration: 2023-24 school year / W-100-6649R (renewal) – Waiver of School Code** (Section 10-20.12a) requests to charge zero tuition to non-resident pupils whose parents are full-time employees but living outside the boundaries of the district.

Waltonville CUSD 1 – Jefferson (SD58/HD115) / **Expiration: 2023-24 school year / W-100-6650R (renewal) – Waiver of School Code** (Section 10-20.12a) requests to charge less than 110 percent (or zero) for pupils of full-time employees who do not live in the school district boundaries.

East. St. Louis SD 189 – St. Clair (SD57/HD114) / **Expiration: 2023-24 school year / W-100-6647R (renewal) – Waiver of School Code** (Section 10-20.12a) requests to permit non-resident pupils whose parents are employed by the district to attend the schools of the district without charging tuition and fees.

Richland CCUSD 1 – Richland (SD55/HD109) / **Expiration: 2024-25 school year / W-100-6613R (renewal) – Waiver of School Code** (Section 10-20.12a) requests to charge less than 110 percent (or zero) for pupils of full-time employees who live outside district boundaries.

Goreville CUSD 1 – Johnson (SD59/HD118) / **Expiration: 2024-25 school year / W-10-6638R (renewal) – Waiver of School Code** (Section 10-20.12a) requests to charge less than 110 percent of the per capita tuition charge for non-resident children of full-time employees of the district and claim the average daily attendance and/or enrollment of such students.

Dongola Unit 66 – Union (SD59/HD118) / **Expiration: 2045-25 school year / W-100-6651R (renewal) – Waiver of School Code** (Section 10-20.12a) requests to charge less than 110 percent of the per capita tuition charge for non-resident children of full-time employees of the district.

Frankfort CUSD 168 – Franklin-Williamson (SD59/HD117) / **Expiration: 2023-24 school year / W-100-6653 – Waiver of School Code** (Section 10-20.12a) requests to charge less than 110 percent of the per capita tuition charge for non-resident children of full-time employees of the district and claim the average daily attendance and/or enrollment of such students.

North Clay CUSD 25 – Clay-Effingham (SD55/HD109) / **Expiration: 2023-24 school year / W-100-6612R (renewal) – Waiver of School Code** (Section 10-20.12a) requests to charge less than 110 percent (or zero) for pupils of full-time employees who live outside the district boundaries.

Spoon River Valley CUSD 4 – Fulton (SD46/HD91) / **Expiration 2023-24 school year / W-100-6654 – Waiver of School Code** (Section 10-20.12a) requests to charge less than 110 percent (zero dollars) for pupils of full-time staff members who live outside the school district.

Physical Education

McHenry CCSD 15 – McHenry (SD32/HD63) / **Expiration: 2023-24 school year / W-100-6623 – Waiver of School Code** (Section 27-6) requests to allow the district to modify physical education course requirements. Intent is to keep physical education for grades 1-5 at twice a week for 45 minutes each with additional brain breaks.

Statement of Affairs

Indian Prairie School District 204 – DuPage (SD42/HD84) / **Expiration: 2023-24 school year / W-100-6622 – Waiver of School Code** (Section 10-17) requests permission to not publish a statement of affairs of the district, saving \$3,000 per year. Identical information is currently included in parts of the comprehensive annual financial report, the school Report Card, and the annual audit report.

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ILLINOIS STATE SENATE
BILL BRADY
SENATE REPUBLICAN LEADER
44TH SENATE DISTRICT

October 7, 2019

Dr. Carmen I. Ayala
State Superintendent
Illinois State Board of Education
100 N. First St.
Springfield, IL 62777

Dear Superintendent Ayala:

Pursuant to Section 2-3.25g of the School Code, I am writing in regards to the Fall 2019 Waiver Report dated September 23, 2019.

The Senate Republican Caucus is not submitting notice for further consideration to the State Board of Education for any waiver request. I request that all waivers listed in the report be returned to the State Board of Education for final action.

Sincerely,

A handwritten signature in black ink that reads 'Bill Brady'.

Bill Brady
Illinois Senate Republican Leader
44th District



OFFICE OF THE SENATE PRESIDENT
STATE OF ILLINOIS

JOHN J. CULLERTON
SENATE PRESIDENT

327 STATE CAPITOL
SPRINGFIELD, ILLINOIS 62706
217-782-2728

Dr. Carmen I. Ayala
State Superintendent, Illinois State Board of Education
100 N. First St.
Springfield, IL 62777

October 7, 2019

Dear Superintendent Ayala,

Pursuant to Section 2-3.25g of the School Code, I am writing in regards to the Fall 2019 Waiver Report dated September 23, 2019.

The Senate Democratic Caucus has reviewed the Waiver Report and is not submitting notice for further consideration to the State Board of Education for any waiver request. I request that all waivers listed in the report be returned to the State Board of Education for final action.

Sincerely,

A handwritten signature in cursive script that reads "John J. Cullerton".

John J. Cullerton
President of the Senate

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JIM DURKIN
STATE REPRESENTATIVE • 82ND DISTRICT
HOUSE REPUBLICAN LEADER

October 7, 2019

Dr. Carmen I. Ayala
100 N. 1st Street
Springfield, IL 62777

Dear Superintendent Ayala,

Pursuant to Section 2-3.25g of the School Code, I am writing in regards to the Fall 2019 Waiver Report.

The House Republican Caucus has reviewed the Waiver Report and is not submitting a notice of further consideration to the State Board of Education for any waiver request included in the Waiver Report. All requests shall be transmitted back to the State Board.

Thank you for your consideration on this matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Durkin".

Jim Durkin
House Republican Leader
82nd District



GENERAL ASSEMBLY
STATE OF ILLINOIS
HOUSE OF REPRESENTATIVES

October 2, 2019

Dr. Carmen Ayala, State Superintendent
Illinois State Board of Education
100 N First Street
Springfield, IL 62777

Dear Superintendent Ayala:

After reviewing the fall 2019 School Code waiver report, the House Democratic Caucus requests the following waiver requests be transmitted to the General Assembly for further consideration:

- The 1 request for statement of affairs;
- All 27 requests for non-resident tuition waivers; and
- All 7 requests for limitation of administrative costs;

The House Democratic Caucus recommends the aforementioned waiver requests be submitted to the General Assembly for further review and discussion. Thank you for your consideration.

With kindest personal regards, I remain

Sincerely yours,

Michael J. Madigan

MICHAEL J. MADIGAN
Speaker of the House

ILLINOIS STATE BOARD OF EDUCATION MEETING
OCTOBER 16, 2019

TO: Illinois State Board of Education

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

Agenda Topic: After-School Programs Grants

Expected Outcome: Informational item

Materials: None

Staff Contact(s): Jeffrey Aranowski, Executive Director, Safe and Healthy Climate
Cara Wiley, Director, Wellness Department
Kristy Jones, Wellness Supervisor

Purpose of Agenda Item

The purpose of this agenda item is to provide information to the Board with respect to Healthy Community Investment Grants. The Wellness Department will request that the Board, during its November 2019 meeting, authorize the award of grants to school districts and community organizations based upon a prescribed methodology and formula created in conjunction with program and fiscal areas.

Background Information/History

Public Act 101-077 appropriated \$20 million in General Revenue Funds to provide grants to school districts and community organizations for after-school programming. Representatives from the four legislative caucuses and the Governor's Office of Management and Budget agreed to the Healthy Community Investment Grants Program after several discussions. This state line item continues to be funded for fiscal year 2020. The program design in prior fiscal years was as follows:

School District Grant Allocations

School districts that had low-income concentrations of 60 percent or more were awarded a base grant of \$25,000. In addition to the base grant, qualifying school districts received additional funding based upon a per pupil dollar amount weighted by percentage of capacity to meet expectations, ensuring that a greater amount of funding goes to districts the furthest away from adequacy. The purpose of the funding is to:

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

Competitive Grant Allocations

Successful non-school district/non-Local Education Agency (LEA) grant applicants were awarded a base grant allocation of \$25,000, with the potential for additional funding based upon the applicants' proportional share of the total number of students served. The eligibility criteria for non-school district/non-LEA applicants was as follows:

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

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

Current Status:

The Wellness Department has received notice of appropriation and upon final confirmation of how the funds shall be distributed will begin working to identify eligible districts for this funding. The Notice of Funding Opportunity (NOFO)/Request for Proposals (RFP) process for the competitive portion of this funding will also begin.

Relevant Data:

There were 212 districts eligible for these funds in FY 2017; nine non-school districts received funds. There were 198 eligible districts in FY 2018; 10 non-school districts were awarded funds. There were 146 eligible districts in FY 2019; 17 non-school districts received funds.

Pros and cons:

Approving the FY 2020 Healthy Community Investment Grants will allow ISBE to meet its statutory obligation under PA 101-077 and will provide grants to districts and community-based organizations for after-school programming. There are no cons.

Financial Background

There will be \$20 million in Healthy Community Investment Grants allocated to districts and community-based organizations either through a prescribed formula or a competitive process. The goal is to make the awards as timely as possible after it is confirmed how the funds shall be distributed and the Board's approval. The allocations for the district-prescribed, formula-based award, as well as the request for release of the competitive grant portion of these funds, will be presented to the Board for final action at its November meeting. These awards are for FY 2020 with no renewals. Renewals of these funds are based upon appropriation by the General Assembly. The financial background of this grant is illustrated in the table below:

	Current Grant State Funding	Current Grant Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Grant per Fiscal Year
FY17	\$0	\$0		\$0	\$0	\$15,000,000
FY18	\$0	\$0		\$0	\$0	\$15,000,000
FY19	\$0	\$0		\$0	\$0	\$15,000,000
FY20	\$20,000,000	\$0		\$0	\$0	\$20,000,000
Total	\$20,000,000	\$0		\$0	\$0	\$65,000,000

Business Enterprise Program

N/A

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

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

Budget Implications:

The \$20 million has been appropriated from the General Revenue Fund.

Legislative Action:

None.

Communication:

Notify school districts and community partners about the opportunity for grants as well as issue an NOFO/RFP.

Pros and Cons of Various Actions

Pros:

Approval of the request will provide additional opportunities to increase the academic achievement for students in need.

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 16, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Part 1 (Public Schools Evaluation, Recognition and Supervision) and Part 680 (State Seal of Biliteracy)

Expected Outcome: To inform the Board of upcoming rulemaking.

Materials: Appendix A: Part 1 (Public Schools Evaluation, Recognition and Supervision) Proposed Rules *Section 1.442 repeal*
Appendix B: Part 680 (State Seal of Biliteracy) Proposed Rules *new*

Staff Contact(s): Heather Calomese, Executive Director, Program Services
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

This item is to inform the Board of upcoming rulemaking.

Background Information/History

Part 1 (Public Schools Evaluation, Recognition and Supervision) is being modified and Part 680 (State Seal of Biliteracy) is being added to align with the enactment of Public Act 101-0222, effective January 1, 2020. PA 101-0222 adds language to the State Seal of Biliteracy Program under the School Code (Section 2-3.159) to allow nonpublic schools to participate in the program. This set of rulemaking repeals the current Section for the program (Section 1.442) and creates a new Part within Title 23 so that the rules can apply to both public school districts and nonpublic schools. Other minor technical and cleanup changes were made as well. These rules are before the Board for initial review and approval.

Current Status: Awaiting initial review.

Relevant Data: The State Seal of Biliteracy Program was implemented for the first time in the 2014-2015 school year, when a total of 718 Seal and Commendation awards combined were presented. There was a total of 8,813 Seal and Commendation awards presented to graduating public high school students in the 2017-2018 school year.

Pros and Cons of Various Actions

- **Pros:** The proposed changes incorporate agency policy and practices, as required under the Illinois Administrative Procedure Act (IAPA).
- **Cons:** Not proceeding with the rulemaking will cause the agency's rules to conflict with certain provisions of the IAPA, which requires that the policies of state agencies be set forth in administrative rules.

Next Steps

Agency staff will draft rules for the Board's review in November.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1
PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section

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

SUBPART B: SCHOOL GOVERNANCE

Section

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

Standards

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

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section

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

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section

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

SUBPART E: SUPPORT SERVICES

Section

- 1.510 Transportation

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

SUBPART F: STAFF LICENSURE REQUIREMENTS

Section

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

SUBPART G: STAFF QUALIFICATIONS

Section

- 1.700 Requirements for Staff Providing Professional Development
- 1.705 Requirements for Supervisory and Administrative Staff
- 1.710 Requirements for Elementary Teachers
- 1.720 Requirements for Teachers of Middle Grades
- 1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades 6 and Above through June 30, 2004
- 1.735 Requirements to Take Effect from July 1, 1991, through June 30, 2004
- 1.736 Requirements to Take Effect from July 1, 1994, through June 30, 2004
- 1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004
- 1.740 Standards for Reading through June 30, 2004
- 1.745 Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004

- 1.750 Standards for Media Services through June 30, 2004
- 1.755 Requirements for Library Information Specialists Beginning July 1, 2004
- 1.760 Standards for School Support Personnel Services
- 1.762 Supervision of Speech-Language Pathology Assistants
- 1.770 Standards for Special Education Personnel
- 1.780 Standards for Teachers in Bilingual Education Programs
- 1.781 Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten and any of Grades 1-12

- 1.782 Requirements for Teachers of English as a Second Language in Prekindergarten, Kindergarten and any of Grades 1-12
- 1.783 Requirements for Administrators of Bilingual Education Programs
- 1.790 Substitute Teacher

- 1.APPENDIX A Professional Staff Educator Licensure
- 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, 2-3.64a-5, 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, 2-3.64a-5, 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;

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. 3792, effective February 28, 2019; amended at 43 Ill. Reg. 10213, effective August 30, 2019; amended at 43 Ill. Reg. _____, effective _____.

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section 1.442 State Seal of Biliteracy (Repealed)

~~In accordance with Section 2-3.159 of the School Code, a school district may establish a program to recognize high school graduates who have attained a high level of proficiency in one or more languages in addition to English, by designating on a student's transcript and high school diploma his or her receipt of the State Seal of Biliteracy, provided that all the conditions~~

of this Section are met. For purposes of this Section, "foreign language" has the meaning prescribed in Section 2-3.159(a) of the School Code.

a) ~~Foreign Language Proficiency~~

~~A school district may award the State Seal of Biliteracy to any high school graduate *who attains a high level of proficiency, sufficient for meaningful use in college and career* (Section 2-3.159 of the School Code), in a language other than English as evidenced by his or her attainment of a composite score of "intermediate high", or its equivalent, on a standardized assessment that addresses the four domains of speaking, writing, listening and reading in the targeted foreign language. For the purposes of this Section, proficiency may be shown using one of the methods outlined in this subsection (a).~~

1) ~~Assessment Method~~

A) ~~For purposes of using an assessment to determine proficiency:~~

- ~~i) "Intermediate high" is defined in the ACTFL Proficiency Guidelines 2012, published by the American Council on the Teaching of Foreign Languages, 1001 North Fairfax Street, Suite 200, Alexandria VA 22314 and available at <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>. (No later amendments to or editions of these guidelines are incorporated.)~~
- ~~ii) For the American Sign Language, "intermediate high" is equivalent to meeting progress indicators for grade 12 set forth in the Standards for Learning American Sign Language (2014), published by the American Sign Language Teachers Association, P.O. Box 38, Clinton WA 98236 and available at http://www.aslta.org/wp-content/uploads/2014/07/National_ASL_Standards.pdf. (No later amendments to or editions of these guidelines are incorporated.)~~
- ~~iii) "Standardized assessment" is one that is available for use on a statewide or national basis and meets generally accepted standards of fairness, validity and reliability as stated in "Standards for Educational and Psychological Testing" (2013), published by the American Educational~~

Research Association, 1430 K Street, N.W., Suite 1200,
Washington D.C. 20005. (No later amendments to or
editions of these standards are incorporated.)

~~2) The State Superintendent shall post on its website by July 1 of each year a list of acceptable language assessments (e.g., the ACTFL Assessment of Performance Toward Proficiency in Languages (AAPPL), Advanced Placement (AP) World Language and Culture Exam, Diploma de Español como Lengua Extranjera (DELE)) and the score to be achieved on each that qualifies the student as meeting the criteria set forth in subsection (a)(1)(A)(i) or (ii), as applicable. A school district that chooses to use an assessment to measure foreign language proficiency that is not included on the list shall maintain evidence that the assessment meets the criteria specified in subsection (a)(1)(A)(iii) and either subsection (a)(1)(A)(i) or (ii), as applicable, and make that evidence available to the State Superintendent of Education upon request.~~

~~3) Alternative Evidence Method
A school district may choose to award the State Seal of Biliteracy through an alternative evidence method in accordance with this subsection (a)(3):~~

~~A) The alternative evidence method may be used when:~~

~~i) a student attains an "intermediate mid" composite score, as defined in the ACTFL guidelines set forth in subsection (a)(1), or its equivalent, on a standardized assessment that addresses the four domains of speaking, writing, listening and reading in the targeted foreign language;~~

~~ii) no standardized assessment exists for the targeted foreign language;~~

~~iii) evaluating the language proficiency of a student with disabilities for whom the standardized assessment is inappropriate; or~~

~~iv) the standardized assessment for the targeted foreign language does not assess one or more of the four domains of speaking, writing, listening and reading.~~

~~B) — Any alternative evidence method used shall consist of a student portfolio that contains evidence for each component set forth in subsections (a)(3)(C) and (a)(3)(D) that demonstrates proficiency equivalent to an "intermediate high" level in the four domains of speaking, writing, listening and reading.~~

~~C) — Experience in the Targeted Foreign Language~~

~~i) — The extent to which the student's language background enables him or her to gain proficiency in the targeted foreign language in one or more of the four domains;~~

~~ii) — The extent to which the student's participation in intercultural activities provided opportunities to gain proficiency in the targeted foreign language in one or more of the four domains;~~

~~iii) — The courses taken in the targeted foreign language and the grades received; and/or~~

~~iv) — The extent to which any time spent in countries where the targeted foreign language is spoken contributed to the student's opportunities to gain proficiency in the targeted foreign language in one or more of the four domains.~~

~~D) — Work Samples~~

~~i) — Formal presentations in the targeted foreign language;~~

~~ii) — Student produced compositions, articles, papers and other formal documents in the targeted foreign language; and/or~~

~~iii) — Certificates, diplomas, results from tests or assessments other than those identified under subsection (a) and additional achievements that demonstrate sufficient proficiency in the targeted foreign language.~~

~~b) — English Proficiency~~

- 1) ~~To be eligible to be awarded the State Seal of Biliteracy, each student also shall demonstrate proficiency in English through:
 - A) ~~Attainment of either a "meets standards" or "exceeds standards" for English language arts on the State assessments administered at the secondary level, as authorized in Section 2-3.64a-5 of the School Code;~~
 - B) ~~Attainment of a "proficient" score on the English language proficiency assessment defined at 23 Ill. Adm. Code 228.10 (Transitional Bilingual Education) administered at the secondary level; or~~
 - C) ~~Attainment of an "intermediate high" composite score on an assessment in English identified pursuant to subsection (a)(1).~~~~
- 2) ~~The State Superintendent shall post on its website by July 1 of each year a list of acceptable English language assessments (e.g., the TOEFL[®] test, the ESL (English as a Second Language) AAPPL, ACTFL Assessment of Performance Toward Proficiency in Languages) and the score to be achieved on each that qualifies the student as meeting one of the sets of criteria for proficiency set forth in this subsection (b). A school district that chooses to use an assessment to measure English language proficiency that is not included on the list shall maintain evidence that the assessment meets the criteria specified in subsection (a)(1)(A)(iii) and one of the sets of criteria for proficiency set forth in this subsection (b) and make that evidence available to the State Superintendent of Education upon request.~~
- e) ~~The State Seal of Biliteracy program may offer a State Commendation toward Biliteracy to any student who fails to meet the requirements of subsection (a) but attains a score of "intermediate low", or its equivalent, in the targeted foreign language using the method set forth in subsection (a)(1) or (a)(3).
 - 1) ~~"Intermediate low" is defined in the ACTFL Proficiency Guidelines 2012 referenced in subsection (a)(1).~~
 - 2) ~~Each student also shall demonstrate a level of proficiency in English through:~~~~

- A) — Attainment of either a "meets standards" or "exceeds standards" for English language arts on the State assessments administered at the secondary level, as authorized in Section 2-3.64a-5 of the School Code;
 - B) — Attainment of a score established for part-time placement in a transitional bilingual education program (see 23 Ill. Adm. Code 228.30(c) (Establishment of Programs)) on the English language proficiency assessment defined at 23 Ill. Adm. Code 228.10 (Transitional Bilingual Education) that is administered at the secondary level; or
 - C) — Attainment of an "intermediate low" composite score on an assessment in English identified pursuant to subsection (a).
- 3) — The State Superintendent shall post on its website by July 1 of each year a list of acceptable assessments (e.g., the ACTFL Assessment of Performance Toward Proficiency in Languages (AAPPL), Advanced Placement (AP) World Language and Culture Exam, Diploma de Español como Lengua Extranjera (DELE)) and the score to be achieved on each that qualifies the student as meeting the criteria set forth in this subsection (c) for foreign language and English language proficiency. A school district that chooses to use an assessment that is not included on the list shall maintain evidence that the assessment meets the criteria specified in subsection (a)(1)(A)(iii) and the applicable criteria set forth in this subsection (c) and make that evidence available to the State Superintendent of Education upon request.
- d) — In accordance with Section 2-3.159(g) of the School Code, the school district shall place a designation of a qualifying student's receipt of the State Seal of Biliteracy in the student's permanent record on the academic transcript as defined in 23 Ill. Adm. Code 375 (Student Records) and include the designation on the student's diploma. A school district also shall place a designation of a qualifying student's receipt of the State Commendation toward Biliteracy both in the permanent record on the academic transcript and on the student's diploma. The designations shall list each of the targeted foreign languages for which the State Seal of Biliteracy or State Commendation toward Biliteracy is being awarded. The State Board of Education shall make an electronic facsimile of the State Seal of Biliteracy and the State Commendation toward Biliteracy available to school districts for this purpose.

- ~~e) — A school district that chooses to participate in the State Seal of Biliteracy program shall meet the requirements of this subsection (e).~~
- ~~1) — A participating school district shall notify the State Board of Education of its participation by October 1 of each year. A district that elects to participate after October 1 shall notify the State Board of Education of its participation no later than 45 calendar days prior to the issuance of any State Seals or State Commendations.~~
- ~~A) — A school district electing to participate after October 1 shall include in its notification to the State Board of Education evidence that the district has met all of the requirements set forth in this subsection (e).~~
- ~~B) — A district that fails to submit the proper notification within the timeframes provided shall be prohibited from awarding the State Seal and State Commendation for that school year.~~
- ~~2) — A participating district shall designate at least one individual to serve as coordinator of the State Seal of Biliteracy program and include the individual's name and contact information in the notice provided pursuant to subsection (e)(1). The individual assigned to serve as the coordinator of the program shall:~~
- ~~A) — Hold a professional educator license endorsed in an administrative area issued pursuant to 23 Ill. Adm. Code 25 (Educator Licensure); and~~
- ~~B) — Participate in training approved by the State Board of Education prior to awarding the State Seal of Biliteracy awarded under the provisions of Section 2-3.159 of the School Code and this Section and the State Commendation toward Biliteracy awarded under the provisions of this Section.~~
- ~~3) — Using a format prescribed by the State Superintendent of Education, a participating school shall submit an annual report to the State Board of Education no later than 30 days after the end of the school year that includes, but is not limited to, identification of each student awarded the State Seal of Biliteracy or the State Commendation toward Biliteracy;~~

~~targeted foreign language or languages for which the State Seal of Bilingualism or State Commendation toward Bilingualism was awarded to the student and the method the student used to demonstrate proficiency.~~

~~4) A participating school district shall make available information about the State Seal of Bilingualism program to parents and students by posting on the district's website, if the district maintains a website, and in the student handbook the following information:~~

~~A) General information about the State Seal of Bilingualism program and the opportunity for students to participate;~~

~~B) A description of the process a student would use to demonstrate proficiency in the targeted foreign language, including details about any alternative evidence that may be required under the provisions of subsection (a)(3), if applicable;~~

~~C) An estimate of the costs, if known, that students might incur to demonstrate proficiency using either of the methods under subsection (a); and~~

~~D) The name and contact information for any individuals designated to serve as the coordinator of the State Seal of Bilingualism program.~~

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

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER 0: MISCELLANEOUS

PART 680
STATE SEAL OF BILITERACY

Section

680.10 Definitions

680.20 State Seal of Biliteracy

AUTHORITY: Implementing Section 2-3.159 of the School Code.

SOURCE: Adopted at 43 Ill. Reg. _____, effective _____.

Section 680.10 Definitions

“School Code” or “Code” means 105 ILCS 5.

“State Board” means the State Board of Education.

“State Superintendent” means the State Superintendent of Education.

“World Language” means any language other than English, including all modern languages, Latin, American Sign Language, Native American languages, and native languages.

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

Section 680.20. State Seal of Biliteracy

In accordance with Section 2-3.159 of the School Code, a school district or nonpublic school may establish a program *to recognize public and nonpublic high school graduates who have attained a high level of proficiency in one or more languages in addition to English*, by designating on a student's transcript and high school diploma his or her receipt of the State Seal of Biliteracy, provided that all the conditions of this Section are met.

- a) World Language Proficiency

A school district or nonpublic school may award the State Seal of Biliteracy to any high school graduate *who attains a high level of proficiency, sufficient for meaningful use in college and a career* (Section 2-3.159 of the Code), in a language other than English, as evidenced by his or her attainment of a "intermediate high" composite score, or an "intermediate high" score in each of the domains when no composite score is provided, or its equivalent, on a standardized assessment that addresses the four domains of speaking, writing, listening, and reading in the targeted world language. Proficiency may be shown using one of the methods outlined in this subsection.

1) Assessment Method

A) For purposes of using an assessment to determine proficiency:

- i) "Intermediate high" is defined in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines 2012, published by ACTFL, 1001 North Fairfax Street, Suite 200, Alexandria VA 22314 and available at <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>. (No later amendments to or editions of these guidelines are incorporated.) Measurement may assess tasks across the three modes of communication as defined by the World-Readiness Standards for Learning Languages available at <https://www.isbe.net/Documents/World-Languages-Standards.pdf>.
- ii) For students learning American Sign Language as a heritage or first language, "intermediate high" is equivalent to meeting progress indicators for grade 12 set forth in the Standards for Learning American Sign Language (2014), published by the American Sign Language Teachers Association, P.O. Box 38, Clinton WA 98236 and available at http://www.aslta.org/wp-content/uploads/2014/07/National_AS_L_Standards.pdf. (No later amendments to or editions of these guidelines are incorporated.)

- iii) For students learning American Sign Language as a world language, “intermediate high” is defined in the Communication Proficiency Performance Indicators in the Fourth Edition World-Readiness Standards for Learning Languages published by the American Council on the Teaching of Foreign Languages, 1001 North Fairfax Street, Suite 200, Alexandria VA 22314 and available at <https://www.isbe.net/Documents/World-Languages-Standards.pdf>. (No later amendments to or editions of these guidelines are incorporated).
 - iv) "Standardized assessment" is one that is available for use on a statewide or national basis and meets generally accepted standards of fairness, validity, and reliability as stated in "Standards for Educational and Psychological Testing" (2013), published by the American Educational Research Association, 1430 K Street, N.W., Suite 1200, Washington D.C. 20005. (No later amendments to or editions of these standards are incorporated.)
- 2) The State Superintendent shall post on the State Board of Education’s website by July 1 of each year a list of acceptable language assessments (e.g., the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL), Advanced Placement (AP) World Language and Culture Exam, Diploma de Español como Lengua Extranjera (DELE)) and the score to be achieved on each that qualifies the student as meeting the criteria set forth in subsection (a)(1)(A)(i), (ii), or (iii), as applicable. A school district or nonpublic school that chooses to use an assessment to measure world language proficiency that is not included on the list shall maintain evidence that the assessment meets the criteria specified in subsection (a)(1)(A)(iv) and either subsection (a)(1)(A)(i), (ii), or (iii) as applicable, and make that evidence available to the State Superintendent upon request.
- 3) Alternative Evidence Method

A school district or nonpublic school may choose to award the State Seal of Biliteracy through an alternative evidence method in accordance with this subsection.

- A) The alternative evidence method may be used when:
 - i) a student attains an "intermediate mid" composite score, as defined in the ACTFL guidelines set forth in subsection (a)(1), or its equivalent, on a standardized assessment that addresses the four domains of speaking, writing, listening, and reading in the targeted world language;
 - ii) no standardized assessment exists for the targeted world language;
 - iii) evaluating the language proficiency of a student with disabilities for whom the standardized assessment is inappropriate; or
 - iv) the standardized assessment for the targeted world language does not assess one or more of the four domains of speaking, writing, listening, and reading.
- B) Any alternative evidence method used shall consist of a student portfolio that contains evidence for each component set forth in subsections (a)(3)(C) and (a)(3)(D) that demonstrates proficiency equivalent to an "intermediate high" level in the four domains of speaking, writing, listening, and reading.
- C) Experience in the Targeted World Language
 - i) the extent to which the student's language background enables him or her to gain proficiency in the targeted world language in one or more of the four domains;
 - ii) the extent to which the student's participation in intercultural activities provided opportunities to gain

proficiency in the targeted world language in one or more of the four domains;

- iii) the courses taken in the targeted world language and the grades received; or
- iv) the extent to which any time spent in countries where the targeted world language is spoken contributed to the student's opportunities to gain proficiency in the targeted world language in one or more of the four domains.

D) Work Samples

- i) formal presentations in the targeted world language;
- ii) student-produced compositions, articles, papers, and other formal documents in the targeted world language; or
- iii) certificates, diplomas, results from tests or assessments other than those identified under subsection (a), and additional achievements that demonstrate sufficient proficiency in the targeted world language.

b) English Proficiency

- 1) To be eligible to be awarded the State Seal of Biliteracy, each student must also demonstrate proficiency in English through:
 - A) attainment of college and career benchmarks on any nationally normed assessment of English language arts or equivalent dual credit coursework;
 - B) attainment of either a "meets standards" or "exceeds standards" for English language arts on the State assessments administered at the secondary level, as authorized in Section 2-3.64a-5 of the Code; or

- C) attainment of a "proficient" score on the English language proficiency assessment, as defined under 23 Ill. Adm. Code 228.10, administered at the secondary level; or
 - D) attainment of an "intermediate high" composite score on an assessment in English identified under subsection (a)(1).
- 2) The State Superintendent shall post on the State Board of Education's website by July 1 of each year a list of acceptable English language assessments (e.g., the Test of English as a Foreign Language (TOEFL®), the English as a Second Language ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL), and the score to be achieved on each that qualifies the student as meeting one of the sets of criteria for proficiency set forth in this subsection. A school district or nonpublic school that chooses to use an assessment to measure English language proficiency that is not included on the list shall maintain evidence that the assessment meets the criteria specified in subsection (a)(1)(A)(iv) and one of the sets of criteria for proficiency set forth in this subsection and must make that evidence available to the State Superintendent upon request.
- c) The State Seal of Biliteracy program may offer a State Commendation toward Biliteracy to any student who fails to meet the requirements of subsection (a) but attains a score of "intermediate low", or its equivalent, in the targeted world language using the method set forth in subsection (a)(1) or (a)(3).
- 1) "Intermediate low" is defined in the ACTFL Proficiency Guidelines 2012 referenced in subsection (a)(1).
 - 2) Each student must also demonstrate a level of proficiency in English through:
 - A) attainment of college and career benchmarks on any nationally normed assessment of English language arts or equivalent dual credit coursework;
 - B) attainment of either a "meets standards" or "exceeds standards" for English language arts on the state assessments administered at the secondary level, as authorized in Section 2-3.64a-5 of the Code; or

- C) attainment of a score established for part-time placement in a transitional bilingual education program (23 Ill. Adm. Code 228.30(c)) on the English language proficiency assessment, as defined under 23 Ill. Adm. Code 228.10, that is administered at the secondary level; or
 - D) attainment of an "intermediate low" composite score on an assessment in English identified under subsection (a).
- 3) The State Superintendent shall post on the State Board of Education's website by July 1 of each year a list of acceptable assessments (e.g., the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL), Advanced Placement (AP) World Language and Culture Exam, Diploma de Español como Lengua Extranjera (DELE)) and the score to be achieved on each that qualifies the student as meeting the criteria set forth in this subsection (c) for world language and English language proficiency. A school district or nonpublic school that chooses to use an assessment that is not included on the list shall maintain evidence that the assessment meets the criteria specified in subsection (a)(1)(A)(iv) and the applicable criteria set forth in this subsection (c) and make that evidence available to the State Superintendent upon request.
- d) In accordance with Section 2-3.159(g) of the School Code, the school district or nonpublic school shall place a designation of a qualifying student's receipt of the State Seal of Biliteracy in the student's permanent record on the academic transcript, as defined in 23 Ill. Adm. Code 375, and include the designation on the student's diploma. A school district or nonpublic school must also place a designation of a qualifying student's receipt of the State Commendation toward Biliteracy both in the permanent record on the academic transcript and on the student's diploma. The designations shall list each of the targeted world languages for which the State Seal of Biliteracy or State Commendation toward Biliteracy is being awarded. The State Board of Education shall make an electronic facsimile of the State Seal of Biliteracy and the State Commendation toward Biliteracy available to school districts and nonpublic schools for this purpose.
 - e) A school district or nonpublic school that chooses to participate in the State Seal of Biliteracy program shall meet the requirements of this subsection.

- 1) A participating school district or nonpublic school shall notify the State Board of its participation by October 1 of each year. A district or nonpublic school that elects to participate after October 1 shall notify the State Board of its participation no later than 45 calendar days before the issuance of any State Seals or State Commendations.
 - A) A school district or nonpublic school electing to participate after October 1 shall include in its notification to the State Board evidence that the district or nonpublic school has met all of the requirements under this subsection.
 - B) A district or nonpublic school that fails to submit the proper notification within the timeframes provided shall be prohibited from awarding the State Seal and State Commendation for that school year.
- 2) A participating district shall designate at least one individual to serve as a coordinator of the State Seal of Biliteracy program and include the individual's name and contact information in the notice provided pursuant to subsection (e)(1). The individual assigned to serve as the coordinator of the program under this subparagraph shall:
 - A) hold a professional educator license endorsed in an administrative area issued pursuant to 23 Ill. Adm. Code 25; and
 - B) participate in training approved by the State Board before awarding the State Seal of Biliteracy awarded under the provisions of Section 2-3.159 of the Code and this Section and the State Commendation toward Biliteracy awarded under the provisions of this Section.
- 3) A participating nonpublic school shall designate at least one individual to serve as coordinator of the State Seal of Biliteracy program and include the individual's name and contact information in the notice provided under subsection (e)(1). The individual assigned to serve as the coordinator of the program shall:

- A) be an active administrator at the nonpublic school awarding the Seal; and
 - B) participate in the training approved by the State Board before awarding the State Seal of Biliteracy awarded under the provisions of Section 2-3.159 of the Code and this Section and the State Commendation toward Biliteracy awarded under the provisions of this Section.
- 4) Using a format prescribed by the State Superintendent, a participating school district or nonpublic school shall submit an annual report to the State Board no later than 30 days after the end of the school year that includes, but is not limited to, identification of each student awarded the State Seal of Biliteracy or the State Commendation toward Biliteracy, targeted world language or languages for which the State Seal of Biliteracy or State Commendation toward Biliteracy was awarded to the student, and the method the student used to demonstrate proficiency.
- 5) A participating school district or nonpublic school shall make available information about the State Seal of Biliteracy program to parents and students by posting on the district's or nonpublic school's website, if the district or nonpublic school maintains a website, and in the student handbook the following information:
- A) general information about the State Seal of Biliteracy program and the opportunity for students to participate;
 - B) a description of the process a student would use to demonstrate proficiency in the targeted world language, including details about any alternative evidence that may be required under the provisions of subsection (a)(3), if applicable;
 - C) an estimate of the costs, if known, that students might incur to demonstrate proficiency using the methods under subsection (a); and
 - D) the name and contact information for any individuals designated to serve as the coordinator of the State Seal of Biliteracy program.

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 16, 2019

TO: Illinois State Board of Education

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

Agenda Topic: edTPA Cut Score

Expected Outcome: To discuss maintaining the current edTPA cut scores will be approved.

Materials: None

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

Purpose of Agenda Item

This agenda item is for discussion purposes only. In November, the Center for Teaching and Learning will request the Board to authorize the State Superintendent to approve maintaining the current September 1, 2018 – August 31, 2019 edTPA cut scores, retroactive to September 1, 2019.¹

Background Information/History

The edTPA is a performance assessment that consists of three tasks: instructional planning, instructional delivery, and assessment. The edTPA requires a candidate to submit the following: lesson plans and supporting materials (planning), an unedited video clip (instructional delivery), and assessments and feedback on student work (assessment). Each of these tasks is augmented by short narratives that assist in understanding the unique context of the classroom in which the edTPA occurred. Work with the edTPA has been ongoing in Illinois since 2010².

The edTPA underwent field testing for reliability and validity. In 2012, the edTPA was field tested in 21 states, including Illinois, by more than 9,000 teacher candidates. In 2013, more than 3,000 teacher candidates participated in further field testing. Data from this field test was used to set a passing score for the edTPA. Currently, 41 states, including Illinois and the District of Columbia, are participating in edTPA at some level. The edTPA is evaluated by trained, qualified scorers who use rubrics to judge candidate submissions consistently and fairly. Scorers must meet rigorous qualifications, including subject-matter expertise, recent teaching experience, and experience mentoring or supporting beginning teachers.

The edTPA standard-setting conference occurred in August 2013. The purpose of this conference was to identify the performance expectation for an initially licensed, classroom-ready teacher. A practitioner panel (higher education faculty and P-12 teachers) and policy panel (National Education Association, American Federation of Teachers, and state departments of education) independently examined edTPA field test data and, from this, suggested a professional performance standard (PPS). Illinois was represented on both panels.³ The results of this work were released in November 2013.

¹ In order to ensure that any teacher candidate submitting an edTPA for evaluation between September 1, 2019 and the September 2019 Board Meeting is under the score requirements from September 1, 2018 – August 31, 2019, the motion for approval includes a retroactive date.

² Illinois College, Illinois State University, and the University of Illinois at Chicago have participated in various phases of field testing since 2010. The following Illinois programs participated in and received performance information from the spring 2012 field test of the edTPA: Concordia University – Chicago, Illinois College, Illinois State University, Knox College, Lewis University, National Louis University, Northern Illinois University, Southern Illinois University Carbondale, Southern Illinois University Edwardsville, Trinity Christian College, University of Illinois Chicago, University of St. Francis, and Western Illinois University. Data from these institutions was used to refine the scoring rubrics and the prompts to which candidates responded in preparation for the 2013 field test.

³ Former State Superintendent Christopher Koch was a member of the policy panel and Professor Amee Adkins (ISU) was a member of the practitioner panel.

The practitioner panel and policy panel independently recommended the same PPS score of no greater than 42 for handbooks consisting of 15 rubrics.⁴ In order to avoid erroneous decisions in scoring, developers also applied a half standard error of measurement to the PPS that resulted in a cut score range between 37 and 42. The integrated three-task design of edTPA and factor analysis findings support the assignment of one total score to the candidate upon which a pass/fail decision about readiness to teach is made. The total score is calculated as the sum of the scores on all the rubrics associated with the full collection of artifacts and commentaries, where all rubrics are given the same weight and contribute equally to the total score. Total scores can range from 15 to 75 for handbooks consisting of 15 rubrics. Utilizing a compensatory model, a candidate may “compensate” for lower scores on some rubrics with higher scores on other rubrics. The use of compensatory scoring for professional certification systems is standard practice and is employed in Illinois for state licensure tests.

Agency staff used the data from the field test summary document, input from stakeholders in Illinois, and guidance from staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) to compile and send out a survey in February 2014 to ascertain the best approach to setting a cut score for teacher candidates in Illinois.

The survey provided individuals the opportunity to respond to four cut score options as well as to provide suggestions for the implementation of the edTPA. Three of the four options provided a rollout option in which the passing score would increase during the first five years of implementation. The fourth option was a single score for passing beginning on September 1, 2015. ISBE received almost 400 responses to the survey (n=396). The overwhelming majority of respondents supported a rollout of scores. This approach, in addition to aligning with the implementation guidance from SCALE, provided institutions time to become more familiar with the edTPA and develop appropriate supports for their candidates based upon context.

More specifically, a single recommended PPS was established for edTPA for use across all Illinois content areas and grade levels. The single PPS is a result of the integrative structure and evaluation process of edTPA, in which a single total score is assigned to each candidate’s entire edTPA submission. The candidate’s single total score is then compared to the single recommended PPS, which is the same PPS applied to each of the edTPA subject specific assessment handbooks. (See table 1.)

13 Rubrics⁵	15 Rubrics	18 Rubrics
World Language Classical Languages	Elementary Literacy Elementary Mathematics Secondary English-Language Arts Secondary History/Social Studies Secondary Mathematics Secondary Science K-12 Physical Education Special Education Early Childhood Visual Arts Middle Childhood Mathematics Middle Childhood Science	Elementary Education ⁶

⁴ The cut score for modern language and world language are based upon 13 rubrics. The cut score for elementary education is based upon 18 rubrics

⁵ For content areas (e.g., world language, elementary education) that include either 13 or 18 rubrics, it is necessary to use an adjusted PPS because the score scale (number of possible scores) differs. A proportional adjustment is made such that the average rubric score corresponding to the total scores remains constant across fields. To achieve this adjusted PPS, edTPA began with the PPS based on 15 rubrics set during a national standard-setting event. This PPS was adjusted upward for areas with more than 15 rubrics (where higher total scores are possible) and downward for areas with fewer than 15 rubrics (where lower total scores are possible). This results in PPSs that are proportional to the number of rubrics and maintain the same average rubric score.

⁶ The 18 rubric Elementary Education handbook requires candidates to complete activities in both elementary literacy and elementary mathematics. Institutions of higher education with approved teacher preparation programs in elementary education are able to select if they require candidates to complete a 15-rubric handbook where the focus is on either literacy or mathematics or the 18-rubric handbook.

	Middle Childhood English-Language Arts Middle Childhood History/Social Studies K-12 Performing Arts Agricultural Education Business Education Educational Technology Specialist English as an Additional Language Family and Consumer Sciences Health Education Library Specialist Technology and Engineering Education Literacy Specialist Elementary Education: Mathematics with Literacy Task 4	
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In December 2014, the State Board approved the edTPA rollout option. (See **Table 2**.) Pursuant to 105 ILCS 21B-30, all candidates completing teacher preparation programs in Illinois since Sept. 1, 2015, have been required to pass an evidence-based assessment of teacher effectiveness approved by the State Board of Education.

Date Range	Passing Score, 13-Rubrics	Passing Score, 15-Rubrics	Passing Score, 18-Rubrics
9/1/2015–8/31/2016	31	35	41
9/1/2016–8/31/2017	31	35	41
9/1/2017–8/31/2018	33	37	43
9/1/2018–8/31/2019	35	39	45
9/1/2019 and beyond	37	41	47

Agency staff has monitored edTPA pass rates annually since the test became consequential in 2015. Illinois candidates continued to exhibit demonstrated readiness for teaching as the rollout schedule progressed.

ISBE received requests from legislators, institutions of higher education, district and school leaders, and other stakeholders during the spring 2019 legislative session recommending that the cut score remain at its current level beginning Sept. 1, 2019, rather than increasing as called for in the original rollout schedule. This approach aligns with other surrounding states as Illinois already surpasses many of them by several points. (See Table 3.)

State	13 Rubrics	15 Rubrics	18 Rubrics
Illinois	35	39	45
Arkansas	32	37	44
Iowa	31	39	47
Tennessee	33	38	46
Wisconsin	32	38	45

Current Status:

The edTPA became effective and required for Illinois candidates for program completion and licensure in September 2015, per School Code 21B-30 (b). In December 2014, the State Board approved the cut scores, per rubric, with a ramp up annually, as shown in **Table 2**.

Relevant Data:

Table 4 below shows performance by rubric and ethnicity annually since 2015. In addition, **Table 5** provides *projected* pass rate data should the cut score increase on September 1, 2019.

Table 4: edTPA Performance by Rubric and Ethnicity						
13 Rubrics						
Date	10/22/15-9/7/17		10/19/17-8/23/18		9/1/18-6/13/19	
Cut Score	31		33		35	
	N	% Pass	N	% Pass	N	% Pass
All	230	89%	103	74%	90	82%
Ethnicity						
Black	2	50%	6	100%	1	0%
Native American	0	NA	0	NA	0	NA
Asian	8	100%	34	74%	3	100%
Hispanic	64	88%	58	72%	25	76%
White	138	89%	5	60%	56	86%
Multiracial	10	90%	0	NA	2	50%
Other	1	100%	0	NA	0	NA
Undeclared	7	86%	0	NA	3	100%
15 Rubrics						
Date	10/22/15-9/7/17		10/19/17-8/23/18		9/1/18-6/13/19	
Cut Score	35		37		39	
	N	% Pass	N	% Pass	N	% Pass
All	9427	97%	4254	94%	4057	96%
Ethnicity						
Black	390	93%	179	91%	169	92%
Native American	21	86%	1	100%	3	67%
Asian	307	98%	154	99%	159	95%
Hispanic	816	97%	383	95%	460	95%
White	7386	97%	3328	94%	3066	96%
Multiracial	263	96%	127	94%	115	95%
Other	79	96%	36	89%	29	97%
Undeclared	165	97%	46	91%	56	84%
18 Rubrics						
Date	10/22/15-9/7/17		10/19/17-8/23/18		9/1/18-6/13/19	
Cut Score	37		43		45	
	N	% Pass	N	% Pass	N	% Pass
All	214	96%	75	95%	38	97%
Ethnicity						
Black	3	100%	2	100%	2	50%
Native American	2	100%	0	NA	0	NA
Asian	12	100%	4	100%	2	100%
Hispanic	39	95%	7	100%	5	100%
White	138	96%	56	93%	28	100%
Multiracial	10	100%	1	100%	1	100%
Other	4	75%	2	100%	0	NA
Undeclared	6	83%	3	100%	0	NA

Table 5			
Projected Pass Rates (9/1/2019 and beyond)			
13 Rubrics	Cut Score =37	N=90	71%
15 Rubrics	Cut Score=41	N=4059	91%
18 Rubrics	Cut Score 47	N=36	81%

Pros and Cons:

Pros: Maintaining the edTPA cut score will continue to hold candidates to a high level of preparation and is in alignment with passing scores in other states.

Cons: Increasing the cut score will result in a projected decline in candidate completers and, ultimately, educators in Illinois.

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

Financial Background

Not applicable.

Business Enterprise Program

Not applicable.

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

Policy Implications:

Maintaining the current edTPA cut score will ensure that ISBE is meeting the requirement set forth in 105 ILCS 21B-30(f) of the Illinois School Code.5

Budget Implications:

Not applicable.

Legislative Action:

Not applicable.

Communication:

Upon approval, information regarding the cut score will be communicated with the field.

Board Member(s) Who Will Abstain: None

Recommendations:

This item is for discussion purposes only. At the November meeting, it is anticipated that the state superintendent will recommend that the following motion be adopted:

The Illinois State Board of Education hereby authorizes the State Superintendent to approve maintaining the current September 1, 2018 – August 31, 2019 edTPA cut scores, retroactive to September 1, 2019.

Date of Board Action:

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 16, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Information Item: SBE Fiscal & Administrative Monthly Reports

Materials: Financial Status Report (contract & grant detail) – FY19 & FY20
Comparative Statement of Expenditures – FY19 & FY20
Appropriation and Spending by Program – FY19 & FY20
Contract & Grant Awards Under \$1 million - FY19 & FY20
10-yr Headcount History Graph, Monthly Headcount Graph, Staff Detail

Staff Contact(s): Scott Harry, Director, Budget

Purpose of Agenda Item

The purpose of this agenda item is to provide the Board standard reports with key information on fiscal and administrative activities of the Illinois State Board of Education.

Background Information/History

In June 2002, the State Board adopted bylaws outlining a new committee structure under which fiscal, audit, and operations issues will be handled by the Finance and Audit Committee. The Superintendent requested that the agency organize and standardize the financial and headcount data provided to the Board for its future policy work and decision-making.

The monthly or quarterly fiscal and headcount reports were first provided to the Board in August 2002. These reports provide information regarding staffing and funding as well as details of contracts over \$50,000 and grants the agency is processing.

At the request of the Board at the December 2011 meeting, a Contract & Grant Awards Under \$1 Million Report has been added to the SBE fiscal and administrative monthly reports package.

Currently, the following reports are provided:

1. Budget (annually in January)
2. Financial Status Report – Contract/Grant Detail (monthly)
3. Comparative Statement of Expenditures (monthly)
4. Appropriation and Expenditure (monthly)
5. Contract & Grant Awards Under \$1 Million (monthly)
6. Headcount Reports (monthly)
7. Headcount History Graph, Monthly Headcount Graph, & Staff Detail by Division

Recommendations:

The fiscal and administrative reports are for informational purposes only and do not require board action.

ILLINOIS STATE BOARD OF EDUCATION
Comparative Statement of Expenditures to Date (September 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	\$ 33,089,321	\$ 13,042,426	\$ 734,421	39.42%	\$ 33,694,374	\$ 12,303,861	\$ 1,339,474	40.49%
Contractual Services	37,949,637	14,815,707	2,569,237	39.04%	36,167,771	15,711,991	1,752,771	48.29%
Travel	2,208,037	547,632	178,037	24.80%	2,226,976	541,373	196,976	33.15%
Commodities	434,888	82,401	4,888	18.95%	462,018	61,725	32,018	20.29%
Printing	498,006	15,950	6	3.20%	498,797	34,763	797	7.13%
Equipment	1,002,348	67,103	1,348	6.69%	1,294,242	162,214	294,242	35.27%
Telecommunications	508,056	134,469	49,056	26.47%	484,018	156,822	25,018	37.57%
Operation of Automotive Equipment	10,393	-	10,393	0.00%	12,126	-	12,126	-
Lump Sums	164,905,015	86,876,519	-	52.68%	165,410,778	79,423,224	-	48.02%
Sub-total	240,605,700	115,582,207	3,547,385	49.51%	240,251,100	108,395,973	3,653,422	46.64%
Awards and Grants	11,899,986,900	10,534,508,756	-	88.53%	11,704,161,200	10,365,425,322	156,714	88.56%
Construction Grants	69,391,137	-	-	0.00%	4,391,137	-	-	-
Total All Funds	\$ 12,209,983,737	\$ 10,650,090,963	\$ 3,547,385	87.22%	\$ 11,948,803,437	\$ 10,473,821,296	\$ 3,810,136	87.69%
<u>General Revenue Fund</u>								
Lump Sums	\$ 72,603,100	\$ 62,149,383	\$ -	85.60%	\$ 73,285,300	\$ 70,596,287	\$ -	96.33%
Sub-total	72,603,100	62,149,383	-	85.60%	73,285,300	70,596,287	-	96.33%
Awards and Grants	3,735,852,000	3,730,296,749	-	99.85%	3,669,329,600	3,654,110,297	-	99.59%
Total General Revenue Fund	\$ 3,808,455,100	\$ 3,792,446,132	\$ -	99.58%	\$ 3,742,614,900	\$ 3,724,706,584	\$ -	99.52%
<u>Other State Funds</u>								
Lump Sums	\$ 25,849,300	\$ 14,197,515	\$ -	54.92%	\$ 25,778,900	\$ 7,727,117	\$ -	29.97%
Sub-total	25,849,300	14,197,515	-	54.92%	25,778,900	7,727,117	-	29.97%
Awards and Grants	4,646,084,900	4,620,290,893	-	99.44%	4,520,331,600	4,511,111,554	-	99.80%
Construction Grants	69,391,137	-	-	0.00%	4,391,137	-	-	0.00%
Total Other State Funds	\$ 4,741,325,337	\$ 4,634,488,408	\$ -	97.75%	\$ 4,550,501,637	\$ 4,518,838,671	\$ -	99.30%
<u>Federal Funds</u>								
Personal Services and Related Expenditures	\$ 32,354,900	\$ 13,042,426	\$ -	40.31%	\$ 32,354,900	\$ 12,303,861	\$ -	38.03%
Contractual Services	35,380,400	14,815,707	-	41.88%	34,415,000	15,711,991	-	45.65%
Travel	2,030,000	547,632	-	26.98%	2,030,000	541,373	-	26.67%
Commodities	430,000	82,401	-	19.16%	430,000	61,725	-	14.35%
Printing	498,000	15,950	-	3.20%	498,000	34,763	-	6.98%
Equipment	1,001,000	67,103	-	6.70%	1,000,000	162,214	-	16.22%
Telecommunications	459,000	134,469	-	29.30%	459,000	156,822	-	34.17%
Lump Sums	70,000,000	14,077,005	-	20.11%	70,000,000	4,943,565	-	7.06%
Sub-total	142,153,300	42,782,693	-	30.10%	141,186,900	33,916,314	-	24.02%
Awards and Grants	3,518,050,000	2,183,921,115	-	62.08%	3,514,500,000	2,200,203,471	-	62.60%
Total Federal Funds	\$ 3,660,203,300	\$ 2,226,703,808	\$ -	60.84%	\$ 3,655,686,900	\$ 2,234,119,785	\$ -	61.11%

ILLINOIS STATE BOARD OF EDUCATION
Comparative Statement of Expenditures to Date (September 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>								
Lump Sums/Admin	\$ 205,044,100	\$ 15,201,374	\$ 634,018	7.41%	\$ 240,051,100	\$ 19,192,771	\$ 691,557	8.28%
Awards and Grants	12,387,446,128	1,814,789,312	-	14.65%	11,692,227,500	1,463,952,234	-	12.52%
Construction Grants	269,391,137	-	-	0.00%	4,391,137	-	-	-
Total All Funds	\$ 12,861,881,365	\$ 1,829,990,686	\$ 634,018	14.23%	\$ 11,936,669,737	\$ 1,483,145,005	\$ 691,557	12.43%
<u>General Revenue Fund</u>								
Lump Sums	\$ 71,057,100	\$ 7,771,406	\$ -	10.94%	\$ 73,285,300	\$ 8,598,270	\$ -	11.73%
Awards and Grants	4,046,632,800	884,844,299	-	21.87%	3,657,395,900	796,257,684	-	21.77%
Total General Revenue Fund	\$ 4,117,689,900	\$ 892,615,705	\$ -	21.68%	\$ 3,730,681,200	\$ 804,855,954	\$ -	21.57%
<u>Other State Funds</u>								
Lump Sums	\$ 26,833,700	\$ 1,722,564	\$ -	6.42%	\$ 25,578,900	\$ 1,790,790	\$ -	7.00%
Awards and Grants	4,825,363,328	766,236,888	-	15.88%	4,520,331,600	536,703,477	-	11.87%
Construction Grants	269,391,137	-	-	0.00%	4,391,137	-	-	0.00%
Total Other State Funds	\$ 5,121,588,165	\$ 767,959,452	\$ -	14.99%	\$ 4,550,301,637	\$ 538,494,267	\$ -	11.83%
<u>Federal Funds</u>								
Lump Sums	\$ 107,153,300	\$ 6,341,422	\$ -	5.92%	\$ 141,186,900	\$ 8,803,711	\$ -	6.24%
Awards and Grants	3,515,450,000	163,708,125	-	4.66%	3,514,300,000	130,991,073	-	3.73%
Total Federal Funds	\$ 3,622,603,300	\$ 170,049,547	\$ -	4.69%	\$ 3,655,486,900	\$ 139,794,784	\$ -	3.82%

**ILLINOIS STATE BOARD OF EDUCATION
FINANCIAL STATUS REPORT - 07/01/2018 THROUGH 9/30/2019
FY2019**

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>September Expenditures</u>	<u>Description</u>
Personal Services and Related	57,663.5	35,317.1	61.2%	0.0	Salaries & Benefits
Contractual Services	159,293.9	90,582.4	56.9%	326.6	Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees
Travel	2,641.9	816.7	30.9%	2.9	Staff Travel
Commodities	538.1	160.2	29.8%	0.0	Supplies; Books
Printing	525.7	37.0	7.0%	0.0	Agency Printing
Equipment	1,281.4	326.1	25.4%	3.7	Computers; Printers; Furniture
Telecommunications	986.2	622.5	63.1%	0.0	Telecommunications Expenses
Auto Operations	14.8	14.8	100.0%	0.0	Operation of Agency Autos
Prompt Payment Act	96.4	48.1	49.9%	16.0	Prompt Payment
Refunds	6.5	4.7	72.3%	0.0	Refunds
Grants	11,953,794.2	10,525,469.3	88.1%	(49.4)	See Detail Below
Non-appropriated Grants	3,750.0	239.4	6.4%	(1.6)	See Detail Below
School Construction Grants	29,391.1	0.0	0.0%	0.0	School Construction Funds
TOTAL	12,209,983.7	10,653,638.3	87.3%	298.2	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
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Detailed 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	505.4	505.4	100%	0.0	

Facility Management

Alzina Building II LLC					Lease of Springfield office space.
Federal	535.0	535.0	100.0%	0.0	
GRF	1,251.2	1,251.2	100.0%	137.9	
Other State	386.0	386.0	100.0%	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	155.0	155.0	100.0%	0.0	

Regulatory Support and Wellness

American Institutes for Research (AIR)					Technical assistance to the 21st Century Community Learning Centers grantees.
Federal	651.5	651.5	100.0%	0.0	
Educational Development Center Inc					Statewide evaluation of the 21st Century Community Learning Center program.

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
Detailed Breakdown:					
Federal	360.7	360.7	100.0%	0.0	
The University of Chicago					Support and services to administer the 5Essential survey of learning conditions to students, teachers and parents across the State of Illinois.
GRF	555.0	555.0	100.0%	0.0	
University of Illinois					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.
Federal	124.6	115.1	92.4%	0.0	
West 40 Intermediate					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.
GRF	58.3	58.3	100.0%	0.0	

Innovation and Secondary Transformation

Casey-West Field					School Technology Loan Agreement
Other State	67.1	67.1	100.0%	0.0	
Community Unit School District 2					School Technology Loan Agreement
Other State	92.9	92.9	100.0%	0.0	
Educational SVC Region Office					Statewide support technology system to provide professional development, technical assistance, network design consultation, leadership, technology planning consultation and information exchange.
GRF	1,283.7	1,279.6	99.7%	0.0	
Illinois Department of Employment Security					A project between IBSE and IDES to securely connect Illinois public high school student data and employment data. MY19191
GRF	200.0	200.0	100.0%	0.0	
Peoria County ROE					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.
Federal	8.6	8.6	0.0%	0.0	
GRF	950.0	950.0	100.0%	0.0	
Sandwich Community Unit School District 430					School Technology Loan Agreement
Other State	130.6	130.6	100.0%	0.0	
Waterloo Community Unit School District 5					School Technology Loan Agreement
Other State	151.6	151.6	100.0%	0.0	

Information Technology

Afton Partners					Will provide facilitator services for the Statewide Longitudinal Data System (SLDS) Fiscal Equity and Return on Investment (ROI) project. MY182210
Federal	90.2	90.2	100.0%	0.0	
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	153.4	100.0%	0.0	
Anchor Data Systems					One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). MY162214
Other State	153.4	153.4	100.0%	0.0	
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

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
Detailed Breakdown:					
Federal	160.5	160.5	100.0%	0.0	
Ashbaugh & Associates					One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). - MY162213
Other State	177.4	177.4	100.0%	0.0	
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	178.3	100.0%	0.0	
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	152.4	152.4	100.0%	0.0	
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	322.5	322.5	100.0%	0.0	
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	141.6	141.6	100.0%	0.0	
Bowsher Information Systems					One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and (EIS). - MY162210
Other State	167.3	167.3	100.0%	0.0	
Bowsher Information Systems					Program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). MY162211
Other State	147.5	147.5	100.0%	0.0	
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	165.8	165.8	100.0%	0.0	
Bowsher Information Systems					Will supply two software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects. MY17223
Federal	293.6	293.6	100.0%	0.0	
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	
GRF	66.8	66.8	100.0%	0.0	
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	156.4	156.4	100.0%	0.0	
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	166.3	166.3	100.0%	0.0	
CDW LLC					Will provide EMC equipment, maintenance, support and service as well as maintenance and support services for ISBEs existing EMC equipment.

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
Detailed Breakdown:					
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	52.0	100.0%	0.0	
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	161.4	161.4	100.0%	0.0	
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	153.3	153.3	100.0%	0.0	
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	154.8	154.8	100.0%	0.0	
IBM					One project manager, one business analyst and two programmer analysts to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the States Early Childhood program data. MY14222
Federal	241.8	241.8	100.0%	0.0	
GRF	957.4	957.4	100.0%	0.0	
Lead IT					Will provide 2 software developers on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS). MY18223
Federal	126.8	126.8	100.0%	0.0	
Learning Mate Solutions					One project manager, one data architect, one business analyst and two programmer analysts to support the ISBE data warehouse. MY162216
Other State	288.4	288.4	100.0%	0.0	
Federal	399.0	399.0	0.0%	0.0	
GRF	470.5	470.5	100.0%	0.0	
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	155.5	155.5	100.0%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					One business analyst will work under the direction of ISBE IT management on a time and materials basis in the development, maintenance and support of various Special Education web-based and LAN based applications. MY16224
Federal	143.2	143.2	100.0%	0.0	
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	181.2	181.2	100.0%	0.0	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
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Detailed Breakdown:

Marucco Stoddard, Ferenbach & Walsh (MSF&W)				Will provide 2 software developers to assist in the development and maintenance of various Business Intelligent/SharePoint applications and tools.
Other State	148.2	148.2	100.0%	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	163.2	163.2	100.0%	0.0
Marucco Stoddard, Ferenbach & Walsh (MSF&W)				Time and materials contract for the services of 3 software developers to provide continued development and maintenance of the Ed360 web application. MY18229
Federal	193.0	193.0	100.0%	0.0
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	369.4	369.4	100.0%	0.0
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	772.0	772.0	100.0%	0.0
Marucco Stoddard, Ferenbach & Walsh (MSF&W)				Will provide one software developer on time and materials to provide continued development and maintenance of the Early Childhood Data Systems. MY182214
GRF	139.0	139.0	100.0%	0.0
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	121.7	121.7	100.0%	0.0
Marucco Stoddard, Ferenbach & Walsh (MSF&W)				Will provide 2 software developers to provide continued development and maintenance for various SharePoint applications. MY19226
Other State	177.3	177.3	100.0%	0.0
Marucco Stoddard, Ferenbach & Walsh (MSF&W)				Will provide one project manager (Jeff Wheaton) to support agency initiatives revolving around the ISBE data Funding, Illinois Report Card, reporting of State assessments, Data Quality Dashboard, IL EMPOWER IBAM rubric, ESSA summative designations and holistic district plans. MY19228
Federal	48.0	48.0	100.0%	0.0
GRF	52.2	52.2	100.0%	0.0
Other State	20.2	20.2	100.0%	0.0
Marucco Stoddard, Ferenbach & Walsh (MSF&W)				Will provide one business analyst to support agency initiative around the ISBE data warehouse and Illinois implementation of Every Student Succeeds Act (ESSA).
Federal	17.8	17.8	100.0%	0.0
GRF	19.2	19.2	100.0%	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	145.0	145.0	100.0%	0.0

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
Detailed Breakdown:					
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	155.0	155.0	100.0%	0.0	
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	158.0	158.0	100.0%	0.0	
MBB of Springfield					Will provide one software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education projects. Will work with ISBE to provide continual enhancements, ongoing system maintenance and assist with the SEDs rewrite project. MY182211
Federal	149.0	149.0	100.0%	0.0	
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	70.8	0.0%	0.0	
Northern IL University					Will utilize expanded fiscal data in the ISBE Data Warehouse and Illinois Longitudinal Data Systems for any early childhood return on investment research project. MY19224
Federal	168.0	168.0	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. 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
Federal	51.2	51.2	100.0%	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	36.4	36.4	100.0%	0.0	
GRF	31.4	31.4	100.0%	0.0	
Other State	19.2	19.2	100.0%	0.0	
Synapsis Inc.					One Business Analyst to assist in the development and maintenance of extant and future data systems as they pertain to the FY16 SLDS Illinois Data and Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY17224
Federal	140.7	140.7	100.0%	0.0	
Veteran's Consulting Inc.					One software developer to assist in the development and maintenance of extant and future data systems as they pertain to Special Ed projects. MY17226

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
Detailed Breakdown:					
Federal	141.2	141.2	100.0%	0.0	

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	187.3	187.3	100.0%	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	1,586.3	1,586.3	100.0%	0.0	
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	189.3	189.3	100.0%	0.0	
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	89.9	89.9	100.0%	0.0	

Early Childhood

American Institutes of Research					Will study and develop recommendations on best practice based models of early childhood care and education governance to inform potential future reorganization of Illinois early childhood services and programs.
Federal	72.7	24.2	33.3%	0.0	
Erikson Institute					Early Childhood Block Grant Prevention Initiative (PI) Programs (Birth to Age Three).
GRF	539.0	539.0	100.0%	0.0	
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	1,100.0	100.0%	0.0	
Illinois Network of Child Care					Will provide individual based scholarship opportunities for practitioners working in the field of Early Care and Education.
GRF	500.0	500.0	100.0%	0.0	
Illinois Network of Child Care					Will enhance ExceleRate Illinois website and create Infant/Early Childhood Mental Health Consultant data system as part of the Gateways Registry System.
Federal	200.0	200.0	100.0%	0.0	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
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Detailed Breakdown:

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	198.4	198.4	100.0%	0.0	
IL Department of Children					Will support two activities ; DCFS Early Childhood Home Visiting Specialist and enhancement to the DCFS Sunshine website
Federal	127.2	0.0	0.0%	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	1,524.5	100.0%	0.0	
Northern Illinois					Governors Office of Early Childhood Development (OECD) to support OECDs implementation of the States Race to the Top Early Learning Challenge Grant.
Federal	169.7	169.7	100.0%	0.0	
Pyramid Model Consortium					Will provide services for the implementation of the States Preschool Expansion Grant.
Federal	314.6	314.6	100.0%	0.0	
Pyramid Model Consortium					Will provide services for the implementation of the States Preschool Expansion Grant.
Federal	297.9	297.9	100.0%	0.0	
Regents of The University of California					Will provide KidsTech software access and support and upgrade IL to an IL-K version of California's current DRDP.net, based on the multidimensional analysis of 5 essential domains using IL data, and including 14 measure flat file exports.
GRF	902.0	902.0	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	915.8	915.8	100.0%	0.0	
School Readiness Consulting					Will implement a demonstration project providing racial equity training to Preschool Development Grant-Expansion Grant (PEG) program administrators, adapting existing resources on racial equity in early childhood setting to fit the responsibilities of program administrators.
Federal	62.6	62.6	100.0%	0.0	
University of Illinois					Will provide the Early Learning Project Website which is a source of evidenced based, reliable information on early care and education for parents, caregivers, and teachers of young children in Illinois. 18025
GRF	323.4	323.4	100.0%	0.0	
University of Illinois					The U of I has established a secure website to house the Illinois Early Childhood Asset Map (IECAM) project. Will develop all aspects of website and update continually as new data becomes available. Will provide technical support to ISBE and other stakeholders. MY19442
GRF	563.1	563.1	100.0%	0.0	

English Language Learning

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	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
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Detailed Breakdown:

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	409.7	100.0%	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	97.5	97.5	100.0%	0.0	
The Center for Resources					Will design and implement a system of targeted technical assistance primarily for schools and districts focused on school and districts focused on improvement to meet the needs of English Learners. MY17452
GRF	500.0	500.0	100.0%	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	1,199.9	100.0%	0.0	

Special Education Services

Boone Winnebago ROE					Hire, supervise and evaluate IEP Facilitators (in partnership with ISBE).
Federal	63.3	63.3	100.0%	0.0	
Hearing Officers (7)					Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code
Federal	547.5	547.5	100.0%	0.0	
Imobersteg, Gail					Annual formative and summative performance evaluations of all Special Education Due Process Hearing Officers.
Federal	50.0	50.0	100.0%	0.0	
Measurement Inc					Parent Survey Reproduction, Dissemination, and Data Collection
Federal	72.6	72.6	100.0%	0.0	
Mediation Officers (7)					Special Education mediation services
Federal	204.7	201.9	98.6%	0.0	
ROE # 20					Harrisburg Project - Manage software for special education districts and co-ops
Federal	798.8	798.8	100.0%	0.0	
Special Education Solutions					Training and technical assistance for ISBEs Special Education Due Process Hearing Officers.
Federal	153.0	153.0	100.0%	0.0	
Special Education Solutions					Special Education Mediator Training
Federal	83.0	83.0	100.0%	0.0	
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	140.7	100.0%	0.0	

Assessment

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	6,349.3	99.8%	0.0	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
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Detailed Breakdown:

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	2,586.8	2,532.1	97.9%	(49.4)	
University of Wisconsin Madison					Evaluation services designed to assess the progress of children in attaining English proficiency as required by Title I of the No Child Left behind Act of 2001.
Federal	3,104.5	3,104.5	100.0%	0.0	
GRF	3,104.5	3,052.9	98.3%	0.0	
Southern Illinois University - Carbondale					Will form a partnership with SIU to fulfill requirements under ESSA for the Illinois Science Assessment (ISA). Will provide a cadre of Illinois teachers, teacher retirees and graduate students to score ISA contracted response terms. MY18644
Federal	1,681.0	1,214.9	72.3%	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	9,469.7	97.3%	0.0	
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	768.0	100.0%	0.0	
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	15,556.7	100.0%	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	187.4	75.0%	0.0	

Educator Certification

Illinois State University					Provide services in support of NBPTS.
Federal	298.0	298.0	100.0%	0.0	

IL-Empower

Sangamon County ROE					Will provide content expertise based on the New Illinois Learning Standards incorporating the Common Core to ISBE staff. 18026
Federal	792.2	792.2	100.0%	0.0	
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	102.3	102.3	100.0%	0.0	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
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Detailed Breakdown:

Data Strategies Analytics

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	83.4	100.0%	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	113.6	97.5%	0.0	
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	909.8	81.9%	0.0	

Fiscal Support Services

Crowe Horwath LLP					Assist staff in extracting and compiling data from the Agency's Internal Accounting System.
GRF	96.0	96.0	100.0%	0.0	

Funding and Disbursements

MTW Solutions					Develop mechanism for extracting data from electronic E-Grants Management System
Other State	44.9	44.9	100.0%	0.0	
MTW Solutions					Annual license fee for propriety software which is a design tool that allows ISBE staff to design, develop and publish state and federal grants via the electronic Grants Management System. (eGMS)
Other State	49.5	49.5	100.0%	0.0	

Nutrition Programs

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	254.0	254.0	100.0%	0.0	
Hambrick & Associates Inc.					Will provide selection and placement services for Summer Meal ads and announcements in various modes of transportation media.
Federal	498.5	498.5	100.0%	0.0	
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	35.0	35.0	0.0%	0.0	
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.
Federal	473.0	473.0	100.0%	0.0	
Public Health Department					Health/food safety inspections for the Child and Adult Food Care Program at-risk program.
Federal	85.8	85.8	100.0%	0.0	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
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Detailed Breakdown:

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	
Premier Staffing Source Inc					12-14 temporary workers to serve as reviewers for the Summer Food Service Program Using Master Contract #CMS805912E
Federal	74.5	74.5	100.0%	0.0	
University of Illinois					Mentors used to help with the Specific, Measurable, Achievable, Relevant and Time based (SMART) goals concept to assist schools in implementing the new USDA requirements.
Federal	375.0	375.0	100.0%	0.0	
Lanter Distributing LLC					Will provide warehousing and delivery services for USDA foods used in the operation of the National School Lunch Program for School Food Authorities (SFAs) in Illinois. MY18842
Federal	664.0	664.0	100%	0.0	

Fiscal Services (Funds Only)

Auditor General Office Of					Annual Audit
Federal	366.1	366.1	100%	0	

School Business Services

Encore Consulting Services					Temporary assistance is needed to help in completing the uploading of school district Annual Financial Report data and 2019 budget data, calculating and completing reports for the Financial Profile designations, calculating and completing the Special Education Revenue and Expenditure Report, calculating each districts Operating Expense per Pupil and Per Capital Tuition Charge. MY19861
Federal	9.4	9.4	100%	0	
GRF	63.7	63.7	100%	0.0	

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	263.9	263.9	100.00%	0.0	

Grants Breakdown:

Evidence-Based Funding	6,834,463.3	6,834,412.1	100.0%	0.0	Formula
Title I - Low Income	1,090,000.0	638,699.9	58.6%	(9.7)	Formula
Child Nutrition	1,062,500.0	774,471.7	72.9%	(2.4)	Formula - Reimbursement
IDEA	754,000.0	508,552.0	67.4%	0.4	Formula
Early Childhood Block	485,216.3	485,216.3	100.0%	0.0	Block grant for Pre-K, parent training and prevention initiative
Transportation Spec Ed	387,682.6	387,682.6	100.0%	0.0	Formula
Transportation Reg/Voc	262,909.8	262,909.8	100.0%	0.0	Formula
Title IV	200,000.0	77,268.4	38.6%	0.0	Competitive
Title II - Teacher Quality	160,000.0	71,454.4	44.7%	0.0	Formula
Spec Ed Private Tuition	135,265.5	135,265.5	100.0%	0.0	Formula
Spec Ed Orphanage Tuition	73,000.0	73,000.0	100.0%	0.0	Formula

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
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Detailed Breakdown:

School Infrastructure	56,300.0	371.6	0.7%	0.0	Grant
Career and Tech Ed - Federal	55,000.0	39,416.4	71.7%	0.0	Formula and Competitive - to improve student academic and career skills
Title III - English Language Acq	50,400.0	26,440.5	52.5%	0.0	Grant
Career & Tech Ed Programs - State	38,062.1	38,051.4	100.0%	0.0	Formula
Early Learning Challenge	33,529.0	0.0	0.0%	0.0	Grant
Preschool Expansion Grants	31,591.6	16,159.8	51.2%	0.0	Grant
IDEA Preschool	29,200.0	16,574.5	56.8%	0.0	Formula - special education, 3-5 year-olds
Title V - Charter Schools	21,100.0	776.2	3.7%	0.0	Competitive
Title II Math/Science Partnerships	18,800.0	1,216.4	6.5%	0.0	Formula
Drivers' Education	18,750.0	18,750.0	100.0%	0.0	Reimbursement
After-School Programs	15,000.0	14,029.8	93.5%	0.0	Grants
Orphanage Tuition	13,600.0	9,624.4	70.8%	(7.6)	Reimbursement to school districts for children residing in orphanages
Truants' Alt & Optional Education	11,500.0	11,484.3	99.9%	(15.5)	Competitive - at-risk students/dropout prevention
ROE Salaries	11,000.0	10,398.7	94.5%	0.0	Salaries for ROE's
Illinois Free Lunch and Breakfast	9,000.0	9,000.0	100.0%	0.0	Mandated Categorical - Reimbursement
School Tech. Rev. Loan	7,500.0	442.3	5.9%	0.0	Loans to schools to implement technology
Regional Program Increased Enroll	7,000.0	6,990.5	99.9%	0.0	
ROE Services	6,966.0	6,966.0	100.0%	0.0	Services for ROE's
Indirect Grants	6,718.1	6,718.1	100.0%	0.0	Grants to school districts
District Intervention	6,560.2	6,560.2	100.0%	0.0	Grants
Sexual Risk Avoidance Education	6,447.0	1,535.9	23.8%	0.0	Grant
Alternative Ed/Reg Safe Schools	6,300.0	6,300.0	100.0%	0.0	Formula
Substance Abuse and Mental Health	5,126.1	1,216.3	23.7%	0.0	Grant
Agriculture Education	5,000.0	4,960.2	99.2%	(14.6)	Grants to school districts
Title X - Education for Homeless	5,000.0	3,049.2	61.0%	0.0	Competitive grants to school districts
IDEA Improvement Part D	5,000.0	1,958.7	39.2%	0.0	Reimbursement
Congressional Earmarks	5,000.0	0.0	0.0%	0.0	0 Grants
Preschool Birth to Five (Non-approp)	3,750.0	239.4	6.4%	(1.6)	Grant
Philip J. Rock Center & School	3,577.8	3,577.8	100.0%	0.0	Targeted Initiative
Title I - Advanced Placement	3,300.0	0.0	0.0%	0.0	Fee reimbursement for Adv Placement Exam and Int'l Baccalaureate exam
After School Matters	2,443.8	2,443.8	100.0%	0.0	Grant to After School Matters
Southwest Organizing Project	2,000.0	2,000.0	100.0%	0.0	Grants
Title V-Rural & Low-Income Prog.	2,000.0	1,453.1	72.7%	0.0	Grants to school districts
District Consolidation Costs	1,900.0	1,710.7	90.0%	0.0	Grants
Mat'ls Ctr for the Visually Impaired	1,421.1	1,421.1	100.0%	0.0	Targeted Init. - with The Chicago Lighthouse for People who are Blind or Visually Impaired
School Support Services	1,002.8	877.0	87.5%	0.0	Grants to lowest performing schools
Nat'l Board Certification	1,000.0	1,000.0	100.0%	0.0	Grants
Temporary Relocation	1,000.0	0.0	0.0%	0.0	Formula grants for school emergency relocation
Teach for America	977.5	977.5	100.0%	0.0	Grant to Teach for America-Chicago
Blind and Dyslexic	846.0	846.0	100.0%	0.0	Grant to increase achievement of students with visual impairments
Advanced Placement - Course Impl.	500.0	495.6	99.1%	0.0	Grants
IDEA - Deaf/Blind	500.0	349.0	69.8%	0.0	Grant to Philip J. Rock Center
Tax Equivalent Grants	222.6	222.6	100.0%	0.0	Grants
After School Rescue Fund	200.0	0.0	0.0%	0.0	Grants to Schools for After School Programs
Charter Schools-Rev Loan Fund	200.0	0.0	0.0%	0.0	Other/Repayment of loans
Autism	100.0	100.0	100.0%	0.0	Grants to the IL Autism Training & Tech Assistance Program
ROE Bus Driver Training	70.0	70.0	100.0%	0.0	ROE Bus Driver Training
Improv Student Health & Achievemen	45.0	1.0	2.2%	0.0	Grant

ILLINOIS STATE BOARD OF EDUCATION
Financial Status Report
July 1, 2018 through September 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>General Revenue Fund</u>					
Lump Sums	\$ 72,603,100	\$ 62,149,383	\$ 10,453,717	85.60%	14.40%
<i>Sub-total</i>	72,603,100	62,149,383	10,453,717	85.60%	14.40%
Awards and Grants	3,735,852,000	3,730,296,749	5,555,251	99.85%	0.15%
Total General Revenue Fund	\$ 3,808,455,100	\$ 3,792,446,132	\$ 16,008,968	99.58%	0.42%
<u>Education Assistance Fund</u>					
Lump Sums	\$ 20,400	\$ -	\$ 20,400	0.00%	100.00%
<i>Sub-total</i>	20,400	-	20,400	0.00%	100.00%
Awards and Grants	728,849,300	728,849,300	0	100.00%	0.00%
Total Education Assistance Fund	\$ 728,869,700	\$ 728,849,300	\$ 20,400	100.00%	0.00%
<u>Common School Fund</u>					
Awards and Grants	\$ 3,213,015,600	\$ 3,213,015,600	\$ -	100.00%	0.00%
<u>Teacher Certification Fee Revolving Fund</u>					
Lump Sums	\$ 6,000,000	\$ 2,044,600	\$ 3,955,400	34.08%	65.92%
<u>Drivers Education Fund</u>					
Awards and Grants	\$ 18,750,000	\$ 18,749,962	\$ 38	100.00%	0.00%
<u>School Dist. Emergency Financial Asst. Fund</u>					
Awards and Grants	\$ 1,000,000	\$ 46,140	\$ 953,860	4.61%	95.39%
<u>SBE Special Purpose Trust Fund</u>					
Lump Sums (00)	\$ 8,484,800	\$ 6,720,566	\$ 1,764,234	79.21%	20.79%
Lump Sums (10)	7,015,200	3,547,385	3,467,815	50.57%	49.43%
Total SBE Special Purpose Trust Fund	\$ 15,500,000	\$ 10,267,951	\$ 5,232,049	66.24%	33.76%

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Financial Status Report
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	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>SBE Teacher Certification Institution Fund</u>					
Lump Sums	\$ 2,208,900	\$ 509,855	\$ 1,699,045	23.08%	76.92%
<u>SBE Federal Department of Agriculture Fund</u>					
Personal Services and Related Expenditures	\$ 6,803,400	\$ 4,250,253	\$ 2,553,147	62.47%	37.53%
Contractual Services	12,100,000	4,336,884	7,763,116	35.84%	64.16%
Travel	400,000	253,099	146,901	63.27%	36.73%
Commodities	85,000	27,268	57,732	32.08%	67.92%
Printing	156,300	15,950	140,350	10.20%	89.80%
Equipment	310,000	38,108	271,892	12.29%	87.71%
Telecommunications	50,000	37,607	12,393	75.21%	24.79%
<i>Sub-total</i>	<u>19,904,700</u>	<u>8,959,169</u>	<u>10,945,531</u>	45.01%	54.99%
Awards and Grants	1,062,500,000	774,471,739	288,028,261	72.89%	27.11%
Total SBE Federal Department of Agriculture Fund	<u>\$ 1,082,404,700</u>	<u>\$ 783,430,908</u>	<u>\$ 298,973,792</u>	72.38%	27.62%
<u>SBE Federal Agency Services Fund</u>					
Personal Services and Related Expenditures	\$ 342,100	\$ 107,760	\$ 234,340	31.50%	68.50%
Contractual Services	945,000	109,503	835,497	11.59%	88.41%
Travel	30,000	2,323	27,677	7.74%	92.26%
Commodities	40,000	-	40,000	0.00%	100.00%
Printing	700	-	700	0.00%	100.00%
Equipment	12,000	-	12,000	0.00%	100.00%
Telecommunications	9,000	-	9,000	0.00%	100.00%
Awards and Grants	16,050,000	3,001,059	13,048,941	18.70%	81.30%
<i>Sub-total</i>	<u>17,428,800</u>	<u>3,220,645</u>	<u>14,208,155</u>	18.48%	81.52%
Total SBE Federal Agency Services Fund	<u>\$ 17,428,800</u>	<u>\$ 3,220,645</u>	<u>\$ 14,208,155</u>	18.48%	81.52%

ILLINOIS STATE BOARD OF EDUCATION
Financial Status Report
July 1, 2018 through September 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	\$ 8,684,413	\$ 16,524,987	34.45%	65.55%
Contractual Services	22,335,400	10,369,319	11,966,081	46.43%	53.57%
Travel	1,600,000	292,211	1,307,789	18.26%	81.74%
Commodities	305,000	55,133	249,867	18.08%	81.92%
Printing	341,000	-	341,000	0.00%	100.00%
Equipment	679,000	28,995	650,005	4.27%	95.73%
Telecommunications	400,000	96,861	303,139	24.22%	75.78%
Lump Sums	70,000,000	14,077,005	55,922,995	20.11%	79.89%
Sub-total	120,869,800	33,603,937	87,265,863	27.80%	72.20%
Awards and Grants	2,439,500,000	1,406,448,317	1,033,051,683	57.65%	42.35%
Total SBE Federal Department of Education Fund	\$ 2,560,369,800	\$ 1,440,052,255	\$ 1,120,317,545	56.24%	43.76%
<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	\$ 210,314	\$ 389,686	35.05%	64.95%
District Broadband Expansion	16,300,000	371,572	15,928,428	2.28%	97.72%
School Maintenance Grants	40,000,000	-	40,000,000	0.00%	100.00%
Total School Infrastructure Fund	\$ 56,900,000	\$ 581,886	\$ 56,318,114	1.02%	98.98%
<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 September 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	6,968,587	1,413	99.98%	0.02%
Grants for Educational Purposes	11,000,000	10,398,679	601,321	94.53%	5.47%
Total Personal Property Tax Replacement Fund	\$ 18,040,000	\$ 17,437,265	\$ 602,735	96.66%	3.34%
<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	\$ 641,448,754	\$ 51,246	99.99%	0.01%
<u>State Charter School Commission Fund</u>					
Lump Sums	\$ 1,250,000	\$ 1,094,795	\$ 155,205	87.58%	12.42%
ISBE TOTALS	\$ 12,209,983,737	\$ 10,653,638,348	\$ 1,556,345,389	87.25%	12.75%

ILLINOIS STATE BOARD OF EDUCATION
Combined Financial Status Report
July 1, 2018 through September 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	\$ 33,089,321	\$ 13,042,426	\$ 734,421	\$ 19,312,474	39.42%	58.36%
Contractual Services	37,949,637	14,815,707	2,569,237	20,564,693	39.04%	54.19%
Travel	2,208,037	547,632	178,037	1,482,368	24.80%	67.14%
Commodities	434,888	82,401	4,888	347,599	18.95%	79.93%
Printing	498,006	15,950	6	482,050	3.20%	96.80%
Equipment	1,002,348	67,103	1,348	933,897	6.69%	93.17%
Telecommunications	508,056	134,469	49,056	324,531	26.47%	63.88%
Operation of Automotive Equipment	10,393	-	10,393	-	0.00%	0.00%
Lump Sums	164,905,015	86,876,519	-	78,008,096	52.68%	47.30%
<i>Sub-total</i>	240,605,700	115,582,207	3,547,385	121,476,109	48.04%	50.49%
Awards and Grants	11,899,986,900	10,534,508,756	-	1,365,478,144	88.53%	11.47%
Construction Grants	69,391,137	-	-	69,391,137	0.00%	100.00%
Total All Funds	\$ 12,209,983,737	\$ 10,650,090,963	\$ 3,547,385	\$ 1,556,345,389	87.22%	12.75%
<u>General Revenue Fund</u>						
Lump Sums	\$ 72,603,100	\$ 62,149,383	\$ -	\$ 10,453,717	85.60%	14.40%
<i>Sub-total</i>	72,603,100	62,149,383	-	10,453,717	85.60%	14.40%
Awards and Grants	3,735,852,000	3,730,296,749	-	5,555,251	99.85%	0.15%
Total General Revenue Fund	\$ 3,808,455,100	\$ 3,792,446,132	\$ -	\$ 16,008,968	99.58%	0.42%
<u>Other State Funds</u>						
Lump Sums	\$ 25,849,300	\$ 14,197,515	\$ -	\$ 11,651,785	54.92%	45.08%
<i>Sub-total</i>	25,849,300	14,197,515	-	11,651,785	54.92%	45.08%
Awards and Grants	4,646,084,900	4,620,290,893	-	25,794,007	99.44%	0.56%
Construction Grants	69,391,137	-	-	69,391,137	0.00%	100.00%
Total Other State Funds	\$ 4,741,325,337	\$ 4,634,488,408	\$ -	\$ 106,836,929	97.75%	2.25%
<u>Federal Funds</u>						
Personal Services and Related Expenditures	\$ 32,354,900	\$ 13,042,426	\$ -	\$ 19,312,474	40.31%	59.69%
Contractual Services	35,380,400	14,815,707	-	20,564,693	41.88%	58.12%
Travel	2,030,000	547,632	-	1,482,368	26.98%	73.02%
Commodities	430,000	82,401	-	347,599	19.16%	80.84%
Printing	498,000	15,950	-	482,050	3.20%	96.80%
Equipment	1,001,000	67,103	-	933,897	6.70%	93.30%
Telecommunications	459,000	134,469	-	324,531	29.30%	70.70%
Lump Sums	70,000,000	14,077,005	-	55,922,995	20.11%	79.89%
<i>Sub-total</i>	142,153,300	42,782,693	-	99,370,607	30.10%	69.90%
Awards and Grants	3,518,050,000	2,183,921,115	-	1,334,128,885	62.08%	37.92%
Total Federal Funds	\$ 3,660,203,300	\$ 2,226,703,808	\$ -	\$ 1,433,499,492	60.84%	39.16%

ILLINOIS STATE BOARD OF EDUCATION
Awards and Grants Expenditures
July 1, 2018 through September 30, 2019

<u><i>General Revenue Fund</i></u>	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
Evidence-Based Funding	\$ 2,252,798,300	\$ 2,252,798,300	\$ -	100.00%	0.00%
Advanced Placement Classes	500,000	495,642	4,358	99.13%	0.87%
District Consolidation	1,900,000	1,710,724	189,276	90.04%	9.96%
Agriculture Education	5,000,000	4,960,236	39,764	99.20%	0.80%
Vocational Education Career and Technical Education	38,062,100	38,051,404	10,696	99.97%	0.03%
Early Childhood Education	485,216,292	485,216,292	-	100.00%	0.00%
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	1,421,100	-	100.00%	0.00%
Alternative Education/Regional Safe Schools	6,300,000	6,300,000	-	100.00%	0.00%
Truants' Alternative/Optional Education	11,500,000	11,484,301	15,699	99.86%	0.14%
National Board Certification Reimbursement	1,000,000	1,000,000	-	100.00%	0.00%
ROE Per Capita Grant	7,000,000	6,990,503	9,497	99.86%	0.14%
Teach for America	977,500	977,500	-	100.00%	0.00%
Special Education-Private Tuition	135,265,500	135,265,499	1	100.00%	0.00%
Special Education-Orphanage Tuition	73,000,000	73,000,000	-	100.00%	0.00%
Transportation-Regular/Vocational	262,909,800	262,909,800	-	100.00%	0.00%
Transportation-Special Education	387,682,600	387,682,600	-	100.00%	0.00%
Free Lunch/Breakfast	9,000,000	9,000,000	0	100.00%	0.00%
Orphanage Tuition	13,600,000	9,624,405	3,975,595	70.77%	29.23%
Southwest Organizing Project-Parent Mentoring	2,000,000	2,000,000	-	100.00%	0.00%
Tax Equivalent Grants	222,600	222,600	-	100.00%	0.00%
School Support Services	1,002,800	876,999	125,801	87.46%	12.54%
Autism	100,000	100,000	-	100.00%	0.00%
After-School Programs (Community Health Initiative)	15,000,000	14,029,847	970,153	93.53%	6.47%
Philip Rock Center	3,577,800	3,577,800	-	100.00%	0.00%
After School Matters	2,443,800	2,443,800	-	100.00%	0.00%
Total General Revenue Fund	\$ 3,724,886,392	\$ 3,719,545,552	\$ 5,340,840	99.86%	0.14%
<u><i>Education Assistance Fund</i></u>					
Evidence-Based Funding	\$ 727,149,356	\$ 727,149,356	-	100.00%	0.00%
Total Education Assistance Fund	\$ 727,149,356	\$ 727,149,356	\$ -	100.00%	0.00%

ILLINOIS STATE BOARD OF EDUCATION
Awards and Grants Expenditures
July 1, 2018 through September 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	\$ 3,213,015,600	\$ -	100.00%	0.00%
Total Common School Fund	\$ 3,213,015,600	\$ 3,213,015,600	\$ -	100.00%	0.00%
<u>Special Purpose Trust Fund</u>					
Special Purpose Trust	\$ 6,718,066	\$ 6,718,066	\$ -	100.00%	0.00%
Total Special Purpose Trust Fund	\$ 6,718,066	\$ 6,718,066	\$ -	100.00%	0.00%
<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	\$ 18,749,962	\$ 38	100.00%	0.00%
Total Drivers Education Fund	\$ 18,750,000	\$ 18,749,962	\$ 38	100.00%	0.00%
<u>Fund for the Advancement of Education</u>					
Evidence-Based Funding	\$ 641,500,000	\$ 641,448,754	\$ 51,246	99.99%	0.01%
Total Fund for the Advancement of Education	\$ 641,500,000	\$ 641,448,754	\$ 51,246	99.99%	0.01%
<u>SBE Federal Department of Agriculture Fund</u>					
Federal Nutrition Programs	\$ 1,062,500,000	\$ 774,471,739	\$ 288,028,261	72.89%	27.11%
Total SBE Federal Department of Agriculture Fund	\$ 1,062,500,000	\$ 774,471,739	\$ 288,028,261	72.89%	27.11%

ILLINOIS STATE BOARD OF EDUCATION
Awards and Grants Expenditures
July 1, 2018 through September 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	\$ 1,535,920	\$ 4,911,080	23.82%	76.18%
Improving Student Health	45,000	1,049	43,951	2.33%	97.67%
Substance Abuse and Mental Health	5,126,125	1,216,304	3,909,821	23.73%	76.27%
Total SBE Federal Agency Services Fund	\$ 11,618,125	\$ 2,753,273	\$ 8,864,852	23.70%	76.30%
<u>SBE Federal Department of Education Fund</u>					
Title VI Rural and Low Income Students (Flexibility & Account)	\$ 2,000,000	\$ 1,453,073	\$ 546,927	72.65%	27.35%
Preschool Expansion Grant	31,591,662	16,159,837	15,431,825	51.15%	48.85%
Title III - English Language Acquisition	50,400,000	26,440,516	23,959,484	52.46%	47.54%
Charter Schools	21,100,000	776,153	20,323,847	3.68%	96.32%
Advanced Placement Fee	3,300,000	-	3,300,000	0.00%	100.00%
Title I - Basic	934,326,548	598,175,690	336,150,858	64.02%	35.98%
Title I - Migrant Children	5,610,109	1,560,194	4,049,915	27.81%	72.19%
Title I - Neglected/Delinquent	1,479,900	672,827	807,073	45.46%	54.54%
Title I - School Improvement	148,583,443	38,291,260	110,292,183	25.77%	74.23%
Title IV - 21st Century/Community Service	110,000,000	46,674,699	63,325,301	42.43%	57.57%
Title IV - ESEA Student Support	90,000,000	30,593,729	59,406,271	33.99%	66.01%
Title II - Teacher Quality	160,000,000	71,454,401	88,545,599	44.66%	55.34%
Title II - Math/Science Partnerships	18,800,000	1,216,435	17,583,565	6.47%	93.53%
Title X - McKinney Homeless	5,000,000	3,049,187	1,950,813	60.98%	39.02%
IDEA - Preschool	29,200,000	16,574,497	12,625,503	56.76%	43.24%
IDEA - Improvement	5,000,000	1,958,650	3,041,350	39.17%	60.83%
IDEA	754,000,000	508,552,005	245,447,995	67.45%	32.55%
IDEA - Deaf/Blind	500,000	349,015	150,985	69.80%	30.20%
Career and Technical Education - Basic Perkins	55,000,000	39,416,372	15,583,628	71.67%	28.33%
Early Learning Challenge	33,529,000	-	33,529,000	0.00%	100.00%
Special Federal Congressional Initiatives	5,000,000	-	5,000,000	0.00%	100.00%
Total SBE Federal Department of Education Fund	\$ 2,464,420,662	\$ 1,403,368,540	\$ 1,061,052,122	56.95%	43.05%
<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 September 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	\$ 371,572	\$ 55,928,428	0.66%	99.34%
Total School Infrastructure Fund	\$ 56,300,000	\$ 371,572	\$ 55,928,428	0.66%	99.34%
<u>Capital Development Fund</u>					
Overcrowded Schools Construction Grants	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	100.00%
Total Capital Development Fund	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	100.00%
<u>School Construction Fund</u>					
School Maintenance Grants	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	100.00%
Total School Construction Fund	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	100.00%
<u>Personal Property Tax Replacement Fund</u>					
Lump Sums	\$ 70,000	\$ 70,000	\$ -	100.00%	0.00%
Awards and Grants, Lump Sums	6,966,000	6,966,000	-	100.00%	0.00%
Grants for Educational Purposes	11,000,000	10,398,679	601,321	94.53%	5.47%
Total Personal Property Tax Replacement Fund	\$ 18,036,000	\$ 17,434,679	\$ 601,321	96.67%	3.33%
<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	\$ 11,983,185,338	\$ 10,525,469,392	\$ 1,457,715,946	87.84%	12.16%

**ILLINOIS STATE BOARD OF EDUCATION
FINANCIAL STATUS REPORT - 07/01/2019 THROUGH 9/30/2019
FY2020**

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>September Expenditures</u>	<u>Description</u>
Personal Services and Related	40,910.3	8,930.9	21.8%	3,019.1	Salaries & Benefits
Contractual Services	183,907.6	8,438.8	4.6%	4,251.2	Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees
Travel	1,592.7	156.3	9.8%	63.2	Staff Travel
Commodities	236.5	23.2	9.8%	9.3	Supplies; Books
Printing	125.4	0.5	0.4%	0.5	Agency Printing
Equipment	538.7	13.7	2.5%	9.0	Computers; Printers; Furniture
Telecommunications	708.0	50.4	7.1%	50.4	Telecommunications Expenses
Auto Operations	25.0	2.7	10.8%	1.8	Operation of Agency Autos
Prompt Payment Act	703.1	0.0	0.0%	0.0	Prompt Payment
Refunds	10.2	1.7	40.0%	1.0	Refunds
Grants	12,603,732.8	1,813,006.5	14.4%	1,079,685.9	See Detail Below
School Construction Grants	29,391.1	0.0	0.0%	0.0	School Construction and Maintenance Grants
TOTAL	12,861,881.4	1,830,624.7	14.2%	1,087,091.4	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
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Detailed Breakdown:

Research and Evaluation

OER ASSOCIATES					Will establish an equitable Pre-K through Grade 12 student achievement assessment system tied to Illinois State Standards that offers educators quick and frequent access to results that can be used to target instruction to student needs during the same year of testing.
GRF	53.0	0.0	0%	0.0	

Professional Capital

Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will design, develop and implement web-based applications to become a "one-stop shop" for Illinois School Districts and ISBE.
Other State	1,059.1	242.6	23%	121.3	

Facility Management

Alzina Building II LLC					Lease of Springfield office space.
Federal	637.0	99.4	15.6%	99.4	
GRF	1,112.1	173.5	15.6%	173.5	
Other State	423.1	66.0	15.6%	66.0	
Siciliano, Inc					Carpentry for ISBE Springfield office.
Other State	50.0	6.0	12.0%	2.1	

General Counsel

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
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Detailed Breakdown:

Laner Muchin					In anticipation of litigation will serve as legal representative of the State Superintendent of ISBE. All pre-hearing, hearing and post hearing matters with respect to teachers certification.
GRF	150.5	19.3	12.8%	15.6	

Regulatory Support and Wellness

American Institutes for Research (AIR) Federal	664.6	110.7	16.7%	110.7	Technical assistance to the 21st Century Community Learning Centers grantees.
Educational Development Center Inc Federal	371.0	92.8	25.0%	0.0	Statewide evaluation of the 21st Century Community Learning Center program.
Southern Illinois University - Carbondale Federal	88.2	0.0	0.0%	0.0	
Illinois Criminal Justice Federal	84.7	0.0	0.0%	0.0	Will collect and analyze several different types of data to document the implementation of the STOP-SV-IL project. Pre and post-training surveys will be created to document changes in educator and law enforcement officer knowledge and attitudes following training.

Innovation and Secondary Transformation

Educational SVC Region Office GRF	1,400.0	0.0	0.0%	0.0	Statewide support technology system to provide professional development, technical assistance, network design consultation, leadership, technology planning consultation and information exchange.
Illinois Department of Employment Security GRF	240.0	0.0	0.0%	0.0	A project between IBSE and IDES to securely connect Illinois public high school student data and employment data. MY19191
Peoria County ROE GRF	475.0	79.2	16.7%	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.

Information Technology

Afton Partners Federal	55.0	15.3	100.0%	15.3	Will provide facilitator services for the Statewide Longitudinal Data System (SLDS) Fiscal Equity and Return on Investment (ROI) project. MY182210
Anchor Data Systems Other State	155.3	33.6	21.6%	12.2	One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and the (EIS). MY162215
Anchor Data Systems Other State	155.3	31.9	20.5%	12.9	One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). MY162214
Ashbaugh & Associates Other State	182.2	24.8	13.6%	8.5	One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). - MY162213
Ashbaugh & Associates Other State	182.2	36.9	20.3%	14.6	Time and materials contract for a business analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS) - MY162212
Ashbaugh & Associates					Will provide one business analyst (Carl Oberg) to assist in agency projects, focusing on the development and maintenance of Web-based Illinois Nutrition System (WINS).

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
Detailed Breakdown:					
Federal	170.0	38.6	22.7%	15.0	
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	44.4	12.5%	23.6	
Ashbaugh & Associates					Will provide one software developer(Jennifer Andruskevitch) to assist in the development and maintenance of special education web-based and LAN-based applications
Federal	182.5	34.8	19.1%	14.2	
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	34.1	20.8%	13.0	
Bowsher Information Systems					One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and (EIS). - MY162210
Other State	171.3	36.1	21.1%	13.7	
Bowsher Information Systems					Program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). MY162211
Other State	167.3	36.7	21.9%	14.2	
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	176.0	38.1	21.6%	14.4	
Bowsher Information Systems					Will supply a software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects. These contractors will work cooperatively with ISBE to provide continual enhancements, ongoing system maintenance and assist with the implementation of the Individualized Education Program (IEP) Special Education Tracking and Reporting (I-Star) development project.
Federal	330.0	58.7	17.8%	23.8	
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	7.3	7.2%	7.3	
GRF	67.2	23.2	34.5%	6.0	
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	35.0	20.3%	13.4	
Bowsher Information Systems					Will provide an agile coach/scrum master Phil Laurent) to assist on agency projects, focusing on the adoption and maintenance of and Agile/Scrum methodology through the Division.
Other State	168.0	33.7	20.1%	14.1	
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	81.6	12.4	15.2%	12.4	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
Detailed Breakdown:					
GRF	54.4	11.9	21.9%	11.9	
Edify Technologies					Will provide one software developer on a time and materials basis to assist in the development and maintenance of the ISBE Financial Data Systems. MY18226
GRF	164.0	33.0	20.1%	12.7	
Edify Technologies					Will provide 1 software developer on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS). MY18224
Federal	158.0	32.8	20.8%	12.6	
Edify Technologies					Will provide one software developer on a time and material basis to provide continued development and maintenance of the Entity Profile System (EPS). MY182212
GRF	164.0	33.1	20.2%	13.1	
IBM					One project manager, one business analyst and two programmer analysts to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the States Early Childhood program data. MY14222
Federal	302.8	0.0	0.0%	0.0	
GRF	1,199.7	202.4	16.9%	202.4	
Illinois Board of Higher Education					Will allow for the rapid development of the following enhancements to the Illinois Board of Higher Educations component of the Illinois Longitudinal Data System.
Federal	50.0	0.0	0.0%	0.0	
Lead IT					Will provide 2 software developers on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS). MY18223
Federal	130.0	25.8	19.8%	13.2	
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	546.3	101.7	18.6%	45.0	
Federal	288.3	36.7	0.0%	0.0	
GRF	470.5	101.1	100.0%	55.3	
Learning Mate Solutions					Will provide one Outreach Coordinator (Rose Whelihan) to assist in the continued development and maintenance of extant and future data systems as they pertain to the ILDS Illinois Data for Fiscal and Instructional results, study and transparency grant projects.
Federal	150.0	0.0	0.0%	0.0	
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	170.0	29.4	17.3%	14.5	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Time and materials contract for the services of 3 software developers to provide continued development and maintenance of the Ed360 web application.
Federal	221.8	30.8	13.9%	0.0	
GRF	289.6	44.8	15.5%	44.8	
Other State	18.4	3.6	19.6%	0.0	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
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Detailed Breakdown:

Marucco Stoddard, Ferenbach & Walsh (MSF&W)				Will provide one software developer on time and materials to provide continued development and maintenance of the Early Childhood Data Systems. Will assist staff with data requests, implement enhancement and change requests and provide necessary support to the ISBE Data Warehouse.
GRF	140.0	24.1	17.2%	11.1
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.
GRF	190.0	32.3	17.0%	16.0
Marucco Stoddard, Ferenbach & Walsh (MSF&W)				Will provide 2 software developers to provide continued development and maintenance for various SharePoint applications.
Other State	360.0	57.9	16.1%	29.7
Marucco Stoddard, Ferenbach & Walsh (MSF&W)				Will provide one project manager (Jeff Wheaton) to support agency initiatives revolving around the ISBE data Funding, Illinois Report Card, reporting of State assessments, Data Quality Dashboard, IL EMPOWER IBAM rubric,ESSA summative designations and holistic district plans.
Federal	92.0	36.1	39.2%	18.6
GRF	92.0	0.0	0.0%	0.0
Other State	46.0	0.0	100.0%	0.0
Marucco Stoddard, Ferenbach & Walsh (MSF&W)				Will provide one business analyst to support agency initiative around the ISBE data warehouse and Illinois implementation of Every Student Succeeds Act (ESSA).
Federal	80.0	0.0	0.0%	0.0
GRF	48.0	11.7	24.4%	0.0
Other State	32.0	13.1	40.9%	13.1
Marucco Stoddard, Ferenbach & Walsh (MSF&W)				Will supply a software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects.
GRF	182.0	27.1	14.9%	13.9
Marucco Stoddard, Ferenbach & Walsh (MSF&W)				Will provide one data analyst (Jaime Carter) on a time and materials basis to support agency initiatives revolving around the ISBE data warehouse and the Illinois implementation of Every Student Succeeds Act (ESSA), as defined by ISBE.
Federal	90.0	0.0	0.0%	0.0
GRF	54.0	15.0	27.8%	0.0
Other State	36.0	15.0	41.7%	15.0
Marucco Stoddard, Ferenbach & Walsh (MSF&W)				Will provide one business analyst (MaryAnn Hedlund) to assist in agency projects, focusing on the development and maintenance of the Special Education Systems.
Federal	160.0	27.9	17.4%	14.4
Marucco Stoddard, Ferenbach & Walsh (MSF&W)				Will provide one developer (Kevin Scheufele) to assist in the continued development and maintenance of extant and future data systems as they pertain to the ILDS Illinois Data for Financial and Instructional results, study and transparency grant projects.
Other State	176.0	28.9	16.4%	14.6
Marucco Stoddard, Ferenbach & Walsh (MSF&W)				Will provide one project manager (Ana Johnson) one business analyst (Julie Mossberg-Kingsley) and two developers (Michael Plugmacher and Keagan Galvin) to support the Early Education Childhood applications.
GRF	680.0	105.3	15.5%	56.1
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.

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
Detailed Breakdown:					
Federal	190.0	37.1	19.5%	19.7	
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	27.0	17.5%	12.9	
MBB of Springfield					One software developer to help supply materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects. MY17222
Federal	164.0	32.1	19.6%	18.1	
MBB of Springfield					One developer (Santosh Pulijala) to assist in the development and maintenance of extant and future data systems as they pertain to the Special Education projects. MY172211
Federal	168.0	29.8	17.7%	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	27.1	18.2%	13.2	
Northern Illinois					Will utilize expanded fiscal data in the ISBE Data Warehouse and Illinois Longitudinal Data Systems for any early childhood return on investment research project.
Federal	81.8	0.0	0.0%	0.0	
GRF	48.8	0.0	0.0%	0.0	
Plickers					Will provide an ongoing maintenance and enhancements in support of a statewide implementation of education technology enabling K-12 teachers to administer formative assessments in a classroom environment without the use of student devices or student logins. MY19225
Federal	51.2	51.2	100.0%	51.2	
GRF	51.2	0.0	0.0%	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	40.1	2.5	6.2%	2.5	
GRF	52.3	0.0	0.0%	0.0	
Other State	3.3	0.0	0.0%	0.0	
Synapsis Inc.					One Business Analyst to assist in the development and maintenance of extant and future data systems as they pertain to the FY16 SLDS Illinois Data and Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY17224
Federal	154.0	25.4	16.5%	12.7	
Synapsis Inc.					Will provide a data analyst (Vinod Kumar) on a time and material basis to support agency initiatives revolving around the ISBE data warehouse and the Illinois implementation of Every Student Succeeds Act (ESSA) as defined by ISBE.
Federal	83.0	0.0	0.0%	0.0	
GRF	49.8	14.6	29.3%	0.0	
Other State	33.2	14.6	44.0%	14.6	
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

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
Detailed Breakdown:					
Federal	164.0	29.5	18.0%	11.1	

Technology Support and Infrastructure

CDW LLC					Will provide EMC equipment, maintenance, support and service as well as maintenance and support services for ISBEs existing EMC equipment.
GRF	50.0	0.0	0.0%	0.0	
Crowe Horwath LLP					Will perform comprehensive risk assessment.
Federal	83.7	0.0	0.0%	0.0	
GRF	124.0	0.0	0.0%	0.0	
Other State	55.8	0.0	0.0%	0.0	

College and Career Readiness

Illinois State University					Will support ISBE with the Method of Administration (MOA), which is a requirement under the Office of Civil Rights for school districts who have Career and Technical Education Programs. 18028
Federal	259.8	0.0	0.0%	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	0.0	0.0%	0.0	
GRF	225.0	0.0	0.0%	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	3.2	1.6%	3.2	
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	100.1	0.0	100.0%	0.0	

Early Childhood

American Institutes of Research					Will study and develop recommendations on best practice based models of early childhood care and education governance to inform potential future reorganization of Illinois early childhood services and programs.
Federal	148.4	48.4	32.6%	48.4	
American Institutes of Research					Will conduct a statewide birth to five early childhood needs assessment of the availability and quality of existing early childhood programs in Illinois.
Federal	184.2	0.0	0.0%	0.0	
American Institutes of Research					Will develop a statewide, birth to five Strategic Plan as described in the Preschool Development Grant. Birth -5 federal grant award.
Federal	248.8	31.8	12.8%	31.8	

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
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Detailed Breakdown:

IL Action for Children GRF	1,200.0	0.0	0.0%	0.0	A system of statewide supports for early childhood community systems (ECCS) development: training, technical assistance and coaching to community collaborations. MY18444
IL Action for Children Federal	297.3	0.0	0.0%	0.0	Will enhance family, friend and neighbor (FFN) provider trainings by providing engaging and targeted supports to FFN early childhood services providers.
Illinois Network of Child Care GRF	500.0	500.0	100.0%	0.0	Will provide individual based scholarship opportunities for practitioners working in the field of Early Care and Education.
Illinois Network of Child Care Federal	72.5	0.0	0.0%	0.0	Will credential and related fees and tuition reimbursement for the PDG B-5 Grant.
IL Department of Children Federal	152.6	0.0	0.0%	0.0	Will support two activities ; DCFS Early Childhood Home Visiting Specialist and enhancement to the DCFS Sunshine website
Illinois State University Federal	51.6	5.0	9.7%	0.0	Will provide services for the ISBE and the Governors Office of Early Childhood Development (OECD) to support the OECD and ISBEs implementation of the States Preschool Expansion Grant, especially in the areas of supporting a Birth to Third Grade Continuum of Learning. ISU will hire a P-3 Director, whose tasks will be to support districts to align preschool - 3rd grade through system building, highly qualified and committed personnel and appropriate and inclusive standards, environments and measures.
National Louis University GRF	1,569.8	0.0	0.0%	0.0	Will conduct program assessments of Preschool for All Children/Preschool Expansion programs using the Early Childhood Environment Rating Scale-Revised. MY18443
Northern Illinois Federal	71.5	0.0	0.0%	0.0	Will conduct a multi-dimensional evaluation of the Preschool Expansion Grant Program.
Northern Illinois Federal	139.1	12.4	8.9%	12.4	Will complete an analysis of the cost of providing high quality early care and education services to all families as well as an analysis of unduplicated count to inform the overall needs of assessment.
Pyramid Model Consortium Federal	274.6	72.0	26.2%	57.0	Will provide services for the implementation of the States Preschool Expansion Grant.
Regents of The University of California GRF	500.7	0.0	0.0%	0.0	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.
Sangamon County ROE GRF	1,002.2	121.2	0.0%	66.3	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.

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
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Detailed Breakdown:

SCHOOL ASSN FOR SPECIAL EDUC				Will provide a summary of recommendations on inclusion of 0-5 year olds with disabilities in community based early childhood programs included in strategic plan use the surveys results of school districts and community based early childhood programs to identify how children with disabilities are supported within the community based early childhood programs, the barriers and what would be helpful to alleviate those barriers.
Federal	66.0	0.0	0.0%	0.0

School Readiness Consulting				Will implement a demonstration project providing racial equity training to Preschool Development Grant-Expansion Grant (PEG) program administrators, adapting existing resources on racial equity in early childhood setting to fit the responsibilities of program administrators.
Federal	67.4	0.0	0.0%	0.0

YWCA of Metropolitan Chicago				Will conduct a completed review of the KTAC recommended practices and policy changes.
Federal	56.9	0.0	0.0%	0.0

University of Illinois				Will provide the Early Learning Project Website which is a source of evidenced based, reliable information on early care and education for parents, caregivers, and teachers of young children in Illinois. 18025
GRF	350.0	23.1	6.6%	15.1

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	68.7	9.2%	50.5

English Language Learning

Northern Illinois University				Will provide support to the state migrant education program local projects in the areas of identification and recruitment, professional development, curriculum, data collection and needs assessment. Also, inter and intra-state coordination, parent involvement, updating the state plan and outreach to out of school youth. MY19452
Federal	574.0	47.8	8.3%	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	0.0	0.0%	0.0

The Center for Resources				Will design and implement a system of targeted technical assistance primarily for schools and districts focused on school and districts focused on improvement to meet the needs of English Learners. MY17452
GRF	500.0	41.7	8.3%	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	61.0	5.1%	0.0

Special Education Services

<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
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Detailed Breakdown:

Boone Winnebago ROE					Will hire, supervise and evaluate state sponsored IEP facilitators in partnership with ISBE. IEP facilitators will promote positive communication between districts/school personnel and parents during IEP meetings and assist with resolving conflicts that may arise as IEP team works to develop mutually acceptable IEPs.
Federal	125.0	0.0	0.0%	0.0	
Hearing Officers (7)					Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code
Federal	800.0	54.7	6.8%	37.6	
Measurement Inc					Parent Survey Reproduction, Dissemination, and Data Collection
Federal	73.0	18.2	24.9%	18.2	
Mediation Officers (10)					Special Education mediation services
Federal	200.0	46.3	23.2%	9.6	
ROE # 20					Harrisburg Project - Manage software for special education districts and co-ops
Federal	818.5	204.6	25.0%	68.2	
Special Education Solutions					Training and technical assistance for ISBEs Special Education Due Process Hearing Officers.
Federal	138.0	34.4	24.9%	22.9	
Special Education Solutions					Will provide Special Education Mediator Training to maintain the mediators special education regulatory knowledge, dispute resolution skill set and critical thinking skills.
Federal	55.3	13.8	25.0%	9.2	
University of Illinois					Maintain the IEP Tutorial website designed to aid Illinois teachers in making data-supported decisions when writing IEP goals linked to State Standards.
Federal	144.0	23.9	16.6%	11.9	

Assessment

College Entrance Exam Board					Will administer, score and report the assessments of state and federal accountability in grades 9 through 11.
GRF	9,663.2	0.0	0.0%	0.0	
NCS Pearson					Contractor will provide test administration services for the 3-8 assessment.
Federal	4,027.5	0.0	0.0%	0.0	
GRF	18,347.8	0.0	0.0%	0.0	
New Meridian Corporation					Will provide high quality, Illinois standards-aligned assessment content and forms to ISBE that meet all state and federal requirements for the operational summative accountability assessments in reading/language arts and mathematics for grades 3-8. MY18641
GRF	6,362.6	1,582.6	24.9%	527.5	
University of Kansas Ctr for Research					Provide assessments aligned to the Common Core Essential Elements for students with the most significant cognitive disabilities.
Federal	2,558.0	0.0	0.0%	0.0	
University of Wisconsin Madison					Evaluation services designed to assess the progress of children in attaining English proficiency as required by Title I of the No Child Left behind Act of 2001.
Federal	3,291.0	1,316.2	40.0%	1,316.2	
GRF	3,291.0	0.0	0.0%	0.0	
Southern Illinois University - Carbondale					Will form a partnership with SIU to fulfill requirements under ESSA for the Illinois Science Assessment (ISA). Will provide a cadre of Illinois teachers, teacher retirees and graduate students to score ISA contracted response terms. MY18644
Federal	4,033.0	0.0	0.0%	0.0	
GRF	467.0	0.0	0.0%	0.0	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
Detailed Breakdown:					
Breakthrough Technologies					Breakthrough Technologies will transfer ownership of the AWS account it currently administers on ISBEs behalf for the Illinois Science Assessment to ISBE.
Federal	67.5	67.5	100.0%	0.0	
Educator Certification					
Westat Inc					Will provide facilitation, content area and expertise and research best practice in the design and development of culturally responsive teaching standards.
Federal	69.0	0.0	0.0%	0.0	
Illinois State University					Provide services in support of NBPTS.
Federal	298.0	0.0	0.0%	0.0	
Henderson Knox Mercer Warren					Will support the work of the Performance Evaluation Advisory Council (PEAC) which helps guide Illinois public school districts on the Performance Evaluation Reform Act.
Federal	180.0	0.0	0.0%	0.0	
Hearing Officers (5)					Certification Revocation Hearing Officers
Other State	80.0	0.0	0.0%	0.0	
IL-Empower					
Sangamon County ROE					Will provide content expertise based on the New Illinois Learning Standards incorporating the Common Core to ISBE staff. 18026
Federal	946.2	141.9	15.0%	75.3	
Measurement Inc					Will evaluate ISBEs statewide system of support; IL-EMPOWER. Will collect, analyze and report to ISBE annually on implementation progress, impact on school continuous improvement and effectiveness for improving opportunity and outcomes for students. MY19731
Federal	172.0	0.0	0.0%	0.0	
Data Strategies Analytics					
National Student Clearinghouse					Purchase of National Clearinghouse Data which will report the enrollment and progress of Illinois high school graduates who have matriculated to post secondary institutions within the United States.
GRF	78.2	0.0	0.0%	0.0	
Northern Illinois University					Will revamp and update the My IIRC. Will develop a new continuous improvement planning document. New individual Student Data in a new district/admin/teacher dashboard which will be attached to ISBEs data system and update the 21st CCLC benchmarking tool. MY17683
Federal	639.1	0.0	100.0%	0.0	
GRF	1,110.9	0.0	0.0%	0.0	
Fiscal Support Services					
Crowe Horwath LLP					Assist staff in extracting and compiling data from the Agency's Internal Accounting System.
GRF	119.0	10.7	9.0%	10.7	
Funding and Disbursements					
MTW Solutions					Develop mechanism for extracting data from electronic E-Grants Management System
Other State	99.0	0.0	0.0%	0.0	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>September</u>	<u>Description</u>
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Detailed Breakdown:

MTW Solutions					Annual license fee for propriety software which is a design tool that allows ISBE staff to design, develop and publish state and federal grants via the electronic Grants Management System. (eGMS)
Other State	49.5	49.5	100.0%	0.0	

Nutrition Programs

City of Chicago					Will provide health/food inspections for the Summer Food Service Program (SFSP) and the Child and Adult Food Care Program (CAFCP) At-Risk program in the City of Chicago.
Federal	145.0	34.6	23.9%	34.6	
CN Resource LLC					Conduct a complete NLSP admin review, school breakfast program review and menu certification review for the USDA 3 year NSLP review requirements.
Federal	450.0	0.0	0.0%	0.0	
Hambrick & Associates Inc.					Will provide selection and placement services for Summer Meal ads and announcements in various modes of transportation media.
Federal	500.0	0.0	0.0%	0.0	
Precision Business Solutions					Will provide individual(s) to conduct Administrative Reviews for appeals on an as needed basis for the Child Nutrition Programs. Federal regulations require that ISBE provide appeal rights whenever fiscal action from reviews, denial of applications and revisions of claims.
Federal	95.0	3.9	4.1%	0.9	
Premier Staffing Source Inc					12-14 temporary workers to serve as reviewers for the Summer Food Service Program Using Master Contract #CMS805912E
Federal	85.0	56.4	66.4%	0.9	
University of Illinois					Mentors used to help with the Specific, Measurable, Achievable, Relevant and Time based (SMART) goals concept to assist schools in implementing the new USDA requirements.
Federal	281.3	0.0	0.0%	0.0	
Lanter Distributing LLC					Will provide warehousing and delivery services for USDA foods used in the operation of the National School Lunch Program for School Food Authorities (SFAs) in Illinois. MY18842
Other State	2,500.0	91.6	4%	18.0	
LB-UBS Commercial Mortgage					Will provide conference space, service and catering service to ISBEs School Nutrition Programs Back to School Conference 7/22/19-7/24/19.
Federal	75.0	54.8	73%	0.0	

School Business Services

Encore Consulting Services					Temporary assistance is needed to help in completing the uploading of school district Annual Financial Report data and 2019 budget data, calculating and completing reports for the Financial Profile designations, calculating and completing the Special Education Revenue and Expenditure Report, calculating each districts Operating Expense per Pupil and Per Capital Tuition Charge. MY19861
Federal	23.2	23.1	100%	12.4	
GRF	77.0	1.3	2%	1.3	

Federal and State Monitoring

<u>Funded</u> <u>Amount</u>	<u>YTD</u> <u>Expended</u>	<u>YTD</u> <u>% Spent</u>	<u>September</u>	<u>Description</u>
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Detailed Breakdown:

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	121.3	0.0	0.00%	0.0	

Grants Breakdown:

Evidence-Based Funding	7,209,463.3	1,300,292.4	18.0%	642,675.9	Formula
Title I - Low Income	1,090,000.0	54,602.9	5.0%	54,531.8	Formula
Child Nutrition	1,062,500.0	49,911.8	4.7%	36,941.0	Formula - Reimbursement
IDEA	754,000.0	33,436.9	4.4%	31,447.9	Formula
Early Childhood Block	533,757.3	104,171.3	19.5%	61,851.4	Block grant for Pre-K, parent training and prevention initiative
Transportation Spec Ed	387,682.6	96,920.7	25.0%	96,920.7	Formula
Transportation Reg/Voc	289,200.8	72,300.2	25.0%	72,300.2	Formula
School Infrastructure	255,928.4	827.2	0.3%	91.0	Grant
Title II - Teacher Quality	160,000.0	8,883.8	5.6%	8,836.8	Formula
Spec Ed Private Tuition	152,320.0	38,080.0	25.0%	38,080.0	Formula
Title IV - 21st Century	112,128.8	5,748.3	5.1%	5,723.4	Competitive
Title IV - SSAE	87,871.2	2,988.0	3.4%	2,959.6	
Spec Ed Orphanage Tuition	80,500.0	10,376.1	12.9%	3,902.9	Formula
Career and Tech Ed - Federal	66,000.0	2,404.7	3.6%	1,995.4	Formula and Competitive - to improve student academic and career skills
Title III - English Language Acq	50,400.0	1,981.5	3.9%	1,981.5	Grant
Career & Tech Ed Programs - State	43,062.1	11,318.2	26.3%	6,722.1	Formula
Preschool Expansion Grants	34,013.5	419.6	1.2%	354.8	Grant
IDEA Preschool	29,200.0	1,660.9	5.7%	1,379.4	Formula - special education, 3-5 year-olds
Title V - Charter Schools	23,000.0	0.0	0.0%	0.0	Competitive
After-School Programs	20,000.0	0.0	0.0%	0.0	Grants
Drivers' Education	16,000.0	4,000.0	25.0%	4,000.0	Reimbursement
District Intervention	12,100.0	0.0	0.0%	0.0	Grants
Truants' Alternative Optiona Educati	11,500.0	1,473.4	12.8%	746.4	Grants
ROE Salaries	11,200.0	2,642.8	23.6%	879.5	Salaries for ROE's
Orphanage Tuition	10,100.0	1,732.6	17.2%	1,732.6	Reimbursement to school districts for children residing in orphanages
Illinois Free Lunch and Breakfast	9,000.0	249.7	2.8%	235.1	Mandated Categorical - Reimbursement
School Tech. Rev. Loan	7,500.0	0.0	0.0%	0.0	Loans to schools to implement technology
ROE Services	6,970.0	1,739.3	25.0%	633.2	Services for ROE's
Sexual Risk Avoidance Education	6,403.7	381.8	6.0%	381.8	Grant
Alternative Ed/Reg Safe Schools	6,300.0	1,276.4	20.3%	483.1	Formula
Substance Abuse and Mental Health	5,300.0	44.0	0.8%	44.0	Grant
Agriculture Education	5,000.0	175.4	3.5%	165.3	Grants to school districts
Title X - Education for Homeless	5,000.0	193.6	3.9%	193.6	Competitive grants to school districts
IDEA Improvement Part D	5,000.0	0.0	0.0%	0.0	Reimbursement
Congressional Earmarks	5,000.0	0.0	0.0%	0.0	Grants
Philip J. Rock Center & School	3,777.8	350.0	9.3%	350.0	Targeted Initiative
Property Tax Relief Grant	3,650.0	0.0	0.0%	0.0	Grants
Southwest Organizing Project	3,500.0	875.0	25.0%	437.5	Grants
After School Matters	3,443.8	0.0	0.0%	0.0	Grant to After School Matters
Title I - Advanced Placement	3,300.0	224.8	6.8%	224.8	Fee reimbursement for Adv Placement Exam and Int'l Baccalaureate exam

<u>Funded</u> <u>Amount</u>	<u>YTD</u> <u>Expended</u>	<u>YTD</u> <u>% Spent</u>	<u>September</u>	<u>Description</u>
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Detailed Breakdown:

Youth Build Illinois	2,500.0	0.0	0.0%	0.0	Grants
Low Income Adv Placement Fee	2,000.0	0.0	0.0%	0.0	Competitive - at-risk students/dropout prevention
Title V-Rural & Low-Income Prog.	2,000.0	110.2	5.5%	110.2	Grants to school districts
Title II Math/Science Partnerships	2,000.0	0.0	0.0%	0.0	Formula
PDG Birth to Five	1,551.9	317.7	20.5%	121.5	Grant
Nat'l Board Certification	1,500.0	0.0	0.0%	0.0	Grants
Mat'ls Ctr for the Visually Impaired	1,421.1	500.0	35.2%	100.0	Targeted Init. - with The Chicago Lighthouse for People who are Blind or Visually Impaired
School Support Services	1,002.8	0.0	0.0%	0.0	Grants to lowest performing schools
Mental Health Services	1,000.0	0.0	0.0%	0.0	Grants
Mobile Tolerance Education Center	1,000.0	0.0	0.0%	0.0	Grants
Teach for America	1,000.0	0.0	0.0%	0.0	Grant to Teach for America-Chicago
Emergency Financial Assistance	1,000.0	0.0	0.0%	0.0	Formula and loans to school districts
Temporary Relocation	1,000.0	0.0	0.0%	0.0	Formula grants for school emergency relocation
Blind and Dyslexic	846.0	0.0	0.0%	0.0	Grant to increase achievement of students with visual impairments
IDEA - Deaf/Blind	800.0	33.7	4.2%	33.7	Grant to Philip J. Rock Center
Advanced Placement - Course Impl.	500.0	51.9	10.4%	30.7	Grants
Tax Equivalent Grants	222.6	222.6	100.0%	0.0	Grants
District Consolidation Costs	218.0	0.0	0.0%	0.0	Grants
STEM Programs	200.0	0.0	0.0%	0.0	Grants
After School Rescue Fund	200.0	0.0	0.0%	0.0	Grants to Schools for After School Programs
Charter Schools-Rev Loan Fund	200.0	0.0	0.0%	0.0	Other/Repayment of loans
Parent Education Pilot	175.0	0.0	0.0%	0.0	Grants
Autism	100.0	30.0	30.0%	30.0	Grants to the IL Autism Training & Tech Assistance Program
ROE Bus Driver Training	100.0	0.0	0.0%	0.0	ROE Bus Driver Training
Indirect Grants	92.1	57.1	62.0%	57.1	Grants to school districts
Art Institute of Chicago	30.0	0.0	0.0%	0.0	Grants

ILLINOIS STATE BOARD OF EDUCATION
Financial Status Report
July 1, 2019 through September 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>General Revenue Fund</u>					
Lump Sums	\$ 71,057,100	\$ 7,771,406	\$ 63,285,694	10.94%	89.06%
Awards and Grants	4,046,632,800	884,844,299	3,161,788,501	21.87%	78.13%
Total General Revenue Fund	\$ 4,117,689,900	\$ 892,615,705	\$ 3,225,074,195	21.68%	78.32%
<u>Education Assistance Fund</u>					
Awards and Grants	\$ 728,849,300	\$ 100,102,562	\$ 628,746,738	13.73%	86.27%
<u>Common School Fund</u>					
Awards and Grants	\$ 3,213,015,600	\$ 656,925,044	\$ 2,556,090,556	20.45%	79.55%
<u>Teacher Certification Fee Revolving Fund</u>					
Lump Sums	\$ 6,000,000	\$ 813,888	\$ 5,186,112	13.56%	86.44%
<u>Drivers Education Fund</u>					
Awards and Grants	\$ 16,000,000	\$ 3,999,991	\$ 12,000,009	25.00%	75.00%
<u>School Dist. Emergency Financial Asst. Fund</u>					
Awards and Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
<u>SBE Special Purpose Trust Fund</u>					
Lump Sums (00)	\$ 8,484,800	\$ 80,791	\$ 8,404,009	0.95%	99.05%
Lump Sums (10)	7,990,000	634,018	7,355,982	7.94%	92.06%
Total SBE Special Purpose Trust Fund	\$ 16,474,800	\$ 714,809	\$ 15,759,991	4.34%	95.66%
<u>SBE Teacher Certification Institution Fund</u>					
Lump Sums	\$ 2,208,900	\$ 17,145	\$ 2,191,755	0.78%	99.22%
<u>SBE Federal Department of Agriculture Fund</u>					
Lump Sums	\$ 19,904,700	\$ 1,641,896	\$ 18,262,804	8.25%	91.75%
Awards and Grants	1,062,500,000	49,911,808	1,012,588,192	4.70%	95.30%
Total SBE Federal Department of Agriculture Fund	\$ 1,082,404,700	\$ 51,553,704	\$ 1,030,850,996	4.76%	95.24%

ILLINOIS STATE BOARD OF EDUCATION
Financial Status Report
July 1, 2019 through September 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>SBE Federal Agency Services Fund</u>					
Lump Sums	\$ 1,378,800	\$ 49,838	\$ 1,328,962	3.61%	96.39%
Awards and Grants	17,050,000	852,544	16,197,456	5.00%	95.00%
Total SBE Federal Agency Services Fund	\$ 18,428,800	\$ 902,382	\$ 17,526,418	4.90%	95.10%
<u>SBE Federal Department of Education Fund</u>					
Lump Sums	\$ 85,869,800	\$ 4,649,688	\$ 81,220,112	5.41%	94.59%
Awards and Grants	2,435,900,000	112,943,773	2,322,956,227	4.64%	95.36%
Total SBE Federal Department of Education Fund	\$ 2,521,769,800	\$ 117,593,461	\$ 2,404,176,339	4.66%	95.34%
<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	\$ 1,143	\$ 598,857	0.19%	99.81%
District Broadband Expansion	15,928,428	827,184	15,101,244	5.19%	94.81%
School Maintenance Grants	240,000,000	-	240,000,000	0.00%	100.00%
Total School Infrastructure Fund	\$ 256,528,428	\$ 828,327	\$ 255,700,101	0.32%	99.68%
<u>School Technology Revolving Loan Program Fund</u>					
Awards and Grants	\$ 7,500,000	\$ -	\$ 7,500,000	0.00%	100.00%
<u>Temporary Relocation Expenses Revolving Grant Fund</u>					
Awards and Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
<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%

ILLINOIS STATE BOARD OF EDUCATION
Financial Status Report
July 1, 2019 through September 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>Personal Property Tax Replacement Fund</u>					
Lump Sums	\$ 100,000	\$ -	\$ 100,000	0.00%	100.00%
Awards and Grants	6,970,000	1,739,297	5,230,703	24.95%	75.05%
Grants for Educational Purposes	11,200,000	2,642,809	8,557,191	23.60%	76.40%
Total Personal Property Tax Replacement Fund	\$ 18,270,000	\$ 4,382,106	\$ 13,887,894	23.99%	76.01%
<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	\$ 823,700,000	\$ -	\$ 823,700,000	0.00%	100.00%
<u>State Charter School Commission Fund</u>					
Lump Sums	\$ 1,250,000	\$ 175,579	\$ 1,074,421	14.05%	85.95%
ISBE TOTALS	\$ 12,861,881,365	\$ 1,830,624,704	\$ 11,031,256,661	14.23%	85.77%

**ILLINOIS STATE BOARD OF EDUCATION
 Combined Financial Status Report
 July 1, 2019 through September 30, 2019**

	Appropriation Amount	Expenditures to Date (Direct)	Federal Indirect Cost Recovery Expenditures	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>All Funds</u>						
Lump Sums	205,044,100	15,201,374	634,018	169,616,942	7.41%	82.72%
Awards and Grants	12,387,446,128	1,814,789,312	-	10,572,656,816	14.65%	85.35%
Construction Grants	269,391,137	-	-	269,391,137	0.00%	100.00%
Total All Funds	\$ 12,861,881,365	\$ 1,829,990,686	\$ 634,018	\$ 11,031,256,661	14.23%	85.77%
<u>General Revenue Fund</u>						
Lump Sums	\$ 71,057,100	\$ 7,771,406	\$ -	\$ 63,285,694	10.94%	89.06%
Awards and Grants	4,046,632,800	884,844,299	-	3,161,788,501	21.87%	78.13%
Total General Revenue Fund	\$ 4,117,689,900	\$ 892,615,705	\$ -	\$ 3,225,074,195	21.68%	78.32%
<u>Other State Funds</u>						
Lump Sums	\$ 26,833,700	\$ 1,722,564	\$ -	\$ 25,111,136	6.42%	93.58%
Awards and Grants	4,825,363,328	766,236,888	-	4,059,126,440	15.88%	84.12%
Construction Grants	269,391,137	-	-	269,391,137	0.00%	100.00%
Total Other State Funds	\$ 5,121,588,165	\$ 767,959,452	\$ -	\$ 4,353,628,713	14.99%	85.01%
<u>Federal Funds</u>						
Lump Sums	107,153,300	6,341,422	-	100,811,878	5.92%	94.08%
Awards and Grants	3,515,450,000	163,708,125	-	3,351,741,875	4.66%	95.34%
Total Federal Funds	\$ 3,622,603,300	\$ 170,049,547	\$ -	\$ 3,452,553,753	4.69%	95.31%

ILLINOIS STATE BOARD OF EDUCATION
Awards and Grants Expenditures
July 1, 2019 through September 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>General Revenue Fund</u>					
Evidence-Based Funding	\$ 2,445,598,300	\$ 543,367,358	\$ 1,902,230,942	22.22%	77.78%
Advanced Placement Classes	500,000	51,880	448,120	10.38%	89.62%
Advanced Placement Low Income Test Fee	2,000,000	-	2,000,000	0.00%	100.00%
District Consolidation	218,000	-	218,000	0.00%	100.00%
Agriculture Education	5,000,000	175,393	4,824,607	3.51%	96.49%
Vocational Education Career and Technical Education	43,062,100	11,318,193	31,743,907	26.28%	73.72%
Early Childhood Education	533,757,256	104,171,339	429,585,917	19.52%	80.48%
Youthbuild Illinois	2,500,000	-	2,500,000	0.00%	100.00%
Parent Education Pilot Program	175,000	-	175,000	0.00%	100.00%
STEM Programs	200,000	-	200,000	0.00%	100.00%
Art Institute of Chicago	30,000	-	30,000	0.00%	100.00%
Mental Health Services	1,000,000	-	1,000,000	0.00%	100.00%
Mobile Tolerance Education Center	1,000,000	-	1,000,000	0.00%	100.00%
District Intervention	12,100,000	-	12,100,000	0.00%	100.00%
Blind and Dyslexic	846,000	-	846,000	0.00%	100.00%
Materials Center for the Visually Impaired	1,421,100	500,000	921,100	35.18%	64.82%
Alternative Education/Regional Safe Schools	6,300,000	1,276,430	5,023,570	20.26%	79.74%
Truants' Alternative/Optional Education	11,500,000	1,473,432	10,026,568	12.81%	87.19%
National Board Certification Reimbursement	1,500,000	-	1,500,000	0.00%	100.00%
Teach for America	1,000,000	-	1,000,000	0.00%	100.00%
Special Education-Private Tuition	152,320,000	38,079,996	114,240,004	25.00%	75.00%
Special Education-Orphanage Tuition	80,500,000	10,376,099	70,123,901	12.89%	87.11%
Transportation-Regular/Vocational	289,200,800	72,300,200	216,900,600	25.00%	75.00%
Transportation-Special Education	387,682,600	96,920,650	290,761,950	25.00%	75.00%
Free Lunch/Breakfast	9,000,000	249,742	8,750,258	2.77%	97.23%
Orphanage Tuition	10,100,000	1,732,570	8,367,430	17.15%	82.85%
Property Tax Relief Grants	3,650,000	-	3,650,000	0.00%	100.00%
Southwest Organizing Project-Parent Mentoring	3,500,000	875,000	2,625,000	25.00%	75.00%
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	30,000	70,000	30.00%	70.00%
After-School Programs (Community Health Initiative)	20,000,000	-	20,000,000	0.00%	100.00%
Philip Rock Center	3,777,800	350,000	3,427,800	9.26%	90.74%
After School Matters	3,443,800	-	3,443,800	0.00%	100.00%
Total General Revenue Fund	\$ 4,034,208,156	\$ 883,470,883	\$ 3,150,737,273	21.90%	78.10%
<u>Education Assistance Fund</u>					
Evidence-Based Funding	\$ 727,149,356	\$ 100,000,000	627,149,356	13.75%	86.25%
Total Education Assistance Fund	\$ 727,149,356	\$ 100,000,000	\$ 627,149,356	13.75%	86.25%

ILLINOIS STATE BOARD OF EDUCATION
Awards and Grants Expenditures
July 1, 2019 through September 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	\$ 656,925,044	\$ 2,556,090,556	20.45%	79.55%
Total Common School Fund	\$ 3,213,015,600	\$ 656,925,044	\$ 2,556,090,556	20.45%	79.55%
<u>Special Purpose Trust Fund</u>					
Special Purpose Trust	\$ 57,075	\$ 57,075	-	100.00%	0.00%
Total Special Purpose Trust Fund	\$ 57,075	\$ 57,075	-	100.00%	0.00%
<u>Drivers Education Fund</u>					
Driver Education Grants	\$ 16,000,000	\$ 3,999,991	\$ 12,000,009	25.00%	75.00%
Total Drivers Education Fund	\$ 16,000,000	\$ 3,999,991	\$ 12,000,009	25.00%	75.00%
<u>Fund for the Advancement of Education</u>					
Evidence-Based Funding	\$ 823,700,000	-	\$ 823,700,000	0.00%	100.00%
Total Fund for the Advancement of Education	\$ 823,700,000	-	\$ 823,700,000	0.00%	100.00%
<u>SBE Federal Department of Agriculture Fund</u>					
Federal Nutrition Programs	\$ 1,062,500,000	\$ 49,911,808	\$ 1,012,588,192	4.70%	95.30%
Total SBE Federal Department of Agriculture Fund	\$ 1,062,500,000	\$ 49,911,808	\$ 1,012,588,192	4.70%	95.30%
<u>SBE Federal Agency Services Fund</u>					
Abstinence Education	\$ 6,358,735	\$ 381,039	\$ 5,977,696	5.99%	94.01%
PDG Birth to Five	1,551,855	317,722	1,234,133	20.47%	79.53%
Improving Student Health	45,000	787	44,213	1.75%	98.25%
Substance Abuse and Mental Health	5,300,000	43,955	5,256,045	0.83%	99.17%
Total SBE Federal Agency Services Fund	\$ 13,255,590	\$ 743,503	\$ 12,512,087	5.61%	94.39%

ILLINOIS STATE BOARD OF EDUCATION
Awards and Grants Expenditures
July 1, 2019 through September 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>SBE Federal Department of Education Fund</u>					
Title VI Rural and Low Income Students (Flexibility & Account)	\$ 2,000,000	\$ 110,185	\$ 1,889,815	5.51%	94.49%
Preschool Expansion Grant	34,013,547	419,621	33,593,926	1.23%	98.77%
Title III - English Language Acquisition	50,400,000	1,981,471	48,418,529	3.93%	96.07%
Charter Schools	23,000,000	-	23,000,000	0.00%	100.00%
Advanced Placement Fee	3,300,000	224,824	3,075,176	6.81%	93.19%
Title I - Basic	917,260,000	40,447,410	876,812,590	4.41%	95.59%
Title I - Migrant Children	3,540,000	423,143	3,116,857	11.95%	88.05%
Title I - Neglected/Delinquent	1,200,000	-	1,200,000	0.00%	100.00%
Title I - School Improvement	168,000,000	13,732,363	154,267,637	8.17%	91.83%
Title IV - 21st Century/Community Service	112,128,763	5,748,253	106,380,510	5.13%	94.87%
Title IV - ESEA Student Support	87,871,237	2,988,022	84,883,215	3.40%	96.60%
Title II - Teacher Quality	160,000,000	8,883,818	151,116,182	5.55%	94.45%
Title II - Math/Science Partnerships	2,000,000	-	2,000,000	0.00%	100.00%
Title X - McKinney Homeless	5,000,000	193,610	4,806,390	3.87%	96.13%
IDEA - Preschool	29,200,000	1,660,893	27,539,107	5.69%	94.31%
IDEA - Improvement	5,000,000	-	5,000,000	0.00%	100.00%
IDEA	754,000,000	33,436,900	720,563,100	4.43%	95.57%
IDEA - Deaf/Blind	800,000	33,696	766,304	4.21%	95.79%
Career and Technical Education - Basic Perkins	66,000,000	2,404,649	63,595,351	3.64%	96.36%
Special Federal Congressional Initiatives	5,000,000	-	5,000,000	0.00%	100.00%
Total SBE Federal Department of Education Fund	\$ 2,429,713,547	\$ 112,688,858	\$ 2,317,024,689	4.64%	95.36%
<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%
<u>School Technology Revolving Loan Program Fund</u>					
School Technology Revolving Loans	\$ 7,500,000	\$ -	\$ 7,500,000	0.00%	100.00%
Total School Technology Rev. Loan Program Fund	\$ 7,500,000	\$ -	\$ 7,500,000	0.00%	100.00%
<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%

ILLINOIS STATE BOARD OF EDUCATION
Awards and Grants Expenditures
July 1, 2019 through September 30, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>School Infrastructure Fund</u>					
School Infrastructure	\$ 255,928,428	\$ 827,184	\$ 255,101,244	0.32%	99.68%
Total School Infrastructure Fund	\$ 255,928,428	\$ 827,184	\$ 255,101,244	0.32%	99.68%
<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	\$ 100,000	\$ -	\$ 100,000	0.00%	100.00%
Awards and Grants, Lump Sums	6,970,000	1,739,297	5,230,703	24.95%	75.05%
Grants for Educational Purposes	11,200,000	2,642,809	8,557,191	23.60%	76.40%
Total Personal Property Tax Replacement Fund	\$ 18,270,000	\$ 4,382,106	\$ 13,887,894	23.99%	76.01%
<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%
<u>School District Emergency Financial Assistance</u>					
Lump Sums	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
Total After School Rescue Fund	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
TOTAL AWARDS AND GRANTS - ALL FUNDS	\$ 12,633,088,889	\$ 1,813,006,453	\$ 10,820,082,437	14.35%	85.65%

ILLINOIS STATE BOARD OF EDUCATION
Comparative Statement of Expenditures to Date (September 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	\$ 33,089,321	\$ 13,042,426	\$ 734,421	39.42%	\$ 33,694,374	\$ 12,303,861	\$ 1,339,474	40.49%
Contractual Services	37,949,637	14,815,707	2,569,237	39.04%	36,167,771	15,711,991	1,752,771	48.29%
Travel	2,208,037	547,632	178,037	24.80%	2,226,976	541,373	196,976	33.15%
Commodities	434,888	82,401	4,888	18.95%	462,018	61,725	32,018	20.29%
Printing	498,006	15,950	6	3.20%	498,797	34,763	797	7.13%
Equipment	1,002,348	67,103	1,348	6.69%	1,294,242	162,214	294,242	35.27%
Telecommunications	508,056	134,469	49,056	26.47%	484,018	156,822	25,018	37.57%
Operation of Automotive Equipment	10,393	-	10,393	0.00%	12,126	-	12,126	-
Lump Sums	164,905,015	86,876,519	-	52.68%	165,410,778	79,423,224	-	48.02%
Sub-total	240,605,700	115,582,207	3,547,385	49.51%	240,251,100	108,395,973	3,653,422	46.64%
Awards and Grants	11,899,986,900	10,534,508,756	-	88.53%	11,704,161,200	10,365,425,322	156,714	88.56%
Construction Grants	69,391,137	-	-	0.00%	4,391,137	-	-	-
Total All Funds	\$ 12,209,983,737	\$ 10,650,090,963	\$ 3,547,385	87.22%	\$ 11,948,803,437	\$ 10,473,821,296	\$ 3,810,136	87.69%
<u>General Revenue Fund</u>								
Lump Sums	\$ 72,603,100	\$ 62,149,383	\$ -	85.60%	\$ 73,285,300	\$ 70,596,287	\$ -	96.33%
Sub-total	72,603,100	62,149,383	-	85.60%	73,285,300	70,596,287	-	96.33%
Awards and Grants	3,735,852,000	3,730,296,749	-	99.85%	3,669,329,600	3,654,110,297	-	99.59%
Total General Revenue Fund	\$ 3,808,455,100	\$ 3,792,446,132	\$ -	99.58%	\$ 3,742,614,900	\$ 3,724,706,584	\$ -	99.52%
<u>Other State Funds</u>								
Lump Sums	\$ 25,849,300	\$ 14,197,515	\$ -	54.92%	\$ 25,778,900	\$ 7,727,117	\$ -	29.97%
Sub-total	25,849,300	14,197,515	-	54.92%	25,778,900	7,727,117	-	29.97%
Awards and Grants	4,646,084,900	4,620,290,893	-	99.44%	4,520,331,600	4,511,111,554	-	99.80%
Construction Grants	69,391,137	-	-	0.00%	4,391,137	-	-	0.00%
Total Other State Funds	\$ 4,741,325,337	\$ 4,634,488,408	\$ -	97.75%	\$ 4,550,501,637	\$ 4,518,838,671	\$ -	99.30%
<u>Federal Funds</u>								
Personal Services and Related Expenditures	\$ 32,354,900	\$ 13,042,426	\$ -	40.31%	\$ 32,354,900	\$ 12,303,861	\$ -	38.03%
Contractual Services	35,380,400	14,815,707	-	41.88%	34,415,000	15,711,991	-	45.65%
Travel	2,030,000	547,632	-	26.98%	2,030,000	541,373	-	26.67%
Commodities	430,000	82,401	-	19.16%	430,000	61,725	-	14.35%
Printing	498,000	15,950	-	3.20%	498,000	34,763	-	6.98%
Equipment	1,001,000	67,103	-	6.70%	1,000,000	162,214	-	16.22%
Telecommunications	459,000	134,469	-	29.30%	459,000	156,822	-	34.17%
Lump Sums	70,000,000	14,077,005	-	20.11%	70,000,000	4,943,565	-	7.06%
Sub-total	142,153,300	42,782,693	-	30.10%	141,186,900	33,916,314	-	24.02%
Awards and Grants	3,518,050,000	2,183,921,115	-	62.08%	3,514,500,000	2,200,203,471	-	62.60%
Total Federal Funds	\$ 3,660,203,300	\$ 2,226,703,808	\$ -	60.84%	\$ 3,655,686,900	\$ 2,234,119,785	\$ -	61.11%

ILLINOIS STATE BOARD OF EDUCATION
Comparative Statement of Expenditures to Date (September 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>								
Lump Sums/Admin	\$ 205,044,100	\$ 15,201,374	\$ 634,018	7.41%	\$ 240,051,100	\$ 19,192,771	\$ 691,557	8.28%
Awards and Grants	12,387,446,128	1,814,789,312	-	14.65%	11,692,227,500	1,463,952,234	-	12.52%
Construction Grants	269,391,137	-	-	0.00%	4,391,137	-	-	-
Total All Funds	\$ 12,861,881,365	\$ 1,829,990,686	\$ 634,018	14.23%	\$ 11,936,669,737	\$ 1,483,145,005	\$ 691,557	12.43%
<u>General Revenue Fund</u>								
Lump Sums	\$ 71,057,100	\$ 7,771,406	\$ -	10.94%	\$ 73,285,300	\$ 8,598,270	\$ -	11.73%
Awards and Grants	4,046,632,800	884,844,299	-	21.87%	3,657,395,900	796,257,684	-	21.77%
Total General Revenue Fund	\$ 4,117,689,900	\$ 892,615,705	\$ -	21.68%	\$ 3,730,681,200	\$ 804,855,954	\$ -	21.57%
<u>Other State Funds</u>								
Lump Sums	\$ 26,833,700	\$ 1,722,564	\$ -	6.42%	\$ 25,578,900	\$ 1,790,790	\$ -	7.00%
Awards and Grants	4,825,363,328	766,236,888	-	15.88%	4,520,331,600	536,703,477	-	11.87%
Construction Grants	269,391,137	-	-	0.00%	4,391,137	-	-	0.00%
Total Other State Funds	\$ 5,121,588,165	\$ 767,959,452	\$ -	14.99%	\$ 4,550,301,637	\$ 538,494,267	\$ -	11.83%
<u>Federal Funds</u>								
Lump Sums	\$ 107,153,300	\$ 6,341,422	\$ -	5.92%	\$ 141,186,900	\$ 8,803,711	\$ -	6.24%
Awards and Grants	3,515,450,000	163,708,125	-	4.66%	3,514,300,000	130,991,073	-	3.73%
Total Federal Funds	\$ 3,622,603,300	\$ 170,049,547	\$ -	4.69%	\$ 3,655,486,900	\$ 139,794,784	\$ -	3.82%

Illinois State Board of Education

FY 2019 Appropriation & Spending by Program 07/01/2018 thru 9/30/2019

(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>\$7,715,305.0</u>	<u>\$7,713,605.0</u>	<u>\$1,699.9</u>
Evidence - Based Funding	\$6,836,163.2	\$6,834,463.3	\$1,699.9	\$6,836,112.0	\$6,834,412.0	\$1,699.9
District Consolidation Cost	\$1,900.0	\$1,900.0	\$0.0	\$1,710.7	\$1,710.7	\$0.0
Mandated Categoricals	<u>\$881,457.9</u>	<u>\$881,457.9</u>	<u>\$0.0</u>	<u>\$877,482.3</u>	<u>\$877,482.3</u>	<u>\$0.0</u>
Illinois Free Lunch/Breakfast	\$9,000.0	\$9,000.0	\$0.0	\$9,000.0	\$9,000.0	\$0.0
Orphanage Tuition 18-3 (Reg Ed)	\$13,600.0	\$13,600.0	\$0.0	\$9,624.4	\$9,624.4	\$0.0
Sp-Ed - Orphanage Tuition 14-7.03	\$73,000.0	\$73,000.0	\$0.0	\$73,000.0	\$73,000.0	\$0.0
Sp-Ed - Private Tuition	\$135,265.5	\$135,265.5	\$0.0	\$135,265.5	\$135,265.5	\$0.0
Sp-Ed - Transportation	\$387,682.6	\$387,682.6	\$0.0	\$387,682.6	\$387,682.6	\$0.0
Transportation - Regular/Vocational	\$262,909.8	\$262,909.8	\$0.0	\$262,909.8	\$262,909.8	\$0.0
Standards - Assessment & Accountability	<u>\$48,600.0</u>	<u>\$0.0</u>	<u>\$48,600.0</u>	<u>\$38,235.2</u>	<u>\$0.0</u>	<u>\$38,235.2</u>
Assessments	\$48,600.0	\$0.0	\$48,600.0	\$38,235.2	\$0.0	\$38,235.2
Ensuring Quality Ed Personnel	<u>\$1,977.5</u>	<u>\$1,977.5</u>	<u>\$0.0</u>	<u>\$1,977.5</u>	<u>\$1,977.5</u>	<u>\$0.0</u>
National Board Certification	\$1,000.0	\$1,000.0	\$0.0	\$1,000.0	\$1,000.0	\$0.0
Teach for America	\$977.5	\$977.5	\$0.0	\$977.5	\$977.5	\$0.0
Early Childhood	<u>\$493,738.1</u>	<u>\$485,216.3</u>	<u>\$8,521.8</u>	<u>\$493,731.1</u>	<u>\$485,216.3</u>	<u>\$8,514.8</u>
Academic Difficulty	<u>\$24,800.0</u>	<u>\$24,800.0</u>	<u>\$0.0</u>	<u>\$24,774.8</u>	<u>\$24,774.8</u>	<u>\$0.0</u>
Alternative Learning/Regional Safe Schools	\$6,300.0	\$6,300.0	\$0.0	\$6,300.0	\$6,300.0	\$0.0
ROE Per Capita Grant	\$7,000.0	\$7,000.0	\$0.0	\$6,990.5	\$6,990.5	\$0.0
Truants' Alternative Optional Education	\$11,500.0	\$11,500.0	\$0.0	\$11,484.3	\$11,484.3	\$0.0
Learning Technologies	<u>\$2,443.8</u>	<u>\$0.0</u>	<u>\$2,443.8</u>	<u>\$2,236.4</u>	<u>\$0.0</u>	<u>\$2,236.4</u>
Technology for Success	\$2,443.8	\$0.0	\$2,443.8	\$2,236.4	\$0.0	\$2,236.4
Career Preparation	<u>\$43,062.1</u>	<u>\$43,062.1</u>	<u>\$0.0</u>	<u>\$43,011.6</u>	<u>\$43,011.6</u>	<u>\$0.0</u>
Agricultural Education	\$5,000.0	\$5,000.0	\$0.0	\$4,960.2	\$4,960.2	\$0.0
Career and Technical Education	\$38,062.1	\$38,062.1	\$0.0	\$38,051.4	\$38,051.4	\$0.0
Administration	<u>\$23,264.6</u>	<u>\$0.0</u>	<u>\$23,264.6</u>	<u>\$23,186.1</u>	<u>\$0.0</u>	<u>\$23,186.1</u>
GRF Administration	\$23,217.2	\$0.0	\$23,217.2	\$23,186.1	\$0.0	\$23,186.1

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Bilingual Prompt Payment Interest	\$20.4	\$0.0	\$20.4	\$0.0	\$0.0	\$0.0
GRF Prompt Payment Interest	\$27.0	\$0.0	\$27.0	\$0.0	\$0.0	\$0.0
Targeted Initiatives	<u>\$27,873.0</u>	<u>\$27,114.1</u>	<u>\$758.9</u>	<u>\$26,741.9</u>	<u>\$26,013.8</u>	<u>\$728.1</u>
Advanced Placement Classes	\$500.0	\$500.0	\$0.0	\$495.6	\$495.6	\$0.0
After School Matters	\$2,443.8	\$2,443.8	\$0.0	\$2,443.8	\$2,443.8	\$0.0
After-School Programs	\$15,000.0	\$15,000.0	\$0.0	\$14,029.8	\$14,029.8	\$0.0
Autism	\$100.0	\$100.0	\$0.0	\$100.0	\$100.0	\$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	\$548.3	\$0.0	\$548.3
Educator Misconduct Investigations	\$179.9	\$0.0	\$179.9	\$179.9	\$0.0	\$179.9
Southwest Organizing Project - Parent Mentoring	\$2,000.0	\$2,000.0	\$0.0	\$2,000.0	\$2,000.0	\$0.0
School Support Services	\$1,002.8	\$1,002.8	\$0.0	\$877.0	\$877.0	\$0.0
Materials Center for the Visually Impaired	\$1,421.1	\$1,421.1	\$0.0	\$1,421.1	\$1,421.1	\$0.0
Philip J. Rock Center & School	\$3,577.8	\$3,577.8	\$0.0	\$3,577.8	\$3,577.8	\$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>\$17,437.3</u>	<u>\$17,434.7</u>	<u>\$2.6</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	\$10,398.7	\$10,398.7	\$0.0
ROE - School Services	\$6,970.0	\$6,966.0	\$4.0	\$6,968.6	\$6,966.0	\$2.6
School Infrastructure Fund	<u>\$56,900.0</u>	<u>\$56,300.0</u>	<u>\$600.0</u>	<u>\$581.9</u>	<u>\$371.6</u>	<u>\$210.3</u>
School Infrastructure	\$56,900.0	\$56,300.0	\$600.0	\$581.9	\$371.6	\$210.3
Driver Education	<u>\$18,750.0</u>	<u>\$18,750.0</u>	<u>\$0.0</u>	<u>\$18,750.0</u>	<u>\$18,750.0</u>	<u>\$0.0</u>
Other Funds	<u>\$70,810.2</u>	<u>\$51,569.4</u>	<u>\$19,240.8</u>	<u>\$20,965.8</u>	<u>\$13,720.6</u>	<u>\$7,245.3</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	\$46.1	\$0.0	\$46.1
Indirect Costs	\$8,776.3	\$0.0	\$8,776.3	\$3,547.4	\$0.0	\$3,547.4
ISBE - Special Purpose Trust Fund	\$6,723.7	\$6,718.1	\$5.6	\$6,720.6	\$6,718.1	\$2.5
ISBE Teacher Certificate Institute Fund	\$2,208.9	\$0.0	\$2,208.9	\$509.9	\$0.0	\$509.9
School Construction Maintenance Fund	\$4,391.1	\$4,391.1	\$0.0	\$0.0	\$0.0	\$0.0

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
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	\$1,094.8	\$0.0	\$1,094.8
Teacher Certification Fee Revolving Fund	\$6,000.0	\$0.0	\$6,000.0	\$2,044.6	\$0.0	\$2,044.6
Temporary Relocation Revolving Fund	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0

FEDERAL

Federal Funds	\$3,656,453.3	\$3,538,538.8	\$117,914.5	\$2,226,464.4	\$2,180,593.6	\$45,870.9
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	\$40,427.8	\$39,416.4	\$1,011.4
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	\$776.2	\$776.2	\$0.0
Child Nutrition	\$1,082,404.7	\$1,062,500.0	\$19,904.7	\$783,430.9	\$774,471.7	\$8,959.2
Early Learning Challenge	\$35,000.0	\$33,529.0	\$1,471.0	\$0.0	\$0.0	\$0.0
IDEA - Deaf Blind, Part C	\$500.0	\$500.0	\$0.0	\$349.0	\$349.0	\$0.0
IDEA - Improvement Plan	\$5,533.0	\$5,000.0	\$533.0	\$2,019.0	\$1,958.7	\$60.4
IDEA - Pre-School	\$29,967.7	\$29,200.0	\$767.7	\$16,732.8	\$16,574.5	\$158.3
Illinois Purchase Care Review Board	\$449.8	\$0.0	\$449.8	\$269.0	\$0.0	\$269.0
Improving Student Health and Achievement	\$467.1	\$45.0	\$422.1	\$126.2	\$1.0	\$125.1
Individuals with Disabilities Educ. Act, Pt. B	\$774,748.8	\$754,000.0	\$20,748.8	\$516,926.5	\$508,552.0	\$8,374.5
Longitudinal Data System	\$5,200.0	\$0.0	\$5,200.0	\$1,639.0	\$0.0	\$1,639.0
Math & Science Partnerships	\$19,006.4	\$18,800.0	\$206.4	\$1,234.5	\$1,216.4	\$18.0
National Center for Education Statistics	\$425.4	\$0.0	\$425.4	\$81.7	\$0.0	\$81.7
Preschool Expansion Grant	\$35,000.0	\$31,591.7	\$3,408.3	\$17,600.6	\$16,159.8	\$1,440.8
School Health Programs	\$875.2	\$0.0	\$875.2	\$27.4	\$0.0	\$27.4
School Health Programs - Abstinence	\$6,455.0	\$6,447.0	\$8.0	\$1,538.5	\$1,535.9	\$2.6
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)	\$5,381.5	\$5,126.1	\$255.4	\$1,289.2	\$1,216.3	\$72.9
Title I - Basic Programs	\$945,163.1	\$934,326.5	\$10,836.6	\$602,951.1	\$598,175.7	\$4,775.4
Title I - Education of Migratory Children	\$5,685.7	\$5,558.1	\$127.6	\$1,570.2	\$1,542.7	\$27.6
Title I - Migrant Consortium Incentive	\$127.6	\$52.0	\$75.6	\$87.4	\$17.5	\$69.9
Title I - Neglected and Delinquent	\$1,577.4	\$1,479.9	\$97.5	\$690.1	\$672.8	\$17.2
Title I - School Improvement	\$153,526.8	\$148,583.4	\$4,943.4	\$39,654.9	\$38,291.3	\$1,363.6
Title II - Quality Teachers	\$162,814.0	\$160,000.0	\$2,814.0	\$72,209.8	\$71,454.4	\$755.4
Title III - English Language Acquisition	\$52,978.1	\$50,400.0	\$2,578.1	\$27,211.8	\$26,440.5	\$771.3
Title IV - Student Support & Academic Enrich.	\$90,113.2	\$90,000.0	\$113.2	\$30,596.1	\$30,593.7	\$2.4
Title IV - 21st Century Schools	\$112,657.1	\$110,000.0	\$2,657.1	\$48,252.6	\$46,674.7	\$1,577.9

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Title V - Rural & Low Income Programs	\$2,098.6	\$2,000.0	\$98.6	\$1,483.5	\$1,453.1	\$30.4
Title VI - State Assessment	\$35,000.0	\$0.0	\$35,000.0	\$14,077.0	\$0.0	\$14,077.0
Title X - McKinney Homeless Assistance	\$5,459.5	\$5,000.0	\$459.5	\$3,191.6	\$3,049.2	\$142.4
TOTAL - ALL FUNDS:	\$12,206,233.7	\$11,983,185.3	\$223,048.4	\$10,653,398.9	\$10,525,469.4	\$127,929.6

Illinois State Board of Education

FY 2020 Appropriation & Spending by Program 07/01/2019 thru 9/30/2019

(Dollars in Thousands)

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
STATE						
Distributive Grants	<u>\$8,143,834.6</u>	<u>\$8,142,134.7</u>	<u>\$1,699.9</u>	<u>\$1,520,054.2</u>	<u>\$1,519,951.7</u>	<u>\$102.6</u>
Evidence - Based Funding	\$7,211,163.2	\$7,209,463.3	\$1,699.9	\$1,300,395.0	\$1,300,292.4	\$102.6
Property Tax Relief Grants	\$3,650.0	\$3,650.0	\$0.0	\$0.0	\$0.0	\$0.0
District Consolidation Cost	\$218.0	\$218.0	\$0.0	\$0.0	\$0.0	\$0.0
Mandated Categoricals	<u>\$928,803.4</u>	<u>\$928,803.4</u>	<u>\$0.0</u>	<u>\$219,659.3</u>	<u>\$219,659.3</u>	<u>\$0.0</u>
Illinois Free Lunch/Breakfast	\$9,000.0	\$9,000.0	\$0.0	\$249.7	\$249.7	\$0.0
Orphanage Tuition 18-3 (Reg Ed)	\$10,100.0	\$10,100.0	\$0.0	\$1,732.6	\$1,732.6	\$0.0
Sp-Ed - Orphanage Tuition 14-7.03	\$80,500.0	\$80,500.0	\$0.0	\$10,376.1	\$10,376.1	\$0.0
Sp-Ed - Private Tuition	\$152,320.0	\$152,320.0	\$0.0	\$38,080.0	\$38,080.0	\$0.0
Sp-Ed - Transportation	\$387,682.6	\$387,682.6	\$0.0	\$96,920.7	\$96,920.7	\$0.0
Transportation - Regular/Vocational	\$289,200.8	\$289,200.8	\$0.0	\$72,300.2	\$72,300.2	\$0.0
Standards - Assessment & Accountability	<u>\$46,500.0</u>	<u>\$0.0</u>	<u>\$46,500.0</u>	<u>\$1,900.8</u>	<u>\$0.0</u>	<u>\$1,900.8</u>
Assessments	\$46,500.0	\$0.0	\$46,500.0	\$1,900.8	\$0.0	\$1,900.8
Ensuring Quality Ed Personnel	<u>\$2,500.0</u>	<u>\$2,500.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>
National Board Certification	\$1,500.0	\$1,500.0	\$0.0	\$0.0	\$0.0	\$0.0
Teach for America	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Early Childhood	<u>\$543,738.1</u>	<u>\$533,757.3</u>	<u>\$9,980.8</u>	<u>\$105,459.3</u>	<u>\$104,171.3</u>	<u>\$1,288.0</u>
Academic Difficulty	<u>\$17,800.0</u>	<u>\$17,800.0</u>	<u>\$0.0</u>	<u>\$2,749.9</u>	<u>\$2,749.9</u>	<u>\$0.0</u>
Alternative Learning/Regional Safe Schools	\$6,300.0	\$6,300.0	\$0.0	\$1,276.4	\$1,276.4	\$0.0
Truants' Alternative Optional Education	\$11,500.0	\$11,500.0	\$0.0	\$1,473.4	\$1,473.4	\$0.0
Learning Technologies	<u>\$2,443.8</u>	<u>\$0.0</u>	<u>\$2,443.8</u>	<u>\$85.4</u>	<u>\$0.0</u>	<u>\$85.4</u>
State & District Tech Support	\$2,443.8	\$0.0	\$2,443.8	\$85.4	\$0.0	\$85.4
Career Preparation	<u>\$48,062.1</u>	<u>\$48,062.1</u>	<u>\$0.0</u>	<u>\$11,493.6</u>	<u>\$11,493.6</u>	<u>\$0.0</u>
Agricultural Education	\$5,000.0	\$5,000.0	\$0.0	\$175.4	\$175.4	\$0.0
Career and Technical Education	\$43,062.1	\$43,062.1	\$0.0	\$11,318.2	\$11,318.2	\$0.0
Administration	<u>\$23,217.2</u>	<u>\$0.0</u>	<u>\$23,217.2</u>	<u>\$5,650.5</u>	<u>\$0.0</u>	<u>\$5,650.5</u>

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Targeted Initiatives	<u>\$55,159.0</u>	<u>\$53,819.1</u>	<u>\$1,339.9</u>	<u>\$2,249.6</u>	<u>\$2,029.5</u>	<u>\$220.2</u>
Advanced Placement Classes	\$500.0	\$500.0	\$0.0	\$51.9	\$51.9	\$0.0
After School Matters	\$3,443.8	\$3,443.8	\$0.0	\$0.0	\$0.0	\$0.0
After-School Programs	\$20,000.0	\$20,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Art Institute of Chicago	\$30.0	\$30.0	\$0.0	\$0.0	\$0.0	\$0.0
Autism	\$100.0	\$100.0	\$0.0	\$30.0	\$30.0	\$0.0
Blind & Dyslexic	\$846.0	\$846.0	\$0.0	\$0.0	\$0.0	\$0.0
Community Residential Services Authority	\$650.0	\$0.0	\$650.0	\$126.8	\$0.0	\$126.8
Educator Misconduct Investigations	\$429.9	\$0.0	\$429.9	\$93.3	\$0.0	\$93.3
GATA/ BFR	\$260.0	\$0.0	\$260.0	\$0.0	\$0.0	\$0.0
Mental Health Services	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Mobile Tolerance Education Center	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Southwest Organizing Project - Parent Mentoring	\$3,500.0	\$3,500.0	\$0.0	\$875.0	\$875.0	\$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	\$500.0	\$500.0	\$0.0
Philip J. Rock Center & School	\$3,777.8	\$3,777.8	\$0.0	\$350.0	\$350.0	\$0.0
Adv Placement Low Income Test Fee	\$2,000.0	\$2,000.0	\$0.0	\$0.0	\$0.0	\$0.0
STEM Programs	\$200.0	\$200.0	\$0.0	\$0.0	\$0.0	\$0.0
Tax Equivalent Grants	\$222.6	\$222.6	\$0.0	\$222.6	\$222.6	\$0.0
Parent Education Pilot Program	\$175.0	\$175.0	\$0.0	\$0.0	\$0.0	\$0.0
Youth Build Illinois	\$2,500.0	\$2,500.0	\$0.0	\$0.0	\$0.0	\$0.0
District Intervention Funding	\$12,100.0	\$12,100.0	\$0.0	\$0.0	\$0.0	\$0.0
OTHER STATE						
Regional Services	<u>\$18,270.0</u>	<u>\$18,270.0</u>	<u>\$0.0</u>	<u>\$4,382.1</u>	<u>\$4,382.1</u>	<u>\$0.0</u>
ROE - Bus Driver Training	\$100.0	\$100.0	\$0.0	\$0.0	\$0.0	\$0.0
ROE - Salaries	\$11,200.0	\$11,200.0	\$0.0	\$2,642.8	\$2,642.8	\$0.0
ROE - School Services	\$6,970.0	\$6,970.0	\$0.0	\$1,739.3	\$1,739.3	\$0.0
School Infrastructure Fund	<u>\$256,528.4</u>	<u>\$255,928.4</u>	<u>\$600.0</u>	<u>\$828.3</u>	<u>\$827.2</u>	<u>\$1.1</u>
School Infrastructure	\$256,528.4	\$255,928.4	\$600.0	\$828.3	\$827.2	\$1.1
Driver Education	<u>\$16,000.0</u>	<u>\$16,000.0</u>	<u>\$0.0</u>	<u>\$4,000.0</u>	<u>\$4,000.0</u>	<u>\$0.0</u>
Other Funds	<u>\$65,224.8</u>	<u>\$39,348.2</u>	<u>\$25,876.6</u>	<u>\$1,721.4</u>	<u>\$57.1</u>	<u>\$1,664.3</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

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Charter Schools Revolving Loan Fund	\$200.0	\$200.0	\$0.0	\$0.0	\$0.0	\$0.0
Emergency Financial Assistance Fund	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0
ISBE - Special Purpose Trust Fund	\$16,474.8	\$57.1	\$16,417.7	\$714.8	\$57.1	\$657.7
ISBE Teacher Certificate Institute Fund	\$2,208.9	\$0.0	\$2,208.9	\$17.1	\$0.0	\$17.1
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	\$0.0	\$0.0	\$0.0
State Charter School Commission	\$1,250.0	\$0.0	\$1,250.0	\$175.6	\$0.0	\$175.6
Teacher Certification Fee Revolving Fund	\$6,000.0	\$0.0	\$6,000.0	\$813.9	\$0.0	\$813.9
Temporary Relocation Revolving Fund	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0

FEDERAL

Federal Ordinary & Contingent	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
Federal Ordinary & Contingent	\$72,153.3	\$0.0	\$72,153.3	\$4,938.2	\$0.0	\$4,938.2
Federal Funds	\$3,550,450.0	\$3,505,469.1	\$44,980.9	\$165,111.4	\$163,344.2	\$1,767.2
Advanced Placement Fee Payment	\$3,300.0	\$3,300.0	\$0.0	\$224.8	\$224.8	\$0.0
School Health Programs - Adolescent Health	\$500.0	\$0.0	\$500.0	\$0.0	\$0.0	\$0.0
Career & Technical Education	\$66,000.0	\$66,000.0	\$0.0	\$2,404.6	\$2,404.6	\$0.0
CEEDAR Grant - University of Florida	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
Charter Schools	\$23,000.0	\$23,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Child Nutrition	\$1,062,500.0	\$1,062,500.0	\$0.0	\$49,911.8	\$49,911.8	\$0.0
IDEA - Deaf Blind, Part C	\$800.0	\$800.0	\$0.0	\$33.7	\$33.7	\$0.0
IDEA - Improvement Plan	\$5,000.0	\$5,000.0	\$0.0	\$0.0	\$0.0	\$0.0
IDEA - Pre-School	\$29,200.0	\$29,200.0	\$0.0	\$1,660.9	\$1,660.9	\$0.0
Improving Student Health and Achievement	\$45.0	\$45.0	\$0.0	\$0.8	\$0.8	\$0.0
Individuals with Disabilities Educ. Act, Pt. B	\$754,000.0	\$754,000.0	\$0.0	\$33,436.9	\$33,436.9	\$0.0
Longitudinal Data System	\$5,200.0	\$0.0	\$5,200.0	\$177.7	\$0.0	\$177.7
Math & Science Partnerships	\$2,000.0	\$2,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Preschool Expansion Grant	\$35,000.0	\$34,013.5	\$986.5	\$496.9	\$419.6	\$77.2
PDG Birth to Five	\$3,750.0	\$1,551.9	\$2,198.1	\$426.8	\$317.7	\$109.0
School Health Programs - Abstinence	\$6,455.0	\$6,358.7	\$96.3	\$381.0	\$381.0	\$0.0
Special Congressional Initiatives	\$5,000.0	\$5,000.0	\$0.0	\$0.0	\$0.0	\$0.0
STOP School Violence	\$1,000.0	\$0.0	\$1,000.0	\$0.0	\$0.0	\$0.0
Substance Abuse and Mental Health (SAMHA)	\$5,300.0	\$5,300.0	\$0.0	\$44.0	\$44.0	\$0.0
Title I - Basic Programs	\$917,260.0	\$917,260.0	\$0.0	\$40,447.4	\$40,447.4	\$0.0
Title I - Education of Migratory Children	\$3,500.0	\$3,500.0	\$0.0	\$415.4	\$415.4	\$0.0
Title I - Migrant Consortium Incentive	\$40.0	\$40.0	\$0.0	\$7.8	\$7.8	\$0.0

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Title I - Neglected and Delinquent	\$1,200.0	\$1,200.0	\$0.0	\$0.0	\$0.0	\$0.0
Title I - School Improvement	\$168,000.0	\$168,000.0	\$0.0	\$13,732.4	\$13,732.4	\$0.0
Title II - Quality Teachers	\$160,000.0	\$160,000.0	\$0.0	\$8,883.8	\$8,883.8	\$0.0
Title III - English Language Acquisition	\$50,400.0	\$50,400.0	\$0.0	\$1,981.5	\$1,981.5	\$0.0
Title IV - Student Support & Academic Enrich.	\$87,871.2	\$87,871.2	\$0.0	\$2,988.0	\$2,988.0	\$0.0
Title IV - 21st Century Schools	\$112,128.8	\$112,128.8	\$0.0	\$5,748.3	\$5,748.3	\$0.0
Title V - Rural & Low Income Programs	\$2,000.0	\$2,000.0	\$0.0	\$110.2	\$110.2	\$0.0
Title VI - State Assessment	\$35,000.0	\$0.0	\$35,000.0	\$1,403.3	\$0.0	\$1,403.3
Title X - McKinney Homeless Assistance	\$5,000.0	\$5,000.0	\$0.0	\$193.6	\$193.6	\$0.0
TOTAL - ALL FUNDS:	\$12,861,881.4	\$12,633,088.9	\$228,792.5	\$1,830,624.7	\$1,813,006.5	\$17,618.3

Illinois State Board of Education
 Contract Awards
 September 1, 2019 - September 30, 2019

Vendor	Illinois Procurement Bulletin/BidBuy Award Notice Date	Type of Award	Term	Contract Term Amount	Description
Angus Frost	N/A	Personal Service Contract	Upon Execution - 3/31/20	\$ 64,600.00	Contractor will conduct an assessment of the applications in use at ISBE.
NCS Pearson	8/15/2019	Joint Purchase	9/18/19-9/30/20	\$22,375,401.36	Vendor will provide PARCC Assessment Administration services or a subsequent system which includes test administration, delivery, scoring, and reporting educational assessments.

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:(09/01/2019-09/30/2019)

Program: 2019 - 3999, Other State Programs

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-075-0040-26(PS)	GRIGGSVILLE CUSD 4	GRIGGSVILLE	\$8,403	09/26/2019
			\$8,403	

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>
04-004-2000-26(00)	NORTH BOONE CUD 200	POPLAR GROVE	\$296,716	09/05/2019
			\$296,716	

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>
04-004-2000-26(00)	NORTH BOONE CUD 200	POPLAR GROVE	\$26,575	09/05/2019
			\$26,575	

Program: 2019 - 4635, Fed. - Sp. Ed. - Title VIC - Deaf/Blind

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
19-022-0200-63(00)	PHILLIP J ROCK CENTER AND SC	GLEN ELLYN	\$354,441	09/20/2019
			\$354,441	

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>
06-016-2120-16(00)	LEYDEN COMMUNITY HIGH SCHOOL 212	FRANKLIN PARK	\$81,177	09/10/2019
07-016-1040-02(00)	COUNTY OF COOK SCHOOL DIST 104	SUMMIT	\$195,089	09/09/2019
09-010-1160-22(00)	URBANA SD 116	URBANA	\$97,312	09/13/2019
32-046-0010-26(00)	MOMENCE COMM UNIT SCH DIST 1	MOMENCE	\$26,818	09/24/2019
34-049-1870-26(00)	NORTH CHICAGO SD 187	NORTH CHICAG	\$197,625	09/16/2019
47-071-2310-04(00)	ROCHELLE CCD 231	ROCHELLE	\$53,967	09/13/2019
			\$651,988	

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>
04-004-2000-26(00)	NORTH BOONE CUD 200	POPLAR GROVE	\$63,123	09/05/2019
			\$63,123	

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Program: 2020 - 3220, Career & Technical Ed Improvement (CTEI)

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
13-000-0000-47(00)	REND LAKE REG DEL SYSTEM-EFE	MT VERNON	\$344,760	09/06/2019
			\$344,760	

Program: 2020 - 3235, Agriculture Education

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-0010-26(20)	COMMUNITY UNIT SCH DIST NO 1	PAYSON	\$3,487	09/13/2019
01-001-0020-26(20)	LIBERTY CUSD 2	LIBERTY	\$4,599	09/13/2019
01-001-0040-26(20)	MENDON CUSD 4	MENDON	\$3,942	09/17/2019
01-005-0010-26(20)	BROWN COUNTY CUSD 1	MOUNT STERLI	\$3,791	09/16/2019
01-005-0010-26(30)	BROWN COUNTY CUSD 1	MOUNT STERLI	\$9,159	09/27/2019
01-009-0150-26(20)	BEARDSTOWN CUSD 15	BEARDSTOWN	\$3,639	09/16/2019
01-009-2620-26(20)	A-C CENTRAL CUSD 262	ASHLAND	\$3,134	09/18/2019
01-069-0010-26(20)	FRANKLIN CUSD 1	FRANKLIN	\$3,942	09/13/2019
01-075-0100-26(20)	PIKELAND CUSD 10	PITTSFIELD	\$4,751	09/19/2019
01-086-0010-26(20)	COMMUNITY UNIT SCHOOL DISTRICT 1	WINCHESTER	\$3,690	09/13/2019
01-086-0020-26(30)	SCOTT-MORGAN CUSD 2	BLUFFS	\$6,550	09/03/2019
03-003-0010-26(20)	MULBERRY GROVE CUSD 1	MULBERRY GRO	\$2,325	09/18/2019
03-003-0010-26(30)	MULBERRY GROVE CUSD 1	MULBERRY GRO	\$8,033	09/10/2019
03-003-0020-26(20)	BOND COUNTY 2	GREENVILLE	\$4,953	09/19/2019
03-003-0020-26(30)	BOND COUNTY 2	GREENVILLE	\$12,602	09/03/2019
03-011-0010-26(20)	MORRISONVILLE CUSD 1	MORRISONVILLE	\$3,740	09/20/2019
03-011-0010-26(30)	MORRISONVILLE CUSD 1	MORRISONVILLE	\$12,805	09/10/2019
03-011-0030-26(20)	COUNTY OF CHRISTIAN TAYLORVILLE	TAYLORVILLE	\$5,307	09/16/2019
03-011-0040-26(20)	EDINBURG CUSD 4	EDINBURG	\$3,336	09/16/2019
03-011-0080-26(20)	PANA SD 8	PANA	\$3,942	09/23/2019
03-025-0200-26(20)	BEECHER CITY CUSD 20	BEECHER CITY	\$2,173	09/13/2019
03-025-0200-26(30)	BEECHER CITY CUSD 20	BEECHER CITY	\$12,497	09/20/2019
03-025-0300-26(20)	DIETERICH CUSD 30	DIETERICH	\$2,224	09/16/2019
03-026-2020-26(20)	ST ELMO CUSD 202	SAINT ELMO	\$3,690	09/13/2019
03-026-2030-26(20)	VANDALIA CUSD 203	VANDALIA	\$4,094	09/11/2019
03-026-2040-26(20)	RAMSEY CUSD 204	RAMSEY	\$2,477	09/16/2019
03-068-0020-26(20)	PANHANDLE COMM UNIT SCH DIST	RAYMOND	\$4,448	09/16/2019
03-068-0030-26(20)	HILLSBORO CUSD 3	HILLSBORO	\$3,740	09/16/2019
03-068-0120-26(20)	LITCHFIELD CUD 12	LITCHFIELD	\$3,690	09/19/2019
03-068-0220-26(20)	NOKOMIS CUSD 22	NOKOMIS	\$4,397	09/16/2019
03-068-0220-26(30)	NOKOMIS CUSD 22	NOKOMIS	\$5,692	09/23/2019
04-004-1000-26(21)	BELVIDERE CUSD 100	BELVIDERE	\$2,375	09/16/2019
04-004-2000-26(20)	NORTH BOONE CUD 200	POPLAR GROVE	\$354	09/16/2019
04-101-3210-26(20)	PECATONICA CUSD 321	PECATONICA	\$2,830	09/16/2019
04-101-3220-26(20)	DURAND CUSD 322	DURAND	\$5,000	09/16/2019
05-016-2140-17(20)	TOWNSHIP HSD 214	ARLINGTON HTS	\$5,000	09/19/2019
05-016-2140-17(30)	TOWNSHIP HSD 214	ARLINGTON HTS	\$43,819	09/17/2019
08-008-3080-26(20)	EASTLAND CUSD 308	SHANNON	\$4,448	09/11/2019
08-008-3990-26(20)	CHADWICK-MILLEDGEVILLE CUSD 399	CHADWICK	\$3,134	09/17/2019
08-043-1200-22(20)	GALENA UNIT SCHOOL DISTRICT	GALENA	\$3,639	09/16/2019
08-043-1200-22(30)	GALENA UNIT SCHOOL DISTRICT	GALENA	\$13,092	09/19/2019
08-043-2050-26(20)	WARREN CUSD 205	WARREN	\$2,376	09/13/2019

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08-043-2060-26(20)	STOCKTON CUSD 206	STOCKTON	\$3,083	09/13/2019
08-043-2100-26(20)	RIVER RIDGE CUSD 210	HANOVER	\$3,841	09/16/2019
08-043-2110-26(20)	SCALES MOUND CUSD 211	SCALES MOUND	\$4,751	09/17/2019
08-089-1450-22(20)	FREEPORT SD 145	FREEPORT	\$1,870	09/18/2019
08-089-2000-26(30)	PEARL CITY CUSD 200	PEARL CITY	\$6,575	09/03/2019
08-089-2020-26(20)	LENA WINSLOW CUSD 202	LENA	\$4,043	09/19/2019
08-089-2020-26(30)	LENA WINSLOW CUSD 202	LENA	\$7,412	09/03/2019
09-010-0030-26(20)	COMMUNITY UNIT SCHOOL DIST 3	MAHOMET	\$4,296	09/13/2019
09-010-0030-26(30)	COMMUNITY UNIT SCHOOL DIST 3	MAHOMET	\$11,505	09/27/2019
09-010-0070-26(20)	COMMUNITY UNIT SCH DIST 7	TOLONO	\$4,296	09/18/2019
09-010-0080-26(20)	HERITAGE CUSD 8	HOMER	\$3,942	09/19/2019
09-010-1930-17(20)	RANTOUL TWP HSD 193	RANTOUL	\$2,123	09/19/2019
09-010-3050-16(20)	ST JOSEPH OGDEN CHSD305	SAINT JOSEPH	\$3,740	09/19/2019
09-010-5450-51(00)	UNIVERSITY OF ILLINOIS	CHAMPAIGN	\$11,149	09/24/2019
09-027-0100-26(20)	PAXTON BUCKLEY LODA CUSD	PAXTON	\$5,256	09/13/2019
11-012-002C-26(20)	MARSHALL CUSD 2C	MARSHALL	\$4,246	09/17/2019
11-012-002C-26(30)	MARSHALL CUSD 2C	MARSHALL	\$7,218	09/03/2019
11-012-004C-26(20)	CASEY-WESTFIELD CUSD 4C	CASEY	\$2,072	09/20/2019
11-015-0010-26(20)	CHARLESTON CUSD 1	CHARLESTON	\$3,892	09/19/2019
11-015-0020-26(20)	MATTOON CUSD 2	MATTOON	\$2,022	09/13/2019
11-015-0050-26(20)	COUNTY OF COLE	OAKLAND	\$3,690	09/16/2019
11-018-0770-26(20)	CUMBERLAND CUSD 77	TOLEDO	\$4,195	09/23/2019
11-021-3010-26(20)	TUSCOLA CUSD 301	TUSCOLA	\$3,437	09/20/2019
11-021-3020-26(20)	VILLA GROVE CUSD 302	VILLA GROVE	\$3,083	09/19/2019
11-021-3050-26(20)	ARTHUR CUSD 305	ARTHUR	\$2,578	09/16/2019
11-023-0030-26(20)	COMMUNITY UNIT DISTRICT 3	KANSAS	\$2,426	09/23/2019
11-023-0040-26(20)	COMMUNITY UNIT SCHOOL DIST 4	PARIS	\$3,538	09/16/2019
11-023-0060-26(20)	COMMUNITY UNIT SCHOOL DIST NO 6	CHRISMAN	\$1,718	09/19/2019
11-023-0950-25(30)	SCHOOL DISTRICT NO 95	PARIS	\$6,419	09/09/2019
11-087-0010-26(20)	WINDSOR CUSD 1	WINDSOR	\$3,993	09/19/2019
11-087-003A-26(20)	COWDEN-HERRICK CUSD 3A	COWDEN	\$3,589	09/13/2019
11-087-003A-26(30)	COWDEN-HERRICK CUSD 3A	COWDEN	\$9,715	09/03/2019
11-087-0040-26(20)	SHELBYVILLE CUSD 4	SHELBYVILLE	\$3,942	09/11/2019
11-087-005A-26(20)	STEWARDSON-STRASBURG CUD 5A	STRASBURG	\$4,296	09/13/2019
11-087-005A-26(30)	STEWARDSON-STRASBURG CUD 5A	STRASBURG	\$7,296	09/03/2019
11-087-0210-26(20)	CENTRAL A AND M COMMUNITY UNIT	ASSUMPTION	\$4,145	09/16/2019
12-013-0250-26(20)	NORTH CLAY CUSD 25	LOUISVILLE	\$3,942	09/23/2019
12-017-0040-26(20)	OBLONG CUSD 4	OBLONG	\$3,690	09/16/2019
12-040-0010-26(20)	JASPER COUNTY CUD 1	NEWTON	\$4,397	09/17/2019
12-040-0010-26(30)	JASPER COUNTY CUD 1	NEWTON	\$28,704	09/10/2019
12-051-0100-26(20)	RED HILL CUSD 10	BRIDGEPORT	\$3,538	09/16/2019
12-051-0200-26(20)	COMMUNITY UNIT SCHOOL DIST NO 20	LAWRENCEVILL	\$2,881	09/20/2019
12-080-0010-26(20)	RICHLAND COUNTY CUSD 1	OLNEY	\$5,509	09/17/2019
13-014-0010-26(20)	CARLYLE CUSD 1	CARLYLE	\$3,942	09/27/2019
13-014-0710-16(20)	CENTRAL COMM HIGH SCHL DIST 71	BREESE	\$3,538	09/16/2019
13-041-0010-26(20)	WALTONVILLE CUSD 1	WALTONVILLE	\$4,094	09/13/2019
13-041-0010-26(30)	WALTONVILLE CUSD 1	WALTONVILLE	\$8,130	09/27/2019
13-041-2010-17(20)	MT VERNON TWP HSD 201	MOUNT VERNON	\$5,509	09/16/2019
13-041-2090-27(20)	WOODLAWN UNIT SCHL DSTRCT209	WOODLAWN	\$3,841	09/13/2019

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13-041-3180-27(20)	BLUFORD UNIT SCHOOL DSTRCT 318	BLUFORD	\$3,386	09/13/2019
13-058-1000-26(20)	PATOKA CUSD 100	PATOKA	\$1,971	09/16/2019
13-058-2000-17(20)	CENTRALIA HSD 200	CENTRALIA	\$2,325	09/17/2019
13-058-4010-26(20)	SOUTH CENTRAL CUSD 401	KINMUNDY	\$4,397	09/13/2019
13-058-5010-26(20)	SANDOVAL CUSD 501	SANDOVAL	\$4,296	09/19/2019
13-058-6000-16(20)	SALEM COM HIGH SCHOOL DIST 600	SALEM	\$3,487	09/13/2019
13-058-7220-26(20)	ODIN PUBLIC SCHOOL DIST 722	ODIN	\$2,578	09/17/2019
13-095-0100-26(20)	WEST WASHINGTON CCUSD 10	OKAWVILLE	\$4,802	09/16/2019
13-095-0990-16(20)	NASHVILLE CHSD 99	NASHVILLE	\$5,004	09/16/2019
15-016-2990-25(20)	CITY OF CHICAGO SD 299	CHICAGO	\$5,004	09/17/2019
15-016-2990-25(21)	CITY OF CHICAGO SD 299	CHICAGO	\$2,022	09/17/2019
15-016-2990-25(24)	CITY OF CHICAGO SD 299	CHICAGO	\$1,314	09/17/2019
15-016-2990-25(25)	CITY OF CHICAGO SD 299	CHICAGO	\$1,112	09/17/2019
16-019-4240-26(20)	GENOA KINGSTON CUSD 424	GENOA	\$4,094	09/13/2019
16-019-4250-26(20)	COMMUNITY UNIT DIST 425	SHABBONA	\$4,549	09/16/2019
16-019-4260-26(20)	HIAWATHA CUSD 426	KIRKLAND	\$2,072	09/24/2019
16-019-4260-26(30)	HIAWATHA CUSD 426	KIRKLAND	\$7,639	09/24/2019
16-019-4270-26(20)	SYCAMORE CUSD 427	SYCAMORE	\$5,408	09/24/2019
16-019-4270-26(30)	SYCAMORE CUSD 427	SYCAMORE	\$20,388	09/20/2019
16-019-4280-26(20)	DEKALB CUSD 428	DE KALB	\$3,336	09/13/2019
16-019-4290-26(20)	HINCKLEY BIG ROCK CUSD 429	HINCKLEY	\$4,347	09/16/2019
16-019-4320-26(30)	SOMONAUK CUSD 432	SOMONAUK	\$17,099	09/17/2019
17-020-0150-26(20)	CLINTON CUSD 15	CLINTON	\$3,841	09/17/2019
17-020-0150-26(30)	CLINTON CUSD 15	CLINTON	\$6,669	09/04/2019
17-020-0180-26(20)	BLUE RIDGE CUSD 18	FARMER CITY	\$4,650	09/17/2019
17-053-0050-26(20)	WOODLAND CUSD 5	STREATOR	\$2,780	09/16/2019
17-053-0050-26(30)	WOODLAND CUSD 5	STREATOR	\$11,537	09/20/2019
17-053-006J-26(20)	TRI- POINT CUSD 6-J	KEMPTON	\$4,549	09/23/2019
17-053-0740-27(20)	FLANAGAN-CORNELL UNIT DIST 74	FLANAGAN	\$4,650	09/18/2019
17-053-0740-27(30)	FLANAGAN-CORNELL UNIT DIST 74	FLANAGAN	\$8,619	09/03/2019
17-053-0900-17(20)	PONTIAC TWP HSD 90	PONTIAC	\$5,307	09/16/2019
17-053-2300-17(20)	DWIGHT TWP HSD 230	DWIGHT	\$1,971	09/20/2019
17-054-0230-26(20)	MOUNT PULASKI CUD 23	MOUNT PULASKI	\$3,336	09/19/2019
17-054-4040-16(20)	LINCOLN CHSD 404	LINCOLN	\$2,173	09/16/2019
17-064-0020-26(20)	LEROY CUSD 2	LE ROY	\$4,296	09/17/2019
17-064-0020-26(30)	LEROY CUSD 2	LE ROY	\$8,647	09/03/2019
17-064-0030-26(20)	TRI VALLEY CUSD 3	DOWNS	\$3,588	09/16/2019
17-064-0040-26(20)	HEYWORTH CUSD 4	HEYWORTH	\$4,296	09/19/2019
17-064-0050-26(20)	MCLEAN COUNTY UD 5	NORMAL	\$4,650	09/17/2019
17-064-0050-26(30)	MCLEAN COUNTY UD 5	NORMAL	\$14,445	09/18/2019
17-064-0160-26(20)	OLYMPIA CUSD 16	STANFORD	\$5,054	09/17/2019
17-064-0160-26(30)	OLYMPIA CUSD 16	STANFORD	\$10,900	09/10/2019
17-064-0190-26(20)	RIDGEVIEW CUSD 19	COLFAX	\$2,881	09/17/2019
19-022-2030-26(21)	COMMUNITY UNIT DISTRICT 203	NAPERVILLE	\$2,123	09/19/2019
19-022-2040-26(21)	INDIAN PRAIRIE 204	AURORA	\$1,112	09/17/2019
20-024-0010-26(20)	EDWARDS COUNTY CUSD 1	ALBION	\$5,155	09/13/2019
20-030-0070-26(20)	GALLATIN CUSD 7	JUNCTION	\$3,538	09/16/2019
20-033-0100-26(20)	HAMILTON CNTY CUSD 10	MCLEANSBORO	\$4,599	09/18/2019
20-035-0010-26(20)	HARDIN CNTY CUD 1	ELIZABETHTOW	\$2,679	09/13/2019

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20-076-0010-26(20)	POPE COUNTY COMMUNITY UNIT	GOLCONDA	\$1,870	09/16/2019
20-076-0010-26(30)	POPE COUNTY COMMUNITY UNIT	GOLCONDA	\$8,205	09/03/2019
20-083-0030-26(20)	HARRISBURG CUSD 3	HARRISBURG	\$3,942	09/16/2019
20-083-0040-26(20)	ELDORADO CUSD 4	ELDORADO	\$5,054	09/24/2019
20-093-3480-26(20)	WABASH CUSD 348	MOUNT CARMEL	\$4,347	09/24/2019
20-096-1000-26(20)	WAYNE CITY CUSD 100	WAYNE CITY	\$3,791	09/16/2019
20-096-2000-26(20)	NORTH WAYNE CUSD 200	CISNE	\$4,802	09/19/2019
20-097-0050-26(20)	CARMI-WHITE COUNTY CUSD 5	CARMI	\$3,235	09/13/2019
21-028-1030-13(20)	BENTON CHSD 103	BENTON	\$809	09/16/2019
21-028-1740-26(20)	THOMPSONVILLE COMMUNITY UNIT	THOMPSONVILL	\$859	09/17/2019
21-044-0010-26(20)	GOREVILLE CUD 1	GOREVILLE	\$4,043	09/20/2019
21-044-1330-17(20)	VIENNA HSD 133	VIENNA	\$3,993	09/18/2019
21-061-0010-26(20)	MASSAC COUNTY UNIT SCHOOL DIST 1	METROPOLIS	\$3,386	09/17/2019
21-100-0020-26(20)	MARION CUSD 2	MARION	\$2,982	09/13/2019
21-100-0030-26(20)	COMMUNITY UNIT DISTRICT NO 3	MARION	\$2,830	09/18/2019
21-100-0030-26(30)	COMMUNITY UNIT DISTRICT NO 3	MARION	\$8,587	09/18/2019
24-032-1110-16(20)	COUNTY OF GRUNDY SD 111	CHANNAHON	\$1,718	09/25/2019
24-047-0180-16(20)	NEWARK CHSD 18	NEWARK	\$5,661	09/18/2019
26-029-0010-26(20)	ASTORIA CUSD 1	ASTORIA	\$3,134	09/13/2019
26-029-0020-26(20)	V I T UNIT SCHOOL DIST 2	TABLE GROVE	\$2,123	09/19/2019
26-029-0030-26(20)	FULTON COUNTY CUSD 3	CUBA	\$3,993	09/17/2019
26-029-0660-25(20)	CANTON UNION SD 66	CANTON	\$3,538	09/13/2019
26-029-0970-26(20)	LEWISTOWN SCHOOL DISTRICT 97	LEWISTOWN	\$2,022	09/16/2019
26-034-3070-16(20)	ILLINI WEST HSD 307	CARTHAGE	\$4,094	09/13/2019
26-034-3160-26(20)	COMMUNITY HS DISTRICT 316	WARSAW	\$3,690	09/17/2019
26-062-1030-26(20)	WEST PRAIRIE CUSD 103	COLCHESTER	\$5,661	09/19/2019
26-062-1850-26(20)	MACOMB CUSD 185	MACOMB	\$4,903	09/17/2019
26-085-0050-26(20)	SCHUYLER-INDUSTRY CUSD 5	RUSHVILLE	\$2,376	09/18/2019
28-006-3030-26(20)	LAMOILLE CUSD 303	LA MOILLE	\$2,477	09/24/2019
28-006-3400-26(20)	BUREAU VALLEY CUSD 340	MANLIUS	\$4,549	09/19/2019
28-037-2230-26(30)	ORION CUSD 223	ORION	\$10,951	09/10/2019
28-037-2250-26(20)	ALWOOD CUSD 225	WOODHULL	\$4,751	09/16/2019
28-037-2260-26(20)	ANNAWAN CUSD 226	ANNAWAN	\$4,903	09/16/2019
28-037-2270-26(20)	CAMBRIDGE CUSD 227	CAMBRIDGE	\$5,560	09/18/2019
28-037-2270-26(30)	CAMBRIDGE CUSD 227	CAMBRIDGE	\$6,901	09/18/2019
28-037-2300-26(20)	WETHERSFIELD CUSD 230	KEWANEE	\$4,043	09/17/2019
28-088-1000-26(20)	STARK COUNTY CUSD 100	WYOMING	\$2,982	09/13/2019
30-002-0050-26(20)	EGYPTIAN CUSD 5	TAMMS	\$2,780	09/16/2019
30-039-1760-26(20)	TRICO CUSD 176	CAMPBELL HILL	\$3,032	09/23/2019
30-039-1760-26(30)	TRICO CUSD 176	CAMPBELL HILL	\$9,705	09/10/2019
30-039-1960-26(20)	ELVERADO CUSD 196	ELKVILLE	\$1,921	09/17/2019
30-039-5400-51(00)	SOUTHERN ILL UNIV-CARBONDALE	CARBONDALE	\$11,149	09/26/2019
30-073-1010-16(20)	PINCKNEYVILLE CHSD 101	PINCKNEYVILLE	\$3,942	09/17/2019
30-073-1010-16(30)	PINCKNEYVILLE CHSD 101	PINCKNEYVILLE	\$7,860	09/10/2019
30-073-3000-26(20)	DU QUOIN COMMUNITY UNIT SD 300	DU QUOIN	\$4,296	09/19/2019
30-077-1000-26(20)	CENTURY CUSD 100	ULLIN	\$2,224	09/13/2019
30-077-1010-26(20)	MERIDIAN CUSD 101	MOUNDS	\$1,112	09/17/2019
30-077-1010-26(30)	MERIDIAN CUSD 101	MOUNDS	\$6,844	09/25/2019
30-091-0170-22(20)	COBDEN UNIT SCHOOL DISTRICT 17	COBDEN	\$1,718	09/19/2019

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30-091-0170-22(30)	COBDEN UNIT SCHOOL DISTRICT 17	COBDEN	\$7,729	09/18/2019
30-091-0840-26(20)	SHAWNEE CUSD 84	WOLF LAKE	\$3,235	09/17/2019
31-045-3010-26(20)	CENTRAL CUSD 301	BURLINGTON	\$4,700	09/19/2019
31-045-3020-26(20)	KANELAND CUSD 302	MAPLE PARK	\$4,599	09/13/2019
32-038-0040-26(20)	CENTRAL CUSD 4	ASHKUM	\$4,448	09/13/2019
32-038-0060-26(20)	CISSNA PARK CUSD 6	CISSNA PARK	\$5,206	09/19/2019
32-038-0060-26(30)	CISSNA PARK CUSD 6	CISSNA PARK	\$8,808	09/30/2019
32-038-0090-26(20)	IROQUOIS COUNTY CUSD 9	WATSEKA	\$4,144	09/17/2019
32-038-0090-26(30)	IROQUOIS COUNTY CUSD 9	WATSEKA	\$10,058	09/18/2019
32-038-0100-26(20)	IROQUOIS WEST CUSD 10	GILMAN	\$3,639	09/20/2019
32-046-0010-26(20)	MOMENCE COMM UNIT SCH DIST 1	MOMENCE	\$1,061	09/16/2019
32-046-0020-26(20)	HERSCHER CUSD 2	HERSCHER	\$3,690	09/27/2019
32-046-0050-26(20)	COUNTY OF KANKAKEE 5 MANTENO	MANTENO	\$2,679	09/24/2019
33-036-2350-26(20)	WEST CENTRAL CUSD 235	BIGGSVILLE	\$4,195	09/17/2019
33-048-2080-26(20)	R O W V A CUSD 208	ONEIDA	\$5,459	09/18/2019
33-048-2760-26(20)	ABINGDON-AVON CUSD 276	ABINGDON	\$2,679	09/18/2019
33-066-4040-26(20)	MERCER COUNTY SD 404	ALEDO	\$5,155	09/16/2019
33-094-2380-26(20)	MONMOUTH-ROSEVILLE CUSD 238	MONMOUTH	\$2,982	09/13/2019
33-094-2380-26(30)	MONMOUTH-ROSEVILLE CUSD 238	MONMOUTH	\$8,588	09/03/2019
33-094-3040-26(30)	UNITED CUSD 304	MONMOUTH	\$10,075	09/03/2019
35-050-0090-26(20)	EARLVILLE CUSD 9	EARLVILLE	\$4,094	09/17/2019
35-050-1400-17(20)	OTTAWA THSD 140	OTTAWA	\$3,033	09/16/2019
35-050-1600-17(20)	SENECA TWP HSD 160	SENECA	\$4,751	09/23/2019
35-050-1600-17(30)	SENECA TWP HSD 160	SENECA	\$42,372	09/19/2019
35-050-2800-17(20)	COUNTY OF LASALLE SD 280	MENDOTA	\$3,437	09/17/2019
35-059-0070-26(20)	MIDLAND CUSD 7	VARNA	\$5,155	09/16/2019
39-055-0010-26(20)	ARGENTA-OREANA CUSD 1	ARGENTA	\$5,000	09/23/2019
39-055-0020-26(20)	MAROA FORSYTH CUSD 2	FORSYTH	\$3,993	09/27/2019
39-055-0090-26(20)	SANGAMON VALLEY CUSD 9	NIANTIC	\$3,487	09/13/2019
39-055-0110-26(20)	WARRENSBURG-LATHAM CUSD 11	WARRENSBURG	\$5,000	09/19/2019
39-055-0110-26(30)	WARRENSBURG-LATHAM CUSD 11	WARRENSBURG	\$12,426	09/10/2019
39-055-0150-26(20)	MERIDIAN CUSD 15	MACON	\$5,000	09/12/2019
39-055-0150-26(30)	MERIDIAN CUSD 15	MACON	\$13,689	09/03/2019
39-074-0250-26(20)	MONTICELLO CU 25	MONTICELLO	\$3,892	09/19/2019
39-074-1000-26(20)	CERRO GORDO CUSD 100	CERRO GORDO	\$1,971	09/17/2019
40-007-0400-26(30)	CALHOUN CUSD 40	HARDIN	\$9,694	09/03/2019
40-031-0010-26(20)	CARROLLTON CUSD 1	CARROLLTON	\$5,206	09/18/2019
40-031-0030-26(20)	NORTH GREENE USD 3	WHITE HALL	\$1,971	09/17/2019
40-031-0100-26(20)	GREENFIELD CUSD 10	GREENFIELD	\$4,195	09/13/2019
40-042-1000-26(20)	JERSEY CUSD 100	JERSEYVILLE	\$2,224	09/18/2019
40-056-0010-26(20)	COUNTY OF MACOUPIN CUSD 1	CARLINVILLE	\$3,942	09/13/2019
40-056-0020-26(20)	NORTHWESTERN CUSD 2	PALMYRA	\$2,426	09/19/2019
40-056-0060-26(20)	STAUNTON CUSD 6	STAUNTON	\$4,347	09/23/2019
40-056-0070-26(20)	GILLESPIE CUSD 7	GILLESPIE	\$3,083	09/17/2019
40-056-0080-26(20)	BUNKER HILL CUSD 8	BUNKER HILL	\$2,173	09/13/2019
40-056-0340-26(20)	NORTH MAC CUSD 34	GIRARD	\$2,982	09/13/2019
41-057-0050-26(20)	HIGHLAND CUSD 5	HIGHLAND	\$4,043	09/17/2019
41-057-0050-26(30)	HIGHLAND CUSD 5	HIGHLAND	\$21,048	09/18/2019
41-057-0070-26(20)	EDWARDSVILLE SD 7	EDWARDSVILLE	\$4,094	09/19/2019

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41-057-0070-26(30)	EDWARDSVILLE SD 7	EDWARDSVILLE	\$6,705	09/11/2019
41-057-0110-26(20)	ALTON CUSD 11	ALTON	\$3,083	09/13/2019
44-063-0500-26(20)	HARVARD CUSD 50	HARVARD	\$2,325	09/16/2019
44-063-1540-16(20)	MARENGO CHSD 154	MARENGO	\$4,498	09/17/2019
45-067-0030-26(20)	VALMEYER CUSD 3	VALMEYER	\$4,599	09/13/2019
45-067-0040-26(20)	COLUMBIA CUSD 4	COLUMBIA	\$4,094	09/16/2019
45-067-0040-26(30)	COLUMBIA CUSD 4	COLUMBIA	\$13,488	09/20/2019
45-067-0050-26(20)	WATERLOO CUSD 5	WATERLOO	\$5,155	09/16/2019
45-079-1320-26(20)	RED BUD CUSD 132	RED BUD	\$3,690	09/19/2019
45-079-1380-26(20)	STEELEVILLE CUSD 138	STEELEVILLE	\$2,679	09/19/2019
45-079-1390-26(20)	CHESTER CUSD 139	CHESTER	\$5,000	09/13/2019
45-079-1400-26(20)	SPARTA CUSD 140	SPARTA	\$1,213	09/13/2019
47-052-2720-26(20)	AMBOY CUSD 272	AMBOY	\$4,700	09/11/2019
47-052-2750-26(20)	ASHTON-FRANKLIN CNTR CUSD 275	ASHTON	\$4,397	09/17/2019
47-071-2120-17(20)	ROCHELLE TWP HSD 212	ROCHELLE	\$3,942	09/13/2019
47-071-2120-17(30)	ROCHELLE TWP HSD 212	ROCHELLE	\$11,667	09/04/2019
47-071-2210-26(20)	FORRESTVILLE VALLEY CUSD 221	FORRESTON	\$3,386	09/19/2019
47-071-2260-26(20)	BYRON COMMUNITY UNIT SD 226	BYRON	\$3,993	09/20/2019
47-098-0030-26(20)	PROPHETSTOWN-LYNDON CUSD 3	PROPHETSTOW	\$2,325	09/20/2019
47-098-0030-26(30)	PROPHETSTOWN-LYNDON CUSD 3	PROPHETSTOW	\$14,008	09/18/2019
47-098-0060-26(20)	MORRISON COMMUNITY UNIT SD 6	MORRISON	\$1,567	09/13/2019
48-072-1500-25(20)	BOARD OF EDUCATION CITY OF	PEORIA	\$5,000	09/16/2019
48-072-2650-26(20)	FARMINGTON CENTRAL CUSD 265	FARMINGTON	\$3,589	09/18/2019
48-072-3090-26(20)	BRIMFIELD CUSD 309	BRIMFIELD	\$3,993	09/16/2019
48-072-3260-26(20)	PRINCEVILLE CUSD 326	PRINCEVILLE	\$3,538	09/19/2019
49-081-1000-26(20)	RIVERDALE CUSD 100	PORT BYRON	\$2,325	09/16/2019
49-081-2000-26(20)	SCHOOL DISTRICT 200 SHERRARD COM	SHERRARD	\$3,336	09/18/2019
49-081-3000-26(20)	ROCKRIDGE CUSD 300	TAYLOR RIDGE	\$5,105	09/17/2019
50-082-0190-26(20)	MASCOUTAH CUD 19	MASCOUTAH	\$3,083	09/13/2019
50-082-0400-26(20)	MARISSA CUSD 40	MARISSA	\$4,700	09/17/2019
50-082-0400-26(30)	MARISSA CUSD 40	MARISSA	\$9,950	09/04/2019
50-082-0600-26(20)	NEW ATHENS CUSD 60	NEW ATHENS	\$3,437	09/16/2019
50-082-1880-22(20)	BROOKLYN UD 188	LOVEJOY	\$1,314	09/25/2019
51-065-2020-26(20)	PORTA CUSD 202	PETERSBURG	\$3,184	09/13/2019
51-065-2130-26(20)	ATHENS CUSD 213	ATHENS	\$4,903	09/19/2019
51-084-0010-26(20)	TRI CITY CUSD 1	BUFFALO	\$2,072	09/13/2019
51-084-0010-26(30)	TRI CITY CUSD 1	BUFFALO	\$6,090	09/11/2019
51-084-0110-26(20)	PAWNEE COMM UNIT SCHOOL DIST	PAWNEE	\$2,477	09/13/2019
51-084-0150-26(30)	WILLIAMSVILLE CUSD 15	WILLIAMSVILLE	\$8,061	09/04/2019
51-084-0160-26(20)	COMMUNITY UNIT DISTRICT NO 16	NEW BERLIN	\$3,740	09/16/2019
51-084-7900-40(20)	CAPITAL AREA CAREER CENTER	SPRINGFIELD	\$1,263	09/13/2019
53-060-1260-26(20)	HAVANA CUSD 126	HAVANA	\$2,123	09/16/2019
53-060-1890-26(20)	ILLINI CENTRAL SCHOOL DIST 189	MASON CITY	\$3,538	09/18/2019
53-090-7030-26(20)	DELAVAN CUSD 703	DELAVAN	\$3,942	09/17/2019
53-102-0110-26(20)	EL PASO-GRIDLEY CUSD 11	EL PASO	\$3,639	09/13/2019
53-102-1400-26(20)	COUNTY OF WOODFORD-EUREKA	EUREKA	\$3,083	09/13/2019
54-092-0010-26(20)	BISMARCK CUSD 1	BISMARCK	\$5,000	09/13/2019
54-092-0040-26(20)	GEORGETOWN-RIDGE FARM CUSD 4	GEORGETOWN	\$3,134	09/24/2019
54-092-0110-26(20)	HOOPESTON AREA CUSD 11	HOOPESTON	\$3,841	09/17/2019

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54-092-2250-17(20)	ARMSTRONG TWP HSD 225	ARMSTRONG	\$3,487	09/23/2019
54-092-5120-26(20)	SALT FORK COMMUNITY UNIT	CATLIN	\$2,072	09/17/2019
56-000-0000-40(20)	WILCO AREA CAREER CENTER	ROMEOVILLE	\$2,780	09/13/2019
56-099-2050-17(20)	LOCKPORT TWP HSD 205	LOCKPORT	\$1,769	09/13/2019
			\$1,465,985	

Program: 2020 - 3270, Career & Technical Ed - Student Organization

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
64-108-5510-51(00)	DISTRIBUTIVE EDUCATION CLUBS	LOCKPORT	\$19,946	09/27/2019
			\$19,946	

Program: 2020 - 3695, Truants Alternative/Optional Ed.

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
41-057-0110-26(19)	ALTON CUSD 11	ALTON	\$70,350	09/03/2019
			\$70,350	

Program: 2020 - 3696, Regional Safe Schools

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
15-016-2990-25(00)	CITY OF CHICAGO SD 299	CHICAGO	\$997,690	09/03/2019
44-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION44	WOODSTOCK	\$156,281	09/23/2019
			\$1,153,971	

Program: 2020 - 3705, Early Childhood - Block Grant

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
04-101-1310-04(00)	KINNIKINNICK CCSD131	ROSCOE	\$135,000	09/11/2019
06-016-016P-00(PE)	PROVISO-LEYDEN COUNCIL	MAYWOOD	\$697,985	09/04/2019
06-016-0810-02(00)	SCHILLER PARK SD 81	SCHILLER PARK	\$437,463	09/04/2019
19-022-0930-04(PE)	COMMUNITY CONS SCHOOL DIST 93	BLOOMINGDALE	\$186,950	09/03/2019
20-083-0040-26(PE)	ELDORADO CUSD 4	ELDORADO	\$162,563	09/13/2019
31-045-076P-00(00)	EDU KARE INC	CARPENTERSVIL	\$134,027	09/03/2019
31-045-076P-00(PE)	EDU KARE INC	CARPENTERSVIL	\$347,700	09/03/2019
34-049-031P-00(EF)	ONE HOPE UNITED-NORTHERN REGION	LAKE VILLA	\$613,296	09/04/2019
39-055-0610-AA(00)	ROBERTSON CHARTER SCHOOL	DECATUR	\$123,600	09/11/2019
40-007-0400-26(01)	CALHOUN CUSD 40	HARDIN	\$290,700	09/09/2019
40-007-0400-26(PE)	CALHOUN CUSD 40	HARDIN	\$366,000	09/09/2019
50-082-088P-00(PE)	SMART START LEARNING CENTER INC	BELLEVILLE	\$316,978	09/09/2019
			\$3,812,262	

Program: 2020 - 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	09/03/2019
			\$50,000	

Program: 2020 - 3999, Other State Programs

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
11-018-0770-26(ER)	CUMBERLAND CUSD 77	TOLEDO	\$69,600	09/25/2019
26-062-1700-26(ER)	BUSHNELL PRAIRIE CITY CUSD 170	BUSHNELL	\$4,464	09/05/2019
44-000-0000-00(RS)	REGIONAL OFFICE OF EDUCATION44	WOODSTOCK	\$47,810	09/25/2019
			\$121,874	

Program: 2020 - 4107, Title V- Rural Education Initiative

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<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-075-0100-26(00)	PIKELAND CUSD 10	PITTSFIELD	\$24,051	09/11/2019
13-014-0460-02(00)	WILLOW GROVE SD 46	CENTRALIA	\$3,000	09/23/2019
13-058-5010-26(00)	SANDOVAL CUSD 501	SANDOVAL	\$8,747	09/11/2019
17-054-0270-02(00)	LINCOLN ESD 27	LINCOLN	\$21,496	09/13/2019
21-028-0470-04(00)	BENTON CCSD 47	BENTON	\$22,910	09/13/2019
26-034-3370-26(00)	SOUTHEASTERN CUSD 337	AUGUSTA	\$8,946	09/13/2019
30-002-0010-22(00)	CAIRO SD 1	CAIRO	\$6,582	09/19/2019
30-073-3000-26(00)	DU QUOIN COMMUNITY UNIT SD 300	DU QUOIN	\$26,969	09/26/2019
30-091-0370-04(00)	ANNA SD 37	ANNA	\$13,166	09/03/2019
30-091-0810-16(00)	ANNA JONESBORO CHSD 81	ANNA	\$9,859	09/19/2019
32-038-0090-26(00)	IROQUOIS COUNTY CUSD 9	WATSEKA	\$17,763	09/12/2019
33-048-2050-26(00)	GALESBURG CUSD 205	GALESBURG	\$79,827	09/30/2019
40-056-0020-26(00)	NORTHWESTERN CUSD 2	PALMYRA	\$7,118	09/03/2019
40-056-0070-26(00)	GILLESPIE CUSD 7	GILLESPIE	\$23,063	09/11/2019
53-060-1260-26(00)	HAVANA CUSD 126	HAVANA	\$16,333	09/13/2019
54-092-0110-26(00)	HOOPESTON AREA CUSD 11	HOOPESTON	\$22,617	09/25/2019
			\$312,447	

Program: 2020 - 4300, Title I - Low Income

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-009-0640-26(00)	VIRGINIA CUSD 64	VIRGINIA	\$54,833	09/16/2019
01-086-0020-26(00)	SCOTT-MORGAN CUSD 2	BLUFFS	\$65,094	09/20/2019
03-003-0010-26(00)	MULBERRY GROVE CUSD 1	MULBERRY GRO	\$121,578	09/16/2019
03-011-0010-26(00)	MORRISONVILLE CUSD 1	MORRISONVILLE	\$35,462	09/05/2019
03-011-0140-24(00)	SOUTH FORK SD 14	KINCAID	\$125,115	09/13/2019
03-068-0220-26(00)	NOKOMIS CUSD 22	NOKOMIS	\$183,103	09/16/2019
04-101-3200-26(00)	COUNTY OF WINNEBAGO SD 320	SOUTH BELOIT	\$359,277	09/16/2019
05-016-0230-02(00)	PROSPECT HEIGHTS SD 23	PROSPECT HTS	\$128,765	09/06/2019
05-016-0290-02(00)	SUNSET RIDGE SD 29	NORTHFIELD	\$59,550	09/16/2019
06-016-0830-02(00)	COOK CNTY BD EDUCATION 083	FRANKLIN PARK	\$577,693	09/26/2019
06-016-0860-02(00)	UNION RIDGE SD 86	HARWOOD HEI	\$125,178	09/24/2019
07-016-1260-02(00)	ALSIP-HAZLGRN-OAKLWN SD 126	ALSIP	\$329,798	09/05/2019
07-016-1275-02(00)	CHICAGO RIDGE SD 1275	CHICAGO RIDGE	\$700,524	09/17/2019
07-016-1320-02(00)	CALUMET PUBLIC SD 132	CALUMET PARK	\$643,978	09/16/2019
07-016-1500-02(00)	SOUTH HOLLAND SCHOOL DIST 150	SOUTH HOLLAN	\$289,366	09/05/2019
07-016-1560-02(00)	COOK COUNTY SD 156	CALUMET CITY	\$520,083	09/13/2019
07-016-1690-02(00)	FORD HEIGHTS SD 169	FORD HEIGHTS	\$643,607	09/25/2019
07-016-9010-90(00)	SOUTHLAND COLLEGE PREP	RIGHTON PARK	\$125,424	09/05/2019
08-008-3990-26(00)	CHADWICK-MILLEDGEVILLE CUSD 399	CHADWICK	\$44,896	09/16/2019
08-043-2100-26(00)	RIVER RIDGE CUSD 210	HANOVER	\$70,613	09/16/2019
11-015-0010-26(00)	CHARLESTON CUSD 1	CHARLESTON	\$627,883	09/26/2019
11-018-0770-26(00)	CUMBERLAND CUSD 77	TOLEDO	\$186,259	09/30/2019
12-013-0250-26(00)	NORTH CLAY CUSD 25	LOUISVILLE	\$165,200	09/13/2019
13-014-0710-16(00)	CENTRAL COMM HIGH SCHL DIST 71	BREESE	\$63,194	09/06/2019
13-014-1415-02(00)	ST ROSE SD 14-15	BREESE	\$12,994	09/05/2019
13-014-1860-02(00)	NORTH WAMAC SD 186	CENTRALIA	\$60,445	09/16/2019
13-041-0030-04(00)	FIELD CCSD 3	TEXICO	\$68,047	09/05/2019
13-041-2090-27(00)	WOODLAWN UNIT SCHL DSTRCT209	WOODLAWN	\$98,954	09/13/2019

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13-041-3180-27(00)	BLUFORD UNIT SCHOOL DSTRCT 318	BLUFORD	\$120,088	09/27/2019
13-058-0020-03(00)	KELL CSD 2	KELL	\$40,268	09/13/2019
13-058-1000-26(00)	PATOKA CUSD 100	PATOKA	\$73,414	09/16/2019
13-058-6000-16(00)	SALEM COM HIGH SCHOOL DIST 600	SALEM	\$173,327	09/16/2019
13-095-0100-26(00)	WEST WASHINGTON CCUSD 10	OKAWVILLE	\$65,907	09/26/2019
16-019-4290-26(00)	HINCKLEY BIG ROCK CUSD 429	HINCKLEY	\$165,646	09/16/2019
17-053-0050-26(00)	WOODLAND CUSD 5	STREATOR	\$100,284	09/05/2019
17-053-0740-27(00)	FLANAGAN-CORNELL UNIT DIST 74	FLANAGAN	\$67,961	09/25/2019
17-054-0920-04(00)	WEST LINCOLN-BROADWELL ESD 92	LINCOLN	\$35,121	09/06/2019
19-022-0480-02(00)	SALT CREEK SD 48	VILLA PARK	\$70,345	09/03/2019
19-022-0630-02(00)	COUNTY OF DUPAGE	DARIEN	\$71,856	09/16/2019
19-022-1800-04(00)	COMM CONS SCH DIST 180	BURR RIDGE	\$311,859	09/06/2019
20-024-0010-26(00)	EDWARDS COUNTY CUSD 1	ALBION	\$147,360	09/14/2019
26-034-3270-04(00)	DALLAS ELEMENTARY SCHOOL	DALLAS CITY	\$84,090	09/12/2019
26-062-1030-26(00)	WEST PRAIRIE CUSD 103	COLCHESTER	\$170,271	09/12/2019
28-037-2230-26(00)	ORION CUSD 223	ORION	\$63,246	09/27/2019
28-037-2270-26(00)	CAMBRIDGE CUSD 227	CAMBRIDGE	\$59,714	09/13/2019
28-037-2280-26(00)	GENESEO CUSD 228	GENESEO	\$191,213	09/05/2019
30-073-3000-26(00)	DU QUOIN COMMUNITY UNIT SD 300	DU QUOIN	\$447,195	09/16/2019
30-091-0170-22(00)	COBDEN UNIT SCHOOL DISTRICT 17	COBDEN	\$138,121	09/13/2019
30-091-0370-04(00)	ANNA SD 37	ANNA	\$339,761	09/16/2019
32-038-1240-26(00)	MILFORD AREA PUBLIC SCHOOL	MILFORD	\$213,840	09/16/2019
32-046-0530-02(00)	BOURBONNAIS ESD 53	BOURBONNAIS	\$533,999	09/30/2019
32-046-0610-02(00)	BRADLEY SD 61	BRADLEY	\$475,671	09/23/2019
32-046-3020-16(00)	ST ANNE CHSD 302	SAINT ANNE	\$82,768	09/06/2019
33-048-2080-26(00)	R O W V A CUSD 208	ONEIDA	\$60,335	09/12/2019
35-050-1400-17(00)	OTTAWA THSD 140	OTTAWA	\$329,914	09/16/2019
35-050-1410-02(00)	OTTAWA ESD 141	OTTAWA	\$700,938	09/30/2019
35-050-1850-04(00)	COUNTY OF LASALLE	UTICA	\$36,486	09/16/2019
35-050-1950-04(00)	WALLACE CCSD 195	OTTAWA	\$35,992	09/24/2019
35-059-0070-26(00)	MIDLAND CUSD 7	VARNA	\$124,869	09/05/2019
39-055-0010-26(00)	ARGENTA-OREANA CUSD 1	ARGENTA	\$63,148	09/16/2019
39-074-0250-26(00)	MONTICELLO CU 25	MONTICELLO	\$114,937	09/13/2019
40-007-0420-26(00)	BRUSSELS CUSD 42	BRUSSELS	\$38,476	09/06/2019
40-056-0010-26(00)	COUNTY OF MACOUPIN CUSD 1	CARLINVILLE	\$327,548	09/27/2019
41-057-0140-16(00)	EAST ALTON-WOOD RIVER CHSD 14	WOOD RIVER	\$167,463	09/06/2019
44-063-0120-26(00)	JOHNSBURG CUSD 12	JOHNSBURG	\$102,680	09/25/2019
44-063-0260-04(00)	CARY CCSD 26	CARY	\$274,754	09/16/2019
45-079-1380-26(00)	STEELEVILLE CUSD 138	STEELEVILLE	\$65,750	09/16/2019
45-079-1390-26(00)	CHESTER CUSD 139	CHESTER	\$259,384	09/16/2019
47-098-1450-04(00)	MONTMORENCY CCSD 145	ROCK FALLS	\$84,493	09/03/2019
48-072-0630-02(00)	NORWOOD ELEM SD 63	PEORIA	\$100,253	09/06/2019
48-072-3160-04(00)	LIMESTONE WALTERS CCSD 316	PEORIA	\$2,730	09/13/2019
48-072-3220-26(00)	ELMWOOD CUSD 322	ELMWOOD	\$58,958	09/05/2019
48-072-3230-26(00)	DUNLAP CUSD 323	PEORIA	\$310,116	09/20/2019
50-082-0300-03(00)	ST LIBORY CSD 30	SAINT LIBORY	\$27,453	09/13/2019
53-090-0860-02(00)	EAST PEORIA SD 86	EAST PEORIA	\$324,328	09/03/2019
53-090-1370-02(00)	SOUTH PEKIN SD 137	SOUTH PEKIN	\$92,987	09/12/2019
53-090-7020-26(00)	TREMONT CUD 702	TREMONT	\$36,403	09/12/2019

**ILLINOIS STATE BOARD OF EDUCATION
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100 NORTH FIRST STREET, SPRINGFIELD, IL 62777**

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54-092-0020-26(00)	WESTVILLE CUSD 2	WESTVILLE	\$465,555	09/30/2019
56-099-0840-02(00)	ROCKDALE SCHOOL DISTRICT 84	ROCKDALE	\$91,736	09/16/2019
56-099-0880-02(00)	COUNTY OF WILL SCHOOL DIST 88	CREST HILL	\$124,320	09/16/2019
56-099-2100-16(00)	LINCOLN WAY CHSD 210	NEW LENOX	\$152,939	09/03/2019
56-099-255U-26(00)	REED CUSTER CUSD 255U	BRAIDWOOD	\$229,650	09/05/2019
			\$15,534,833	

Program: 2020 - 4305, Title I - Low Income - Neglected Priv.

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
41-057-0110-26(00)	ALTON CUSD 11	ALTON	\$9,632	09/18/2019
			\$9,632	

Program: 2020 - 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>
15-016-2990-25(00)	CITY OF CHICAGO SD 299	CHICAGO	\$898,329	09/13/2019
			\$898,329	

Program: 2020 - 4315, Title I - N/D Juvenile and Adult Corrections

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
60-105-4280-30(JC)	JUVENILE JUSTICE DEPT OF	SPRINGFIELD	\$445,810	09/11/2019
			\$445,810	

Program: 2020 - 4331, Title I - School Improvement & Accountability

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-0040-26(20)	MENDON CUSD 4	MENDON	\$30,000	09/20/2019
01-086-0010-26(20)	COMMUNITY UNIT SCHOOL DISTRICT 1	WINCHESTER	\$30,000	09/24/2019
03-026-2030-26(20)	VANDALIA CUSD 203	VANDALIA	\$30,000	09/20/2019
04-101-1220-22(20)	HARLEM CONSOLIDATED SD 122	MACHESNEY PA	\$53,694	09/24/2019
09-010-0040-26(20)	CHAMPAIGN CUSD 4	CHAMPAIGN	\$182,722	09/24/2019
09-010-1370-02(20)	RANTOUL CITY SD 137	RANTOUL	\$220,000	09/20/2019
12-013-0350-26(20)	FLORA CUSD 35	FLORA	\$100,000	09/20/2019
17-053-0050-26(20)	WOODLAND CUSD 5	STREATOR	\$30,000	09/20/2019
20-030-0070-26(20)	GALLATIN CUSD 7	JUNCTION	\$30,000	09/24/2019
20-093-3480-26(20)	WABASH CUSD 348	MOUNT CARMEL	\$30,000	09/20/2019
32-046-2560-04(20)	ST ANNE CCSD 256	ST ANNE	\$30,000	09/24/2019
35-050-1220-02(20)	LASALLE ESD 122	LA SALLE	\$33,262	09/20/2019
39-055-0020-26(20)	MAROA FORSYTH CUSD 2	FORSYTH	\$30,000	09/20/2019
41-057-0150-03(20)	WOOD RIVER-HARTFORD ESD 15	WOOD RIVER	\$30,000	09/20/2019
45-079-1400-26(20)	SPARTA CUSD 140	SPARTA	\$39,835	09/24/2019
56-099-365U-26(20)	VALLEY VIEW CUSD 365U	ROMEDEVILLE	\$64,291	09/20/2019
			\$963,804	

Program: 2020 - 4339, School Improvement Grant (Section 1003g)

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
04-101-2050-25(16)	SCHOOL DIST 205 BOARD OF	ROCKFORD	\$853,037	09/23/2019
13-058-5010-26(16)	SANDOVAL CUSD 501	SANDOVAL	\$760,000	09/25/2019
50-082-1890-22(16)	BOARD OF EDUCATION SD 189	EAST ST LOUIS	\$875,000	09/23/2019
			\$2,488,037	

Program: 2020 - 4400, Title IVA Student Support & Academic Enrich

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
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**ILLINOIS STATE BOARD OF EDUCATION
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Thru Date:(09/01/2019-09/30/2019)

01-009-0640-26(00)	VIRGINIA CUSD 64	VIRGINIA	\$8,000	09/16/2019
01-086-0020-26(00)	SCOTT-MORGAN CUSD 2	BLUFFS	\$10,000	09/20/2019
03-003-0010-26(00)	MULBERRY GROVE CUSD 1	MULBERRY GRO	\$11,613	09/16/2019
03-011-0140-24(00)	SOUTH FORK SD 14	KINCAID	\$2,000	09/13/2019
03-068-0220-26(00)	NOKOMIS CUSD 22	NOKOMIS	\$12,294	09/16/2019
04-101-3200-26(00)	COUNTY OF WINNEBAGO SD 320	SOUTH BELOIT	\$22,985	09/16/2019
05-016-0230-02(00)	PROSPECT HEIGHTS SD 23	PROSPECT HTS	\$10,000	09/06/2019
05-016-0290-02(00)	SUNSET RIDGE SD 29	NORTHFIELD	\$10,000	09/16/2019
06-016-0830-02(00)	COOK CNTY BD EDUCATION 083	FRANKLIN PARK	\$31,600	09/26/2019
06-016-2090-17(00)	PROVISO TWP HSD 209	FOREST PARK	\$103,701	09/13/2019
07-016-1320-02(00)	CALUMET PUBLIC SD 132	CALUMET PARK	\$43,239	09/16/2019
07-016-1500-02(00)	SOUTH HOLLAND SCHOOL DIST 150	SOUTH HOLLAN	\$19,429	09/05/2019
07-016-1560-02(00)	COOK COUNTY SD 156	CALUMET CITY	\$34,920	09/13/2019
07-016-1690-02(00)	FORD HEIGHTS SD 169	FORD HEIGHTS	\$45,083	09/25/2019
07-016-9010-90(00)	SOUTHLAND COLLEGE PREP	RIGHTON PARK	\$10,000	09/05/2019
08-008-3990-26(00)	CHADWICK-MILLEDGEVILLE CUSD 399	CHADWICK	\$10,526	09/16/2019
08-043-2100-26(00)	RIVER RIDGE CUSD 210	HANOVER	\$10,000	09/16/2019
11-015-0010-26(00)	CHARLESTON CUSD 1	CHARLESTON	\$42,158	09/26/2019
11-018-0770-26(00)	CUMBERLAND CUSD 77	TOLEDO	\$12,319	09/30/2019
12-013-0250-26(00)	NORTH CLAY CUSD 25	LOUISVILLE	\$11,222	09/13/2019
13-014-0710-16(00)	CENTRAL COMM HIGH SCHL DIST 71	BREESE	\$4,210	09/06/2019
13-014-1415-02(00)	ST ROSE SD 14-15	BREESE	\$14,166	09/05/2019
13-014-1860-02(00)	NORTH WAMAC SD 186	CENTRALIA	\$10,000	09/16/2019
13-041-2090-27(00)	WOODLAWN UNIT SCHL DSTRCT209	WOODLAWN	\$1,100	09/13/2019
13-058-1000-26(00)	PATOKA CUSD 100	PATOKA	\$20,000	09/16/2019
16-019-4290-26(00)	HINCKLEY BIG ROCK CUSD 429	HINCKLEY	\$10,000	09/16/2019
19-022-0630-02(00)	COUNTY OF DUPAGE	DARIEN	\$10,000	09/16/2019
20-024-0010-26(00)	EDWARDS COUNTY CUSD 1	ALBION	\$29,442	09/14/2019
26-062-1030-26(00)	WEST PRAIRIE CUSD 103	COLCHESTER	\$11,433	09/12/2019
28-037-2280-26(00)	GENESEO CUSD 228	GENESEO	\$12,839	09/05/2019
30-073-3000-26(00)	DU QUOIN COMMUNITY UNIT SD 300	DU QUOIN	\$29,931	09/16/2019
30-091-0170-22(00)	COBDEN UNIT SCHOOL DISTRICT 17	COBDEN	\$10,450	09/13/2019
30-091-0370-04(00)	ANNA SD 37	ANNA	\$145	09/16/2019
32-046-0530-02(00)	BOURBONNAIS ESD 53	BOURBONNAIS	\$36,886	09/30/2019
32-046-3020-16(00)	ST ANNE CHSD 302	SAINT ANNE	\$10,000	09/06/2019
33-048-2080-26(00)	R O W V A CUSD 208	ONEIDA	\$10,175	09/12/2019
35-050-0440-02(00)	STREATOR ELEMENTARY SD 44	STREATOR	\$28,856	09/06/2019
35-050-1410-02(00)	OTTAWA ESD 141	OTTAWA	\$493	09/30/2019
39-055-0110-26(00)	WARRENSBURG-LATHAM CUSD 11	WARRENSBURG	\$10,609	09/06/2019
40-007-0420-26(00)	BRUSSELS CUSD 42	BRUSSELS	\$20,000	09/06/2019
40-056-0010-26(00)	COUNTY OF MACOUPIN CUSD 1	CARLINVILLE	\$14,670	09/27/2019
44-063-0120-26(00)	JOHNSBURG CUSD 12	JOHNSBURG	\$19,019	09/25/2019
44-063-0260-04(00)	CARY CCSD 26	CARY	\$18,448	09/16/2019
47-098-1450-04(00)	MONTMORENCY CCSD 145	ROCK FALLS	\$10,000	09/03/2019
48-072-3220-26(00)	ELMWOOD CUSD 322	ELMWOOD	\$10,000	09/05/2019
50-082-0300-03(00)	ST LIBORY CSD 30	SAINT LIBORY	\$11,526	09/13/2019
50-082-1870-26(00)	CAHOKIA CUSD 187	CAHOKIA	\$203,866	09/16/2019
56-099-0840-02(00)	ROCKDALE SCHOOL DISTRICT 84	ROCKDALE	\$10,033	09/16/2019
56-099-0880-02(00)	COUNTY OF WILL SCHOOL DIST 88	CREST HILL	\$10,000	09/16/2019

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56-099-207U-26(00)	PEOTONE CUSD 207U	PEOTONE	\$13,607	09/26/2019
			\$1,062,993	

Program: 2020 - 4421, Title IV - 21st Century Comm Learning Centers

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
04-101-2050-25(25)	SCHOOL DIST 205 BOARD OF	ROCKFORD	\$540,000	09/03/2019
08-089-025P-00(15)	BOYS & GIRLS CLUB OF FREEPORT	FREEPORT	\$215,192	09/30/2019
15-016-573P-00(13)	BOYS AND GIRLS CLUBS OF CHICAGO	CHICAGO	\$283,500	09/12/2019
15-016-573P-00(15)	BOYS AND GIRLS CLUBS OF CHICAGO	CHICAGO	\$405,000	09/10/2019
15-016-573P-00(31)	BOYS AND GIRLS CLUBS OF CHICAGO	CHICAGO	\$300,000	09/10/2019
31-045-1310-22(15)	SCHOOL DIST 131 KANE CO	AURORA	\$540,000	09/18/2019
31-045-1310-22(25)	SCHOOL DIST 131 KANE CO	AURORA	\$540,000	09/20/2019
41-057-0030-26(13)	VENICE CUSD 3	VENICE	\$149,956	09/10/2019
51-084-063P-00(25)	SPRINGFIELD URBAN LEAGUE	SPRINGFIELD	\$540,000	09/27/2019
51-084-071P-00(15)	BOYS & GIRLS CLUB OF SPRINGFIELD	SPRINGFIELD	\$480,899	09/05/2019
51-084-071P-00(25)	BOYS & GIRLS CLUB OF SPRINGFIELD	SPRINGFIELD	\$476,931	09/05/2019
65-108-5520-51(13)	FAMILY FOCUS	CHICAGO	\$300,000	09/06/2019
65-108-5520-51(15)	FAMILY FOCUS	CHICAGO	\$540,000	09/27/2019
65-108-5520-51(31)	FAMILY FOCUS	CHICAGO	\$213,000	09/06/2019
65-108-9765-51(19)	PROJECT SUCCESS OF VERMILION	DANVILLE	\$390,000	09/04/2019
65-108-9765-51(29)	PROJECT SUCCESS OF VERMILION	DANVILLE	\$450,000	09/06/2019
			\$6,364,478	

Program: 2020 - 4600, Fed. - Sp. Ed. - Pre-School Flow Through

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-0010-26(00)	COMMUNITY UNIT SCH DIST NO 1	PAYSON	\$6,647	09/30/2019
04-101-1220-22(00)	HARLEM CONSOLIDATED SD 122	MACHESNEY PA	\$64,735	09/11/2019
05-016-0380-02(00)	KENILWORTH SD 38	KENILWORTH	\$1,062	09/18/2019
05-016-8070-60(00)	NILES TWP DISTRICT FOR SPEC EDUC	MORTON GROVE	\$78,716	09/04/2019
06-016-0920-02(00)	LINDOP SD 92	BROADVIEW	\$4,312	09/12/2019
06-016-0940-02(00)	KOMAREK SD 94	NORTH RIVERSI	\$4,331	09/20/2019
06-016-0970-02(00)	OAK PARK SD 97	OAK PARK	\$88,474	09/11/2019
06-016-1000-02(00)	BOARD OF EDUCATION SD 100	BERWYN	\$41,485	09/03/2019
06-016-1030-02(00)	LYONS SD 103	LYONS	\$22,096	09/03/2019
06-016-1070-02(00)	PLEASANTDALE SD 107	BURR RIDGE	\$6,737	09/12/2019
07-016-1500-61(00)	EX CHILDREN HAVE OPPOR	SOUTH HOLLAN	\$175,472	09/04/2019
07-016-8020-60(00)	SPEC EDUC COOP S COOK CO SP	CHICAGO HEIGH	\$228,712	09/06/2019
08-043-1190-22(00)	EAST DUBUQUE CUSD 119	EAST DUBUQUE	\$12,222	09/03/2019
09-010-1370-02(00)	RANTOUL CITY SD 137	RANTOUL	\$37,948	09/19/2019
15-016-9000-90(00)	HORIZON SCIENCE ACAD-MCKINLEY PK	CHICAGO	\$1,822	09/17/2019
17-053-0000-61(00)	LIVINGSTON CO SPEC SERVICES	FLANAGAN	\$66,228	09/20/2019
19-022-0530-02(00)	BUTLER SD 53	OAK BROOK	\$4,308	09/18/2019
19-022-0610-02(00)	DARIEN SD 61	DARIEN	\$13,364	09/13/2019
21-061-0010-26(00)	MASSAC COUNTY UNIT SCHOOL DIST 1	METROPOLIS	\$40,333	09/23/2019
24-047-3080-26(00)	COMMUNITY UNIT SCHOOL DIST 308	OSWEGO	\$53,651	09/13/2019
34-049-0600-26(00)	COMMUNITY UNIT SCHOOL DIST 60	WAUKEGAN	\$82,887	09/19/2019
34-049-2200-26(00)	COMMUNITY UNIT SCH DIST 220	BARRINGTON	\$50,772	09/23/2019
35-050-0010-26(00)	LELAND CUSD 1	LELAND	\$4,033	09/20/2019
35-050-0820-04(00)	DEER PARK CCSD 82	OTTAWA	\$485	09/19/2019
35-050-1700-04(00)	SENECA CCSD 170	SENECA	\$10,848	09/06/2019

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35-050-1850-04(00)	COUNTY OF LASALLE	UTICA	\$2,256	09/23/2019
44-063-0460-03(00)	PRAIRIE GROVE CSD 46	CRYSTAL LAKE	\$8,429	09/26/2019
48-072-0000-61(00)	SPEC EDUC ASSOC OF PEORIA CO	BARTONVILLE	\$129,519	09/13/2019
50-082-1810-02(00)	SIGNAL HILL SD 181	BELLEVILLE	\$4,790	09/25/2019
51-084-003A-26(00)	ROCHESTER CUSD 3A	ROCHESTER	\$6,500	09/04/2019
51-084-0050-26(00)	BALL CHATHAM CUSD 5	CHATHAM	\$33,247	09/26/2019
53-102-0010-04(00)	METAMORA COMMUNITY GRADE SD 1	METAMORA	\$14,149	09/09/2019
54-092-1180-24(00)	DANVILLE CCSD 118	DANVILLE	\$129,156	09/26/2019
56-099-030C-61(00)	S WILL CO COOP FOR SPEC ED	JOLIET	\$72,869	09/05/2019
			\$1,502,595	

Program: 2020 - 4620, Fed. - Sp. Ed. - I.D.E.A. - Flow Through

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-0010-26(00)	COMMUNITY UNIT SCH DIST NO 1	PAYSON	\$131,332	09/30/2019
05-016-0380-02(00)	KENILWORTH SD 38	KENILWORTH	\$94,837	09/18/2019
06-016-0920-02(00)	LINDOP SD 92	BROADVIEW	\$107,815	09/12/2019
06-016-0940-02(00)	KOMAREK SD 94	NORTH RIVERSI	\$95,591	09/20/2019
06-016-1030-02(00)	LYONS SD 103	LYONS	\$536,153	09/03/2019
06-016-1070-02(00)	PLEASANTDALE SD 107	BURR RIDGE	\$155,953	09/12/2019
06-016-2040-17(00)	LYONS TWP HSD 204	LA GRANGE	\$749,168	09/05/2019
08-043-1190-22(00)	EAST DUBUQUE CUSD 119	EAST DUBUQUE	\$168,704	09/03/2019
09-010-1370-02(00)	RANTOUL CITY SD 137	RANTOUL	\$675,506	09/19/2019
15-016-9000-90(00)	HORIZON SCIENCE ACAD-MCKINLEY PK	CHICAGO	\$153,663	09/17/2019
16-019-4320-26(00)	SOMONAUK CUSD 432	SOMONAUK	\$162,854	09/20/2019
17-054-4040-16(00)	LINCOLN CHSD 404	LINCOLN	\$169,548	09/19/2019
19-022-0530-02(00)	BUTLER SD 53	OAK BROOK	\$98,388	09/18/2019
19-022-0610-02(00)	DARIEN SD 61	DARIEN	\$364,609	09/12/2019
21-061-0010-26(00)	MASSAC COUNTY UNIT SCHOOL DIST 1	METROPOLIS	\$520,130	09/23/2019
34-049-0600-26(EI)	COMMUNITY UNIT SCHOOL DIST 60	WAUKEGAN	\$561,722	09/19/2019
34-049-2200-26(EI)	COMMUNITY UNIT SCH DIST 220	BARRINGTON	\$60,812	09/23/2019
35-050-0010-26(00)	LELAND CUSD 1	LELAND	\$95,198	09/20/2019
35-050-0790-04(00)	SCHOOL DISTRICT 79	TONICA	\$41,542	09/30/2019
35-050-0820-04(00)	DEER PARK CCSD 82	OTTAWA	\$20,383	09/19/2019
35-050-1700-04(00)	SENECA CCSD 170	SENECA	\$129,932	09/06/2019
35-050-1850-04(00)	COUNTY OF LASALLE	UTICA	\$70,776	09/23/2019
44-063-0460-03(00)	PRAIRIE GROVE CSD 46	CRYSTAL LAKE	\$170,689	09/26/2019
50-082-1810-02(00)	SIGNAL HILL SD 181	BELLEVILLE	\$123,388	09/25/2019
51-084-003A-26(00)	ROCHESTER CUSD 3A	ROCHESTER	\$435,641	09/04/2019
51-084-0050-26(00)	BALL CHATHAM CUSD 5	CHATHAM	\$897,985	09/26/2019
53-102-0010-04(00)	METAMORA COMMUNITY GRADE SD 1	METAMORA	\$184,338	09/09/2019
			\$6,976,657	

Program: 2020 - 4630, Fed. - Sp. Ed. - I.D.E.A. - Discretionary

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
06-016-278P-00(EN)	UNITED CEREBRAL PALSY SEGUIN	CICERO	\$400,000	09/24/2019
06-016-278P-00(TA)	UNITED CEREBRAL PALSY SEGUIN	CICERO	\$300,000	09/24/2019
17-064-5450-51(LA)	ILLINOIS STATE UNIVERSITY	NORMAL	\$185,000	09/24/2019
65-108-1485-51(LE)	ILLINOIS ASSISTIVE TECHNOLOGY	SPRINGFIELD	\$887,426	09/24/2019
65-108-8265-51(RC)	CENTER ON DEAFNESS	NORTHBROOK	\$650,000	09/24/2019

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\$2,422,426

Program: 2020 - 4720, CTE - Perkins - State Leadership

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
17-064-5450-51(00)	ILLINOIS STATE UNIVERSITY	NORMAL	\$635,000	09/10/2019
			\$635,000	

Program: 2020 - 4745, CTE - Perkins - Secondary

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
13-000-0000-47(00)	REND LAKE REG DEL SYSTEM-EFE	MT VERNON	\$99,369	09/05/2019
			\$99,369	

Program: 2020 - 4909, Title III - Lang Inst Prog-Limited Eng LIPLEP

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-009-0150-26(00)	BEARDSTOWN CUSD 15	BEARDSTOWN	\$75,500	09/04/2019
05-016-0250-02(00)	ARLINGTON HEIGHTS SD 25	ARLINGTON HTS	\$65,900	09/16/2019
05-016-0260-02(00)	RIVER TRAILS SD 26	MOUNT PROSPE	\$36,000	09/20/2019
05-016-0390-02(00)	WILMETTE SD 39	WILMETTE	\$18,100	09/24/2019
05-016-0570-02(00)	MT PROSPECT PUBLIC SCH DIST 57	MOUNT PROSPE	\$17,400	09/24/2019
05-016-0590-04(00)	COMMUNITY CONSOLIDATED SD 59	ELK GROVE VLG	\$278,900	09/09/2019
05-016-0620-04(00)	COMMUNITY CONS SCH DIST 62	DES PLAINES	\$155,400	09/30/2019
05-016-0650-04(00)	EVANSTON C C SCHOOL DIST 65	EVANSTON	\$116,100	09/06/2019
05-016-0680-02(00)	SKOKIE SD 68	SKOKIE	\$44,900	09/30/2019
05-016-0690-02(00)	SKOKIE SD 69	SKOKIE	\$60,400	09/05/2019
05-016-0700-02(00)	MORTON GROVE SD 70	MORTON GROVE	\$17,400	09/20/2019
05-016-0735-02(00)	SKOKIE SD 73-5	SKOKIE	\$20,900	09/19/2019
05-016-0740-02(00)	SCHOOL DIST 74	LINCOLNWOOD	\$23,000	09/16/2019
05-016-2020-17(00)	EVANSTON TWP H S DIST 202	EVANSTON	\$18,100	09/23/2019
05-016-2070-17(00)	MAINE TWP HSD 207	PARK RIDGE	\$49,800	09/09/2019
05-016-2110-17(00)	TOWNSHIP HSD 211	PALATINE	\$74,500	09/13/2019
05-016-2190-17(00)	NILES TWP HSD 219	SKOKIE	\$36,500	09/09/2019
06-016-0810-02(00)	SCHILLER PARK SD 81	SCHILLER PARK	\$36,900	09/13/2019
06-016-0845-02(00)	RHODES SD 84-5	RIVER GROVE	\$27,200	09/23/2019
06-016-0855-02(00)	RIVER GROVE SD 85-5	RIVER GROVE	\$17,600	09/13/2019
06-016-0860-02(00)	UNION RIDGE SD 86	HARWOOD HEI	\$24,500	09/04/2019
06-016-0870-02(00)	BERKELEY SD 87	BERKELEY	\$87,100	09/24/2019
06-016-0990-02(00)	COUNTY OF COOK SD 99	CICERO	\$657,900	09/17/2019
06-016-1050-02(00)	LA GRANGE SD 105	LAGRANGE	\$21,100	09/16/2019
06-016-2010-17(00)	COOK COUNTY HSD 201	CICERO	\$144,600	09/09/2019
06-016-2090-17(00)	PROVISO TWP HSD 209	FOREST PARK	\$54,700	09/04/2019
06-016-2120-16(00)	LEYDEN COMMUNITY HIGH SCHOOL 212	FRANKLIN PARK	\$43,300	09/30/2019
06-016-4010-26(00)	ELMWOOD PARK SD 401	ELMWOOD PARK	\$54,600	09/09/2019
07-016-1040-02(00)	COUNTY OF COOK SCHOOL DIST 104	SUMMIT	\$85,300	09/06/2019
07-016-1090-02(00)	INDIAN SPRINGS SD 109	JUSTICE	\$80,500	09/09/2019
07-016-1230-02(00)	OAK LAWN-HOMETOWN S D 123	OAK LAWN	\$56,000	09/05/2019
07-016-1435-02(00)	POSEN-ROBBINS ELEM SD 1435	POSEN	\$50,900	09/06/2019
07-016-1450-02(00)	ARBOR PARK SD 145	OAK FOREST	\$21,700	09/06/2019
07-016-1470-02(00)	W HARVEY-DIXMOOR PUB SD 147	HARVEY	\$24,300	09/10/2019
07-016-1510-02(00)	COOK COUNTY SCHOOL DIST 151	SOUTH HOLLAN	\$35,300	09/23/2019
07-016-1590-02(00)	ELEM SD 159 - MATTESON	MATTESON	\$10,100	09/19/2019

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07-016-1610-02(00)	FLOSSMOOR SD 161	FLOSSMOOR	\$18,900	09/20/2019
07-016-1670-02(00)	BROOKWOOD SD 167	GLENWOOD	\$12,100	09/09/2019
07-016-1940-02(00)	STEGER SD194	STEGER	\$14,600	09/04/2019
07-016-2280-16(00)	BREMEN CHSD 228	MIDLOTHIAN	\$25,300	09/30/2019
08-089-1450-22(00)	FREEPORT SD 145	FREEPORT	\$18,800	09/30/2019
09-010-0040-26(00)	CHAMPAIGN CUSD 4	CHAMPAIGN	\$122,000	09/13/2019
09-010-1160-22(00)	URBANA SD 116	URBANA	\$77,500	09/09/2019
09-010-1370-02(00)	RANTOUL CITY SD 137	RANTOUL	\$46,300	09/12/2019
16-019-4240-26(00)	GENOA KINGSTON CUSD 424	GENOA	\$13,100	09/09/2019
17-064-0870-25(00)	BLOOMINGTON PUBLIC SCHOOLS	BLOOMINGTON	\$38,700	09/24/2019
19-022-0150-02(00)	MARQUARDT SD 15	GLENDALE HTS	\$73,500	09/09/2019
19-022-0410-02(00)	BOARD OF EDUCATION DISTRICT 41	GLEN ELLYN	\$51,200	09/06/2019
19-022-0610-02(00)	DARIEN SD 61	DARIEN	\$21,900	09/13/2019
19-022-0680-02(00)	WOODRIDGE SD 68	WOODRIDGE	\$55,500	09/24/2019
19-022-0870-17(00)	GLENBARD TOWNSHIP HIGH SCHOOL	GLEN ELLYN	\$50,400	09/19/2019
19-022-0930-04(00)	COMMUNITY CONS SCHOOL DIST 93	BLOOMINGDALE	\$76,900	09/30/2019
19-022-0940-16(00)	COMMUNITY HIGH SCHOOL DIST 94	WEST CHICAGO	\$37,200	09/23/2019
19-022-1810-04(00)	COMM CONS SCH DIST 181	CLARENDON HI	\$14,100	09/13/2019
19-022-2050-26(00)	ELMHURST SD 205	ELMHURST	\$80,700	09/16/2019
24-032-060C-04(00)	SCH DIST 60C	MORRIS	\$13,500	09/16/2019
24-032-2010-04(00)	MINOOKA CCSD 201	MINOOKA	\$24,412	09/23/2019
24-047-0880-26(00)	PLANO CUSD 88	PLANO	\$39,000	09/20/2019
30-039-1400-04(00)	UNITY POINT CCSD 140	CARBONDALE	\$13,300	09/06/2019
34-049-0410-04(00)	LAKE VILLA CCSD 41	LAKE VILLA	\$27,600	09/10/2019
34-049-0500-04(00)	WOODLAND CCSD 50	GURNEE	\$119,800	09/09/2019
34-049-0730-04(00)	HAWTHORN CCSD 73	VERNON HILLS	\$99,900	09/20/2019
34-049-0750-02(00)	COUNTY OF LAKE SCHOOL DIST 75	MUNDELEIN	\$47,100	09/20/2019
34-049-0760-02(00)	SCHOOL DIST 76	MUNDELEIN	\$39,200	09/30/2019
34-049-0790-02(00)	FREMONT SD 79	MUNDELEIN	\$26,800	09/19/2019
34-049-0950-26(00)	COMMUNITY UNIT SCHOOL DIST 95	LAKE ZURICH	\$56,200	09/16/2019
34-049-0960-04(00)	KILDEER COUNTRYSIDE CCSD 96	BUFFALO GROV	\$57,600	09/30/2019
34-049-1140-02(00)	FOX LAKE GSD 114	SPRING GROVE	\$14,900	09/23/2019
34-049-1160-26(00)	ROUND LAKE AREA SD 116	ROUND LAKE	\$220,300	09/09/2019
34-049-1210-17(00)	WARREN THSD 121	GURNEE	\$20,000	09/20/2019
34-049-1250-13(00)	CONS HIGH SCH DIST 125	LINCOLNSHIRE	\$13,900	09/30/2019
35-050-0440-02(00)	STREATOR ELEMENTARY SD 44	STREATOR	\$14,800	09/13/2019
35-050-2890-04(00)	MENDOTA COMMUNITY CONS SD 289	MENDOTA	\$28,611	09/24/2019
41-057-0100-26(00)	COLLINSVILLE CUSD 10	COLLINSVILLE	\$71,700	09/13/2019
44-063-0500-26(00)	HARVARD CUSD 50	HARVARD	\$102,200	09/05/2019
44-063-2000-26(00)	COMMUNITY UNIT SCHOOL DIST 200	WOODSTOCK	\$102,500	09/19/2019
47-071-2310-04(00)	ROCHELLE CCD 231	ROCHELLE	\$43,600	09/06/2019
47-098-0050-26(00)	COMMUNITY UNIT SCHOOL DISTRICT	STERLING	\$16,700	09/04/2019
48-072-1500-25(00)	BOARD OF EDUCATION CITY OF	PEORIA	\$85,500	09/20/2019
49-081-0410-25(00)	ROCK ISLAND SD 41	ROCK ISLAND	\$68,700	09/16/2019
51-084-1860-25(00)	SPRINGFIELD SD 186	SPRINGFIELD	\$19,900	09/30/2019
56-099-033C-04(00)	HOMER CCSD 33	LOCKPORT	\$28,000	09/13/2019
56-099-201U-26(00)	CRETE-MONEE COMMUNITY UNIT	CRETE	\$26,300	09/04/2019
56-099-2020-22(00)	PLAINFIELD SD 202	PLAINFIELD	\$224,100	09/10/2019
56-099-2040-17(00)	JOLIET TWP HSD 204	JOLIET	\$47,300	09/13/2019

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\$5,204,523

Program: 2020 - 4932, Title II - Teacher Quality

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01-009-0640-26(00)	VIRGINIA CUSD 64	VIRGINIA	\$4,283	09/16/2019
01-086-0020-26(00)	SCOTT-MORGAN CUSD 2	BLUFFS	\$9,431	09/20/2019
03-003-0010-26(00)	MULBERRY GROVE CUSD 1	MULBERRY GRO	\$24,397	09/16/2019
03-011-0010-26(00)	MORRISONVILLE CUSD 1	MORRISONVILLE	\$7,371	09/05/2019
03-011-0140-24(00)	SOUTH FORK SD 14	KINCAID	\$12,196	09/13/2019
03-068-0220-26(00)	NOKOMIS CUSD 22	NOKOMIS	\$36,183	09/16/2019
04-101-3200-26(00)	COUNTY OF WINNEBAGO SD 320	SOUTH BELOIT	\$35,312	09/16/2019
05-016-0230-02(00)	PROSPECT HEIGHTS SD 23	PROSPECT HTS	\$28,040	09/06/2019
05-016-0290-02(00)	SUNSET RIDGE SD 29	NORTHFIELD	\$13,277	09/16/2019
06-016-0830-02(00)	COOK CNTY BD EDUCATION 083	FRANKLIN PARK	\$92,409	09/26/2019
06-016-0860-02(00)	UNION RIDGE SD 86	HARWOOD HEI	\$19,473	09/24/2019
06-016-2090-17(00)	PROVISO TWP HSD 209	FOREST PARK	\$220,010	09/13/2019
07-016-1260-02(00)	ALSIP-HAZLGRN-OAKLWN SD 126	ALSIP	\$53,563	09/05/2019
07-016-1275-02(00)	CHICAGO RIDGE SD 1275	CHICAGO RIDGE	\$76,073	09/17/2019
07-016-1320-02(00)	CALUMET PUBLIC SD 132	CALUMET PARK	\$70,175	09/16/2019
07-016-1500-02(00)	SOUTH HOLLAND SCHOOL DIST 150	SOUTH HOLLAN	\$43,591	09/05/2019
07-016-1520-02(00)	HARVEY SD 152	HARVEY	\$158,601	09/06/2019
07-016-1560-02(00)	COOK COUNTY SD 156	CALUMET CITY	\$57,189	09/13/2019
07-016-1690-02(00)	FORD HEIGHTS SD 169	FORD HEIGHTS	\$34,912	09/25/2019
07-016-2330-16(00)	HOMWOOD FLOSSMOOR CHSD 233	FLOSSMOOR	\$62,039	09/13/2019
07-016-9010-90(00)	SOUTHLAND COLLEGE PREP	RIGHTON PARK	\$18,674	09/05/2019
08-008-3990-26(00)	CHADWICK-MILLEDGEVILLE CUSD 399	CHADWICK	\$16,526	09/16/2019
08-043-2100-26(00)	RIVER RIDGE CUSD 210	HANOVER	\$14,546	09/16/2019
09-010-0040-26(00)	CHAMPAIGN CUSD 4	CHAMPAIGN	\$590,066	09/06/2019
11-015-0010-26(00)	CHARLESTON CUSD 1	CHARLESTON	\$114,590	09/26/2019
11-018-0770-26(00)	CUMBERLAND CUSD 77	TOLEDO	\$28,510	09/30/2019
12-013-0250-26(00)	NORTH CLAY CUSD 25	LOUISVILLE	\$23,887	09/13/2019
13-014-0710-16(00)	CENTRAL COMM HIGH SCHL DIST 71	BREESE	\$8,684	09/06/2019
13-014-1415-02(00)	ST ROSE SD 14-15	BREESE	\$3,122	09/05/2019
13-014-1860-02(00)	NORTH WAMAC SD 186	CENTRALIA	\$5,969	09/16/2019
13-041-0010-26(00)	WALTONVILLE CUSD 1	WALTONVILLE	\$14,526	09/24/2019
13-041-0030-04(00)	FIELD CCSD 3	TEXICO	\$17,884	09/05/2019
13-041-2090-27(00)	WOODLAWN UNIT SCHL DSTRCT209	WOODLAWN	\$13,418	09/13/2019
13-041-3180-27(00)	BLUFORD UNIT SCHOOL DSTRCT 318	BLUFORD	\$27,683	09/27/2019
13-058-0020-03(00)	KELL CSD 2	KELL	\$6,324	09/13/2019
13-058-1000-26(00)	PATOKA CUSD 100	PATOKA	\$14,538	09/16/2019
13-058-6000-16(00)	SALEM COM HIGH SCHOOL DIST 600	SALEM	\$25,283	09/16/2019
13-095-0100-26(00)	WEST WASHINGTON CCUSD 10	OKAWVILLE	\$23,197	09/26/2019
16-019-4290-26(00)	HINCKLEY BIG ROCK CUSD 429	HINCKLEY	\$37,287	09/16/2019
17-053-0740-27(00)	FLANAGAN-CORNELL UNIT DIST 74	FLANAGAN	\$9,167	09/25/2019
19-022-0480-02(00)	SALT CREEK SD 48	VILLA PARK	\$13,888	09/03/2019
19-022-0630-02(00)	COUNTY OF DUPAGE	DARIEN	\$14,887	09/16/2019
19-022-1800-04(00)	COMM CONS SCH DIST 180	BURR RIDGE	\$66,691	09/06/2019
20-024-0010-26(00)	EDWARDS COUNTY CUSD 1	ALBION	\$34,765	09/14/2019
26-034-3270-04(00)	DALLAS ELEMENTARY SCHOOL	DALLAS CITY	\$9,894	09/12/2019

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26-062-1030-26(00)	WEST PRAIRIE CUSD 103	COLCHESTER	\$26,321	09/12/2019
28-037-2230-26(00)	ORION CUSD 223	ORION	\$14,041	09/27/2019
28-037-2270-26(00)	CAMBRIDGE CUSD 227	CAMBRIDGE	\$23,906	09/13/2019
28-037-2280-26(00)	GENESEO CUSD 228	GENESEO	\$55,154	09/05/2019
30-073-3000-26(00)	DU QUOIN COMMUNITY UNIT SD 300	DU QUOIN	\$60,682	09/16/2019
30-091-0170-22(00)	COBDEN UNIT SCHOOL DISTRICT 17	COBDEN	\$20,677	09/13/2019
32-038-1240-26(00)	MILFORD AREA PUBLIC SCHOOL	MILFORD	\$26,064	09/16/2019
32-046-0530-02(00)	BOURBONNAIS ESD 53	BOURBONNAIS	\$68,395	09/30/2019
32-046-3020-16(00)	ST ANNE CHSD 302	SAINT ANNE	\$9,623	09/06/2019
33-048-2080-26(00)	R O W V A CUSD 208	ONEIDA	\$13,974	09/12/2019
34-049-0680-02(00)	OAK GROVE SD 68	LIBERTYVILLE	\$9,012	09/24/2019
35-050-0440-02(00)	STREATOR ELEMENTARY SD 44	STREATOR	\$71,134	09/06/2019
35-050-1400-17(00)	OTTAWA THSD 140	OTTAWA	\$48,156	09/16/2019
35-050-1410-02(00)	OTTAWA ESD 141	OTTAWA	\$113,406	09/30/2019
35-050-1850-04(00)	COUNTY OF LASALLE	UTICA	\$5,514	09/16/2019
35-050-1950-04(00)	WALLACE CCSD 195	OTTAWA	\$5,281	09/24/2019
35-059-0070-26(00)	MIDLAND CUSD 7	VARNA	\$20,499	09/05/2019
39-055-0010-26(00)	ARGENTA-OREANA CUSD 1	ARGENTA	\$39,744	09/16/2019
39-055-0110-26(00)	WARRENSBURG-LATHAM CUSD 11	WARRENSBURG	\$28,963	09/06/2019
39-055-0610-25(00)	DECATUR SD 61	DECATUR	\$525,100	09/06/2019
39-074-0250-26(00)	MONTICELLO CU 25	MONTICELLO	\$29,840	09/13/2019
40-007-0420-26(00)	BRUSSELS CUSD 42	BRUSSELS	\$4,856	09/06/2019
40-056-0010-26(00)	COUNTY OF MACOUPIN CUSD 1	CARLINVILLE	\$33,750	09/27/2019
41-057-0140-16(00)	EAST ALTON-WOOD RIVER CHSD 14	WOOD RIVER	\$27,056	09/06/2019
44-063-0120-26(00)	JOHNSBURG CUSD 12	JOHNSBURG	\$42,509	09/25/2019
44-063-0260-04(00)	CARY CCSD 26	CARY	\$52,949	09/16/2019
45-079-1380-26(00)	STEELEVILLE CUSD 138	STEELEVILLE	\$12,325	09/16/2019
45-079-1390-26(00)	CHESTER CUSD 139	CHESTER	\$30,650	09/16/2019
47-098-1450-04(00)	MONTMORENCY CCSD 145	ROCK FALLS	\$10,506	09/03/2019
48-072-0630-02(00)	NORWOOD ELEM SD 63	PEORIA	\$14,697	09/06/2019
48-072-3220-26(00)	ELMWOOD CUSD 322	ELMWOOD	\$13,713	09/05/2019
48-072-3230-26(00)	DUNLAP CUSD 323	PEORIA	\$141,965	09/20/2019
50-082-0300-03(00)	ST LIBORY CSD 30	SAINT LIBORY	\$4,119	09/13/2019
50-082-1870-26(00)	CAHOKIA CUSD 187	CAHOKIA	\$317,555	09/16/2019
53-090-0860-02(00)	EAST PEORIA SD 86	EAST PEORIA	\$52,999	09/03/2019
53-090-1370-02(00)	SOUTH PEKIN SD 137	SOUTH PEKIN	\$11,280	09/12/2019
53-090-7020-26(00)	TREMONT CUD 702	TREMONT	\$13,131	09/12/2019
54-092-0020-26(00)	WESTVILLE CUSD 2	WESTVILLE	\$55,728	09/30/2019
56-099-0840-02(00)	ROCKDALE SCHOOL DISTRICT 84	ROCKDALE	\$17,207	09/16/2019
56-099-0880-02(00)	COUNTY OF WILL SCHOOL DIST 88	CREST HILL	\$20,101	09/16/2019
56-099-207U-26(00)	PEOTONE CUSD 207U	PEOTONE	\$39,843	09/26/2019
56-099-2100-16(00)	LINCOLN WAY CHSD 210	NEW LENOX	\$86,282	09/03/2019
			\$4,431,238	

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<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION01	QUINCY	\$1,764	09/30/2019
03-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION03	VANDALIA	\$1,704	09/30/2019
03-025-0100-26(TL)	SCHOOL UNIT DISTRICT NO 10	ALTAMONT	\$75,000	09/23/2019

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04-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION04	LOVES PARK	\$3,568	09/30/2019
05-000-0000-00(02)	INTERMEDIATE SERVICE CENTER 1	DES PLAINES	\$22,390	09/30/2019
05-016-2140-17(TL)	TOWNSHIP HSD 214	ARLINGTON HTS	\$50,000	09/23/2019
06-000-0000-00(02)	INTERMEDIATE SERVICE CENTER 2	HILLSIDE	\$19,486	09/30/2019
07-000-0000-00(02)	INTERMEDIATE SERVICE CENTER 4	CHICAGO HTS	\$21,416	09/30/2019
07-016-1320-02(TL)	CALUMET PUBLIC SD 132	CALUMET PARK	\$50,000	09/23/2019
08-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION08	FREEMONT	\$1,091	09/30/2019
09-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION09	CHAMPAIGN	\$2,660	09/30/2019
11-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION11	CHARLESTON	\$2,124	09/30/2019
12-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION12	OLNEY	\$1,164	09/30/2019
13-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION13	CARLYLE	\$1,025	09/30/2019
15-016-2990-25(02)	CITY OF CHICAGO SD 299	CHICAGO	\$27,505	09/30/2019
17-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION17	BLOOMINGTON	\$3,115	09/30/2019
20-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION20	NORRIS CITY	\$1,197	09/30/2019
21-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION21	BENTON	\$1,310	09/30/2019
24-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION24	MORRIS	\$2,560	09/30/2019
26-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION26	MACOMB	\$960	09/30/2019
28-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION28	ATKINSON	\$983	09/30/2019
31-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION31	GENEVA	\$7,190	09/30/2019
32-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION32	KANKAKEE	\$1,977	09/30/2019
33-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION33	MONMOUTH	\$1,086	09/30/2019
34-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION34	GRAYSLAKE	\$9,739	09/30/2019
35-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION35	OTTAWA	\$1,622	09/30/2019
40-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION40	CARLINVILLE	\$982	09/30/2019
40-056-0080-26(TL)	BUNKER HILL CUSD 8	BUNKER HILL	\$75,000	09/23/2019
45-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION45	WATERLOO	\$786	09/30/2019
47-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION47	STERLING	\$1,770	09/30/2019
48-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION48	PEORIA	\$2,238	09/30/2019
53-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION53	PEKIN	\$2,383	09/30/2019
54-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION54	DANVILLE	\$985	09/30/2019
56-000-0000-00(02)	REGIONAL OFFICE OF EDUCATION56	NEW LENOX	\$8,120	09/30/2019
			\$404,900	

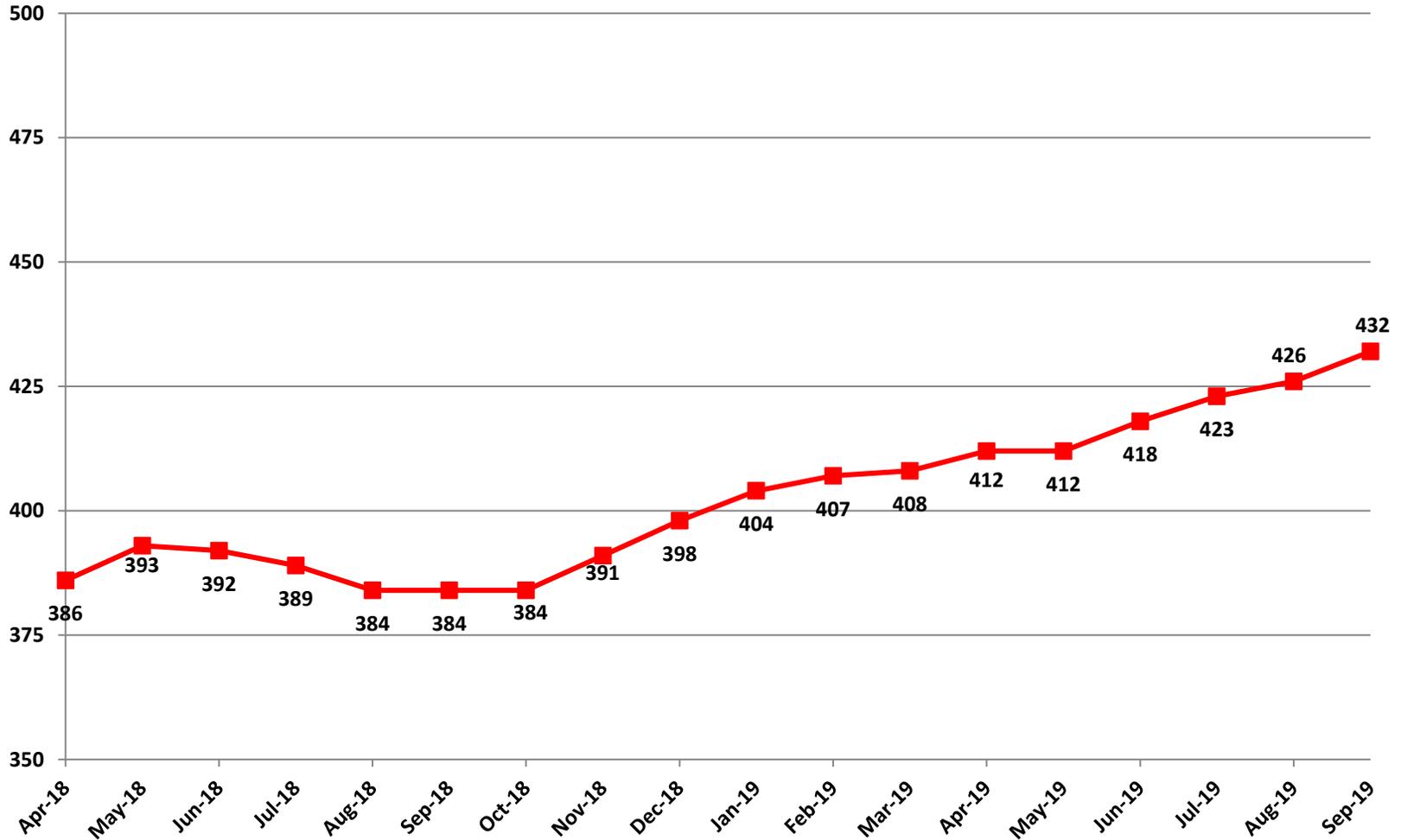
Program: 2020 - 4960, Federal Charter Schools

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
65-108-2205-51(00)	ELGIN CHARTER SCHOOL INTV	ELGIN	\$235,000	09/03/2019
			\$235,000	

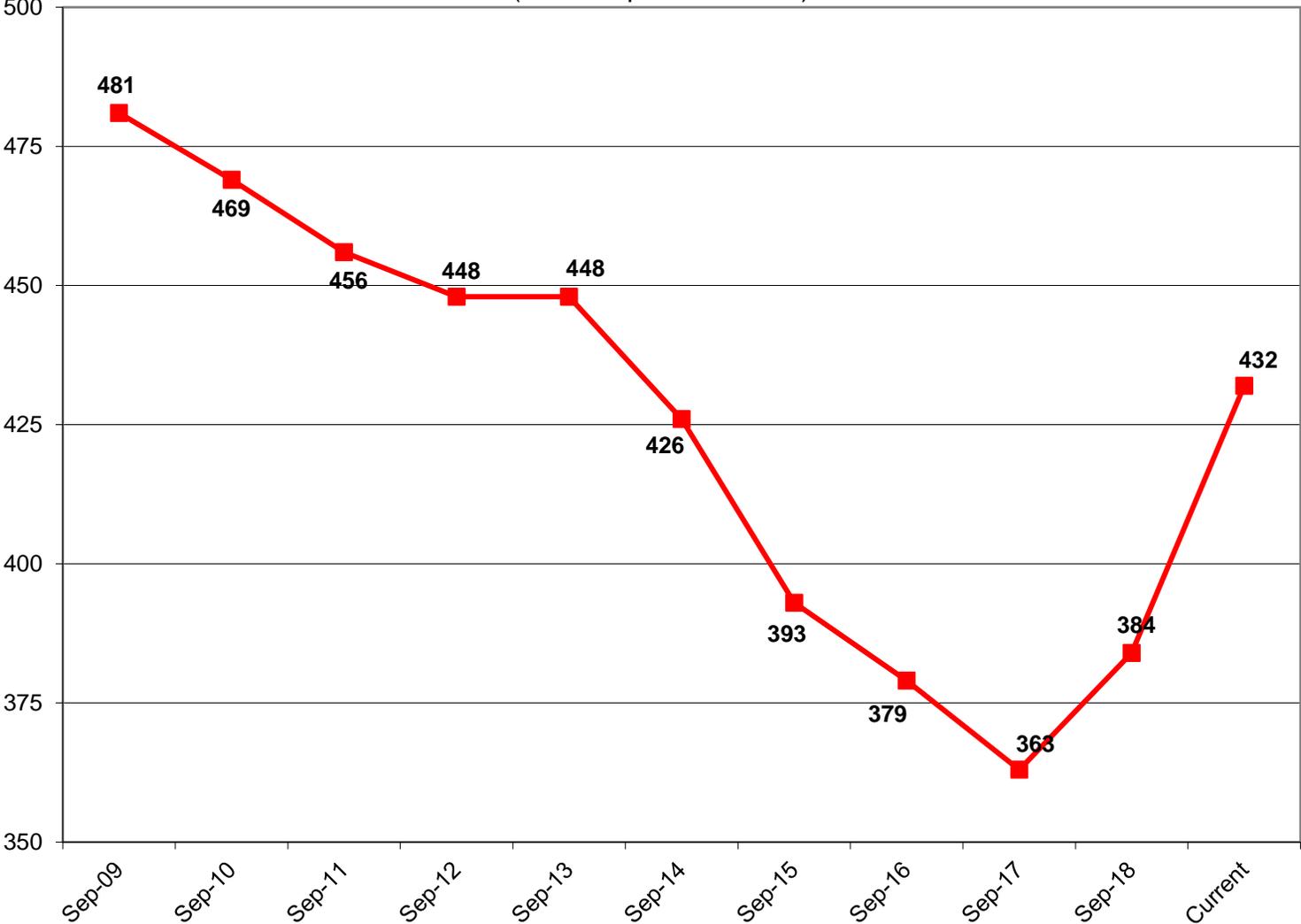
Program: 2020 - 4998, Other Federal Programs

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
15-016-191P-00(LC)	METROPOLITAN FAMILY SERVICES	CHICAGO	\$85,000	09/18/2019
			\$85,000	

ILLINOIS STATE BOARD OF EDUCATION 18-MONTH HEADCOUNT HISTORY (As of September 2019)



ILLINOIS STATE BOARD OF EDUCATION
10-yr HEADCOUNT HISTORY
(As of September 2019)



**ILLINOIS STATE BOARD OF EDUCATION
AGENCY STAFF DETAIL AS OF SEPTEMBER 2019**

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
STATE SUPERINTENDENT (001)						
State Superintendent	1	2	0	3	0	3
Board Services	0	1	0	1	0	1
Legal	3	11	1	14	1	15
Internal Audit	1	5	1	7	0	7
Sub-Total	5	19	2	25	1	26
FINANCE (002)						
Finance	2	0	1	3	0	3
Budget and Financial Management	1	3	0	4	0	4
Fiscal Support Services	2	9	1	12	0	12
Funding and Disbursements	1	14	4	13	6	19
State Funding & Forecasting	1	2	0	3	0	3
School Business Services	2	6	1	9	0	9
Sub-Total	9	34	7	44	6	50
RESEARCH AND EVALUATION (007)						
Research and Evaluation	1	0	1	2	0	2
Information Systems	5	28	1	34	0	34
Research	1	3	0	4	0	4
Assessments	2	8	1	9	2	11
Data Strategies and Analytics	3	6	0	9	0	9
Sub-Total	12	45	3	58	2	60
OPERATIONS (010)						
Operations	1	1	2	4	0	4
Projects Management	6	0	0	6	0	6
Human Resources	2	4	5	11	0	11
Facility Management	1	2	6	9	0	9
Technology and Infrastructure	3	21	0	24	0	24
Sub-Total	13	28	13	54	0	54
SAFE & HEALTHY CLIMATE (017)						
Center Administration	2	0	1	3	0	3
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
Regulatory Services (019)						
Regulatory Services	1	0	0	1	0	1
GATA	1	6	1	8	0	8
Title Grant Administration	2	14	1	0	17	17
Federal and State Monitoring	2	13	1	16	0	16
Sub-Total	6	33	3	25	17	42

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
EDUCATION (039)						
Education	1	0	1	2	0	2
Instructional Education	1	0	0	1	0	1
Operation Education	1	0	0	1	0	1
Sub-Total	3	0	1	4	0	4
Program Services (050)						
Early Childhood Education	1	13	2	15	1	16
Multilingual Services	1	7	1	9	0	9
Program Services	1	0	0	0	1	1
Special Education Services	3	32	6	0	41	41
Sub-Total	6	52	9	24	43	67
TEACHING AND LEARNING (070)						
CTE & Innovation	1	9	1	9	2	11
Curriculum & Instruction	1	4	0	1	4	5
Teaching and Learning	1	0	0	1	0	1
Educator Effectiveness	2	22	6	0	30	30
Sub-Total	5	35	7	11	36	47
POLICY AND COMMUNICATIONS (100)						
Internal Communications	1	2	0	3	0	3
External Communications	1	2	0	3	0	3
Legislative Affairs	1	2	1	4	0	4
Policy and Communications	1	0	0	1	0	1
Sub-Total	4	6	1	11	0	11
INSTRUCTIONAL EDUCATION (102)						
Instructional Education (100)	0	0	1	1	0	1
Sub-Total	0	0	1	1	0	1
ESSA (104)						
IL-Empower	1	0	0	0	1	1
ESSA	1	0	1	1	1	2
Accountability	1	1	0	2	0	2
Sub-Total	3	1	1	3	2	5
REGIONAL SERVICES (106)						
Regional Services	1	0	0	1	0	1
Charter Schools	1	2	0	3	0	3
Sub-Total	2	2	0	4	0	4
GRAND TOTAL, ALL CENTERS	74 17%	304 70%	54 13%	280 65%	152 35%	432 100%

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 16, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Trisha Olson, Legal Officer 

Agenda Topic: Information Item: FOIA Monthly Report

Materials: September 1-30 FOIA Report – Fiscal Year 2020

Staff Contact(s): Brittany Crawford, FOIA Coordinator

Purpose of Agenda Item

The purpose of this agenda item is to provide the Board a report with general information on recent Freedom of Information Act (FOIA) requests made to ISBE.

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

Not applicable. The report is for informational purposes only.

Expected Outcome(s) of Agenda Item

Not applicable. The report is for informational purposes only.

Background Information

Records in possession of public agencies may be accessed by the public upon written request under the provisions of FOIA ([5 ILCS 140](#)).

ISBE received 51 FOIA requests during the month of September. They 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: 10/01/2019 8:42 AM

F000354-090319

Create Date	Customer Full Name	Company Name	Public Record Desired
9/3/2019	Consultant Julienne Shields	4M Educational Services	I request that an electronic file of the following Facility Inventory records for Illinois school buildings be provided in a .csv file, .xls or .xlsx file format to info@4Meducates.com. The fields requested include: o Facility ID o Facility Name o Address o City o Zipcode o Enrollment o Grade Served o Year Constructed o Latest Addition Year o Number of Classrooms Available o Number of Classrooms used o Gross Square Feet o Capacity (maximum number of students designed to serve) o Total Previously approved o Is Active

F000355-090519

Create Date	Customer Full Name	Company Name	Public Record Desired
9/5/2019	Zak Koeske	Daily Southtown	A record of all educators whose licenses were suspended (or are now eligible for and being considered for suspension, if such a list exists) as a result of the recent signing of Senate Bill 456, which grants ISBE the authority to suspend an educator's license immediately if they are charged with certain crimes. For each educator whose license has been suspended or is on a list to be considered for suspension, please provide the educator's name, their current or most recent school district and their license ID.

F000356-090619

Create Date	Customer Full Name	Company Name	Public Record Desired
9/6/2019	Scott Fowler		Hello, I would like to submit a request for any information that has to do with Timothy M Burns working for High School District 201 in Cicero IL Thank You-- Scott Fowler

F000357-090919

Create Date	Customer Full Name	Company Name	Public Record Desired
9/6/2019	Associate Professor Hans Kellogg	Ball State University	I am a faculty at Ball State University and was interested to know if it is possible to obtain a list of high school course offerings, teachers of those courses and contact info for the State of Illinois. I am hoping to contact these individuals to let them know of coming events we within our program. Regards, Hans Kellogg

F000358-090919

Create Date	Customer Full Name	Company Name	Public Record Desired
9/9/2019	Madi Spector	Brechner Center for Freedom of Information	I am requesting documents reflecting the number of physical assaults on teachers reported in public schools in your district during the school years of: 2016-2017 2017-2018 2018-2019

F000359-090919

Create Date	Customer Full Name	Company Name	Public Record Desired
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F000359-090919

Create Date	Customer Full Name	Company Name	Public Record Desired
9/9/2019	John Price		Dear Sir/Madame: This is a request under the Freedom of Information Act. I request that a copy of the following documents, or documents containing the following information be provided to me related to the ISBE's intervention in and takeover of two school districts, East St. Louis, and North Chicago: - Communication between East St. Louis District 189, North Chicago 187, or ISBE regarding the intervention in either school district starting in 2011 or the implementation of that intervention from 2011 to 2019. - Policy guidelines related to the state intervention in school districts. - Documents / memos given to the school district's boards related to the intervention proposal or implementation between 2011 and 2019. - Meeting agendas or notes from community events related to the state intervention proposal or implementation in either East St. Louis or North Chicago. - District plans or responses related to the intervention proposal or implementation. - District and school improvement plans during the time period of the study, 2011 – 2019. - Intra-unit communication related to the intervention proposal or implementation. In order to help to determine my status to assess fees, you should know that I am a graduate student affiliated with Western Illinois University, conducting research for my doctorate. I request a waiver of all fees for this request. Disclosure of the requested information to me is in the public interest because it is likely to contribute significantly to public understanding of the operations or activities of a governmental agency and is not in my commercial interest. This research study seeks specifically to tell the story of district intervention in your district, and therefore will provide a benefit to you and the community stakeholders in your district. Thank you for your consideration of this request. Sincerely, John P. Price

F000360-091019

Create Date	Customer Full Name	Company Name	Public Record Desired
9/10/2019	Staff Reporter Kevin Beese	Chronicle Media	I am requesting the dates and districts involved when the ISBE has enforced Section 226.730 subsection 5 regarding class size regarding special education classes in Illinois. Thank you for your assistance.

F000361-091019

Create Date	Customer Full Name	Company Name	Public Record Desired
9/10/2019	Reporter Chris Coffey	WMAQ-TV	I am looking for confirmation that the Illinois State Board of Education is overseeing case #2020 DP 0011, which involves a [REDACTED]. I am also requesting any available documentation regarding the case.

F000362-091119

Create Date	Customer Full Name	Company Name	Public Record Desired
9/11/2019	PhD Student Olivia Healy	Northwestern University	Records of all applicants for Preschool For All grants from FY2007 through FY 2017, whether the applicant was award funding or not. Within these records, I need the name of the applicant, the address of the applicant, the proposed Preschool For All site addresses (if available), the score each applicant received under the competitive bid process, and the minimum score required to receive the Preschool For All award in each given year.

F000363-091119

Create Date	Customer Full Name	Company Name	Public Record Desired

F000363-091119

Create Date	Customer Full Name	Company Name	Public Record Desired
9/11/2019	Mr. David Wiegmann		I was looking at your website and trying to collect some data around the charter schools in Illinois. I found a great list, but it's in PDF format. I was wondering if you might have an Excel format or CSV file that would include the following: • School Name • School Address (Street, City, Zip) • School Phone Number • Total Enrollment • Primary Contact (or Administrator Contact) (Title, F_Name, L_Name) • Primary Contact Email Thank you in advance for any help you can offer and I look forward to hearing from you. Sincerely, Dave

F000364-091119

Create Date	Customer Full Name	Company Name	Public Record Desired
9/11/2019	Regional Apprenticeship Navigator Lee Reese	St. Clair County Intergovernmental Grants Department - Workforce Development Group	I would like a list of the High School Counselors statewide.

F000365-091219

Create Date	Customer Full Name	Company Name	Public Record Desired
9/12/2019	Legal Advocate Barbara Cohen	Legal Council for Health Justice	Please provide me with all correspondence between ISBE and the Department of Education pertaining to the Public Inquiry into CPS Special Education policy and the mandated corrective action. Correspondence will cover May 2018 to the present. Keywords may include "student specific corrective action;" "corrective action;" "Chicago Public Schools corrective action."

F000366-091319

Create Date	Customer Full Name	Company Name	Public Record Desired
9/13/2019	Belleville News-Democrat reporter Alexis Cortes	Belleville News-Democrat	Improvement plans submitted to ISBE by school districts in St. Clair, Madison, Monroe, Randolph and Clinton counties to address student discipline issues, including racial disparities in expulsions and suspensions.

F000367-091319

Create Date	Customer Full Name	Company Name	Public Record Desired
9/13/2019	Patrick Kays	Quest Food Management Services	Could I request a current list of all non-public, private, and parochial school districts with information of their contract with their current food service provider? An Excel file would be preferred. Please sort the following bullets into separate columns. Please include the following items listed below: • District's name • District's physical address • Street Number • Name of Road • Town • State • Zip • District's name of food service provider • Contact information of authorized representative - Business Mgr, CFO, Controller • Name • Position title • Phone number • Email address • Original contract year • Current contract renewal year • Year of mandatory rebid • Free/Reduced Rate Student %

F000368-091619

Create Date	Customer Full Name	Company Name	Public Record Desired
9/16/2019	Emily Coleman	Chicago Tribune Media Group	All notifications sent to ISBE since July 1, 2017, under PA 96-431 by school districts located in the following counties: Cook, Lake, DuPage, McHenry, Will and Kane. If not already included in above, all notifications sent to ISBE since July 1, 2017, about any serious misconduct (defined as any sexual or physical misconduct and any misconduct that rises to a criminal level and any misconduct that would result in the suspension of an educator's license under Public Act 101-0531) by any by school districts located in the same counties

F000369-091619

Create Date	Customer Full Name	Company Name	Public Record Desired
9/16/2019			I was wondering if it would be possible to receive a report of each school in CPS and their teacher retention measures. I noticed that the Illinois Report Card website provides teacher retention for each school. Would it be possible to receive a spreadsheet of teacher retention by school?

F000370-091719

Create Date	Customer Full Name	Company Name	Public Record Desired
9/17/2019	Danielle Wicks		I would like to review any records and/or documentation regarding the validity of my PEL for personal use and understanding.

F000371-091719

Create Date	Customer Full Name	Company Name	Public Record Desired
9/17/2019	Danielle Wicks		*personnel file for myself (DANIELLE R. WICKS) - request reasoning with regards to documents available for prospective employers/ school districts. According to the IL PRR Act, as a former employee/teacher in IL, I am granted access to such personnel files that I am currently requesting; "an employee is entitled to examine and receive copies of: any documents or information that the employer may use in determining that employee's qualifications for employment, promotion, transfer, additional compensation, discharge, or other disciplinary action.

F000372-091719

Create Date	Customer Full Name	Company Name	Public Record Desired
9/17/2019	[REDACTED]		I am requesting all documents relating to my [REDACTED] while enrolled in the [REDACTED]. I want all school records, [REDACTED] all instances and complaints of bullying and remedies which may have been taken, all records pertaining to incidents regarding a [REDACTED] as pertaining to [REDACTED], reports from meetings with the superintendent regarding [REDACTED]. Copies of surveillance video from an incident on the transport bus to school on 9/16/2019 from the 6:50 am pickup. I want all statistical data, reports, filings, emails, complaints and communications regarding the bullying issues against students by other students, faculty, or administrators and the steps taken or not taken to alleviate the issues in the [REDACTED] for the last ten years.

F000373-091919

Create Date	Customer Full Name	Company Name	Public Record Desired

F000373-091919

Create Date	Customer Full Name	Company Name	Public Record Desired
9/19/2019	Partner Paul Nijensohn	Proficio Consulting Group	This is a commercial request for public records under the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq. ("Act") for the following records: • List of nonpublic special education programs that received an onsite visit from January 1, 2019 through the present and reason for visit (complaint, new program, program moved, scheduled compliance visit, etc.) • List of nonpublic special education programs that are scheduled or slated to receive an onsite visit in the 2019-2020 school year and reason for visit (complaint, new program, program moved, scheduled compliance visit, etc.) • Correspondence regarding complaints or concerns received by ISBE about nonpublic special education programs from September 19, 2018 to the present

F000374-091919

Create Date	Customer Full Name	Company Name	Public Record Desired
9/19/2019	Legal Assistant Patty Hull	Robbins Schwartz	Any documents provided relating to [REDACTED], [REDACTED], [REDACTED]

F000375-091919

Create Date	Customer Full Name	Company Name	Public Record Desired
9/19/2019	Legal Assistant Patty Hull	Robbins Schwartz	Any records provided relating to [REDACTED], [REDACTED], [REDACTED]

F000376-092019

Create Date	Customer Full Name	Company Name	Public Record Desired
9/20/2019	Paralegal Laura O'Connor	Whitted Takiff LLC	1. A copy of any and all documents and information produced in response to the FOIA Request submitted to the ISBE on June 6, 2019 by Dusty Rhodes, WUIS/NPR Illinois (F000222-060619); 2. A copy of any and all documents and information produced in response to the FOIA Request submitted to the ISBE on June 21, 2019 by Dusty Rhodes, WUIS/NPR Illinois (F000248-062119); 3. The number of students served by nonpublic special education schools during the 2016/2017, 2017/2018, and 2018/2019 school years; 4. The number of students served by special education cooperatives during the 2016/2017, 2017/2018, and 2018/2019 school years; and 5. A copy of any and all documents and information produced to Senator Bertino-Tarrant and her office during the months of June 2019, July 2019 and August 2019.

F000377-092019

Create Date	Customer Full Name	Company Name	Public Record Desired
9/20/2019	Owner gary ratkiewicz	BrightStar Care of Tinley Park/Oak Lawn	We are specifically looking for invoices with dates and amounts of payments made to Tiger Healthcare, doing business as BrightStar of Orland Park by Rich Township School District 227 from January 1, 2018 to June 30, 2019.

F000378-092019

Create Date	Customer Full Name	Company Name	Public Record Desired
9/20/2019	Manager Chris Turpin		O'Fallon Township High School district 203. 2019-2020 Homecoming court student voting outcome to include number of votes for each student on the ballot. Junior and senior.

F000379-092019

Create Date	Customer Full Name	Company Name	Public Record Desired
9/20/2019	Ms. Deborah Weiss	Whitted Takiff, LLC	On June 29, 2018 the following FOIA Request was received from the press: Log #: 18-377Requester: Kalyn Belsha Date Received: 6/29/18Organization: Chicago Reporter • A list of districts that were identified as being in the top 20 percent for out-of-school suspension rates and expulsion rates and racial disproportionality in out-of-school suspensions and expulsions for the 2014-15, 2015-16 and 2016-17 school years. Please break this down by individual school year. (i.e. indicate which districts made the top 20% in 2014-15, in 2015-16 and separately in 2016-17.) • An Excel spreadsheet that shows the data that ISBE used to calculate which public school districts were in the top 20 percent each year. If possible, for each year please show the RCDT code, the district name, the total district enrollment used, the out-of-school suspension rate used, the expulsion rate used, the out-of-school suspension rate for white students used, the out-of-school suspension rate for students of color used, the expulsion rate for white students used, and the expulsion rate for students of color used. Please provide this same information for school years 2017-18 and 2018-19.

F000380-092019

Create Date	Customer Full Name	Company Name	Public Record Desired
9/20/2019	Ms. Deborah Weiss	Whitted Takiff, LLC	1) Please provide copies of all correspondence regarding and/or relating to the licensure of Jennifer Petta by and/or between the Regional Office of Education, Pearl City School District, Ms. Petta, the Robbins Schwartz law firm and/or ISBE staff during the time frame of January 1, 2019 through and/or including September 23, 2019; 2) ISBE's policies and procedures on the ramifications of a school district's employment of staff for a position in which they are not appropriately certified/licensed when the person is a a) general education teachers/administrator; and b) special education teacher/administrator; and 3) How receipt of special education/IDEA funding by a school district is affected by their compliance with ISBE certification requirements of their staff.

F000381-092319

Create Date	Customer Full Name	Company Name	Public Record Desired
9/23/2019	Senior Child Nutrition Policy Analyst Alison Maurice	Food Research & Action Center (FRAC)	For the current 2019-2020 school year, please provide a complete list of all schools currently participating in the Community Eligibility Provision (CEP) with the following data points: LEA ID LEA Name School ID School Name Claiming Identified Student Percentage (ISP)* Individual ISP as of April 1, 2019 Student Enrollment *Please note that the claiming ISP differs from the individual ISP that is published each year around April/May. The claiming ISP is the ISP that determines the federal reimbursement schools receive for serving meals under CEP. The claiming ISP is established when a school begins a four-year CEP cycle. If schools are participating in CEP as a group, then each school will have the same claiming ISP while their individual ISPs will differ. Last year I submitted the same data request, but for the 18-19 SY. The individual ISP was reported rather than the claiming ISP. I worked with Ladd Mitchell in the Nutrition & Wellness Division who was able to provide the correct data. Attached to this data request you will find two items: first is the data that was provided last year so you have an example of exactly what information I am seeking; and second, is a template that can be used to return the data request. Please feel free to email me at amaurice@frac.org if you need any further clarification on the data that I am seeking.

F000382-092319

Create Date	Customer Full Name	Company Name	Public Record Desired
9/23/2019	Capitol Bureau Chief Mark Maxwell	WCIA	Please provide databases, spreadsheets and any records pertaining to the total cost of "general administrative expenses" and "tort levy funds" from school year 2018-2019. These records should include line-by-line total amounts for each school district.

F000383-092319

Create Date	Customer Full Name	Company Name	Public Record Desired
9/23/2019	Robert Friedman	EVALUATION SYSTEMS GROUP OF PEARSON	Re: Illinois Freedom of Information Act: Invitation for Bid (IFB) 19-586SBE-CHFED -B-8553 - ISBE: Teacher Performance Assessment IFB Dear Custodian of Records: Under Illinois Freedom of Information Act, I am requesting copies of the full and complete documents related to proposals submitted in response to the above referenced Invitation for Bid (IFB) by vendors other than Pearson, including, but not limited to, technical proposals, cost/price proposals/budgets, appendices, Best and Final Offers, post proposal submission questions and answers, oral presentations, as well as proposal evaluation/score sheets, email communication or written memorandum between evaluators related to the decision making process, and any contracts resulting from this proposal process. We would be happy to receive this material in any form that is most convenient for you (paper, electronic transmission or CD-ROM) and will cover the actual costs associated with processing this request. However, if the cost to produce such records will exceed \$500, please contact me prior to proceeding. The materials should be sent to my attention at 300 Venture Way, Hadley, MA 01035 or via email to: robert.friedman@pearson.com. The Illinois Freedom of Information Act requires that all requests be completed promptly. If access to the records I am requesting will take longer than ten (10) days, please notify me with an estimated time when I can expect to receive the document. Thank you for your attention to this request. Sincerely, Robert Friedman Evaluation Systems group of Pearson 300 Venture Way Hadley, MA 01035 Tel. 413-256-0444 x2863 Email: robert.friedman@pearson.com

F000384-092319

Create Date	Customer Full Name	Company Name	Public Record Desired
9/23/2019	Legal Assistant Patty Hull	Robbins Schwartz	Records submitted by claimant

F000385-092319

Create Date	Customer Full Name	Company Name	Public Record Desired
9/23/2019	Bethany Simpson		SmartProcure is submitting a commercial FOIA request to the Illinois Board of Education for any and all purchasing records from 6-5-2019 to current. The request is limited to readily available records without physically copying, scanning or printing paper documents. Any editable electronic document is acceptable. The specific information requested from your record keeping system is: 1. Purchase order number. If purchase orders are not used a comparable substitute is acceptable, i.e., invoice, encumbrance, or check number 2. Purchase date 3. Line item details (Detailed description of the purchase) 4. Line item quantity 5. Line item price 6. Vendor ID number, name, address, contact person and their email address

F000386-092419

Create Date	Customer Full Name	Company Name	Public Record Desired
9/24/2019	Teri E. Engler	Engler Callaway Baasten & Sraga, LLC	Would you please forward copies of any e-mail communications, letters, notes, and telephone logs or other records regarding your communications with the parents or their advocate during the course of your investigation in [REDACTED]? If you need to forward this request to the ISBE's Freedom of Information Officer, that's fine too.

F000387-092419

Create Date	Customer Full Name	Company Name	Public Record Desired

F000387-092419

Create Date	Customer Full Name	Company Name	Public Record Desired
9/24/2019	Legislative Director Cynthia Riseman Lund	Illinois Federation of Teachers	To Whom it May Concern: This is a request for information under the Illinois Freedom of Information Act, 5 ILCS 140. I request the following information be provided to me: The link to the ISBE Board meeting audio file for the September 18, 2019 meeting I look forward to hearing from you in writing within seven working days, as required by the Act. 5 ILCS 140(3).

F000388-092419

Create Date	Customer Full Name	Company Name	Public Record Desired
9/24/2019	Attorney for School District Respicio Vazquez	Franczek PC	On behalf of Matteson SD 162, it is my understanding that there were 2 individuals (could be the same ones from last month's ISBE board meeting) who attended the ISBE Board meeting yesterday and provided public comments relating to Southland Charter School and Rich Township SD 227. It is this portion of the ISBE board meeting that I am interested in. Please send me the recording whichever is most convenient for you to send (i.e, the public comment portion of the meeting or the full board meeting). Thank you, Res

F000389-092419

Create Date	Customer Full Name	Company Name	Public Record Desired
9/24/2019	Marketing Manager Andrea Scott	CarSmarts101	Hello Illinois State Board of Education, My name is Andrea Scott Scott and I am the Marketing Manager for a program called CarSmarts101. Can you email me a list of email addresses for each High School Superintendent in your region?

F000390-092419

Create Date	Customer Full Name	Company Name	Public Record Desired
9/24/2019	[REDACTED]	[REDACTED]	[REDACTED] I was wondering if there was any way to locate the results of my test that I took back when I was in elementary school. This would have been done around [REDACTED]. It would've been during the 4th-5th grade standardized testing in schools. I attended [REDACTED]. I tested so high that the superintendent at the time made a special trip to our home to discuss the results with my parents. That led to me taking advanced classes after that. During that time there wasn't really any AP courses so I was pretty much placed in math classes the next grade above me. It really changed my life for the positive. I wanted to make that a focus of my speech and thought if there was any way possible to find out the type of test it was and possibly the results. My name again is [REDACTED]. [REDACTED]. I can provide more information if needed. I appreciate any help on this matter. This will be a fairly large conference of the top 2 percent IQ of the General population. I would love to share my growing up in Illinois and the great education the state of Illinois has to offer. Thank you. [REDACTED]

F000391-092519

Create Date	Customer Full Name	Company Name	Public Record Desired
9/25/2019	FOIA Request- Hyde Park Day School Courtney Stillman	Hauser, Izzo, Petrarca, Gleason & Stillman, LLC	any and all materials submitted or gathered in connection with, or related in any manner to the application of Hyde Park Day School for ISBE/GPCRB approval status for all of its campuses (Lemont, Chicago and Northfield, Illinois) and various programs; and 2. any and all materials relative to ISBE's psot-approval monitoring of this facility.

F000392-092519

Create Date	Customer Full Name	Company Name	Public Record Desired
9/25/2019	HR Specialist Vicki Jones	Danville District 118	Please retrieve licensure information for all Danville District No. 118 employees with an assignment for the current 2019 year delivered in an Excel format as follows: 1. Full Name 2. Licenses - License ID / License / Status Code / Expires 3. Approved Program/Endorsements for Selected License - Endorsement / Description / Grade / Status Code / Issued Date 4. Approvals – Approval Code / Approval / Endorsement / Grade / Status / End Date Thank you for your assistance with this request.

F000393-092519

Create Date	Customer Full Name	Company Name	Public Record Desired
9/25/2019	Mrs. Rebekah Armstrong	PeopleFacts	Transcript

F000394-092519

Create Date	Customer Full Name	Company Name	Public Record Desired
9/25/2019	Dusty Rhodes	WUIS / NPR Illinois	1) ISBE reimbursements for SPED students at Children's Habilitation Center in Harvey, IL SY 2002-03 thru present 2) Any emails to/from or regarding Children's Habilitation Center sent or received by ISBE staff or administration SY 2002-03 thru present 3) Any emails to/from or regarding Pam Markle sent or received by ISBE staff or administration SY 2002-03 thru present 4) Any emails to/from or regarding Jane Lurquin sent or received by ISBE staff or administration SY 2016-17 to present thru present

F000395-092619

Create Date	Customer Full Name	Company Name	Public Record Desired
9/26/2019	Social Studies Department Chair Steve Jeretina		I'm seeking individual school teacher-principal trust measure scores from the 5Essentials Survey for all schools in Illinois from the 2013-2014 and 2018-2019 school years.

F000396-092619

Create Date	Customer Full Name	Company Name	Public Record Desired
9/26/2019	Ms. Deborah Weiss	Whitted Takiff, LLC	Emails by and/or between Jennifer Smith, Esq. and Stephanie Jones, ISBE General Counsel regarding funding of non-state approved placements during the time-frame of June 2018 though and including June 2019. This would include but not be limited to emails dated on or about April 25, 2019 and/or related to due process case [REDACTED]. If a release is required to receive this information, please let me know.

F000397-092719

Create Date	Customer Full Name	Company Name	Public Record Desired
9/27/2019	Research Associate Andy Blanke	Center for Governmental Studies at NIU	My employer, the Center for Governmental Studies at NIU, has a contract with the Department of Commerce and Economic Opportunity to update a website with all the data local governments need to submit an Enterprise Zone application. One of the components of we need is the percentage of K-12 students participating in free/reduced-cost lunch programs in each school covered in the Illinois Report Card data system. We already have total enrollment by school, and the percentage of students eligible. But we do not have the number of students that actually receive free or reduced lunch via those programs. If this information is available, please send in a spreadsheet format, with schools identifiable in a way that they can be cross-referenced with Illinois Report Card files. Our contract has a deadline of October 1st, so a prompt response would be much appreciated. Thank you, Andy Blanke, MPA Research Associate Center for Governmental Studies at NIU

F000397-092719

Create Date	Customer Full Name	Company Name	Public Record Desired
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F000398-092819

Create Date	Customer Full Name	Company Name	Public Record Desired
9/28/2019			Please send me the names and email addresses of all public school board presidents in electronic format.

F000399-092919

Create Date	Customer Full Name	Company Name	Public Record Desired
9/29/2019	Rui Wang	American University	I am trying to find data about the number of teacher and faculty by race and gender (White, Black, Asia, Hispanic, and Others) at school level from 2000 to 2018. However, I cannot find it in your data archive. Therefore, I was wondering could you help me to find the datasets? Data: Teacher and faculty by race and gender (White, Black, Asia, Hispanic, and Others) for each school. Time: from 2000-2001 school year to 2018-2019 school year. Thank you so much for your help! Please let me know if you have any questions. Thanks.

F000400-093019

Create Date	Customer Full Name	Company Name	Public Record Desired
9/30/2019	Mr. Mike Ruff		Dear ISBE FOIA Officer, I am currently a graduate student at Western Illinois University. To prepare for my research, I need to filter through an enormous amount of school data to get to my target population. To do that, I am requesting a Microsoft Excel spreadsheet with the following information for all the schools in the state of Illinois. If possible, please send information related to 2019-2020. If that information is not available, please send data for the most current school year available. Please let me know if you have any questions. Respectfully, Mike Ruff [REDACTED] Every school's type status (presumably public, private, or any other) Every school district's superintendent name (first and last) Every superintendent's work email address Every principal's name (first and last) Every principal's work email address Every principal's 2019-2020 salary Every school's name Every school's locale category (presumably rural, suburban, urban, or other) Every school's mailing address (street, city and zip code) Every school's county Every school district's total student enrollment Every school building's enrollment Every school's breakdown of student ethnicity Every school's grade level(s) per building Every school's low income and/or free & reduced lunch percentage

F000401-093019

Create Date	Customer Full Name	Company Name	Public Record Desired
9/30/2019	Carolina Betancourt		Hello, I am requesting an email list of public school teachers

F000402-093019

Create Date	Customer Full Name	Company Name	Public Record Desired
9/30/2019	Executive Director Children Family Services Kimberly Johnson	PLCCA	Is the center Cradle to the Classroom located in Maywood Illinois in the CACFP program? Are they in good standing in the CACFP program?

F000403-093019

Create Date	Customer Full Name	Company Name	Public Record Desired
9/30/2019	Suniya Farooqui		Number of 4-year olds in Pre-K by zip or Chicago Community Areas for school years: 2014-2015, 2015-2016, 2016-2017, 2017-2018, and 2018-2019.

F000404-093019

Create Date	Customer Full Name	Company Name	Public Record Desired
9/30/2019	Jennifer Brown	Columbus State University	school email addresses of all current educators with a professional educator license administrative endorsement in the state of Illinois