

ILLINOIS STATE BOARD OF EDUCATION



James R. Thompson Center Room 16-503  
100 W. Randolph Street, Chicago, Illinois 60601

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

**November 22, 2019**  
**9:00 a.m.**

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**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. Recognitions**

- A. Illinois Civic Engagement Champions
- B. Presidential Awards for Excellence Recipients
- C. National Elementary and Secondary Education Act Distinguished Schools

**IV. Presentations & Updates**

- A. Report Card 101 (pp. 3-28)

**V. Superintendent's Report – Consent Agenda**

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

- A. \*Approval of Minutes
  - 1. Plenary Minutes: October 15, 2019 (pp. 29-44)
  - 2. Plenary Minutes: October 16, 2019 (pp. 45-52)
  - 3. Closed Session Minutes: October 16, 2019
- B. \*Rules for Initial Review
  - 1. Part 1 (Public Schools Evaluation, Recognition, and Supervision) and Part 680 (Seal of Biliteracy) *Nonpublic Schools* (pp. 53-76)
- C. \*Contracts & Grants Over \$1 Million
  - 1. Approval of Illinois Science Assessment Administration Contract - Upward Amendment (pp. 77-79)
- D. \*FY20 Revised Board Meeting Dates (pp. 80-81)
- E. \*Approval to Maintain Current edTPA Cut Scores at the 9.1.18-8.30.19 Levels (pp. 91-96)

**End of Consent Agenda**

**VI. Approval of Method for Distributing After-School Funding (pp. 82-90)**

**VII. Discussion Items**

- A. Strategic Plan
- B. Perkins V
- C. ESSA (pp. 97-106)
- D. Educator Preparation, Support and Success (pp. 107-114)
- E. 2019 Veto Session (pp. 115)
- F. 2020 Census Communications Plan (pp. 116-123)

## **VIII. Closed Session**

- A. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11)
- B. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2)
- C. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer 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)

## **IX. Upcoming Board Actions**

- A. Part 235 (Early Childhood Block Grant) *Chronic Absenteeism* (pp. 124-128)
- B. Part 425 (Voluntary Registration and Recognition of Nonpublic Schools) *General Cleanup* (pp. 129-151)
- C. Part 650 (Charter Schools) *Charter Authorization and Oversight* (pp. 152-196)
- D. Approval of STAR NET Project (Funding Increase) (pp. 197-199)
- E. Approval of Dissolution of the Proviso Township High School District 209 Financial Oversight Panel (pp. 200-221)
- F. Approval of Summer Migrant Education Program Request for Proposals (pp. 222-224)
- G. Approval of 2019 State Board of Education Annual Report for the General Assembly (pp. 225)

## **X. Announcements & Reports**

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

## **XI. Information Item**

- A. Start Date Study (pp. 226-232)
- B. ISBE Fiscal & Administrative Monthly Reports (pp. 233-308)
- C. FOIA Monthly Report (pp. 309-322)

## **XII. Adjourn**

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

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



IllinoisReportCard.com  
is the state's official  
source for information  
about public schools  
across Illinois. The info  
here will help you act  
informed partner  
tion of

# 2019 State Snapshot

- Academic Progress
- State Environment
- Students
- Teachers
- Administrators

## 2019 Report Card Briefing



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# Praise for the Illinois Report Card



State Exemplars of School Accountability “Report Cards”



Exemplar:

Illinois (post-secondary data)

November 1, 2019

## EDUCATION WEEK

### Four Things That Make This State's ESSA School Spending Data Unique



## State Bright Spots

Which States Help Parents Make Meaning of the Data?

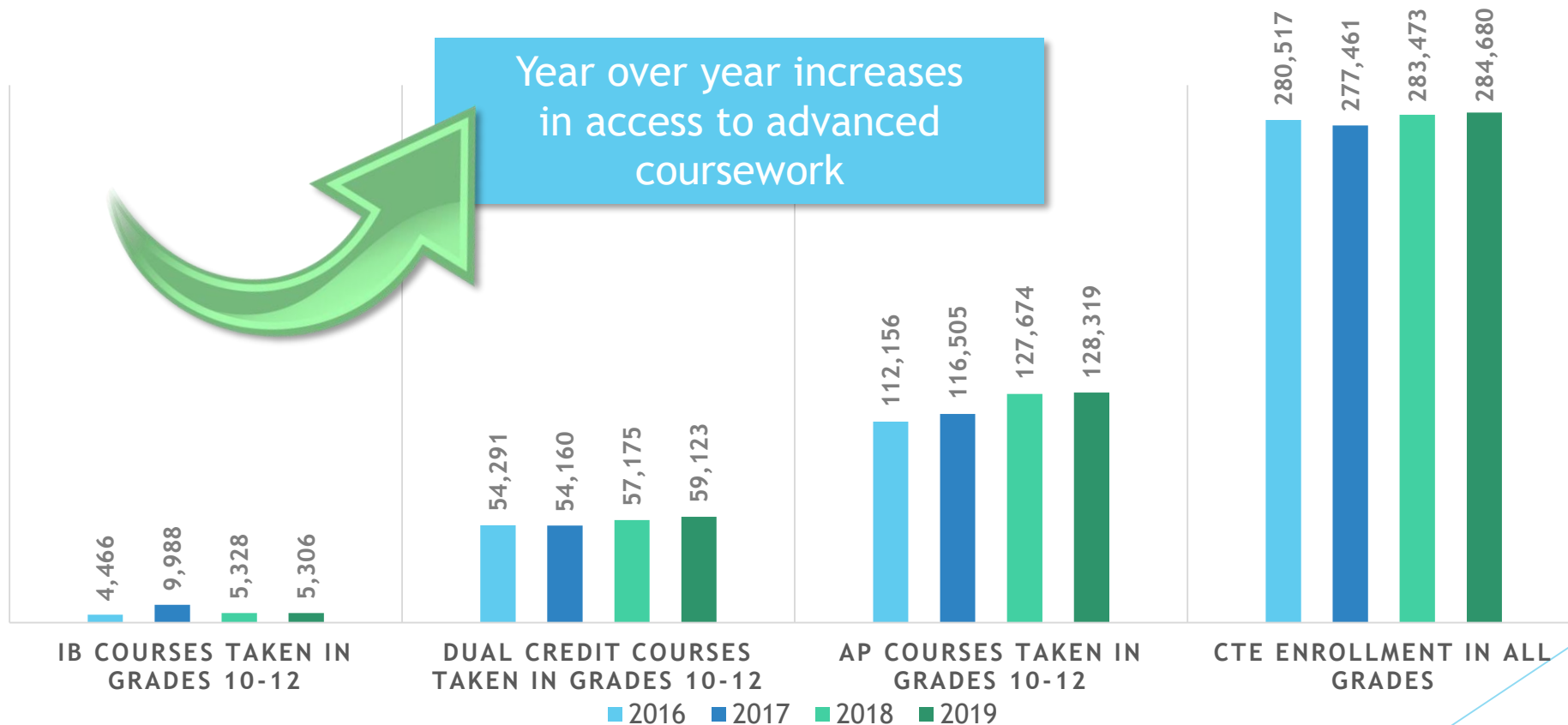


**Illinois's** report card includes detailed explanations that go above and beyond to help parents understand why that data matters to them. Typical report card definitions focus on a technical description of the data point, but Illinois includes additional context to help users understand why they should care about the information and what it might mean, more broadly, about student performance and preparation for the future.



# College & Career Readiness

## Dual Credit, AP, & CTE

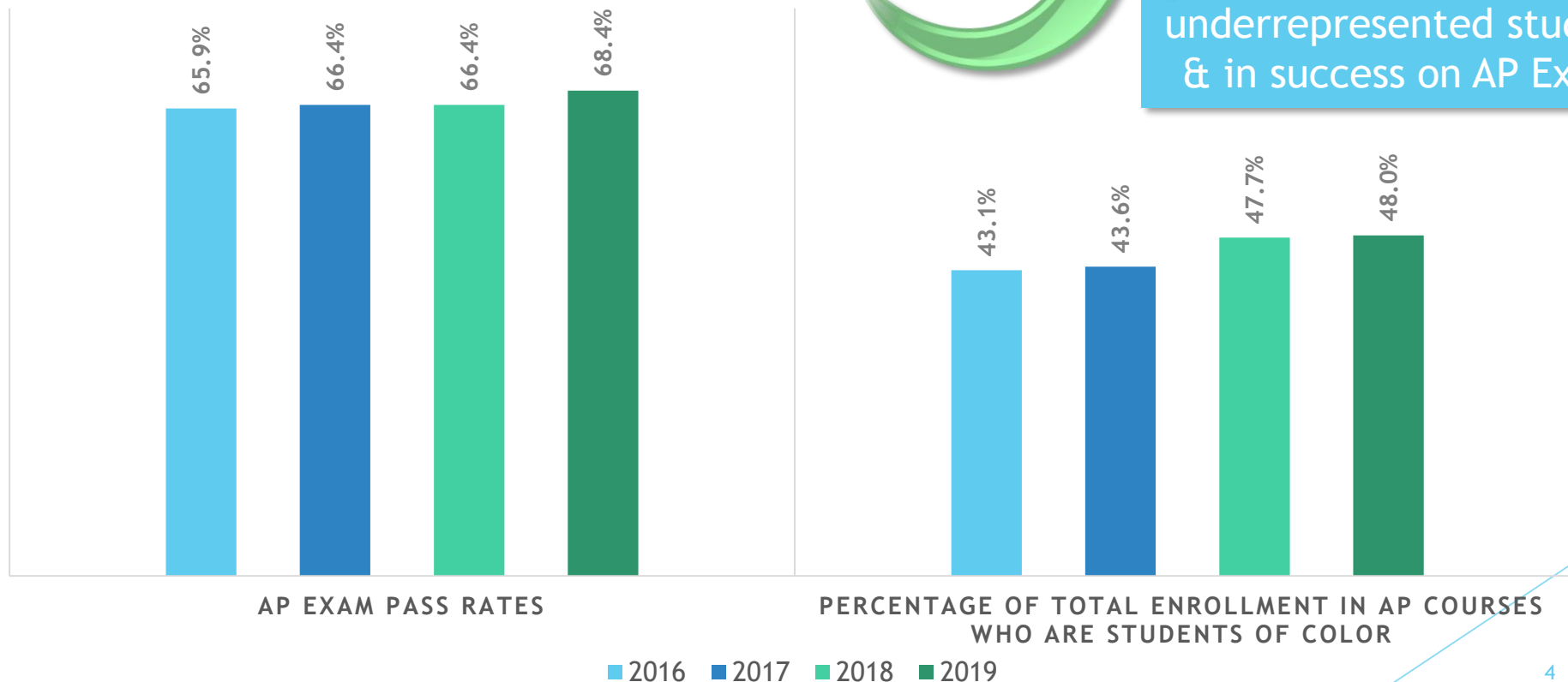


# College & Career Readiness

## Advanced Placement

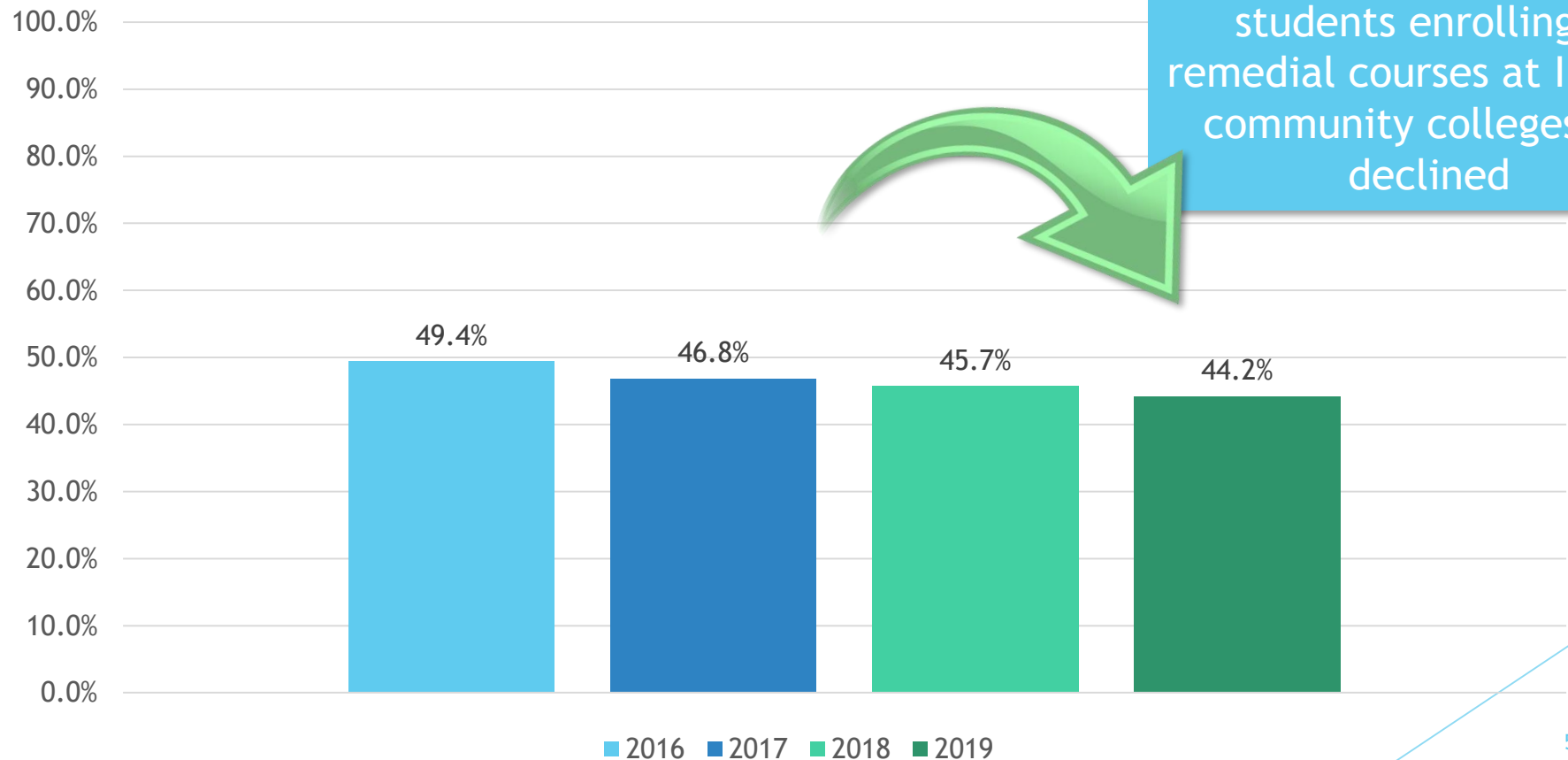


Simultaneous increases  
in access to AP among  
historically  
underrepresented students  
& in success on AP Exams



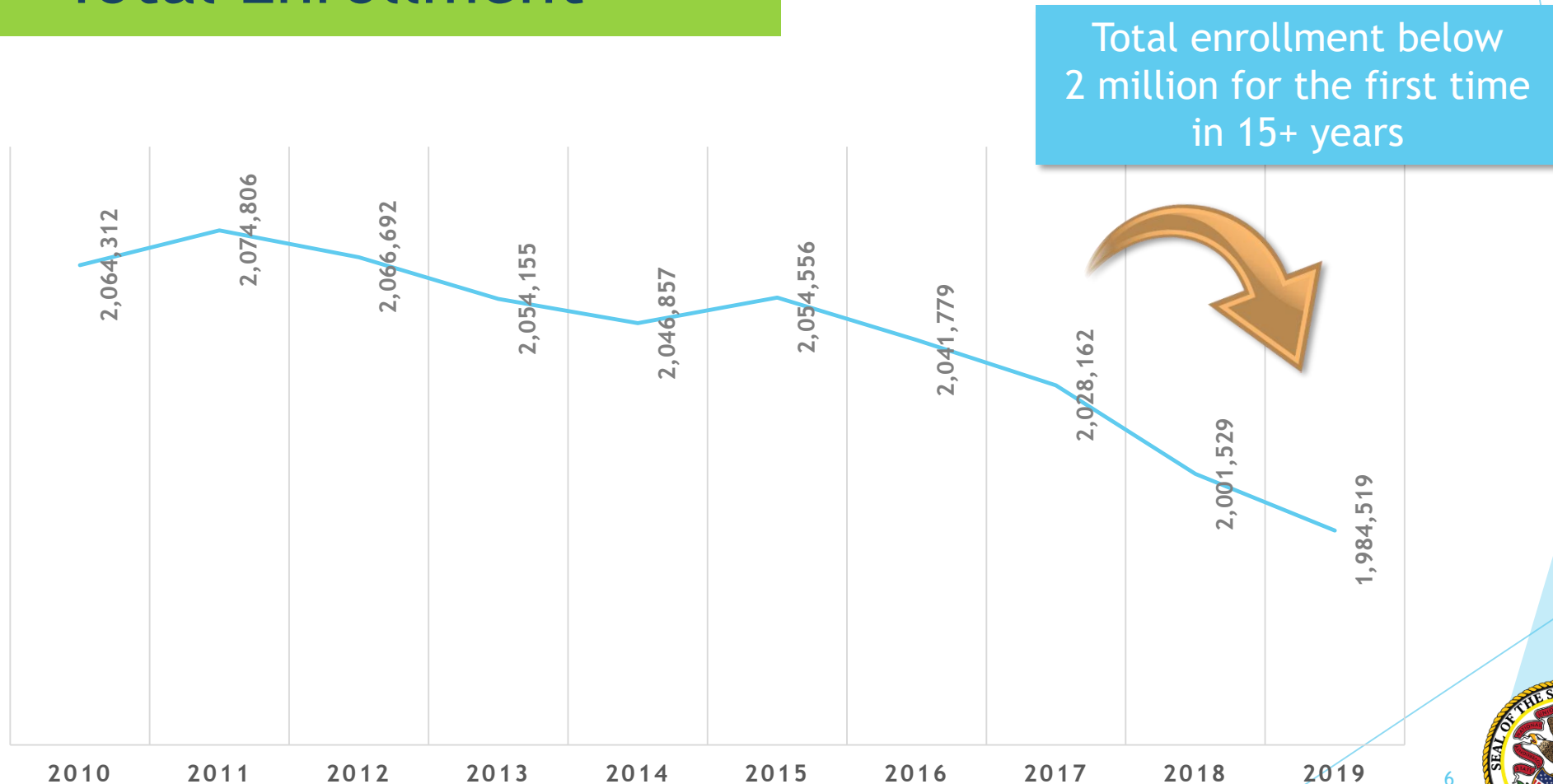
# College & Career Readiness

## Community College Remediation



# Students

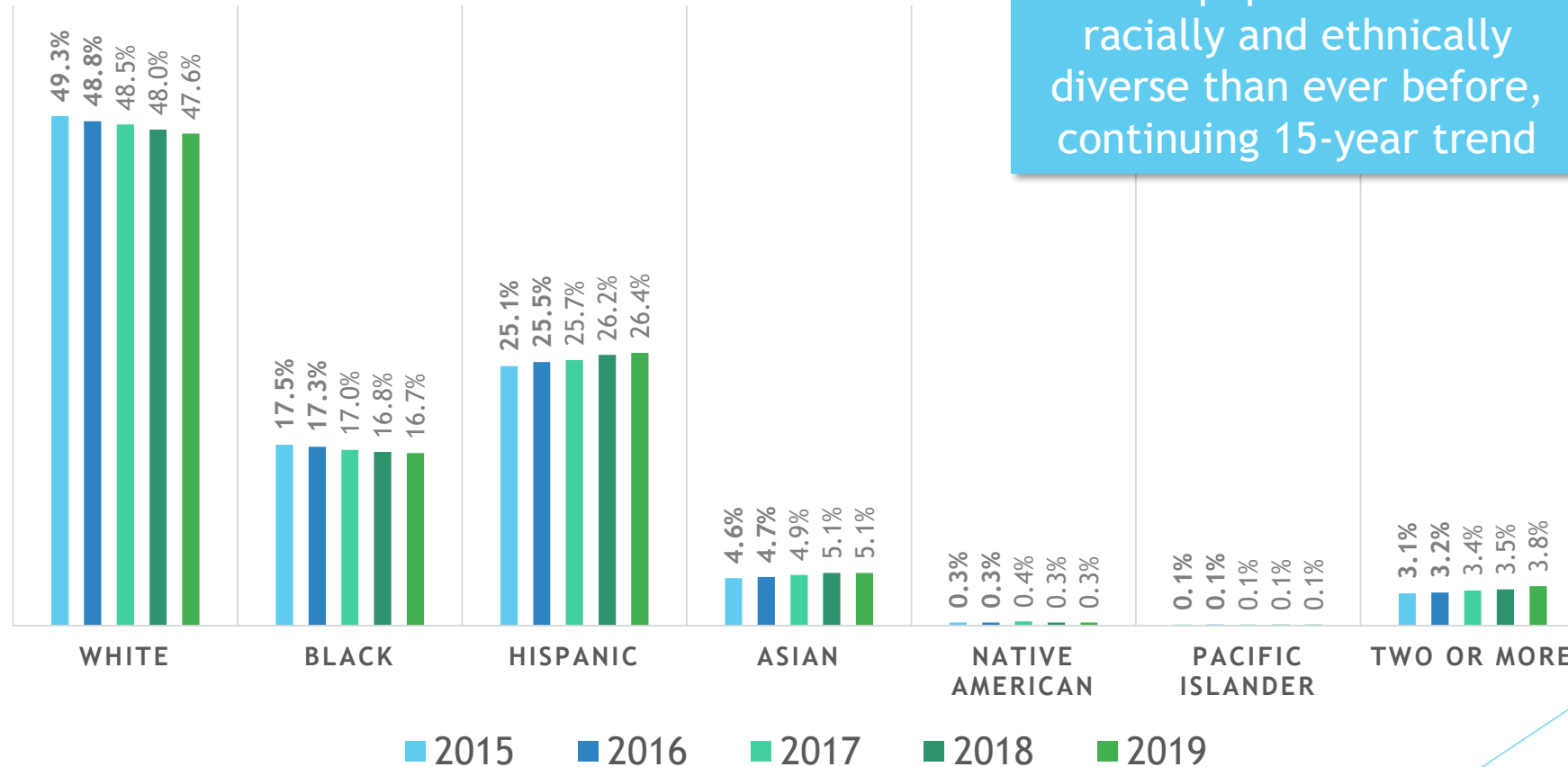
## Total Enrollment





# Students

## Demographics

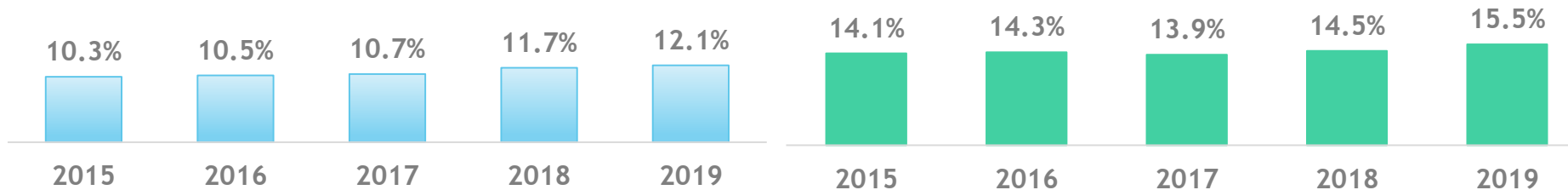


# Students

## English Learners & Students with IEPs

**240,000+**  
Total English Learners  
in 2019

**375,000+**  
Total students with IEPs  
in 2019



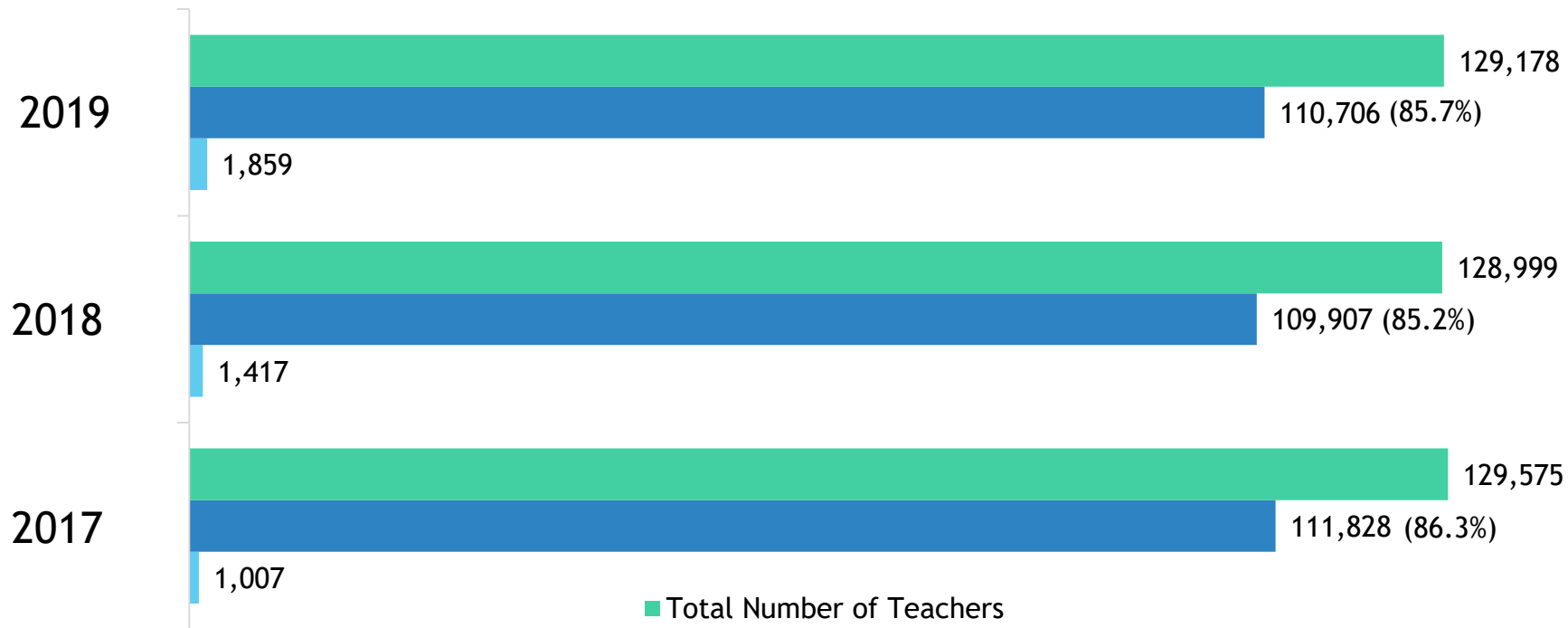
English Learner Enrollment

Students with IEPs Enrollment



# Teachers

## Total, Retention & Unfilled Positions



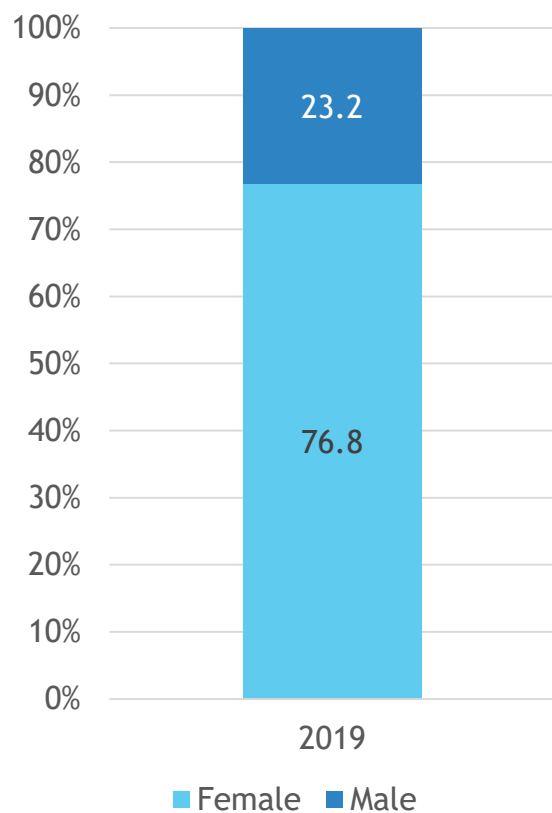
- Total Number of Teachers
- Estimated Teachers Retained (Based on 3-year Average Retention Rate)
- Total Unfilled Teaching Positions



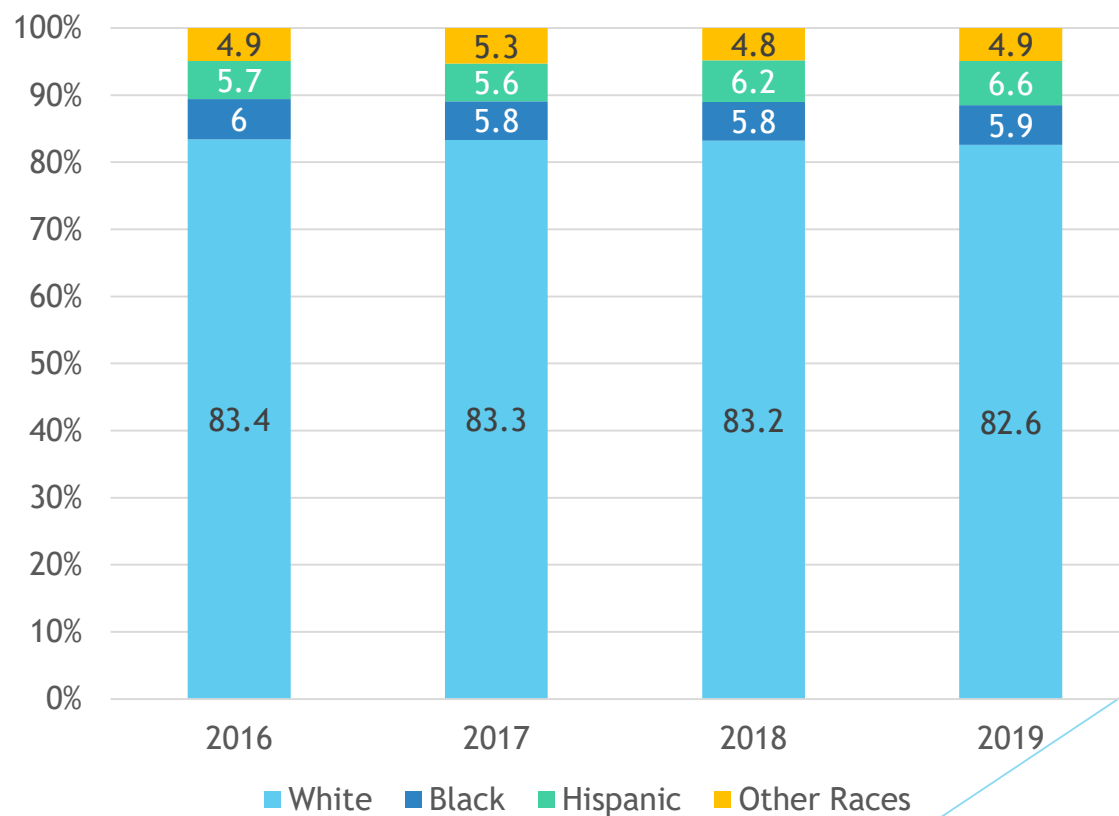
# Teachers

## Demographics

Gender



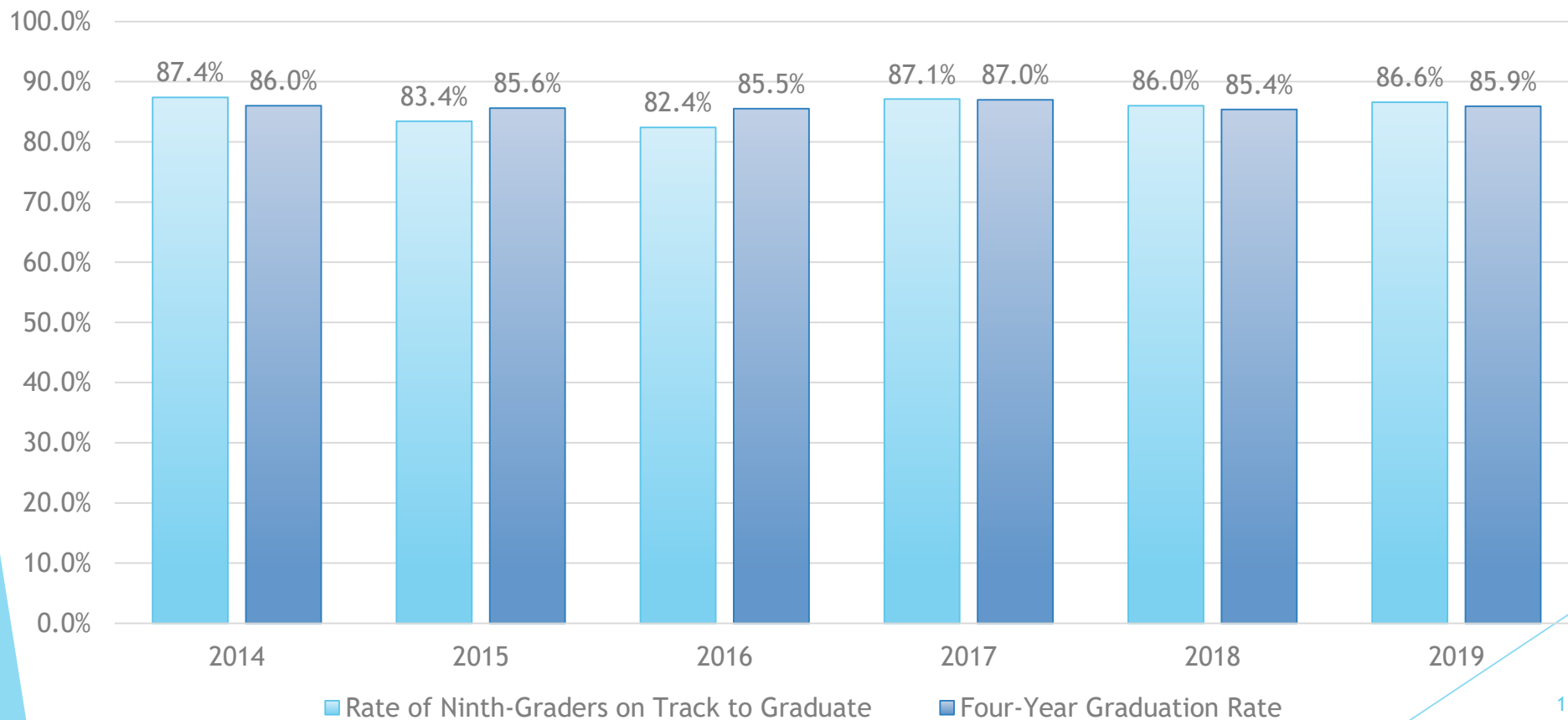
Race/Ethnicity





# College & Career Readiness

## Graduation Rate & Ninth-Graders on Track



11

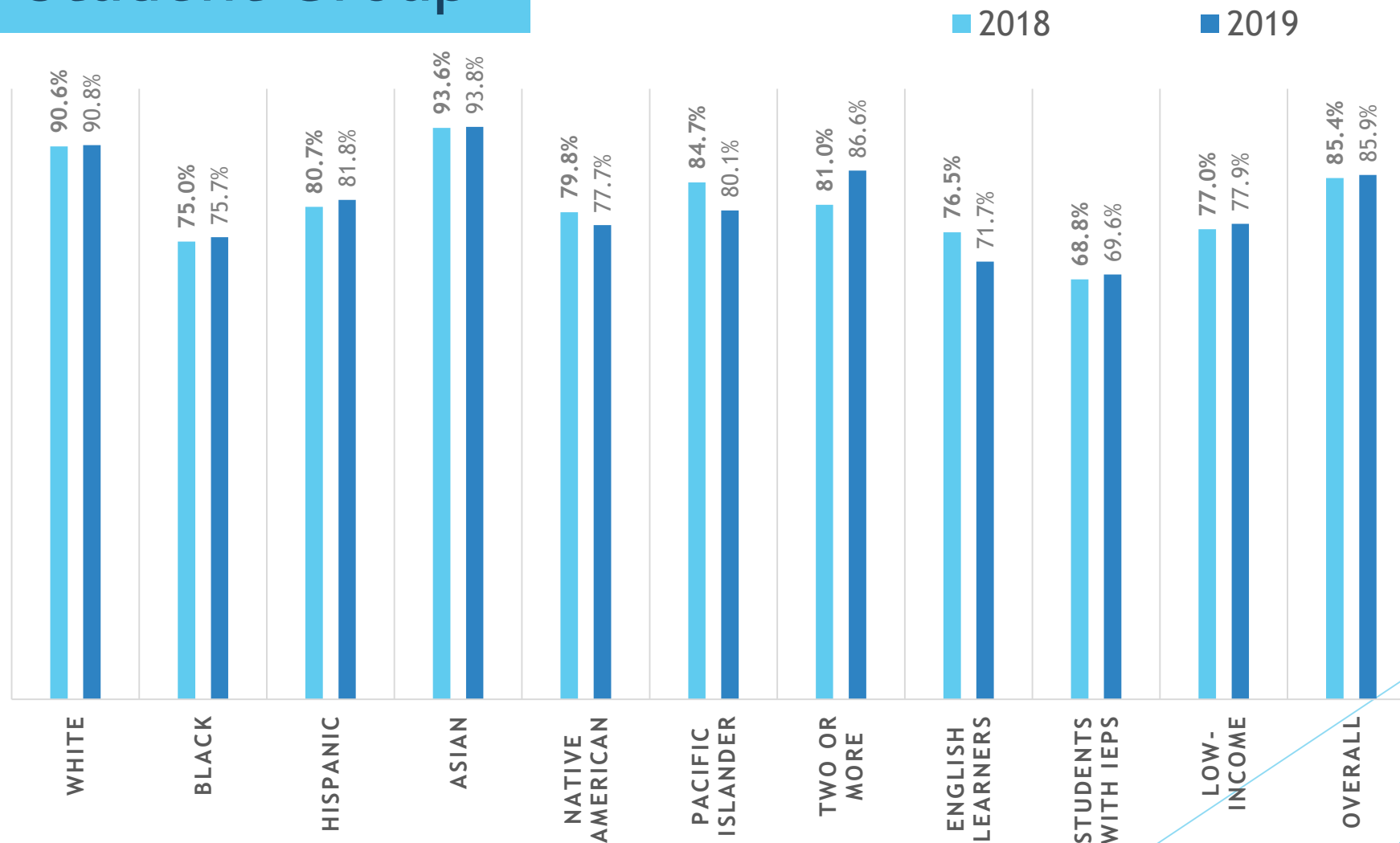


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# Four-Year Graduation Rates

## By Student Group



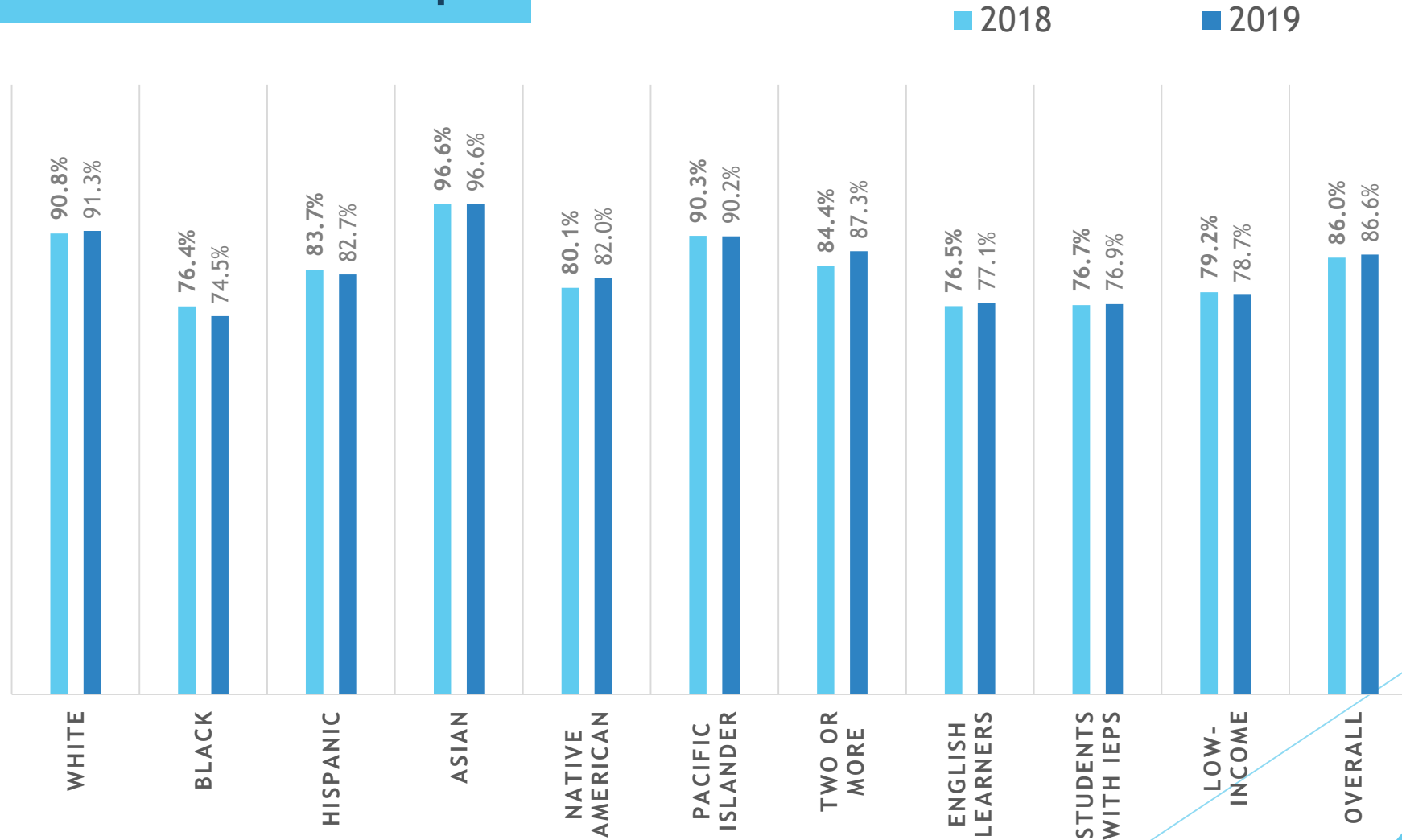
12



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# Ninth-Graders on Track to Graduate

## By Student Group



13



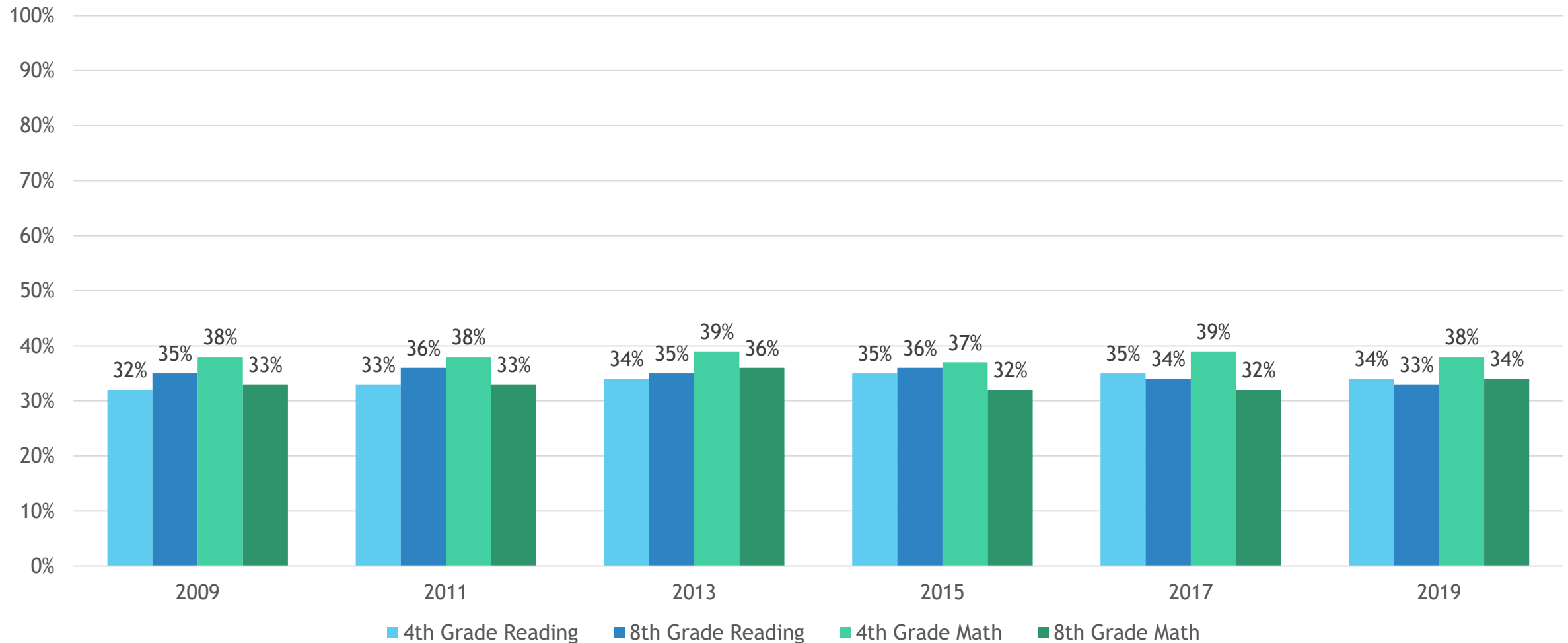
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# National Assessment of Educational Progress



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## Percent Proficient





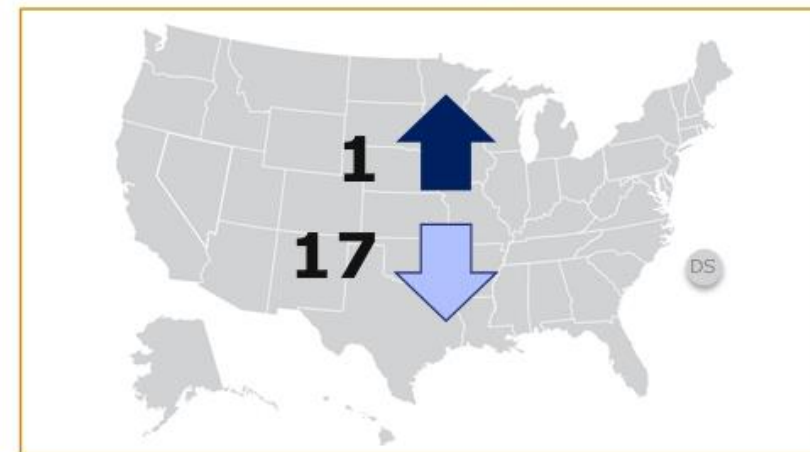
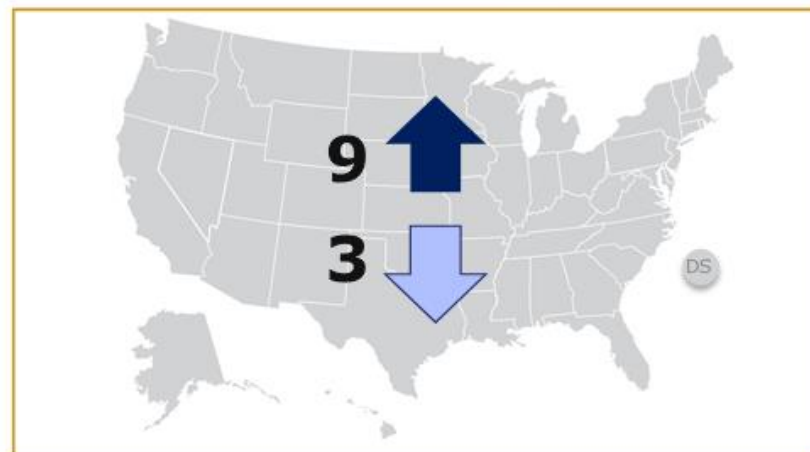
# National Assessment of Educational Progress

## State Comparison

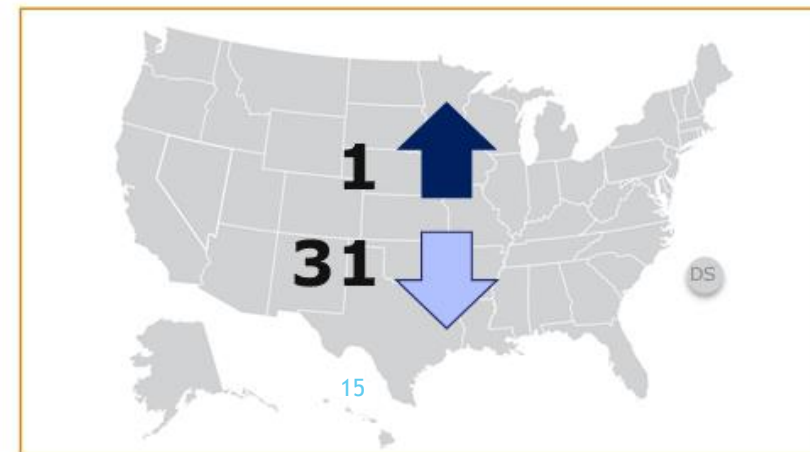
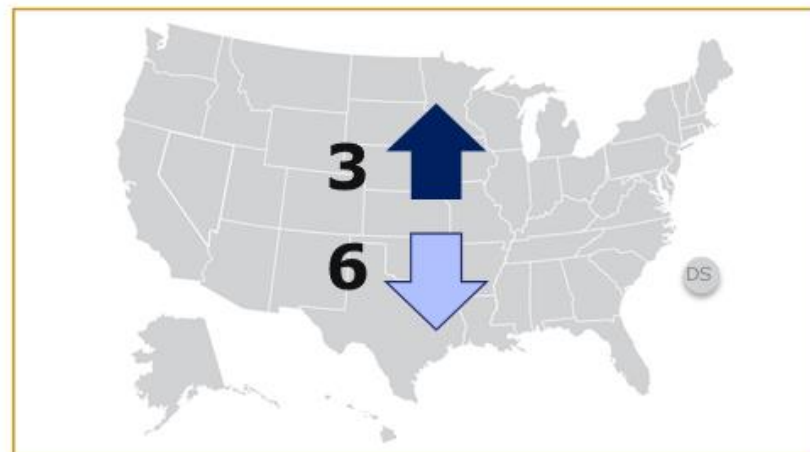
### MATHEMATICS

### READING

GRADE  
**4**



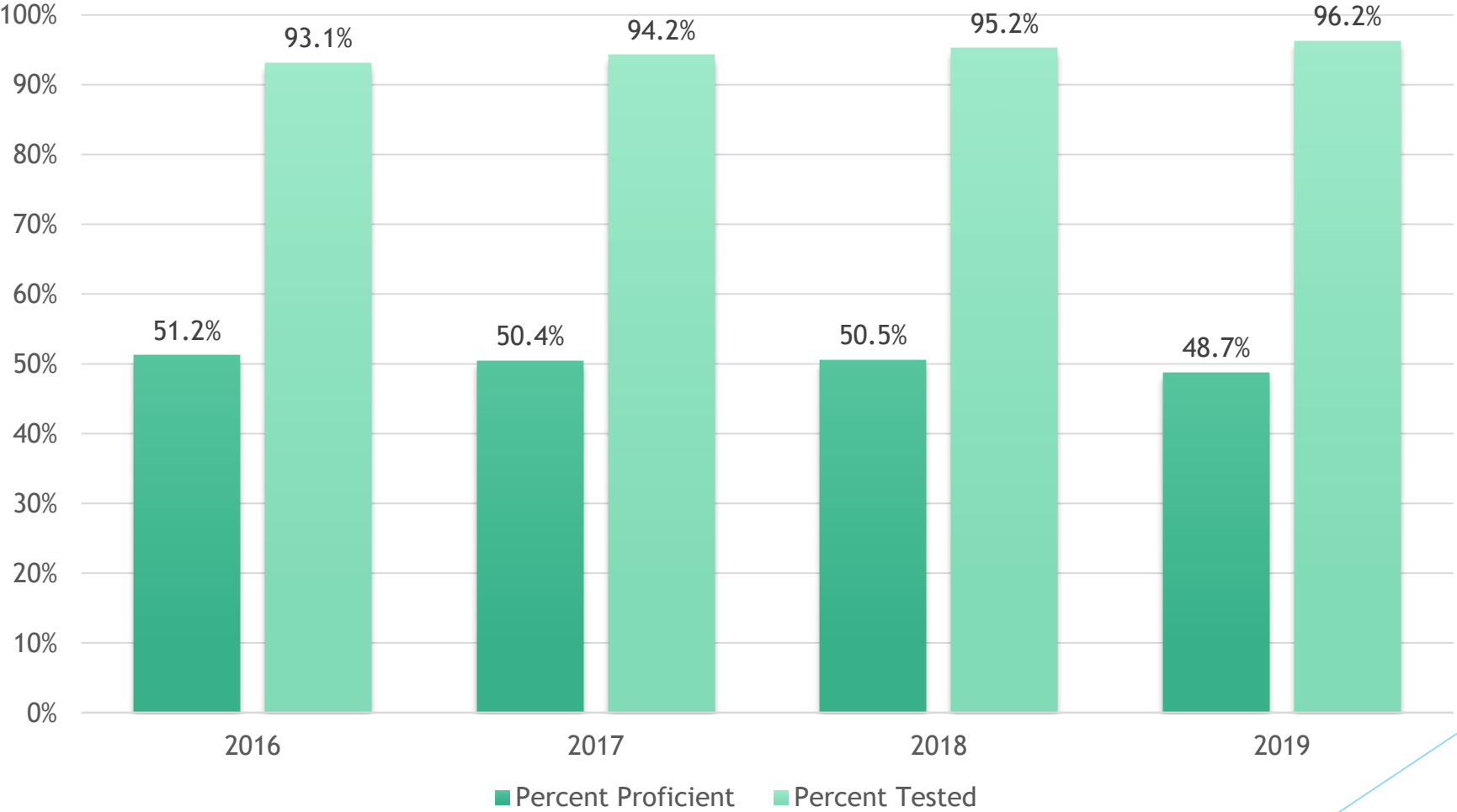
GRADE  
**8**



**Illinois**  
held steady from  
2017 to 2019 - with  
no statistically  
significant declines  
or increases

↑ Score increase  
since 2017  
↓ Score decrease  
since 2017

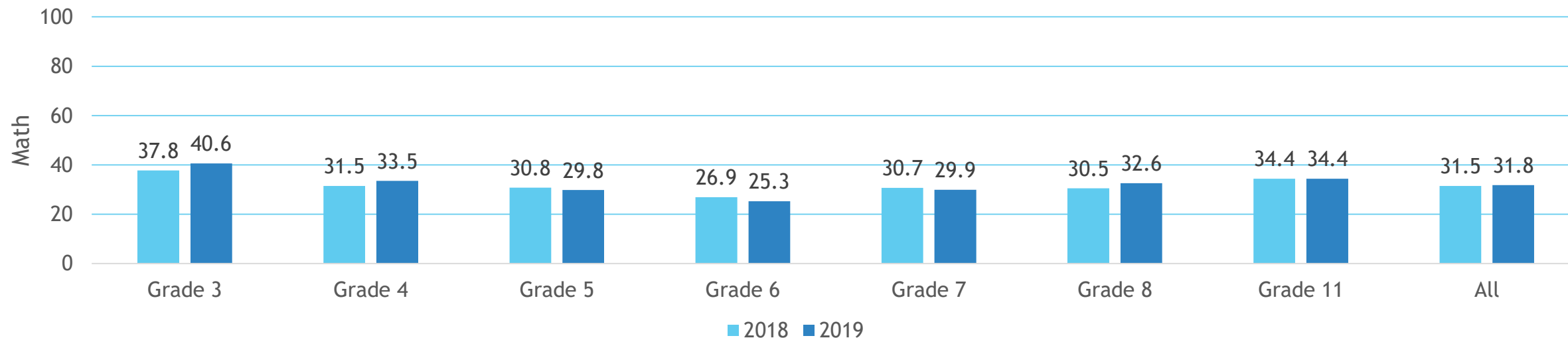
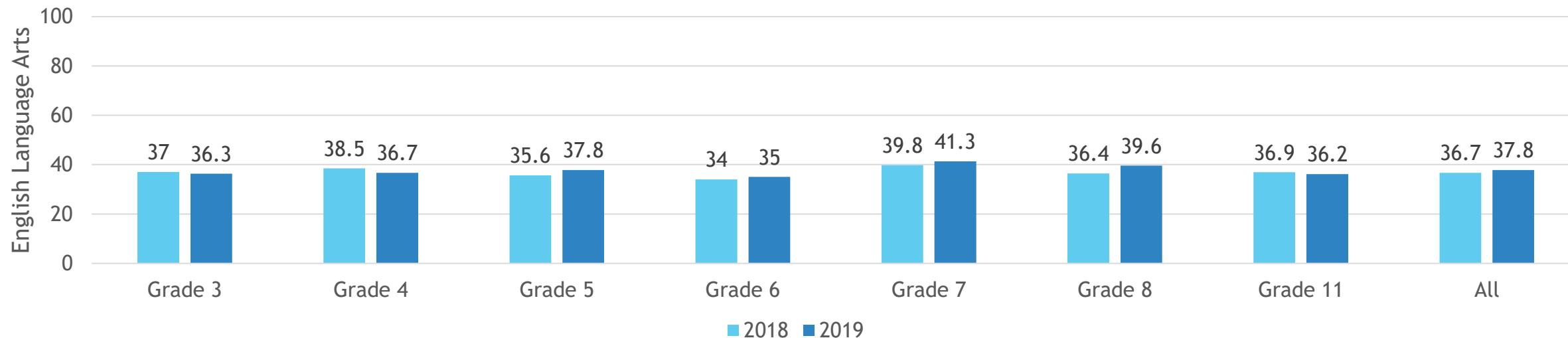
# ISA Proficiency & Participation



# ELA & Math Proficiency (IAR & SAT)



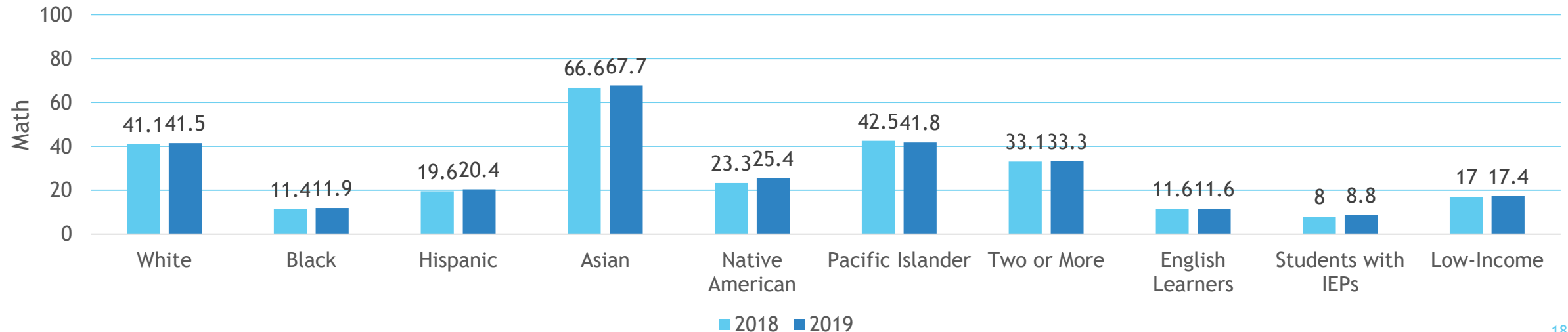
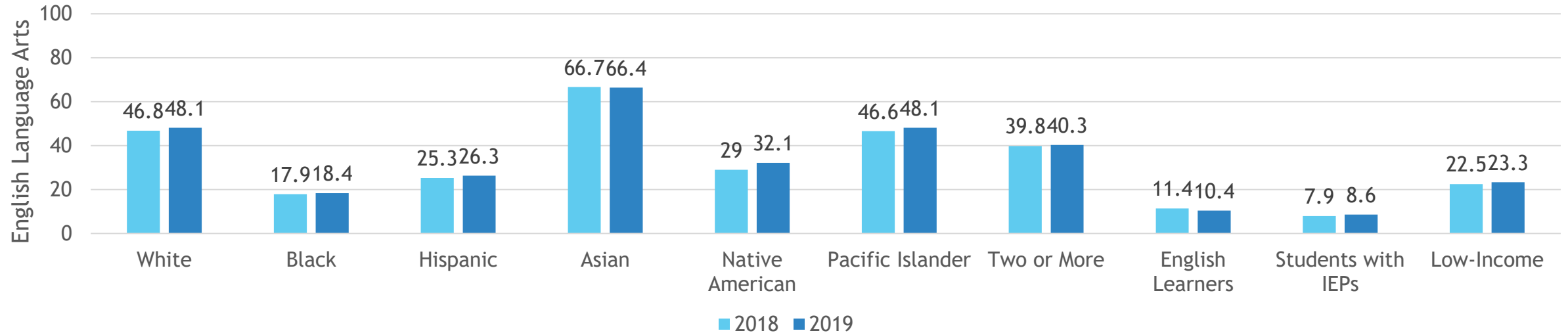
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# IAR Proficiency by Student Group



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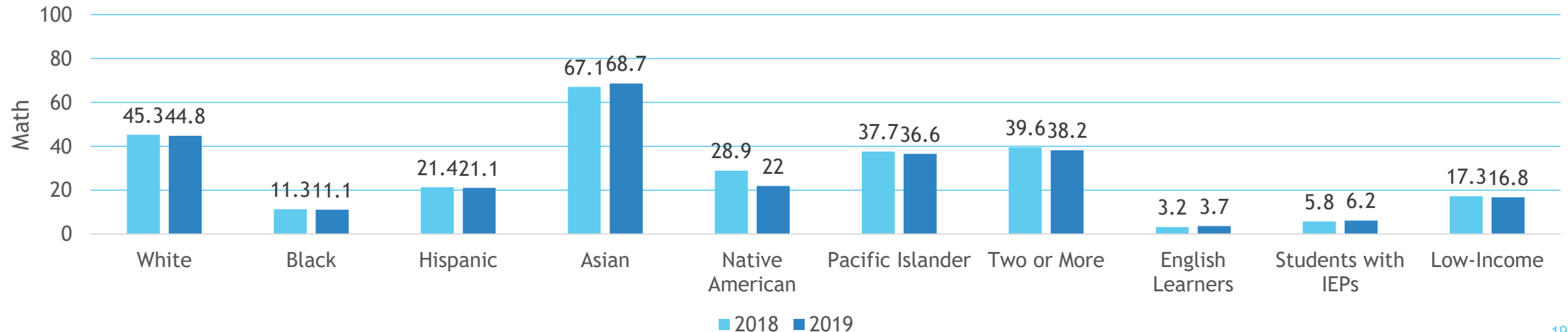
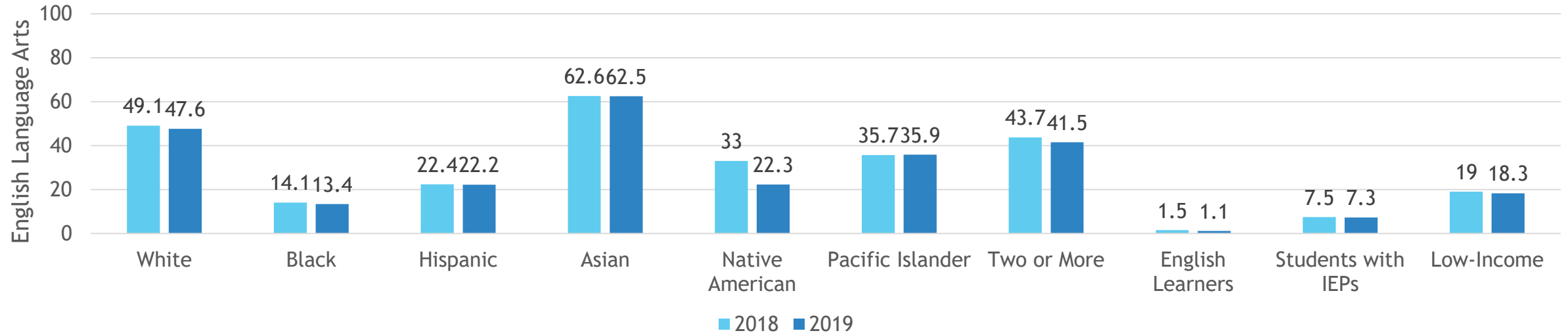




# SAT Proficiency by Student Group

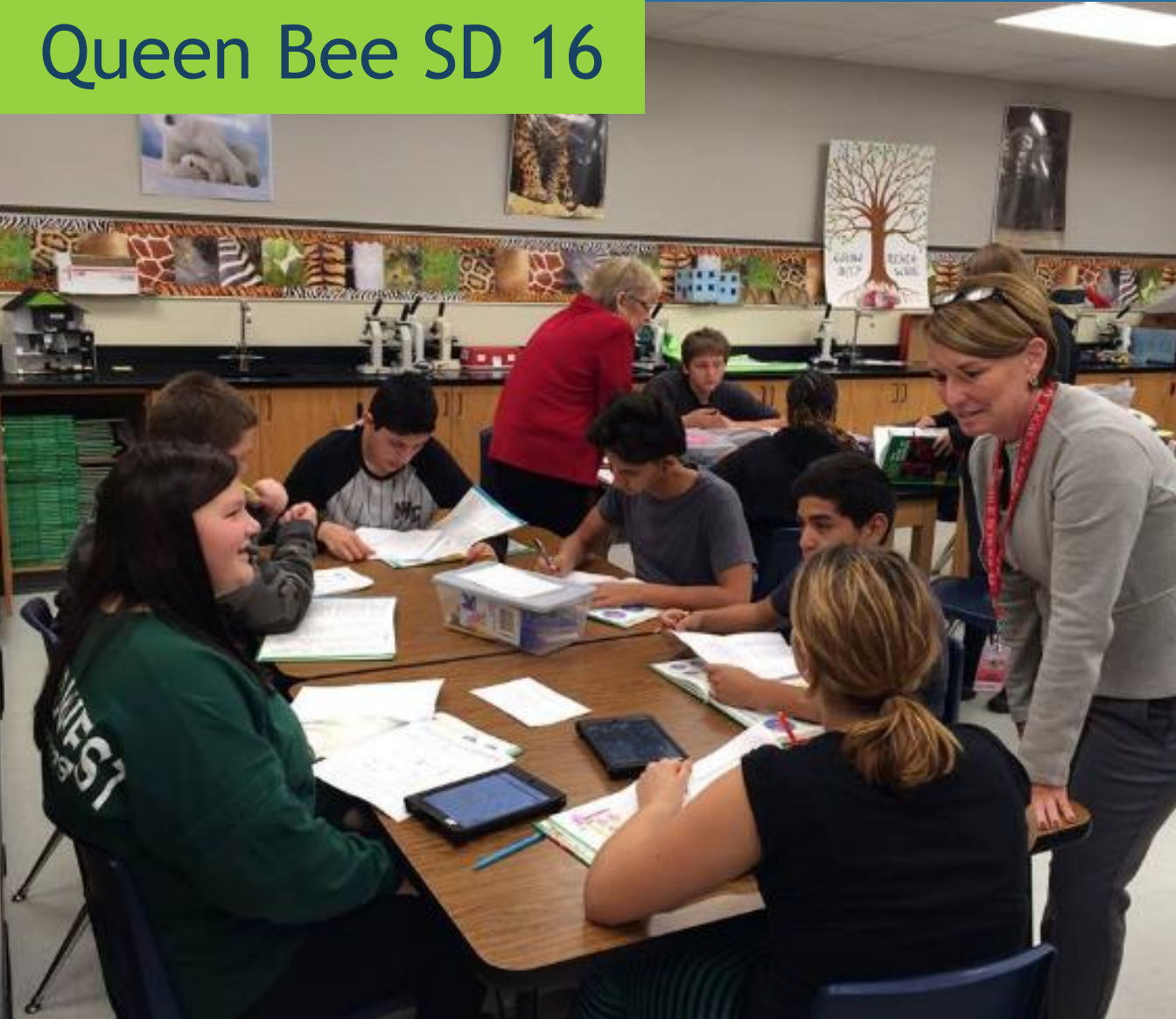


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# Success Stories

## Queen Bee SD 16

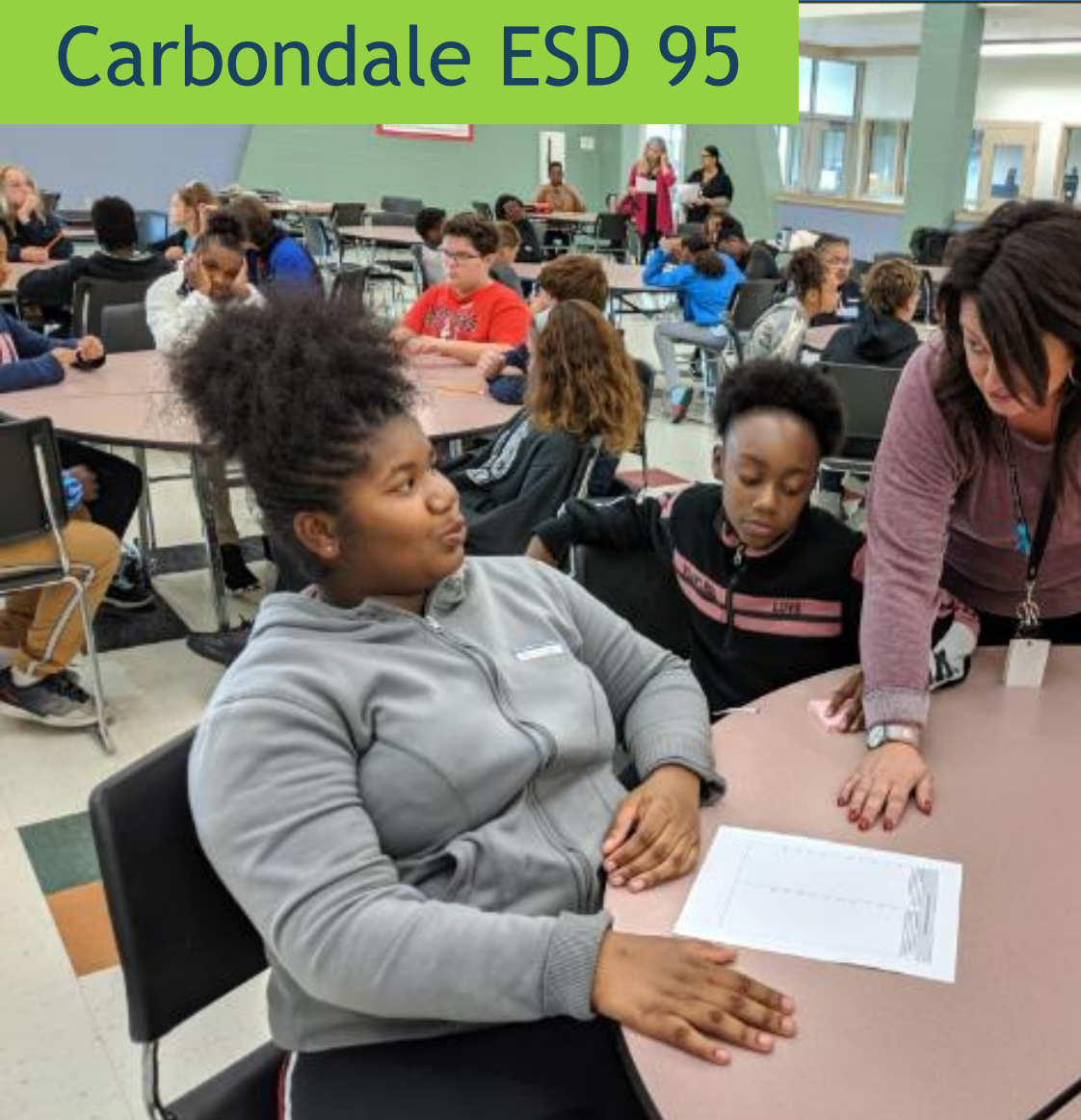


- ▶ From 4 Commendable schools in 2018 to 3 Commendable schools and 1 **Exemplary** school in 2019
- ▶ Students grew between the 68<sup>th</sup> and 73<sup>rd</sup> percentiles in English language arts and above the 50<sup>th</sup> percentile in math for all student groups



# Success Stories

## Carbondale ESD 95



- ▶ From 1 Lowest-Performing school and 3 Underperforming schools in 2018 to 1 Underperforming school and 3 **Commendable** schools in 2019
- ▶ Students grew above the 50<sup>th</sup> percentile in English language arts and near the 50<sup>th</sup> percentile in math for all student groups





# Success Stories

## Gordon Bush Elementary in East St. Louis SD 189



- ▶ From Lowest-Performing in 2018 to **Commendable** in 2019
- ▶ Students grew above the 55<sup>th</sup> percentile in English language arts and above the 59<sup>th</sup> percentile in math

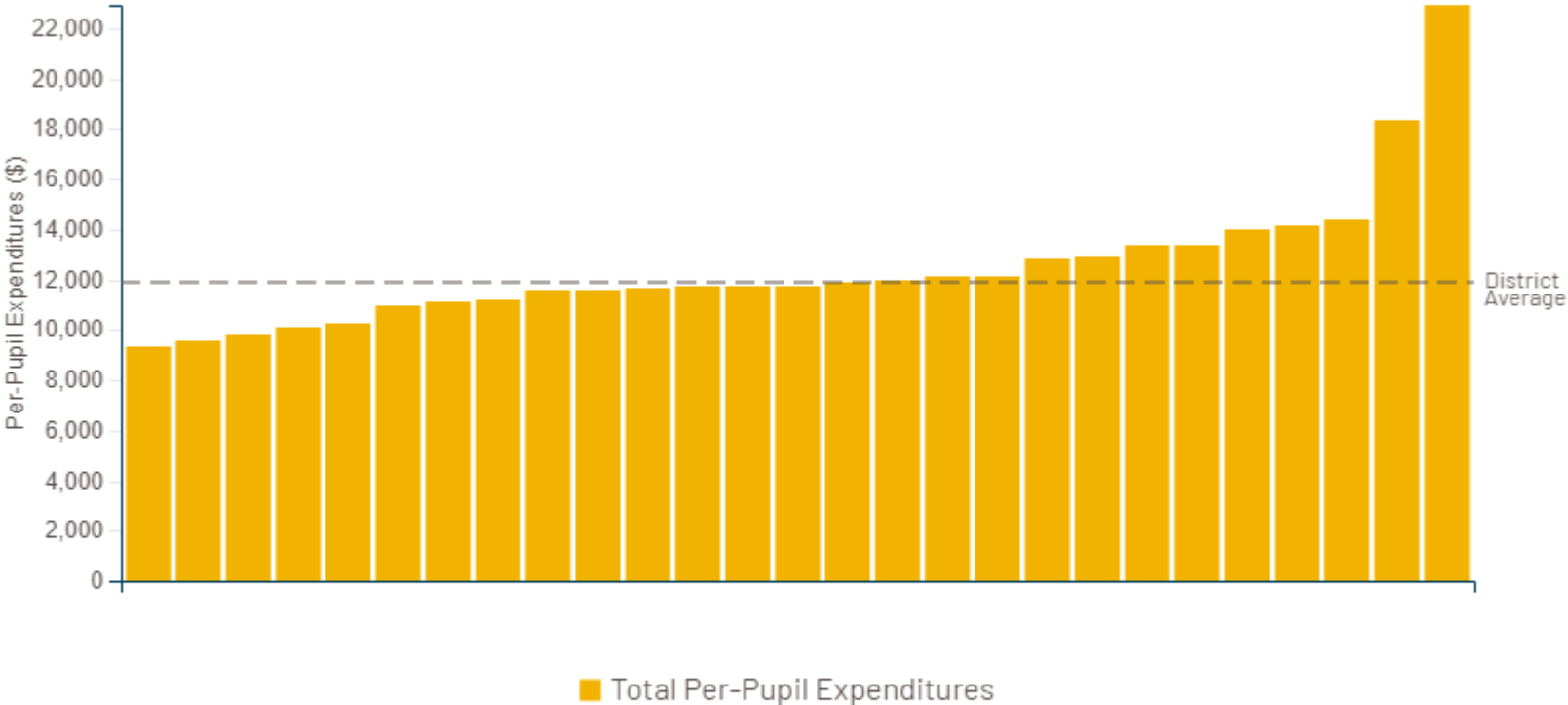


# Site-Based Expenditures

View 1

SELECT: ☒ Overall ☐ Source of Funds ☐ Expenditure Type

☒ Show school names



District Financial Capacity to Meet Expectations = 64.30%



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# Site-Based Expenditures

## View 2

| School Name         | Per-Pupil Expenditures | Enrollment | Low Income Students | English Learners | Student with IEPs | Summative Designation |
|---------------------|------------------------|------------|---------------------|------------------|-------------------|-----------------------|
| Elementary School 1 | \$12,911               | 424        | 41.30%              | 18.90%           | 15.30%            | Commendable           |
| Middle School 1     | \$14,354               | 461        | 41.00%              | 6.30%            | 24.90%            | Commendable           |
| Elementary School   | \$9,348                | 860        | 23.00%              | 13.50%           | 7.70%             | Commendable           |
| Middle School 2     | \$11,902               | 1,231      | 81.50%              | 29.50%           | 15.70%            | Commendable           |



# Site-Based Expenditures

## View 3

Bar Chart

Scatterplot

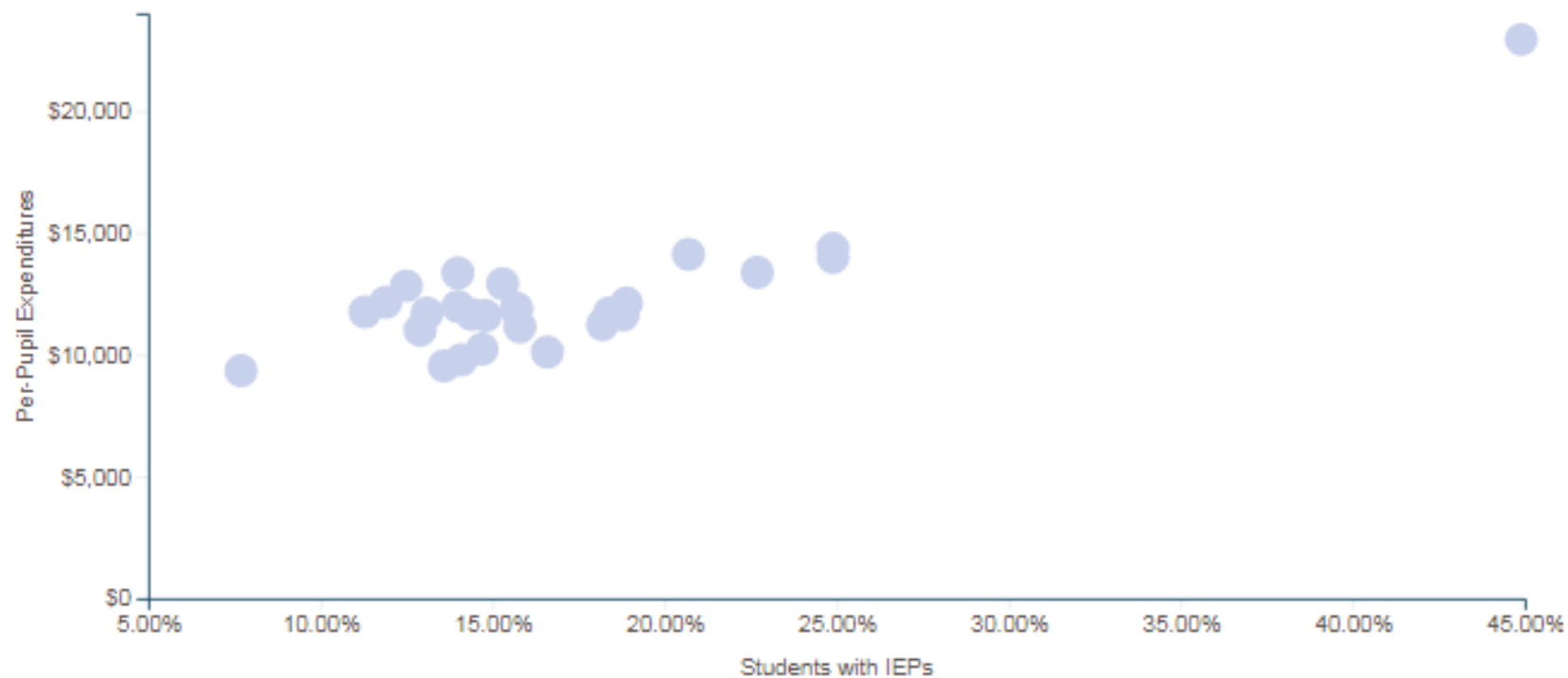
Summative Designation

Enrollment

English Learners

Student with IEPs

Low Income Students



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# 2019 State Snapshot

## 2019 Report Card Briefing

IllinoisReportCard.com is the state's official source for information about public schools across Illinois. The info here will help you act as an informed partner in the education of

- Academic Progress
- State Environment
- Students
- Teachers
- Administrators



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**Illinois State Board of Education Meeting**  
October 15, 2019  
**East St. Louis School District 189**  
**District Administration Building, Board Conference Room**  
**1005 State St., East St. Louis 62201**

**ROLL CALL/PLEDGE OF  
ALLEGIANCE**

Chairperson Darren Reisberg called the meeting to order at 1:08 p.m.  
Roll call was taken, and a quorum was present with eight members.

The Board members, State Superintendent Dr. Carmen Ayala, and anyone who wished to join them faced the American flag and recited the Pledge of Allegiance.

Chairperson Reisberg announced that the Board meeting was being audio-cast live over the internet.

**Members Present:**

Mr. Darren Reisberg, Chairperson of the Board  
Dr. Donna Leak, Vice Chairperson  
Dr. Christine Benson  
Ms. Cynthia Latimer  
Dr. David Lett  
Ms. Susie Morrison  
Dr. Cristina Pacione-Zayas, Secretary  
Ms. Jane Quinlan  
Ms. Jacqueline Robbins

**Members Absent:**

None

**PUBLIC PARTICIPATION**

Mamie Cosey and Gloria Hicks represented Parents United for Change. Ms. Cosey welcomed Board members and thanked them for coming to East St. Louis.

Ms. Cosey expressed pride in her school district despite the ups and downs and she stated that there needs to be greater clarity in communication between the schools and parents. Ms. Cosey has recommended training in effective communication for all staff.

Ms. Cosey feels that there is some work to be done with respect to the area of mental health. Students need resources, psychologists, and social workers, but they also need funding. "Our children have to be in a safe place and our children have to be protected," she said.

Ms. Hicks spoke about transportation needs in East St. Louis. Many children walk long distances to school, and some students stay home because the weather conditions pose threats to child health and safety.

A budget hearing was scheduled for the following day, so Dr. Cristina Pacione-Zayas encouraged Ms. Cosey and Ms. Hicks to utilize the online form to formally document their requests. Their comments will be assessed by the agency before the budget is proposed.

Ms. Cosey noted that letters had been submitted to the East St. Louis School Board and superintendent regarding the transportation issue. There is a concern about "the number of gang-related criminal acts."

Chairperson Reisberg stated that East St. Louis Superintendent Art Culver and his team can assess the status of the transportation request and what can be done as short-term action. He also affirmed the State Board's "focus on creating safe and healthy environments for our students" in the longer term.

Sue Taylor and Paula Williams spoke on behalf of the Illinois Federation of State Office Educators (IFSOE). Ms. Taylor described her background in education and her journey at ISBE. The situation regarding "salary step freezes" led her to become the president of IFSOE.

Ms. Taylor stated that "the members of [IFSOE] are [at the Illinois State Board of Education] because they believe in what we are doing," rather than the benefits and salary. "This work should not be completed at the sacrifice of financial stability," Ms. Taylor said.

IFSOE made a proposal to ISBE management on July 22, 2019, including "items that would assist our members in being properly compensated and receiving benefits that match the duties and work that we do." These include a cost-of-living adjustment, annual step increases, longevity pay for IFSOE members reaching the top of the pay scale, locality pay for Chicago-area staff, disparity pay for staff who have been at ISBE for 10 years or more, increases in tuition for those continuing education, and an increase in paid maternity/paternity leave from four to 10 weeks of leave.

IFSOE has had meetings since the last Board meeting with Superintendent Dr. Ayala and with management for another negotiation session. Ms. Taylor reports that the negotiation session yielded a "less than stellar" counterproposal.

Ms. Williams shared letters from IFSOE members detailing some of their hardships in navigating salaries and benefits with ISBE. These anonymous letters were provided to the Board members.

Chairperson Reisberg thanked Ms. Taylor and Ms. Williams for their work at the agency and on behalf of IFSOE.

## **DISTRICT INTERVENTION**

Dr. Ayala introduced Finance Officer Robert Wolfe, who provided the Board with a "framing and a history of district intervention" pertaining to East St. Louis and North Chicago school districts.

## **INTRODUCTION**

Both districts were placed on academic watch status and both districts' student performance were among the lowest in the state. Both districts voluntarily entered into intergovernmental agreements with the State Board of Education in hopes of improving student achievement. These proved to be unsuccessful. The State Superintendent at the time recommended "the removal of the school boards of both districts, the appointment of an Independent Authority, and the installation a Financial Oversight Panel (FOP)" in both districts.

The regional superintendents instructed that the school boards be removed in 2012. An Independent Authority replaced the school board in North Chicago and remains in place. It has five members appointed by the State Superintendent. The FOP also has five members, two of whom are from the community. The other three members "have demonstrated an expertise in finance.

The East St. Louis School board filed a stay in court in St. Clair County, resulting in a consent decree that outlined the steps that the East St. Louis School District

should take and the metrics of outcomes. The Independent Authority in North Chicago will remain in place until the State Superintendent makes a recommendation to the State Board of Education to remove it.

Chairperson Reisberg recognized the role of the regional superintendents in removing the school boards and establishing the Independent authority. He specifically thanked Susan Sarfaty, regional superintendent of St. Clair County, for her involvement in this work and for her presence at the board meeting. Chairperson Reisberg then asked if there was “a defined period of time” that the independent authority was established for in North Chicago. Mr. Wolfe stated that the statute did not define a length of time. In fact, the statute installing the independent authority has been since updated and “is no longer in existence.” Thus, “the cessation of the independent authority rests with the state superintendent via the State Board of Education.” The financial oversight panels, however have a “statutory life not to exceed ten years.” Statutory cessation for the financial oversight panels will arise in 2022.

Dr. Pacione-Zayas asked what had updated the statute installing the independent authority in North Chicago. Mr. Wolfe stated that the update stemmed from a district intervention bill in the Illinois School Code in 2014.

Dr. Pacione-Zayas asked whether there was “a relationship between the shift from the No Child Left Behind Act to the Every Student Succeeds Act (ESSA) in the instances when there are schools that are not performing.” Mr. Wolfe responded that identified school districts still receive support through the summative designation system, which has changed under ESSA. “There is no direct connection between the transition from the reauthorization of Title I as it relates to the East St. Louis or the North Chicago school districts.

#### **EAST ST. LOUIS SCHOOL DISTRICT 189**

Dr. Ayala introduced East St. Louis superintendent Mr. Art Culver. Mr. Culver thanked Dr. Ayala, Chairperson Reisberg, and the Board members for spending time in East St. Louis’ schools and community. Mr. Culver then recognized East St. Louis school board president R.C. Clark, as well as the chair of the financial oversight panel, Ranodore Foggs.

Mr. Culver introduced East St. Louis’ chief academic officer Jennifer Brumback and chief school business official Dr. Sherry Whitaker, who assisted in giving an update on East St. Louis’ progress.

Ms. Brumback highlighted East St. Louis’ successes regarding academic excellence and reported improvements on student assessment and other quality indicators. East St. Louis has moved from examining growth on assessments to attainment. Ms. Brumback also reviewed grants which have improved student resources and academic exploration and have shown student improvement on assessments.

Dr. Whitaker thanked the Board for the school improvement funds that East St. Louis has been receiving since the 2012-13 school year and outlined how past and current year funding were used. Of the \$6.05 million given to the district this year, \$3.2 million will still go toward paying alt bonds, and the additional \$2.8 million will go toward capital needs. Dr. Whitaker projected that East St. Louis would receive additional funds through the Evidence-Based Funding (EBF) formula as a Tier 2 school over the next three years, which would be used “to benefit our students, retain quality teachers, [run] mentoring programs” and more. Without intervention funds, Dr. Whitaker projected that the district would

have a negative fund balance of revenue in her three-year projections. EBF brings about \$53 million into the district, but Dr. Whitaker stated that East St. Louis' adequacy target should be \$81 million based on ISBE's report. She then proceeded to outline the sources of revenue that East St. Louis School District received.

Mr. Culver emphasized that though the district currently has a positive fund balance, funds can disappear quickly considering the amount of funds that are not guaranteed every year (in the form of competitive grants) and the difficulty in hiring and retaining quality teachers. As a result, Mr. Culver requested that "\$6.5 million be put into the intervention fund budget for fiscal year 2021." In addition, Mr. Culver requested that the legislature place this amount into the EBF allotment, with the support of ISBE.

Ms. Morrison commended Mr. Culver for his "leadership and courage" in taking over East St. Louis.

Dr. Pacione-Zayas also commended the work in East St. Louis and expressed that "the Erikson [Institute] is proud to be a partner with the school district." She asked for context surrounding the "jumps" in chronic absenteeism data points, particularly regarding expulsions. Ms. Brumback and Mr. Culver explained that this was due to a change in the quality of record-keeping and assured the Board that there are measures in place to reduce expulsions, such as restorative justice practices.

Dr. Leak commended the visible commitment to reducing chronic truancy that was present in school buildings, as evidenced by "Strive for 95" posters and other efforts.

Ms. Latimer thanked the district for the opportunity to visit classrooms, students, and staff. She asked whether East St. Louis was sharing its best practices for training educators with other school districts "so that it can be replicated."

Chairperson Reisberg asked whether the district leadership felt strain regarding educator evaluation. Mr. Culver stated that he felt that "there should be a direct correlation between educator evaluation scores and student achievement."

## **NORTH CHICAGO SCHOOL DISTRICT 187**

Dr. Ayala introduced Superintendent John Price from the North Chicago School District.

Mr. Price thanked the Board for the opportunity to speak, Mr. Culver and his team for "the outstanding hospitality" and leadership, as well as Dr. Ayala and Dr. Ernesto Matias for their recent visit to North Chicago. Mr. Price also thanked other ISBE staff for their support of North Chicago throughout the district intervention process.

Mr. Price outlined his team's presentation, focusing on "promising progress to date and how to proceed in the future." He then proceeded to discuss district finances and to request that district intervention funding be added to the base funding model for North Chicago. Mr. Price also defined sustainability and equity as it relates to North Chicago and outlined the district's mission and vision.

North Chicago has improved upon strategic plan goals for the past year, “turned a corner on school leadership,” and improved relations to community partners. Mr. Price introduced three district leaders presenting alongside him: Deputy Superintendent Oscar Hawthorne, Chief Academic Officer Yesenia Sanchez, and Independent Authority Chair Dora King.

Mr. Hawthorne outlined the focus areas of North Chicago’s strategic plan. One focus area was the “hiring, support, and development of school leadership.” The district’s history of leadership turnover was met with “comprehensive changes to hiring and instructional practices.” The district develops and supports principals with its values of “shared leadership, instructional strategies, and relationship structures.” Fostering a commitment to equity and improving student-teacher relationships have helped North Chicago witness student improvement on multiple fronts.

Ms. Sanchez highlighted human capital initiatives and current state of student achievement in North Chicago. The teacher population did not reflect the student population in schools in FY 2018 and FY2019, and “attrition rates were at 2.5 times the national average.” Thus, the district developed five core strategies to strengthen recruitment and retention. Ms. Sanchez highlighted the student growth on assessments in North Chicago as a result of exposure to new, high-quality curriculum, teacher support for implementation, and educator professional development.

Mr. Price highlighted the “transformative” nature of EBF for the North Chicago district considering the inability to generate greater property tax revenue and other struggles in funding necessary costs, such as building maintenance. North Chicago decreased its annual debt payments recently by refinancing the district’s buildings and is pursuing greater financial stability. Mr. Price underlined the need for sustainable funding to provide for operational costs and teacher salaries and to generate competitive salaries for educators. North Chicago has worked with many community partners in the short term to provide much-needed services.

Ms. King described the impact of the implementation of the Independent Authority on the North Chicago community. She requested on behalf of North Chicago that the district intervention funds currently being received be added to the district’s EBF base formula.

Chairperson Reisberg remarked to Dr. Ayala and ISBE staff that the Board would need more information regarding where the agency stood with regard to district intervention. He also noted that both districts requested that their intervention funds be added the base minimum for EBF. ISBE would need to provide the Board with more information in light of the budget hearings and the potential to change legislation regarding the funding formula. Dr. Ayala highlighted the districts’ intention toward sustainability and remarked that the agency would examine the best course of action with this in mind.

## **LEGISLATIVE AGENDA**

Amanda Elliott, executive director of Legislative Affairs, presented the proposed items for the legislative agenda. One item during the veto session addressed issues with the basic skills test, and a second item addressed issues with due process in Chicago Public Schools. One item during the spring legislative session addressed educator preparation, support, and success, and another item

addressed safe, healthy, and inclusive schools through legislation regarding educator misconduct. In addition, other items are included in the legislative agenda regarding cleanup bills and placeholders for a student assessment study, as well as continuous improvement relating to potential edits to the ESSA State Plan.

Dr. Pacione-Zayas inquired about a placeholder item for actions supporting LGBTQ+ students. Ms. Elliott proposed that a placeholder be added under the safe, healthy, and inclusive schools focus area until the Board could add a recommendation. Chairperson Reisberg commented that he and the other Board members attending the National Association of State Boards of Education Conference could learn from peer agencies and their best practices with regard to this issue, as well as others that would be of interest for the Board to pursue.

Dr. Benson mentioned concerns from the field about Public Act 101-0515 regarding special education. Ms. Elliott remarked that a trailer bill was filed to address these concerns. It is unknown whether there is agreement on that bill moving forward. Ms. Elliott discussed some of the legislative supporters of the bill.

Dr. Pacione-Zayas asked about the item regarding educator licensure programs and length of programming. Ms. Elliott reported that there does not seem to be overwhelming desire to revert to a one-year model but recommended holding a meeting to gather stakeholder feedback.

#### **ESSA AMENDMENT UPDATE**

Dr. Ayala introduced Allison Sherman, executive director of ESSA, and Rae Clementz, director of Accountability.

Ms. Sherman provided the context pertaining to the potential ESSA amendments and stated that the amendments are being considered now to remain in compliance with federal statute. She reviewed the timeline upon which ISBE has gathered and reported stakeholder feedback.

In addition, Ms. Sherman gave a progress update on the recent stakeholder meetings. The potential amendments result from stakeholder feedback and this review “may or may not result in formal amendment of the plan at this time.” The focus of these meetings was to gather feedback and increase understanding of the potential amendments. Ms. Sherman also outlined a timeline for next steps and additional information gathering for the Board.

Dr. Leak asked when the amendment must be submitted to the federal government, considering the ability for the amendment to impact the Illinois State Report Card in fall 2020. Ms. Sherman and Ms. Clementz replied that there is no timeframe given by the federal government, but given the federal government’s turnaround window of 120 days, ISBE should aim to submit an amendment in January or February 2020.

Ms. Latimer asked whether the changing of the designation names would need to wait until the amendment timeline of two years. Ms. Clementz reported that changing only the names of the designations would not require an amendment, so the timeline does not apply.

Chairperson Reisberg commended the Superintendent and ISBE staff for conducting these meetings with stakeholders.

Chairperson Reisberg also requested that the Board be kept abreast of information on ISBE's recommendation considering the impending timeframe for approval and Board discussion in future meetings. Dr. Ayala stated that the Board has discussed potential action items in the meeting prior to Board action. This means that discussion of an ESSA amendment would take place during the November Board meeting, but the Board could act in December or January if more time were needed. December could also be used as a time for more discussion.

Dr. Ayala also commended ISBE staff for their efforts in gathering feedback from so many stakeholders.

Dr. Pacione-Zayas inquired as to how previous public comment would factor into decisions made regarding the potential amendment and ISBE's recommendation. Ms. Clementz reported that ISBE aims to "synthesize everything that we hear," and that there would be a second public comment period when ISBE was ready to put forth a recommendation.

Chairperson Reisberg asked how the second public comment period would fit into the timeline described previously. Ms. Clementz responded that ISBE would wait for the Board's signal that the recommendation was ready to move to public comment. Upon receipt, ISBE would post the proposed amendment for 30 days and present the comments received if any changes emerge from that. The Board would vote on that version of the proposed amendment and could move to approve all, part, or none of it.

Dr. Leak remarked that the period between the November and December Board meetings is less than 30 days. Ms. Clementz proposed that ISBE staff and the Board utilize the Board weekly updates to work around the timeframe issue to be ready for action in January. Chairperson Reisberg said that it would likely be difficult for the Board to be prepared to endorse something for public comment in the November meeting because there hasn't been discussion yet.

## **PERKINS V**

Dr. Ayala introduced Marci Johnson, director of Career and Technical Education (CTE) and Innovation. Ms. Johnson introduced a panel of educators, who had prepared answers to a series of questions regarding Perkins V.

Brian Durham, executive director of the Illinois Community College Board (ICCB), introduced himself first, and recognized Jennifer Foster and Whitney Thompson for their efforts with the ICCB. Mr. Durham spoke about dual credit programs in the community college system for CTE, comprehensive needs assessments required under the new authorization of Perkins, and relationships to the workforce system.

Jonathan Furr, executive director of the Education Systems Center at Northern Illinois University, introduced himself to the Board. The NIU Education Systems Center staffs the P20 Council's College and Career Readiness Committee, which made recommendations regarding Perkins V this past spring. One of the P20 Council's key focuses was to ensure "alignment with the state Perkins Plan and all the other initiatives that are happening in college and career readiness in the secondary and postsecondary space." Mr. Furr discussed four items that help create and support high-quality college and career pathway systems: the comprehensive individualized learning plan process, focus on career-focused instructional sequences between secondary and post-secondary, ensuring that there are "intentional and structured work-based learning sequences," and

“embedded transitional supports” for students. Mr. Furr highlighted the importance of how the [Perkins V plan] defines quality in programming and the importance of establishing greater supports, in addition to the need for a CTE teacher pipeline.

Chairperson Reisberg asked what the role of online learning has been in terms of dual credit opportunities for CTE. Mr. Furr responded that online learning is growing, as is the number of “blended learning models.”

Ms. Morrison asked if there were any districts in Illinois that do not offer dual credit opportunities to their students. Mr. Furr reported that there was a “minimal percentage” of districts he has worked with.

Nick Casey, system director of Education for Employment (EFE) 410 and area vocational center director, introduced himself to the Board. Mr. Casey made a recommendation from his regional perspective to allow local entities to use funds for “needs they see fit in their area,” as well as greater promotion for CTE pathways, like promotion for four-year college education.

Chairperson Reisberg asked which area of the state Mr. Casey was representing. Mr. Casey replied that he was representing central Illinois.

Mike Shackelford, superintendent of the Brownstown School District #201, introduced himself to the Board. Mr. Shackelford spoke about the impact of the Okaw Area Vocational Center on his school district, which is a small, rural district. The CTE vocational grant has created many opportunities for students in his district to use the vocational center.

Ms. Johnson presented the following draft vision for CTE: “Illinois supports an aligned, high-quality career pathway system informed by industry and community needs. This P20 system will ensure equitable access and supports for all individuals so that they may explore and complete a personalized pathway that enables them to achieve education and career goals.” This vision was developed based off of stakeholder feedback and will be submitted for further feedback. Ms. Johnson added that accompanying the vision statement were five goals with equity embedded into their framework.

Ms. Johnson proceeded to discuss the opportunities under Perkins, including career exploration. Perkins funding now extends to fifth grade (as opposed to seventh grade in previous authorizations) and several strategies have been implemented to support career exploration. Career exploration tools were created for middle school, work-based learning has been added to the definition of program quality, career and technical organizations have increased, and school guidance counselors are being trained in career information tools that will be available to schools at no cost statewide.

“In Perkins V, we’re really taking an advantage of the opportunity to strengthen our courses of study,” Ms. Johnson said. Programs of study have been “realigned to our in-demand sectors identified in the Workforce Innovation and Opportunity Act unified state plan,” creating model programs of study.

Ms. Johnson provided a definition for “a quality program of study.” This definition has improved from the definition in the draft Perkins Plan. She also provided a planning timeline and a reminder of “the progress that we’re making with Perkins.”



Ms. Morrison thanked Ms. Johnson and the panel members for their information and time. She asked whether there was an advisory group or task force that includes employers, practitioners, and the like, and whether there was a list of names that could be shared with the Board. Ms. Johnson reported that her team is in the process of forming an official advisory group for CTE after having met with many different stakeholders for feedback. She offered a list that could be provided to the Board of those who had been in feedback meetings.

Ms. Morrison was interested in learning what some of the recurring themes were in these stakeholder meetings. "What are [employers] telling us? What do they need? And what would really re-energize career and technical education in the state of Illinois?" she asked. Ms. Johnson replied that the ability to build skills was a big theme. Ms. Morrison then asked how the ability to build skills is incorporated into Perkins V. Ms. Johnson stated that this is one of the tenants of Perkins V. Guidance counselors are being trained on how to embed employability skills into CTE curriculum.

Ms. Morrison inquired as to whether the Illinois School Counselor Association was involved with this work. Ms. Johnson stated that ISBE's Heather Strom, among others, have been working with ISBE.

Ms. Morrison asked Mr. Durham "who are the movers and shakers in the community college world" who have aided in this work? Ms. Morrison believes that "this is an opportunity to use Perkins V to incentivize what we know works, what the data is telling us, and what employees are telling us that they really need." As she read the draft of Perkins V, Ms. Morrison remarked that it reminded her of Perkins IV. "I didn't see the passion and the energy to use this initiative to really do something different," she said.

Dr. Lett pointed out that Illinois is one of the few states that hasn't taken advantage of the 15 percent set aside in the Perkins grant and he asked "why, in terms of the history. The time is now to move innovatively and work with our partners [...] to do something significant for the state." Mr. Durham agreed that there was more to be done, but acknowledged the work being done to engage with and listen to many stakeholders in the process. Regarding the reserve, no one was utilizing it until the budget impasse occurred and "then wasn't a good time to start it." Mr. Durham said that "we see the reauthorization as an opportunity to see how we might better utilize and take advantage of it." However, Mr. Durham cautioned that utilizing the 15 percent reserve takes away from local funds, even if it is a reserve.

Dr. Lett disagreed, saying that he sees "a potential to add to the local if done right. It has to be planned [...] and it can be a great supplement." Mr. Durham agreed that in planning, the goal should be avoiding "taking away." From the grant perspective, there is thinking to do about how money is allocated.

Ms. Morrison noted that there seemed to be no change recommended for EFEs, and asked about the total dollar amounts used to fund administrative costs from state and federal dollars, the total number of EFEs, and "boundaries they are aligned with." Ms. Morrison was wondering what options "had been explored in terms of reducing their numbers. She also inquired as to the availability of effectiveness data so that the Board could begin to make some decisions about their roles. She requested that this information be sent to the Board as a follow-up to the meeting.

Dr. Pacione-Zayas asked how many years Perkins V would be in effect. It is in effect for however long it is authorized for. The previous reauthorization lasted for 12 years.

Dr. Pacione-Zayas analyzed the statements on the Perkins V website with regard to the equity and access work group and compared some of the recommendations' language to other places on the website, noting that there appeared to be inconsistencies with the equity goals. In addition, the Perkins V website is not easily navigable and Dr. Pacione-Zayas noted that this could inhibit equitable gathering of feedback on Perkins V. Dr. Pacione-Zayas also stated that she did not see information on Perkins in the weekly updates since it was released on Sept. 12. All of these avenues that have the potential to communicate about Perkins are digital, and Dr. Pacione-Zayas questioned how ISBE could ensure access for communities that historically have not been able to participate in this process.

Dr. Pacione-Zayas referenced the new Office of Justice, Equity, and Opportunity under the Lieutenant Governor and its work with populations that have been incarcerated. She asked whether there was a way to sync up CTE to provide this population with the same resources. Dr. Pacione-Zayas asked what the goals for improvement were for educators in reference to the metrics for student improvement. In addition, she asked how the state Seal of Biliteracy could be leveraged to feed into career preparation and transition. She brought up the idea of not only being socially competent in a language other than your native language, but also being professionally competent.

Both Dr. Pacione-Zayas and Ms. Latimer emphasized Ms. Morrison's point that ISBE and the Board should be thinking boldly about the possibilities that come with designing the Perkins V plan. Ms. Latimer pointed out that these opportunities could be life-changing for some of our students.

Chairperson Reisberg wondered whether there were any state legislative changes that should be pushed for the purposes of space for us to be able to be bold. From a budget perspective, "is there anything beyond the Perkins match that the Board should be thinking about when making our ask?" He also wondered whether leveraging ISBE's strong relationship with ICCB would ensure that the legislature knows that they are making an investment in "a team that is in sync."

A recommendation was made to the Board to consider targeted funding toward endorsement for CTE (like that of the Seal of Biliteracy), which would be present on diplomas. There may be a need for legislation regarding CTE teacher requirements. Dual credit and apprenticeship in community college were highlighted as opportunity areas.

Chairperson Reisberg asked ISBE and the Board to consider, "in addition to EBF, how can we use certain line items to incentivize some of the priorities that we want to push" in light of budget season?

Dr. Leak pointed out that many young people of color do not know that resources exist. Thus, there should be a robust push to ensure that students in middle school gain access and awareness of these resources.

Dr. Lett was curious about integrating the K-12 and community college needs assessments. He was wondering why they could not work together to create

## STRATEGIC PLAN

greater flow between the different entities communicating information and data. "I want there to be a lot of integrated conversation and communication with our community college partners as it relates to how it flows into that system," he said.

Dr. Ayala reported that Irma Snopek and herself had had a conversation with "several funders regarding funding the next phase of the strategic plan." An external group could then synthesize the thoughts of the Board and present it to stakeholder groups, working with these groups to gather input and feedback. After this point, the strategic plan would be brought back to the Board "for further feedback in analyzed form in the spring."

Dr. Ayala's stated that her focus for this time was on several key areas of the strategic plan: mission, vision, equity, and the three Board goals. She would present two options for each item and solicit feedback from the Board.

Two drafts of a mission statement were presented:

- A. The mission of ISBE is to secure excellent opportunities and outcomes for all children in Illinois by providing transformative, data-informed, and actionable leadership and support.
- B. The mission of ISBE is to collaborate with educational stakeholders to provide excellent educators, learning conditions, and outcomes for all students.

Ms. Morrison preferred the second draft but wished to include "opportunities and outcomes for all students" as in the first draft.

Dr. Benson also preferred the second draft because she felt that it would be more easily understood than the first draft.

Ms. Robbins highlighted the "data-informed" element of the first draft and wanted to incorporate that piece into the second draft. She emphasized the fact that "data and research drive our decisions" as a Board.

Dr. Leak felt that the second draft spoke to what the Board discussed at last month's retreat but felt that the term "collaborate" was not a strong enough word. Dr. Pacione-Zayas asked what "collaboration" looks like, whether it is attainable, and whether it was at the level of the Board? "While we are collaborators, how do we do that in a leadership role?" she asked. She agreed with the piece about "providing transformative leadership and support" in the first draft but felt that it was vague. Dr. Pacione-Zayas asked how the Board might articulate this idea more clearly.

Dr. Pacione-Zayas suggested that the word "effective" be used rather than "excellent," as "excellent" is a subjective term.

Dr. Pacione-Zayas also pointed out that there is not mention of the families behind students, particularly young students. "They are not widgets and have a greater context. How can we acknowledge that?" she asked.

Ms. Latimer thought that elements from both statements could be combined. She also agreed with Dr. Pacione-Zayas that the term "excellent" is difficult, but she likes the term "transformative."

Mr. Robbins posed the question as to whether the Board is “putting too much into either the mission or vision?” She wanted to caution the Board of losing impact in either of these statements.

Dr. Ayala presented two drafts of a vision statement:

- A. “The vision of the ISBE is that Illinois’ pre-K through 12<sup>th</sup> 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.”
- B. “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.”

Ms. Robbins preferred the first draft but wanted to incorporate “regardless of ZIP code and demographics” from the second draft and stressed the importance of this phrase.

Dr. Leak proposed that the Board use the phrase “contribute to civic and economic success of the state” rather than “their communities.” She believed that students should be able to contribute wherever they go.

Dr. Pacione-Zayas pointed out that “we have a birth through 12 system” and that significant funding goes toward “birth to 3” education. Chairperson Reisberg suggested using the term “all students” to avoid excluding students.

Dr. Pacione-Zayas liked the second draft more because it articulates that experiences are not “predictors of outcomes.” She wondered if there was “a way to flip is so that it is more aspirational.” She emphasized that the focus should be on “what people can do rather than what should not happen.”

Dr. Pacione-Zayas expressed appreciation for the spirit of equity in the vision statement, and asked how the Board could acknowledge “the systemic inequities that place people where they are.” Chairperson Reisberg asked if that was the purpose of the equity statement.

Dr. Benson asked how long the mission, vision, and equity statements should be because “less is more.” She wanted to ensure that the public could understand the statements clearly but asked whether the Board wanted to be specific or general and whether the statements would be changed in the future. Chairperson Reisberg expressed that he hopes these statements would be used over the Board’s four-year term and stated that a long-term statement could “become stale quickly.”

Dr. Ayala stated that these statements should align to the ISBE Strategic Plan so that everything reinforces the other elements.

Ms. Morrison stated that the term “each and every child” is preferable to “every” or “all” because “there is no face to it.”

Dr. Ayala presented two drafts of an equity statement:

- A. “The Illinois State Board of Education believes Illinois can achieve educational equity by 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.”

- B. "The Illinois State Board of Education believes Illinois can achieve educational equity by 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."

Dr. Leak preferred the first draft and expressed appreciation for the word "liberating" because of the emphasis on breaking free from "things that keep students from being successful." She would accept the first statement "as is, except for making the change of "liberating every child"."

Dr. Pacione-Zayas appreciated the spirit of the first draft, but "it feels paternalistic." She stated that "we are responsible to create the circumstances for families and students to exercise agency; rather, liberating students feels overseer-ish."

Chairperson Reisberg suggested the change "eliminating policies, practices, and beliefs that inhibit access to the rigor, academic and social-emotional supports, and resources every child needs to succeed."

Dr. Leak thought this kept the same spirit and appreciated the idea of "eliminating boundaries so that we can move forward."

Dr. Pacione-Zayas said that the second draft uses a "strength-based lens" and is about "meeting children where they are at." She thought a combination of both statements might be best. She emphasized that "there is a social responsibility in this work."

Ms. Latimer cautioned the Board about "sanitizing our thoughts" too much while forming these statements.

Ms. Robbins brought up the concept of rigor. She recommended revising the second draft by saying "ensuring students have access." She wanted to push toward "something that we actually want to do, which is provide rigor and social-emotional supports." She suggested revising the second draft in order to affirm the strengths, but incorporating the positives from the first draft.

Dr. Ayala prefaced the three goals by stating that the original seven Board goals are included in the ESSA State Plan and changing those goals would require an amendment. However, she suggested that the Board create a set of three goals that encompasses these seven.

Dr. Leak stated that the Board's "three buckets" of focus were student achievement, learning conditions for children, and the educators we place in front of our children. Dr. Leak gathered from the Board "an urgency" with what they were doing and wanted these three goals to be the simple talking points. She felt that the "amendment route" would "take us too far down the road." Chairperson Reisberg agreed that the Board should be able to easily articulate to stakeholders using these three points. He also raised concern about the seven goals being "aspirational to the point of unattainable."

Dr. Ayala is seeking staff feedback on amending the seven goals and invited Ms. Clementz to provide clarity to the situation.

Ms. Clementz reported that ISBE is “statutorily required to identify long-term, ambitious goals and associated measures of interim progress” in the ESSA State Plan. “[The seven goals] are not the entirety of the accountability system, they are simply embedded in our scoring of the English language arts (ELA), math, and science proficiency indicators.” Ms. Clementz confirmed that the Board could move forward in naming three goals to use as speaking points, but if the Board wished to amend the seven goals embedded in ESSA, this would require amendment.

Dr. Ayala clarified the Board’s ability to replace the seven ESSA goals with the three new goals as talking points, categorizing the seven ESSA goals within the three new goals presented below. Ms. Clementz confirmed this and reiterated that the ESSA goals could be changed as “long-term ambitious goals” through an amendment.

Ms. Robbins suggested that the three new goals be referred to as “focus areas” for clarity amongst the Board and the public or that there be clear differentiation between the ESSA goals and the Board goals.

Dr. Pacione-Zayas asked whether “we are still held accountable” to the seven ESSA goals. Ms. Clementz clarified that the seven goals are related to the scoring of ELA, math, and science proficiency indicators. Ms. Clementz also noted that it is “a small part right now because our targets are close to what everyone is achieving, but it will become a problem the longer out we go.”

Dr. Leak noted that “we still need to be working on what we want those ambitious long-term goals to look like, that we think are attainable, to then include in whatever amendment we decide.” She agreed with Chairperson Reisberg that they were “unreasonable” and “unattainable.”

Dr. Ayala states that “everything that was put together in the [ESSA] State Plan has a direct relationship to those seven goals.” The plan was developed over 18 months and included a great deal of stakeholder feedback. She highlighted that to change the seven long-term ambitious goals, a similar process would need to be undertaken and “realignment with all the components of the State Plan” would need to occur. Ms. Clementz added that in the future, the new ESSA goals would be aligned to the three Board goals.

Chairperson Reisberg stated that the Board has no obligation to be referring [to the ESSA goals] in any public fashion [at this time], so it seems that the ESSA goals and Board goals are “mutually exclusive” at the moment. He stated it may be worth re-examining at a later date.

Dr. Ayala clarified that there are two sets of goals: ESSA goals and Illinois State Board of Education goals.

Dr. Benson asked whether the Board would need to amend the ESSA goals. Chairperson Reisberg expanded on that question by asking what the ramifications are if Illinois does not make progress on the seven ESSA goals, and who would be held accountable. Ms. Clementz replied that the schools would be held responsible in terms of “how schools acquire points in the proficiency categories. The closer they are to those interim measures of progress, the more points they get, but as those targets go up and up, that will make it more challenging for schools to get those points. Because it affects the state as a whole, the modelling that we’ve done says that it won’t dramatically cause shifts

in designation right away, but it's certainly one of the many areas of our accountability system that we need to watch very closely to ensure that it is not having any unintended consequences."

Chairperson Reisberg asked "how willing" the U.S. Department of Education (ED) is to accept amendments to state ESSA plans "that reduce rigor in their minds." Ms. Clementz stated that if the amendments were supported by evidence, ED would accept the amendment. She also added that Illinois would not be at "the low end" in terms of the rigor of presented goals. Illinois might consider framing goals in ways that avoid "absolutes," favoring of "amounts of progress that schools are expected to make."

Ms. Morrison asked how long Illinois has committed to these goals. Ms. Clementz replied that Illinois has committed to these goals until 2032 in the ESSA State Plan.

Dr. Ayala stated that "there is opportunity to think about where to go with the seven [ESSA] goals."

Dr. Pacione-Zayas emphasized that "when we have as low of a number as we go with third-graders meeting or exceeding, we have a long way to go. Are we setting ourselves up in a way where we look completely ineffective?" She highlighted the progress that Chicago Public Schools have made in reaching six years of growth in five years. "Only 3 percent of school districts are able to do that across the country," she said.

Dr. Ayala expressed that it is important to evaluate the current assessment system for these reasons.

Dr. Ayala presented the two potential drafts of the first Board goal regarding student learning.

- A. "Ensure that all students are performing at grade level or higher, particularly in reading and math, at the end of each school year."
- B. "Ensure students will make academic gains by the end of each school year and ensure we raise the knowledge, skills, and opportunities so that each student is empowered and equipped to pursue a successful future."

Ms. Robbins liked the "academic gains" piece in the second draft because it emphasized student growth. Dr. Benson agreed and emphasized that "we're preparing [students] for what comes next school year" and that is the focus.

Ms. Morrison voiced that she had an issue with the word "ensure" because "with our responsibility as a Board, I don't think we can ensure." The Board can provide supports and leadership.

Dr. Leak stated that the first statement does not take into account special education students, who often grow significantly but are sometimes still not performing at grade level. The second draft "gives entry to all children."

Dr. Ayala presented the two potential drafts of the second Board goal regarding learning conditions.

- A. "Ensure that students are learning in environments that are physically and emotionally secure."
- B. "Ensure that available resources are allocated in a manner that meets the specific needs of students."

Ms. Robbins recommended combining the two statements to say that “resources are allocated and meet specific needs.” Dr. Leak stated that “we should ensure that resources are allocated based on needs.”

Dr. Pacione-Zayas agreed and recommended the phrase “equitably allocating resources.” Chairperson Reisberg recommended that the Board use “equity” carefully. “We don’t want to over-place “equity” and forget it somewhere else.”

Dr. Ayala presented the two potential drafts of the third Board goal regarding quality of staff.

- A. “Ensure that staff are adequately prepared, supported, and recognized so that students can be successful.”
- B. “Ensure that every school has appropriate staff to meet the needs of our diverse student population.”

Ms. Latimer preferred the second draft but wanted to change the word “appropriate.” Dr. Leak recommended that instead of “appropriate,” the statements be combined to refer to “prepared, supported, and recognized staff.”

Chairperson Reisberg also recommended combining the drafts to read the following: “Ensure that every school has prepared, supported, and recognized staff to meet the needs of our diverse student population.”

Chairperson Reisberg asked if there should be a goal for the “Board and the agency to be operating efficiently, transparently, and equitably.” Dr. Ayala recommended that this be placed in a Board statement. Dr. Leak agreed and suggested that this be placed in the opening of the strategic plan.

Dr. Ayala stated that the next steps with the mission, vision, and equity statements and Board goals would be to take the feedback and synthesize each piece into a single statement for each. These will be discussed at the November Board meeting, but they will also be sent via the Board weekly update until that point.

Chairperson Reisberg asked what the role of a third party would be in facilitating discussions and soliciting feedback from stakeholders, as well as the general public. Dr. Ayala replied that she would be looking for feedback beyond those priority areas from the stakeholders, and that the third party would ideally provide feedback on the timeline.

**MOTION FOR  
ADJOURNMENT**

Ms. Latimer moved that the meeting be adjourned. Dr. Lett seconded the motion and it passed with unanimous voice vote. Chairperson Reisberg adjourned the meeting at 5:34 p.m.

**Respectfully Submitted,**

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

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**Darren Reisberg**  
**Chair of the Board**



**Illinois State Board of Education Meeting**  
October 16, 2019  
**East St. Louis School District 189**  
**District Administration Building, Board Conference Room**  
**1005 State St., East St. Louis 62201**

**ROLL CALL/PLEDGE  
OF ALLEGIANCE**

Chairperson Reisberg brought the meeting to order at 8:41 a.m. Roll call was taken, and a quorum was present with nine members.

The Board members, State Superintendent Dr. Carmen Ayala, and anyone who wished to join them faced the American flag and recited the Pledge of Allegiance.

Chairperson Reisberg announced that the Board meeting was being audio-cast live over the internet.

**Members Present in East St. Louis**

Mr. Darren Reisberg, Chairperson of the Board  
Dr. Donna S. Leak, Vice Chairperson  
Dr. Christine Benson  
Ms. Cynthia Latimer  
Dr. David R. Lett  
Ms. Susie Morrison  
Dr. Cristina Pacione-Zayas, Secretary  
Dr. Jane Quinlan  
Ms. Jacqueline Robbins

**PRESENTATIONS  
AND REPORTS**

ISBE Finance Officer Robert Wolfe presented information about the Part 100 – Tort Fund. The changes ISBE is proposing increase transparency and clarity around tort expenditures.

He presented a timeline that began in 2008 when these rules were amended to establish tort expenditures in the 2300 Support Services General Administration function. 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. The proposed change will make Illinois' administrative cost per student more comparable with other states.

Chairperson Reisberg asked how significant of a software investment school districts will have to make to implement this change.

Mr. Wolfe believes that there will be an expense due to the function numbers changing in the district's accounting software systems.

Ms. Latimer asked if there would more changes and if there could be a way to make all the changes all at once so that districts aren't having to make changes at different times.

Dr. Benson appreciated Mr. Wolfe's efforts of transparency and clarity regarding the Tort Fund information.

Dr. Pacione-Zayas asked about why the sharp increase from 2008 to 2019 and why it took so long to make the change.

The reason for this was that it wasn't being measured. We have implemented practices that we'll monitor more frequently. We aren't going back to make corrections in previous years. The new measurements will begin in 2021.

Dr. Leak asked what the systems of support will be provided to school districts from January through June 30 and what resources will be in place?

Mr. Wolfe stated that there will be a budget template form and webinars discussing the change. We have an opportunity to partner with the Illinois Association of School Boards,

the Illinois Association of School Administrators (IASA), and the Joint Committee on Administrative Rules. This change will be in fiscal year 2021.

## **PUBLIC PARTICIPATION**

Cynthia Reisman Lund from the Illinois Federation of Teachers (IFT) commented on two items specifically regarding special education monitoring. IFT has concerns that this work is contracted out to a vendor when it should be held within. She also suggested that it would be better to hire regional monitors to fill federal and state monitoring positions.

Jessica Handy with Stand for Children presented the Board with three items relating to “equity boost.” Her organization supports educational equity and Evidence-Based Funding (EBF). She suggests blending to pensions into EBF. The districts would pay their portion and then EBF would cover it. She feels that the retirement funds are not equitably funded. She suggested an integrated system between the teacher pension normal cost and EBF, which is called “equity boost.” The equity boost preserves teacher pensions, adds a layer of accountability, increases equity, and closes the adequacy gap by \$300 million.

Dr. Lett asked what districts’ reactions about this were. Ms. Handy stated that they met with Regional Offices of Education and they were open and thoughtful to the idea. They propose to funnel it through the tiers over a period of time.

Dr. Pacione-Zayas asked what the teachers union’s position is on equity boost.

She stated that they are not in a supportive position at this time.

Chairperson Reisberg asked what role the performance review panel plays collectively.

Dr. Ayala stated that the performance review panel hasn’t had the opportunity to discuss. They need to look at the ideas and recommendations and model them.

Dr. Leak asked if they had been able to speak with IASA.

Ms. Handy said they have spoken with IASA, which was being thoughtful about how best to implement this.

## **CLOSED SESSION**

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

- 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 probable 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).

Ms. Morrison seconded the motion, and it passed by a roll call vote. The Board entered into closed session at 9:34 a.m.

The Board reconvened at 11:05 a.m.

## CONSENT AGENDA

Dr. Lett made a motion for the Illinois State Board of Education to approve the Consent Agenda, except for the Approval of the Notice of Funding Opportunity (NOFO)/Request for Proposals (RFP) for E-rate State Matching Grant Program.

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

Dr. Lett made a motion to approve the Consent Agenda with the removal of the Approval of the NOFO/RFP for E-rate State Matching Grant Program

Ms. Latimer seconded the motion, and the motion passed by roll call vote.

### **Approval of Minutes**

- Plenary Minutes: September 17, 2019
- Plenary Minutes: September 18, 2019
- Plenary Minutes Closed: September 18, 2019

### **Initial Review**

#### **Part 100 (Requirements for Accounting, Budgeting, Financial Reporting and Auditing) *Tort Fund***

The proposed change will make Illinois' administrative cost per student more comparable with other states. The revisions will maintain the Tort Immunity and Judgement Fund but open all expenditure functions for districts to report their tort expenditures within the funds. This revision means all tort expenditures will not be classified as general administration.

#### **Part 252 (Driver Education) *Distance Learning and Educator Evaluations***

This Part is being modified to align with the enactment of Public Act 101-0183 and PA 101-0450. The new law 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.

### **Rules for Adoption**

#### **Part 1 (Public Schools Evaluation, Recognition, and Supervision) *Asthma***

Public Act 100-0726 permits schools to establish a medication policy that provides for the stocking and use of medications for asthma that are not designated for a specific person (undesignated medication). The law requires ISBE to provide 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 undesignated asthma medication into the similar existing rules for use of undesignated epinephrine and opioid antagonist and rename the rule to add asthma in the name.

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

#### **Approval of the Mobile Museum of Tolerance Education**

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.<sup>1</sup>

The mission of the 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. The museum 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.

#### **Approval of the Special Education Behavior Assessment and Training Project**

The Special Education 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.

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.

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.

#### **Approval of the Specific Learning Disability Support Project**

The Special Education Department requests the Board to authorize the State Superintendent to release and award an RFSP for a three-year contract for the Specific Learning Disability Support Project to be funded by IDEA Part B Discretionary Grant dollars not to exceed \$7.5 million for the three years.

#### **Approval of the University of Illinois Transition Contract – Special Education Transition Center**

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.

#### **Approval of the Request for Sealed Proposals for Expanded Contractual Monitoring CPS Program**

The federal Uniform Guidance (2 CFR 200) requires ISBE to monitor sub recipients 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 Chicago Public Schools (CPS) for five years.

ISBE issued a competitive RFSP in FY 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.

#### **Approval of the Request for Sealed Proposals for Expanded Contractual Monitoring Non-CPS Programs**

The federal Uniform Guidance (2 CFR 200) requires ISBE to monitor sub recipients 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. Nine financially material districts will be monitored once each over the course of the contract(s). 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 RFSP in FY 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.

#### **Approval of the Fall Waiver Report**

Section 2-3.25g of the School Code allows school districts, independent authorizers, joint agreements, regional superintendents of schools, and Intermediate Service Centers 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.

Chairperson Reisberg requested additional information on the Approval of the Request for Sealed Proposals for Expanded Contractual Monitoring Non-CPS Programs.

ISBE Executive Director of Regulator Services Mary Reynolds and Executive Director of Programs Heather Calomese explained the contractual monitoring to the Board.

Dr. Pacione-Zayas asked about the demonstrable impacts of the contractual monitors.

ISBE Director of Federal and State Monitoring Matthew Ulmer noted that the contractors have been able to visit more schools and evaluate additional operations. They have also been able to look at CPS Central Office monitoring and address inefficiencies.

Dr. Pacione-Zayas asked about the relationships between special education monitoring, financing, and equity.

Mr. Ulmer noted that these monitors only do programmatic monitoring. He noted the agency is working to bring together programs and financial monitoring to get better results for kids.

Dr. Leak said she hoped there can be a connection between finance and programs. She asked about how many contractors the agency has currently and the agency headcount limits.

Dr. Ayala noted that the Council of Chief State School Officers will be doing a capacity study of the agency. She has also asked about the number of contractors we have.

Mr. Ulmer added that the primary reason for the contractors is the lack of qualified applicants for agency positions.

Dr. Leak asked about comparable salaries for contractors and agency staff doing similar work.

#### **Approval of the Notice of funding Opportunity/Request for proposals for E-rate State Matching Grant Program - Tabled**

#### **APPROVAL OF THE NOTICE OF FUNDING OPPORTUNITY/REQU EST FOR PROPOSALS FOR E- RATE STATE MATCHING GRANT PROGRAM**

Dr. Lett made a motion to approve the consent with the removal of item Approval of the NOFO/RFP for E-rate State Matching Grant Program

Dr. Leak abstained.

Ms. Robbins seconded the motion, and the motion passed by an eight-member roll call vote.

#### **APPROVAL OF THE LEGISLATIVE AGENDA**

#### **APPROVAL OF THE LEGISLATIVE AGENDA**

Ms. Morrison made a motion to approve the Legislative Agenda.

Dr. Pacione-Zayas seconded the motion, and the motion passed with a voice vote.

#### **SUPERINTENDENT'S REPORT**

Dr. Ayala provided the Board with information about the After-School Program (previously known as the Healthy Communities Program). Twenty million dollars have been allocated by the legislators to be distributed to public schools and community organizations. She and staff have been working on a distribution formula for these funds.

#### **AFTER-SCHOOL PROGRAM**

The After-School Program is anticipated to be approved by the Board at its November meeting.

Chairperson Reisberg asked about the formula grants vs. competitive grants and if there is a split between the two of them.

Dr. Ayala said 70 percent of last year's allocation was provided to public schools, and 60 percent of students in those schools must be low income. Dr. Ayala also said 30 percent of those grants were competitive and got a base amount, with any additional monies being distributed on a per pupil basis.

Chairperson Reisberg asked about the drop in eligible districts.

Mr. Wolfe said data came from EBF and that low-income data comes from the Illinois Department of Human Services. He noted there is a declining number of low-income counts and declining enrollment.

Dr. Pacione-Zayas asked about the difference between the Commendation and Seal of Biliteracy and if there is a proposal to expand the program to the elementary level.

Dr. Matias said that the difference is due to AP test scores and that there is currently nothing official for elementary schools.

The State Seal of Biliteracy program, which now applies only to public schools, will become available to nonpublic schools. The interest the State Seal of Biliteracy is growing throughout the districts. This item is due to be approved at the November Board meeting.

## **STATE SEAL OF BILITERACY**

Jennifer Kirmes, executive director for Teaching and Learning, spoke about the edTPA cut scores. Teacher candidates choose from three rubrics. The ISBE staff supports the current cut scores on the 2018-19 threshold assessment because these have been shown to be a sufficient level of rigor for licensure.

## **APPROVAL OF THE EDTPA CUT SCORES**

Ms. Morrison would like to see data from other states that utilize the edTPA.

Ms. Latimer asked if the universities can use either the 13 rubric or the 15 rubric and how are they used? Depending on what each means, does this mean that certain students take one over the other and who determines this and how?

Dr. Leak expressed that at the end of the day regardless of what the edTPA score is, it is incumbent of the district to provide ongoing support.

Overall, several Board members would like more definite data concerning the edTPA cut scores but, for the most part, are in favor with what the staff has provided.

Dr. Ayala expressed her appreciation and gratitude on behalf of the Illinois State Board of Education to the East St. Louis community. She was wowed by the students, interaction of parents, school visits, and the visit to the community childhood center. She acknowledged and applauded all of the efforts being made for our students. They are rising and the achievement data shows it. This is truly a gem in the State of Illinois.

## **ANNOUNCEMENTS AND REPORTS**

### **SUPERINTENDENT'S UPDATE**

Chairperson Reisberg, on behalf of the Board thanked Dr. Ayala and the team -- Ana Arredondo, Jasmeene Burton, and Amanda Elliott -- for the all the logistical work and efforts to make the two days of the East St. Louis event a success.

Chairperson Reisberg said that the public education positions will be voted on at the National Association of State Boards of Education Conference (NASBE). He, Vice Chair Dr. Leak, and Dr. Benson will be voting on behalf of the Board. They will be sharing a report on the NASBE Conference at the November Board meeting.

### **CHAIRPERSON'S REPORT**

Chairperson Reisberg is co-chair of the Affirming and Inclusive Schools Task Force, which was created by Executive Order 1911. The task force shall file a report giving an overview of the legal rights of transgender, nonbinary, and gender nonconforming students to be free of discrimination and harassment in schools.

Ms. Quinlan spoke about the first meeting held on Oct. 1. There will be a standing agenda and Dr. Ayala, Mr. Wolfe, and Audit Officer Tassi Maton were in attendance, along with other staff. The topic was Part 1 related to the Tort 100 and expenditure revision. They also spoke about the budget hearings. Mr. Wolfe's staff presented information of the online process of sharing comments concerning the process to register to speak. They also reviewed the agency policy process. They plan to cover grants, contracts, and Financial Oversight Panels and their work at the next meeting.

## **FINANCE AND AUDIT COMMITTEE**

Ms. Morrison said future agenda items were discussed, including what the big items would be. They spent the majority of the time looking at the October agenda. They tried

**EDUCATION POLICY  
PLANNING  
COMMITTEE**

to think about some of the questions that may be generated before the Board meeting. They spent the rest of the time speaking about the logistics for future meetings.

Dr. Leak thanked East St. Louis students and staff. It set the bar for future visits around the state very high.

**MEMBER REPORTS**

Dr. Pacione-Zayas said she appreciates promotion of the census on the Board website. The census information has a direct impact on educational finance, and she encourages counties to be advocates of the census.

She shared that the Erikson Institute is hosting a California contingent. They want to see what Illinois is doing with its early childhood system. This will happen in early November.

Ms. Morrison thanked East St. Louis for welcoming us and everyone at the agency for all the hard work so that everyone could have a productive meeting.

Chairperson Reisberg stated that the Joyce Foundation is also doing some great work concerning the census across the state.

Dr. Pacione-Zayas made a motion to adjourn. Dr. Leak seconded the motion, which passed by unanimous roll call vote. Chairperson Reisberg adjourned the meeting at 12:20 p.m.

**MOTION FOR  
ADJOURNMENT**

**Respectfully Submitted,**

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




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**Darren Reisberg**  
**Chair of the Board**



**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**November 22, 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)<sup>1</sup>

**Expected Outcome:** Approval to file in Part 1 (Public Schools Evaluation, Recognition and Supervision) and Part 680 (State Seal of Biliteracy) proposed rules in the *Illinois Register* to elicit public comment

**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):** Jason Helfer, Ph.D., Deputy Officer, Instructional Education  
Heather Calomese, Executive Director, Program Services  
Amanda Elliott, Executive Director, Legislative Affairs  
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

**Purpose of Agenda Item**

The Multilingual Department requests the Board to authorize the State Superintendent to release Parts 1 and 680 for public comment.

**Background Information/History**

Part 1 (Public Schools Evaluation, Recognition and Supervision) is being modified and Part 680 (State Seal of Biliteracy) is being created 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:** The proposed rules are awaiting initial review.
- **Relevant Data:** The State Seal of Biliteracy Program was implemented for the first time in the 2014-15 school year, when a total of 718 Seal<sup>2</sup> and Commendation<sup>3</sup> awards combined were presented.

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<sup>1</sup> Additional information on the Seal of Biliteracy, including program administration and applicable assessments through which a student may demonstrate biliteracy, can be found at <https://www.isbe.net/sealofbiliteracy>.

<sup>2</sup> The State Seal of Biliteracy is a recognition given to graduating high school students who have demonstrated a high level of proficiency in English and in reading, writing, listening and speaking in another language. A statewide scan of data can be accessed at <https://www.isbe.net/Documents/Seal-Infographic.pdf>.

<sup>3</sup> The State Commendation toward Biliteracy is a recognition given to graduating high school students who have demonstrated significant progress toward achieving a high level of proficiency in English and in reading, writing, listening, and speaking in another language. A statewide scan of data can be accessed at <https://www.isbe.net/Documents/Commendation-Infographic.pdf>.

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:**

- **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.

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

**Policy Implications:** The changes to the Part 1 and Part 680 rules will allow students enrolled in non-public schools the opportunity to participate in the Seal of Biliteracy.

**Budget Implications:** None.

**Legislative Action:** None.

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

**Pros and Cons of Various Actions:**

- **Pros:** The proposed changes fulfill the agency's responsibility pursuant to PA 101-0222, effective January 1, 2020.
- **Cons:** Not proceeding with the rulemaking will cause non-compliance with PA 101-0222.

**Board Member(s) Who Will Abstain:** None.

**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 1 (Public Schools Evaluation, Recognition and Supervision)

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.

**Date of Board Action:** Nov. 22, 2019

ILLINOIS REGISTER

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER 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

ILLINOIS REGISTER

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

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

ILLINOIS REGISTER

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

- 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

ILLINOIS REGISTER

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

|              |   |
|--------------|---|
| 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<br>Criteria for Review                         |
| 1.APPENDIX C | Glossary of Terms (Repealed)  |
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| 1.APPENDIX E | Evaluation Criteria – Student Performance and School Improvement<br>Determination (Repealed)                      |
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| 1.APPENDIX H | Guidance and Procedures for School Districts Implementing the Illinois<br>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;

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amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 Ill. Reg. 11811, effective July 13, 2005; amended at 29 Ill. Reg. 12351, effective July 28, 2005; amended at 29 Ill. Reg. 15789, effective October 3, 2005; amended at 29 Ill. Reg. 19891, effective November 23, 2005; amended at 30 Ill. Reg. 8480, effective April 21, 2006; amended at 30 Ill. Reg. 16338, effective September 26, 2006; amended at 30 Ill. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533, effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective October 28, 2010; amended at 35 Ill. Reg. 1056, effective January 3, 2011; amended at 35 Ill. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011; amended at 35 Ill. Reg. 16743, effective September 29, 2011; amended at 36 Ill. Reg. 5580, effective March 20, 2012; amended at 36 Ill. Reg. 8303, effective May 21, 2012; amended at 38 Ill. Reg. 6127, effective February 27, 2014; amended at 38 Ill. Reg. 11203, effective May 6, 2014; amended at 39 Ill. Reg. 2773, effective February 9, 2015; emergency amendment at 39 Ill. Reg. 12369, effective August 20, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 13411, effective September 24, 2015; amended at 40 Ill. Reg. 1900, effective January 6, 2016; amended at 40 Ill. Reg. 2990, effective January 27, 2016; amended at 40 Ill. Reg. 4929, effective March 2, 2016; amended at 40 Ill. Reg. 12276, effective August 9, 2016; emergency amendment at 40 Ill. Reg. 15957, effective November 18, 2016, for a maximum of 150 days; amended at 41 Ill. Reg. 126, effective December 27, 2016; amended at 41 Ill. Reg. 4430, effective April 5, 2017; amended at 41 Ill. Reg. 6924, effective June 2, 2017; emergency amendment at 41 Ill. Reg. 8932, effective June 28, 2017, for a maximum of 150 days; amended at 41 Ill. Reg. 14044, effective November 3, 2017; amended at 42 Ill. Reg. 11512, effective June 8, 2018; amended at 43 Ill. Reg. 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~~

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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](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~~



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~~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.~~

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- ~~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~~

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- 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<sup>®</sup> 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:~~

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- 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.~~

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- ~~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,~~

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~~targeted foreign 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.~~

- 4) ~~A participating school district shall make available information about the  
State Seal of Biliteracy 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 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 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 Biliteracy program.~~

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

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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

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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](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.)



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- 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

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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

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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

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- 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

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- 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.

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NOTICE OF ADOPTED AMENDMENTS

- 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:

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ILLINOIS REGISTER

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STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 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.

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STATE BOARD OF EDUCATION



NOTICE OF ADOPTED AMENDMENTS

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



**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**November 22, 2019**

**TO:** Illinois State Board of Education

**FROM:** Dr. Carmen I. Ayala, State Superintendent of Education   
Dr. Brenda Dixon, Research and Evaluation Officer 

**Agenda Topic:** Approval of Illinois Science Assessment Administration Contract – Upward Amendment

**Expected Outcome:** Breakthrough Technologies will be awarded a contract to develop an Illinois Science Assessment

**Staff Contact(s):** A. Rae Clementz, Acting Director, Assessment  
Daniel L. Brown, Supervisor, Assessment

**Purpose of Agenda Item**

The Department of Assessment requests the Board to upwardly amend the contractual amount approved Aug. 16, 2017, for the Illinois Science Assessment Technology Vendor Request for Sealed Proposals (RFSP) and authorize the State Superintendent to award the resultant contract to Breakthrough Technologies to provide the test construction and delivery platform of the Illinois Science Assessment (ISA). The total cost, including renewals, will not exceed \$16,606,325 from date of execution through June 30, 2023.

Additionally, ISBE is seeking flexibility from the U.S. Department of Education (ED) for the 2019-20 ISA for high school students. The grade 11 ISA will see two major changes in 2020. First, the content will expand from the science domain of biology to a comprehensive science exam that meets federal requirements and includes all science domains -- physical, life, earth, and space sciences -- and include the science and engineering practices found in the Illinois Learning Standards for science. Second, the student population tested will change from first-year biology students in grade 9-12 to all students in grade 11 except those who take the Dynamic Learning Maps Alternate Assessment. The ISBE Technical Advisory Committee and ED have shown initial support for the waiver request. If approved, the waiver would relieve ISBE from the requirement to report performance results of the 2019-20 ISA for grade 11 administration. ISBE will still hold districts accountable for participation at or above the 95.0 percent mark. The ISA for students in grades 5 and 8 is not impacted as the migration from the 2016-19 ISA to the 2020 ISA did not change in either content coverage or student population. ISBE will conduct the required standards-setting process utilizing the 2020 ISA results for grades 5, 8 and 11 as is required of all new large-scale assessments. ISBE will accept public comment by email only at [ISAWaiver@isbe.net](mailto:ISAWaiver@isbe.net) from Nov. 6 through Dec. 1, 2019. Please direct any questions to Daniel Brown by calling Student Assessment at (866) 317-6034.

**Background Information/History**

If authorized, this contract will provide the platform to construct and deliver ISA, as required by 105 ILCS 5/2-3.64a-5 and the federal Every Student Succeeds Act. The ISA will be administered to students in grades 5, 8 and 11 in 2020 and beyond. Deliverables include support and maintenance of the existing ISBE Teach assessment management system, and the ISBE Learn secure test delivery platform. It further expands these systems to include an item-authoring and item-banking system, along with both formative and summative test assembly tools, additional Tier 1 and 2 customer support, and expansion of accommodated forms and accessibility features. (The latter two deliverables were added to the scope of the RFSP in fall 2019, thus leading to the budget increase.) The initial term of the contract will be for four years, starting from date of execution and ending June 30, 2023, with no renewals.

Design efforts for the ISA began in the summer of 2015 when ISBE solicited input from school districts. Feedback that was received was incorporated in the construction of a minimal science exam that could be administered within one hour with an estimated 45-minute student time-on-task. ISBE Student Assessment

staff voiced psychometric concerns and moved forward to administer the ISA. The first administration took place between May and June of 2016. ISBE conducted a Modified-Angoff Method performance level-setting process after the first administration to determine reliability and identify threshold scores for performance levels. ISBE staff's concerns were realized as the reliability levels failed to provide the required minimum of three performance levels needed to pass the ED Federal Peer Review process. (See pages 59-60 of the Aug. 16, 2017, ISBE Board Packet for more details.)

ISBE anticipated failing the ED Federal Peer Review process, so during the summer of 2018 it adjusted the 2019 ISA test map and removed extended response items from the assessment and replaced them with single response multiple choice items. ED informed ISBE on Jan. 3, 2019, that it must have a new or substantially revised general science assessment for the 2019-20 school year. ED indicated that ISBE needed to make further revision to the ISA (at all grade levels) and transform the high school assessment from a course-based assessment (first-year biology) into a general science assessment administered to a specific grade (not a range grades based on when students took the course). As such, ISBE staff continued to develop a new ISA to be administered at grades 5, 8, and 11 and to assess content from all science domains. ISBE worked with the Illinois Science Assessment Steering Committee, a diverse group of educators, composed of 59 members representing nationally recognized science and assessment experts; contributors to the original Next Generation Science Standards (NGSS); statewide school and district administrators; curriculum and instruction leaders; teachers; and representatives of higher education, ISBE, and not-for-profit organizations familiar with science and the NGSS, to develop a new, more robust test blueprint. The new blueprint was approved in April of 2019.

An RFSP for the Science Assessment Technology Vendor (approved Aug. 16, 2017) for the test construction and delivery platform was released on June 21, 2019, with a Board-approved amount of \$10 million over five years. ISBE received three proposals. One proposal was deemed non-responsive due to a failure to pass a review of mandatory specifications while the other two proposals did not comport with the Business Enterprise Program (BEP) Good Faith Effort. As a result, this initial solicitation was canceled due to lack of responsive proposals. The RFSP was reissued without this goal on Sept. 9, 2019. Breakthrough Technologies was the successful bidder. Historically, assessment procurements have a difficult time meeting a BEP goal. Assessment work is highly specialized, so there are few recognized BEP vendors available.

The science platform contract was held previously by Breakthrough Technologies under a sole source contract. It was the only authorized distributor of the open source TAO platform in the United States in 2015. Breakthrough Technologies was awarded a second sole source contract on the grounds that it was the only vendor with the expertise to deliver the assessment on a delayed timeline. The current procurement was an open process with three bidders; the successful bidder was Breakthrough Technologies. The bid came in at \$16,606,325, which was above the previously approved \$10 million. The projected amount was based upon previous contract amounts, which did not include new components<sup>1</sup> that were added to the RFSP that was released in June 2019. Staff employed the best and final offer process and Breakthrough Technologies applied a \$340,719 price reduction during years 3 and 4.

- **Current Status:** As noted above, Breakthrough Technologies' best and final offer exceeded the amount that the Board previously had approved. Board authorization to exceed the prior approved contract amount will allow for execution of a contract.
- **Relevant Data:** [www.isbe.net/ISA](http://www.isbe.net/ISA)
- **Pros and Cons:** Approval is necessary to ensure we have a successful administration in spring 2020. Furthermore, it would maintain our compliance with state and federal statute as well as federal peer review.

#### **Financial Background**

The initial term of the contract will begin no sooner than the date of execution and extend through June 30, 2023. There are no renewal periods, and annual performance reviews will be completed to ensure satisfactory performance. This contract will be funded with state and federal funds.

The table below shows the estimated amounts of state and federal funding and the split between these two sources may change throughout the term of the contract

|              | Current Contract State Funding | Current Contract Federal Funding |             | Requested Additional State Funding | Requested Additional Federal Funding | Total Contract per Fiscal Year |
|--------------|--------------------------------|----------------------------------|-------------|------------------------------------|--------------------------------------|--------------------------------|
| 19           | \$2,000,000                    | N/A                              | \$2,000,000 | N/A                                | N/A                                  | N/A                            |
| 20           | \$1,000,000                    | \$1,000,000                      | \$2,000,000 | \$632,115                          | \$632,115                            | \$3,264,230                    |
| 21           | \$1,000,000                    | \$1,000,000                      | \$2,000,000 | \$1,391,097                        | \$1,391,097                          | \$4,782,194                    |
| 22           | \$1,000,000                    | \$1,000,000                      | \$2,000,000 | \$1,206,435.50                     | \$1,206,435.50                       | \$4,412,871                    |
| 23           | \$1,000,000                    | \$1,000,000                      | \$2,000,000 | \$1,073,515                        | \$1,073,515                          | \$4,147,030                    |
|              |                                |                                  |             |                                    |                                      |                                |
| <b>Total</b> |                                |                                  |             |                                    |                                      | <b>\$16,606,325</b>            |

#### **Business Enterprise Program**

The RFSP did not include a BEP goal.

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

**Policy Implications:** Awarding the contract will ensure compliance with state and federal statutes.

**Budget Implications:** State and federal funding sources have supported this work in the past and will continue to support the work.

**Legislative Action:** None required.

**Communication:** None required.

#### **Pros and Cons of Various Actions**

**Pros:** Approval is necessary to ensure we have a successful administration in spring 2020. Furthermore, it will maintain our compliance with state and federal statute. Approval will allow us to comply with federal requirements to field a new or substantially revised general science assessment in the 2019-20 school year.

**Cons:** Delaying or not approving the contract places the spring 2020 ISA administration in jeopardy. This places ISBE at risk of being out of compliance with the ED directive that ISBE must have a new or substantially revised general science assessment in place to administer in the 2019-20 school year. This would place receipt of Title I Part A funding, which in 2019 was approximately \$675 million, at risk.

**Board Member(s) Who Will Abstain:** N/A

#### **Recommendations:**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to award the contract to Breakthrough Technologies for an amount not to exceed \$16,606,325.

**Date of Board Action:** Nov. 22, 2019

**ILLINOIS STATE BOARD OF EDUCATION**  
**November 22, 2019**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Revised FY 2020 Board Meeting Dates

**Materials:** Revised FY 2020 Board Meeting Calendar

**Staff Contact(s):** Kim Clarke, Interim Board Services Coordinator

**Purpose of Agenda Item**

The purpose of this agenda item is for the Board to review revised dates for fiscal year 2020.

**Background Information/History**

The meeting dates and locations in March and April need to be revised due to a scheduling conflict.

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

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

**Background Information**

We are proposing meeting dates of March 17-18 in Macomb and April 15 in Springfield.

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

The Board will be holding meetings in different schools throughout Illinois, which helps build relationships between the Illinois State Board of Education and districts.

**Financial Background**

Not applicable.

**Business Enterprise Program**

Not applicable.

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

**Policy Implications:** None.

**Budget Implications:** None.

**Legislative Action:** None.

**Communication:** Staff will make arrangements, be in communication with the Board, and post on the ISBE website.

**Pros and Cons of Various Actions**

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

**Cons:** None.

**Board Member(s) Who Will Abstain:** None.

**Superintendent's Recommendation**

I recommend that the motion be adopted:

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



## REVISED FY 2020 STATE BOARD OF EDUCATION MEETINGS

| FY 2020 Board of Education Meeting Schedule   |  |
|---|--|
| Please check <a href="http://www.isbe.net/calendar">www.isbe.net/calendar</a> for final meeting postings. |  |
| Date  | Description  |
| July 2019   | No Board Meeting                                       |
| August 14, 2019   | Springfield  |
| September 17-18, 2019   | Springfield, Board Retreat and Meeting (2-day meeting) |
| October 15-16, 2019   | East St. Louis (2-day meeting)                         |
| November 22, 2019   | Chicago  |
| December 18, 2019   | Springfield  |
| January 15, 2020  | Springfield  |
| February 19, 2020   | Chicago  |
| March 17-18, 2020   | Macomb (2-day meeting)                                 |
| April 15, 2020  | Springfield  |
| May 20, 2020  | Springfield  |
| June 16-17, 2020  | Rockford (2-day meeting)                               |

NOTE: Please check the final meeting postings for a possible change in the start time of these regular meetings.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**November 22, 2019**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Approval of Method for Distributing After-School Funding

**Expected Outcome:** Approval for the awarding grants to qualifying districts and to release a Request for Proposals and award grants to non-district entities

**Materials:** District Allocation Chart

**Staff Contact(s):** Krish Mohip, Deputy Officer, Operational Education  
Jeffrey Aranowski, Executive Director, Safe and Healthy Climate  
Cara Wiley, Director, Wellness  
Kristy Jones, Supervisor, Wellness

**Purpose of Agenda Item**

The purpose of this agenda item is to ask the Board to authorize After School Program grant awards to school districts and community organizations based upon a prescribed methodology and formula.

**Background Information/History**

Representatives from the four legislative caucuses and the Governor's Office of Management and Budget agreed in fiscal year 2017 to \$15 million in funding for After School Programs, previously titled the Healthy Community Investment Grants Program. Public Act 101-077 continued such funding by appropriating \$20 million in General Revenue Funds to provide grants to school districts and community organizations for after-school programming.

**School District Grant Allocations**

A total of \$17 million (85 percent of the total appropriation) will be allocated in FY 2020 to school districts and state charter schools. School district grant allocations are computed via a formula that includes a base grant plus an amount per low-income student within individual schools. Specifically, 1,119 public schools and six state-authorized charter schools with a low-income concentration of 70 percent or more will be allocated a base grant of \$2,500 per qualifying school and an additional amount of \$31.87 per low-income pupil. This allocation yields a distribution to 161 school districts. Additionally, 10 school districts with an Evidence-Based Funding low-income concentration without any schools with a low-income concentration of 70 percent or more qualified, resulting in a total distribution to 171 school districts. About 49 percent (444,514) of the low-income pupils in the state will be provided After School Program opportunities by this formula.

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**

A total of \$3 million (15 percent of the total appropriation) will be awarded to successful non-school district/non-Local Education Agency (LEA) grant applicants. Community Based Programs will serve a minimum of 100 pupils and be awarded \$800 per pupil serving 3,750.

The eligibility criteria for non-school district/non-LEA applicants is 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; upon Board approval, staff will notify eligible school districts. 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 After School Program 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 After School Program funds allocated to districts and community-based organizations either through a prescribed formula or a competitive process. These awards are for FY 2020 with no renewals. Re-appropriation of these funds is based upon appropriation by the General Assembly. The financial background of this grant is illustrated in the table below:

|              | Current Grant<br>State Funding | Current Grant<br>Federal Funding |  | Requested<br>Additional<br>State Funding | Requested<br>Additional<br>Federal<br>Funding | Total Grant per<br>Fiscal Year |
|--------------|--------------------------------|----------------------------------|--|--|---|--------------------------------|
| FY17         | \$0                            | \$0                              |  | \$0                                      | \$0   | <b>\$15,000,000</b>            |
| FY18         | \$0                            | \$0                              |  | \$0                                      | \$0   | <b>\$15,000,000</b>            |
| FY19         | \$0                            | \$0                              |  | \$0                                      | \$0   | <b>\$15,000,000</b>            |
| FY20         | \$20,000,000                   | \$0                              |  | \$0                                      | \$0   | <b>\$20,000,000</b>            |
| <b>Total</b> |                                |                                  |  |  |   | <b>\$65,000,000</b>            |

#### **Business Enterprise Program**

N/A

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

**Policy Implications:** Approval of the request will provide additional programming opportunities for children who reside in areas that contain 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 a 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.

**Cons:** None.

**Board Member(s) Who Will Abstain:** Dr. Donna S. Leak

**Recommendations:**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to execute grant agreements for fiscal year 2020 with identified school districts not to exceed a total of \$17 million and additionally release a Notice of Funding Opportunity/Request for Proposals and make awards not to exceed a total of \$3 million to successful community organization applicants based upon the eligibility criteria outlined in the memorandum. The State Board of Education also authorizes the State Superintendent to execute grant agreements within these parameters to any entity eligible to receive more than \$1 million for a single award.

**Date of Board Action:** Nov. 22, 2019



Illinois State Board of Education  
FY 20 After School Program Funding

| County    | District Name                     | % of Adequacy | Tier | Enrollment | Low Income KG-12 | LI % K-12 | Per LI Total Allocation | Total Allocation |
|-----------|-----------------------------------|---------------|------|------------|------------------|-----------|-------------------------|------------------|
| ADAMS     | QUINCY SCHOOL DISTRICT 172        | 72%           | 2    | 28         | 20               | 71%       | \$ 156.87               | \$ 3,137.32      |
| ALEXANDER | CAIRO UNIT SCHOOL DISTRICT 1      | 87%           | 2    | 280        | 278              | 99%       | \$ 49.85                | \$ 13,858.81     |
| ALEXANDER | EGYPTIAN COMM UNIT SCH DIST 5     | 72%           | 2    | 362        | 357              | 99%       | \$ 52.87                | \$ 18,876.23     |
| BUREAU    | DEPUE UNIT SCHOOL DIST 103        | 64%           | 1    | 352        | 268              | 76%       | \$ 50.52                | \$ 13,540.14     |
| BUREAU    | PRINCETON ELEM SCHOOL DIST 115    | 81%           | 2    | 22         | 18               | 82%       | \$ 170.76               | \$ 3,073.59      |
| CASS      | BEARDSTOWN C U SCH DIST 15        | 60%           | 1    | 1386       | 1090             | 79%       | \$ 36.45                | \$ 39,734.22     |
| CHAMPAIGN | CHAMPAIGN COMM UNIT SCH DIST 4    | 89%           | 2    | 463        | 401              | 87%       | \$ 44.34                | \$ 17,778.36     |
| CHAMPAIGN | URBANA SCHOOL DIST 116            | 68%           | 2    | 2234       | 1728             | 77%       | \$ 39.10                | \$ 67,564.87     |
| CHAMPAIGN | RANTOUL CITY SCHOOL DIST 137      | 61%           | 1    | 1592       | 1259             | 79%       | \$ 41.79                | \$ 52,619.60     |
| CHAMPAIGN | LUDLOW C C SCHOOL DIST 142        | 104%          | 4    | 53         | 53               | 100%      | \$ 79.04                | \$ 4,188.91      |
| CHAMPAIGN | RANTOUL TOWNSHIP H S DIST 193     | 60%           | 1    | 761        | 540              | 71%       | \$ 36.50                | \$ 19,707.78     |
| CHAMPAIGN | THOMASBORO C C SCHOOL DIST 130    | 62%           | 1    | 154        | 150              | 97%       | \$ 48.53                | \$ 7,279.93      |
| CHRISTIAN | TAYLORVILLE C U SCH DIST 3        | 68%           | 2    | 26         | 24               | 92%       | \$ 136.03               | \$ 3,264.79      |
| CHRISTIAN | PANA COMM UNIT SCHOOL DIST 8      | 65%           | 1    | 526        | 371              | 71%       | \$ 45.34                | \$ 16,822.38     |
| CLINTON   | NORTH WAMAC SCHOOL DISTRICT 186   | 70%           | 2    | 120        | 109              | 91%       | \$ 54.80                | \$ 5,973.42      |
| COOK      | WHEELING C C SCHOOL DIST 21       | 85%           | 2    | 436        | 314              | 72%       | \$ 39.83                | \$ 12,506.00     |
| COOK      | COMM CONS SCH DIST 59             | 99%           | 3    | 711        | 516              | 73%       | \$ 41.56                | \$ 21,442.98     |
| COOK      | EVANSTON C C SCHOOL DIST 65       | 103%          | 4    | 32         | 31               | 97%       | \$ 112.51               | \$ 3,487.85      |
| COOK      | TOWNSHIP H S DIST 211             | 107%          | 4    | 65         | 51               | 78%       | \$ 80.89                | \$ 4,125.17      |
| COOK      | RHODES SCHOOL DIST 84-5           | 90%           | 3    | 599        | 462              | 77%       | \$ 37.28                | \$ 17,222.21     |
| COOK      | BERKELEY SCHOOL DIST 87           | 63%           | 1    | 2396       | 2039             | 85%       | \$ 39.22                | \$ 79,975.29     |
| COOK      | BELLWOOD SCHOOL DIST 88           | 64%           | 1    | 2209       | 2194             | 99%       | \$ 38.70                | \$ 84,914.55     |
| COOK      | MAYWOOD-MELROSE PARK-BROADVIEW-89 | 65%           | 1    | 915        | 706              | 77%       | \$ 35.41                | \$ 24,997.58     |
| COOK      | FOREST PARK SCHOOL DIST 91        | 152%          | 4    | 193        | 136              | 70%       | \$ 50.25                | \$ 6,833.81      |
| COOK      | BERWYN NORTH SCHOOL DIST 98       | 65%           | 1    | 2717       | 2397             | 88%       | \$ 36.04                | \$ 86,383.41     |
| COOK      | CICERO SCHOOL DISTRICT 99         | 64%           | 1    | 10793      | 10364            | 96%       | \$ 35.48                | \$ 367,761.88    |
| COOK      | BERWYN SOUTH SCHOOL DISTRICT 100  | 64%           | 1    | 3422       | 2741             | 80%       | \$ 39.16                | \$ 107,345.38    |
| COOK      | LYONS SCHOOL DIST 103             | 62%           | 1    | 2207       | 1670             | 76%       | \$ 40.85                | \$ 68,216.63     |
| COOK      | LA GRANGE SCHOOL DIST 105 (SOUTH) | 123%          | 4    | 402        | 295              | 73%       | \$ 48.82                | \$ 14,400.53     |
| COOK      | J S MORTON H S DISTRICT 201       | 56%           | 1    | 8313       | 7221             | 87%       | \$ 33.25                | \$ 240,106.27    |
| COOK      | SUMMIT SCHOOL DIST 104            | 64%           | 1    | 1327       | 1140             | 86%       | \$ 40.64                | \$ 46,327.52     |
| COOK      | INDIAN SPRINGS SCHOOL DIST 109    | 61%           | 1    | 1059       | 793              | 75%       | \$ 38.17                | \$ 30,269.94     |

Illinois State Board of Education  
FY 20 After School Program Funding

| County | District Name                    | % of Adequacy | Tier | Enrollment | Low Income KG-12 | LI % K-12 | Per LI Total Allocation | Total Allocation |
|--------|----------------------------------|---------------|------|------------|------------------|-----------|-------------------------|------------------|
| COOK   | BURBANK SCHOOL DISTRICT 111      | 61%           | 1    | 370        | 268              | 72%       | \$ 41.19                | \$ 11,040.15     |
| COOK   | CHICAGO RIDGE SCHOOL DIST 127-5  | 57%           | 1    | 456        | 349              | 77%       | \$ 39.03                | \$ 13,621.32     |
| COOK   | COOK COUNTY SCHOOL DIST 130      | 64%           | 1    | 3195       | 2623             | 82%       | \$ 41.40                | \$ 108,585.18    |
| COOK   | CALUMET PUBLIC SCHOOLS DIST 132  | 68%           | 2    | 347        | 250              | 72%       | \$ 41.87                | \$ 10,466.56     |
| COOK   | POSEN-ROBBINS EL SCH DIST 143-5  | 68%           | 2    | 1333       | 1136             | 85%       | \$ 42.87                | \$ 48,700.04     |
| COOK   | PRAIRIE-HILLS ELEM SCH DIST 144  | 58%           | 1    | 2615       | 2493             | 95%       | \$ 38.89                | \$ 96,942.56     |
| COOK   | W HARVEY-DIXMOOR PUB SCH DIST147 | 72%           | 2    | 940        | 933              | 99%       | \$ 39.90                | \$ 37,231.21     |
| COOK   | DOLTON SCHOOL DISTRICT 148       | 70%           | 2    | 1983       | 1805             | 91%       | \$ 44.33                | \$ 80,018.56     |
| COOK   | DOLTON SCHOOL DISTRICT 149       | 67%           | 1    | 2439       | 2425             | 99%       | \$ 40.11                | \$ 97,275.65     |
| COOK   | SOUTH HOLLAND SCHOOL DIST 150    | 60%           | 1    | 577        | 441              | 76%       | \$ 43.20                | \$ 19,053.01     |
| COOK   | SOUTH HOLLAND SCHOOL DIST 151    | 63%           | 1    | 1521       | 1516             | 100%      | \$ 38.46                | \$ 58,309.23     |
| COOK   | HARVEY SCHOOL DISTRICT 152       | 71%           | 2    | 1750       | 1740             | 99%       | \$ 40.49                | \$ 70,447.26     |
| COOK   | HAZEL CREST SCHOOL DIST 152-5    | 63%           | 1    | 908        | 901              | 99%       | \$ 37.42                | \$ 33,711.49     |
| COOK   | BURNHAM SCHOOL DISTRICT 154-5    | 59%           | 1    | 180        | 177              | 98%       | \$ 45.99                | \$ 8,140.32      |
| COOK   | CALUMET CITY SCHOOL DISTRICT 155 | 65%           | 1    | 1053       | 976              | 93%       | \$ 39.55                | \$ 38,601.46     |
| COOK   | LINCOLN ELEM SCHOOL DIST 156     | 64%           | 1    | 827        | 704              | 85%       | \$ 35.42                | \$ 24,933.84     |
| COOK   | HOOVER-SCHRUM MEMORIAL SD 157    | 65%           | 1    | 819        | 776              | 95%       | \$ 38.31                | \$ 29,728.21     |
| COOK   | LANSING SCHOOL DISTRICT 158      | 65%           | 1    | 997        | 769              | 77%       | \$ 41.62                | \$ 32,005.13     |
| COOK   | ELEM SCHOOL DISTRICT 159         | 84%           | 2    | 1255       | 923              | 74%       | \$ 39.99                | \$ 36,912.54     |
| COOK   | COUNTRY CLUB HILLS SCH DIST 160  | 59%           | 1    | 867        | 652              | 75%       | \$ 39.53                | \$ 25,776.80     |
| COOK   | MATTESON ELEM SCHOOL DIST 162    | 66%           | 1    | 2440       | 2005             | 82%       | \$ 39.35                | \$ 78,891.83     |
| COOK   | PARK FOREST SCHOOL DIST 163      | 68%           | 2    | 1604       | 1358             | 85%       | \$ 41.07                | \$ 55,774.37     |
| COOK   | COMM CONS SCHOOL DIST 168        | 66%           | 1    | 416        | 368              | 88%       | \$ 38.66                | \$ 14,226.78     |
| COOK   | FORD HEIGHTS SCHOOL DISTRICT 169 | 72%           | 2    | 396        | 373              | 94%       | \$ 45.27                | \$ 16,886.11     |
| COOK   | CHICAGO HEIGHTS SCHOOL DIST 170  | 65%           | 1    | 2846       | 2815             | 99%       | \$ 39.86                | \$ 112,203.48    |
| COOK   | SUNNYBROOK SCHOOL DISTRICT 171   | 62%           | 1    | 989        | 720              | 73%       | \$ 38.81                | \$ 27,943.70     |
| COOK   | SANDRIDGE SCHOOL DISTRICT 172    | 64%           | 1    | 343        | 253              | 74%       | \$ 41.75                | \$ 10,562.16     |
| COOK   | STEGER SCHOOL DISTRICT 194       | 61%           | 1    | 1407       | 1090             | 77%       | \$ 38.75                | \$ 42,234.21     |
| COOK   | THORNTON TWP H S DIST 205        | 70%           | 2    | 3135       | 3054             | 97%       | \$ 35.14                | \$ 107,319.55    |
| COOK   | BLOOM TWP HIGH SCH DIST 206      | 66%           | 1    | 2907       | 2408             | 83%       | \$ 34.98                | \$ 84,233.94     |
| COOK   | THORNTON FRACTIONAL T H S D 215  | 64%           | 1    | 1459       | 1034             | 71%       | \$ 39.12                | \$ 40,449.70     |
| COOK   | COMMUNITY HIGH SCHOOL DIST 218   | 73%           | 2    | 1995       | 1683             | 84%       | \$ 34.84                | \$ 58,630.91     |

Illinois State Board of Education  
FY 20 After School Program Funding

| County    | District Name                                  | % of Adequacy | Tier | Enrollment | Low Income KG-12 | LI % K-12 | Per LI Total Allocation | Total Allocation |
|-----------|--|---------------|------|------------|------------------|-----------|-------------------------|------------------|
| COOK      | RICH TWP H S DISTRICT 227                      | 70%           | 2    | 2856       | 2249             | 79%       | \$ 35.20                | \$ 79,167.21     |
| COOK      | CITY OF CHICAGO SCHOOL DIST 299                | 66%           | 1    | 258516     | 232073           | 90%       | \$ 37.68                | \$ 8,745,296.52  |
| COOK      | Horizon Science Acad-McKinley Park Charter Sch | 0%            | 0    | 790        | 597              | 76%       | \$ 36.05                | \$ 21,524.15     |
| COOK      | Horizon Science Acad-Belmont Charter Sch       | 0%            | 0    | 548        | 494              | 90%       | \$ 36.93                | \$ 18,241.93     |
| COOK      | Amandla Charter School                         | 0%            | 0    | 284        | 242              | 85%       | \$ 42.20                | \$ 10,211.63     |
| COOK      | Bronzeville Academy Chtr School                | 0%            | 0    | 240        | 240              | 100%      | \$ 42.28                | \$ 10,147.90     |
| COOK      | Betty Shabazz International Charter School     | 0%            | 0    | 582        | 564              | 97%       | \$ 40.73                | \$ 22,972.56     |
| COOK      | GEN GEO PATTON SCHOOL DIST 133                 | 98%           | 3    | 232        | 231              | 100%      | \$ 42.69                | \$ 9,861.10      |
| COOK      | PROVISO TWP H S DIST 209                       | 66%           | 1    | 4614       | 3624             | 79%       | \$ 32.56                | \$ 117,983.33    |
| COOK      | CENTRAL STICKNEY SCH DIST 110                  | 119%          | 4    | 365        | 265              | 73%       | \$ 41.30                | \$ 10,944.55     |
| COOK      | SCHILLER PARK SCHOOL DIST 81                   | 69%           | 2    | 1334       | 943              | 71%       | \$ 34.52                | \$ 32,549.88     |
| DEKALB    | DEKALB COMM UNIT SCH DIST 428                  | 60%           | 1    | 1282       | 964              | 75%       | \$ 39.65                | \$ 38,219.06     |
| DUPAGE    | ADDISON SCHOOL DIST 4                          | 70%           | 2    | 990        | 820              | 83%       | \$ 41.01                | \$ 33,630.33     |
| DUPAGE    | MARQUARDT SCHOOL DISTRICT 15                   | 73%           | 2    | 2398       | 2213             | 92%       | \$ 37.51                | \$ 83,020.01     |
| DUPAGE    | KEENEYVILLE SCHOOL DISTRICT 20                 | 68%           | 2    | 474        | 345              | 73%       | \$ 39.11                | \$ 13,493.86     |
| DUPAGE    | VILLA PARK SCHOOL DIST 45                      | 79%           | 2    | 164        | 116              | 71%       | \$ 53.42                | \$ 6,196.48      |
| DUPAGE    | COMMUNITY CONS SCH DIST 180                    | 114%          | 4    | 542        | 455              | 84%       | \$ 42.86                | \$ 19,499.14     |
| DUPAGE    | WEST CHICAGO SCHOOL DIST 33                    | 63%           | 1    | 4011       | 2961             | 74%       | \$ 32.71                | \$ 96,856.00     |
| FRANKLIN  | BENTON COMM CONS SCH DIST 47                   | 64%           | 1    | 1          | 1                | 100%      | \$ 2,531.86             | \$ 2,531.86      |
| FRANKLIN  | BENTON CONS HIGH SCHOOL DIST 103               | 61%           | 1    | 15         | 11               | 73%       | \$ 259.14               | \$ 2,850.52      |
| HANCOCK   | DALLAS ESD 327                                 | 74%           | 2    | 169        | 124              | 73%       | \$ 52.03                | \$ 6,451.41      |
| HARDIN    | HARDIN CO COMM UNIT DIST 1                     | 64%           | 1    | 355        | 262              | 74%       | \$ 50.95                | \$ 13,348.95     |
| HENRY     | KEWANEE COMM UNIT SCH DIST 229                 | 60%           | 1    | 1778       | 1372             | 77%       | \$ 42.80                | \$ 58,720.48     |
| JACKSON   | MURPHYSBORO C U SCH DIST 186                   | 64%           | 1    | 1893       | 1859             | 98%       | \$ 37.25                | \$ 69,239.36     |
| JACKSON   | ELVERADO C U SCHOOL DIST 196                   | 70%           | 2    | 155        | 117              | 75%       | \$ 74.60                | \$ 8,728.34      |
| JACKSON   | CARBONDALE ELEM SCH DIST 95                    | 73%           | 2    | 1430       | 1152             | 81%       | \$ 34.04                | \$ 39,209.93     |
| JEFFERSON | GRAND PRAIRIE C C SCH DIST 6                   | 69%           | 2    | 76         | 75               | 99%       | \$ 65.20                | \$ 4,889.96      |
| JEFFERSON | MOUNT VERNON SCHOOL DIST 80                    | 62%           | 1    | 1394       | 1154             | 83%       | \$ 40.53                | \$ 46,773.64     |
| JEFFERSON | BETHEL SCHOOL DISTRICT 82                      | 62%           | 1    | 165        | 130              | 79%       | \$ 51.10                | \$ 6,642.61      |
| JEFFERSON | SPRING GARDEN CONS SCHL DIST 178               | 66%           | 1    | 102        | 102              | 100%      | \$ 56.38                | \$ 5,750.35      |
| JOHNSON   | BUNCOMBE CONS SCHOOL DIST 43                   | 66%           | 1    | 59         | 43               | 73%       | \$ 90.01                | \$ 3,870.24      |
| KANE      | SCHOOL DISTRICT 46                             | 59%           | 1    | 17383      | 14030            | 81%       | \$ 36.68                | \$ 514,583.53    |

Illinois State Board of Education  
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|----------|------------------------------------|---------------|------|------------|------------------|-----------|-------------------------|------------------|
| KANE     | AURORA EAST UNIT SCHOOL DIST 131   | 61%           | 1    | 6238       | 4682             | 75%       | \$ 38.27                | \$ 179,197.78    |
| KANE     | COMM UNIT SCH DIST 300             | 66%           | 1    | 3276       | 2721             | 83%       | \$ 38.30                | \$ 104,208.06    |
| KANE     | ST CHARLES C U SCHOOL DIST 303     | 102%          | 4    | 5          | 4                | 80%       | \$ 656.87               | \$ 2,627.46      |
| KANKAKEE | KANKAKEE SCHOOL DIST 111           | 64%           | 1    | 4628       | 3822             | 83%       | \$ 38.41                | \$ 146,792.80    |
| KANKAKEE | ST ANNE COMM H S DIST 302          | 71%           | 2    | 198        | 161              | 81%       | \$ 47.39                | \$ 7,630.46      |
| KANKAKEE | PEMBROKE C C SCHOOL DISTRICT 259   | 92%           | 3    | 187        | 173              | 93%       | \$ 46.32                | \$ 8,012.86      |
| KNOX     | GALESBURG C U SCHOOL DIST 205      | 65%           | 1    | 753        | 542              | 72%       | \$ 41.09                | \$ 22,271.50     |
| LAKE     | ZION ELEMENTARY SCHOOL DISTRICT 6  | 66%           | 1    | 2322       | 2021             | 87%       | \$ 39.29                | \$ 79,401.69     |
| LAKE     | WAUKEGAN C U SCHOOL DIST 60        | 60%           | 1    | 4211       | 3161             | 75%       | \$ 38.19                | \$ 120,729.23    |
| LAKE     | MUNDELEIN ELEM SCHOOL DIST 75      | 63%           | 1    | 1          | 1                | 100%      | \$ 2,531.86             | \$ 2,531.86      |
| LAKE     | LINCOLNSHIRE-PRAIRIEVIEW S D 103   | 132%          | 4    | 1          | 1                | 100%      | \$ 2,531.86             | \$ 2,531.86      |
| LAKE     | ROUND LAKE AREA SCHS - DIST 116    | 61%           | 1    | 6827       | 5067             | 74%       | \$ 36.80                | \$ 186,466.28    |
| LAKE     | ANTIOCH COMM HIGH SCH DIST 117     | 85%           | 2    | 32         | 30               | 94%       | \$ 115.20               | \$ 3,455.98      |
| LAKE     | NORTH CHICAGO SCHOOL DIST 187      | 63%           | 1    | 2546       | 2522             | 99%       | \$ 36.82                | \$ 92,866.69     |
| LAKE     | BARRINGTON C U SCHOOL DIST 220     | 107%          | 4    | 351        | 304              | 87%       | \$ 40.09                | \$ 12,187.34     |
| Lake     | LEARN Charter 9 Campus in Waukegan | n/a           | n/a  | 404        | 365              | 90%       | \$ 38.72                | \$ 14,131.18     |
| LASALLE  | LASALLE ELEM SCHOOL DIST 122       | 65%           | 1    | 806        | 611              | 76%       | \$ 40.05                | \$ 24,470.27     |
| LASALLE  | OTTAWA ELEM SCHOOL DIST 141        | 65%           | 1    | 309        | 220              | 71%       | \$ 43.23                | \$ 9,510.57      |
| LASALLE  | WALLACE C C SCHOOL DIST 195        | 93%           | 3    | 2          | 2                | 100%      | \$ 1,281.87             | \$ 2,563.73      |
| MACON    | DECATUR SCHOOL DISTRICT 61         | 64%           | 1    | 3935       | 3007             | 76%       | \$ 42.67                | \$ 128,321.81    |
| MACOUPIN | GILLESPIE COMM UNIT SCH DIST 7     | 61%           | 1    | 549        | 545              | 99%       | \$ 36.45                | \$ 19,867.11     |
| MADISON  | VENICE COMM UNIT SCHOOL DIST 3     | 170%          | 4    | 66         | 63               | 95%       | \$ 71.55                | \$ 4,507.57      |
| MADISON  | COLLINSVILLE C U SCH DIST 10       | 63%           | 1    | 685        | 591              | 86%       | \$ 44.56                | \$ 26,332.95     |
| MADISON  | ALTON COMM UNIT SCHOOL DIST 11     | 64%           | 1    | 256        | 196              | 77%       | \$ 57.38                | \$ 11,245.78     |
| MADISON  | MADISON COMM UNIT SCH DIST 12      | 66%           | 1    | 644        | 643              | 100%      | \$ 47.42                | \$ 30,489.99     |
| MADISON  | WOOD RIVER-HARTFORD ELEM S D 15    | 69%           | 2    | 120        | 94               | 78%       | \$ 58.46                | \$ 5,495.42      |
| MADISON  | EAST ALTON SCHOOL DISTRICT 13      | 63%           | 1    | 697        | 535              | 77%       | \$ 36.54                | \$ 19,548.45     |
| MARION   | CENTRAL CITY SCHOOL DIST 133       | 56%           | 1    | 321        | 276              | 86%       | \$ 40.92                | \$ 11,295.08     |
| MARION   | CENTRALIA SCHOOL DIST 135          | 66%           | 1    | 1204       | 1199             | 100%      | \$ 40.21                | \$ 48,207.62     |
| MARION   | SANDOVAL C U SCHOOL DIST 501       | 63%           | 1    | 265        | 198              | 75%       | \$ 44.49                | \$ 8,809.52      |
| MASSAC   | MASSAC UNIT DISTRICT #1            | 63%           | 1    | 643        | 623              | 97%       | \$ 39.89                | \$ 24,852.68     |
| MASSAC   | JOPPA-MAPLE GROVE UNIT DIST 38     | 77%           | 2    | 124        | 120              | 97%       | \$ 52.70                | \$ 6,323.95      |

Illinois State Board of Education  
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|-------------|----------------------------------|---------------|------|------------|------------------|-----------|-------------------------|------------------|
| MCLEAN      | MCLEAN COUNTY UNIT DIST NO 5     | 79%           | 2    | 504        | 371              | 74%       | \$ 38.60                | \$ 14,322.38     |
| MCLEAN      | BLOOMINGTON SCH DIST 87          | 73%           | 2    | 1094       | 849              | 78%       | \$ 40.70                | \$ 34,554.44     |
| MORGAN      | MEREDOSIA-CHAMBERSBURG CUSD 11   | 104%          | 4    | 90         | 67               | 74%       | \$ 69.18                | \$ 4,635.03      |
| MORGAN      | JACKSONVILLE SCHOOL DIST 117     | 68%           | 2    | 506        | 396              | 78%       | \$ 50.81                | \$ 20,119.02     |
| PEORIA      | PLEASANT VALLEY SCH DIST 62      | 64%           | 1    | 428        | 400              | 93%       | \$ 44.37                | \$ 17,746.50     |
| PEORIA      | NORWOOD ELEM SCHOOL DIST 63      | 62%           | 1    | 8          | 6                | 75%       | \$ 448.53               | \$ 2,691.19      |
| PEORIA      | PLEASANT HILL SCHOOL DIST 69     | 65%           | 1    | 215        | 212              | 99%       | \$ 43.66                | \$ 9,255.64      |
| PEORIA      | PEORIA SCHOOL DISTRICT 150       | 65%           | 1    | 7756       | 6233             | 80%       | \$ 38.68                | \$ 241,122.33    |
| PERRY       | TAMAROA SCHOOL DIST 5            | 72%           | 2    | 81         | 67               | 83%       | \$ 69.18                | \$ 4,635.03      |
| PIKE        | GRIGGSVILLE-PERRY C U SCH DIST 4 | 76%           | 2    | 328        | 323              | 98%       | \$ 55.09                | \$ 17,792.79     |
| PULASKI     | MERIDIAN C U SCH DISTRICT 101    | 78%           | 2    | 399        | 394              | 99%       | \$ 44.56                | \$ 17,555.30     |
| RANDOLPH    | COULTERVILLE UNIT SCHOOL DIST 1  | 69%           | 2    | 52         | 41               | 79%       | \$ 92.84                | \$ 3,806.51      |
| ROCK ISLAND | CARBON CLIFF-BARSTOW SCH DIST 36 | 76%           | 2    | 256        | 256              | 100%      | \$ 41.63                | \$ 10,657.76     |
| ROCK ISLAND | EAST MOLINE SCHOOL DISTRICT 37   | 62%           | 1    | 2567       | 2549             | 99%       | \$ 37.75                | \$ 96,227.08     |
| ROCK ISLAND | MOLINE UNIT SCHOOL DISTRICT 40   | 64%           | 1    | 1207       | 961              | 80%       | \$ 44.87                | \$ 43,123.45     |
| ROCK ISLAND | ROCK ISLAND SCHOOL DISTRICT 41   | 64%           | 1    | 1780       | 1487             | 84%       | \$ 40.27                | \$ 59,885.11     |
| SANGAMON    | SPRINGFIELD SCHOOL DISTRICT 186  | 72%           | 2    | 3497       | 2591             | 74%       | \$ 43.44                | \$ 112,565.42    |
| SHELBY      | COWDEN-HERRICK CUD 3A            | 70%           | 2    | 145        | 111              | 77%       | \$ 54.39                | \$ 6,037.15      |
| SHELBY      | CENTRAL A & M C U DIST #21       | 80%           | 2    | 13         | 12               | 92%       | \$ 240.20               | \$ 2,882.39      |
| ST CLAIR    | HIGH MOUNT SCHOOL DIST 116       | 66%           | 1    | 384        | 287              | 75%       | \$ 40.58                | \$ 11,645.61     |
| ST CLAIR    | BELLEVILLE SCHOOL DIST 118       | 62%           | 1    | 2094       | 1652             | 79%       | \$ 40.95                | \$ 67,643.04     |
| ST CLAIR    | CAHOKIA COMM UNIT SCH DIST 187   | 69%           | 2    | 3220       | 2984             | 93%       | \$ 40.24                | \$ 120,088.87    |
| ST CLAIR    | BROOKLYN UNIT DISTRICT 188       | 58%           | 1    | 143        | 142              | 99%       | \$ 84.68                | \$ 12,024.99     |
| ST CLAIR    | EAST ST LOUIS SCHOOL DIST 189    | 72%           | 2    | 4851       | 4674             | 96%       | \$ 37.21                | \$ 173,942.86    |
| STEPHENSON  | FREEPORT SCHOOL DIST 145         | 62%           | 1    | 1032       | 748              | 72%       | \$ 41.89                | \$ 31,335.95     |
| TAZEWELL    | CREVE COEUR SCHOOL DISTRICT 76   | 67%           | 1    | 554        | 432              | 78%       | \$ 43.44                | \$ 18,766.21     |
| TAZEWELL    | PEKIN PUBLIC SCHOOL DIST 108     | 62%           | 1    | 179        | 126              | 70%       | \$ 51.71                | \$ 6,515.14      |
| TAZEWELL    | SOUTH PEKIN SCHOOL DIST 137      | 72%           | 2    | 195        | 190              | 97%       | \$ 45.02                | \$ 8,554.58      |
| UNION       | DONGOLA SCH UNIT DIST 66         | 61%           | 1    | 127        | 98               | 77%       | \$ 82.89                | \$ 8,122.88      |
| UNION       | SHAWNEE C U SCH DIST 84          | 97%           | 3    | 290        | 269              | 93%       | \$ 59.75                | \$ 16,072.02     |
| VERMILION   | GEORGETOWN-RIDGE FARM C U D 4    | 66%           | 1    | 204        | 144              | 71%       | \$ 49.23                | \$ 7,088.74      |
| VERMILION   | HOOPESTON AREA C U SCH DIST 11   | 66%           | 1    | 1129       | 1033             | 91%       | \$ 41.55                | \$ 42,917.82     |

Illinois State Board of Education  
FY 20 After School Program Funding

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|------------|-----------------------------------|---------------|------|------------|------------------|-----------|-------------------------|------------------|
| VERMILION  | DANVILLE C C SCHOOL DIST 118      | 65%           | 1    | 2700       | 2223             | 82%       | \$ 41.99                | \$ 93,338.66     |
| WASHINGTON | IRVINGTON C C SCH DISTRICT 11     | 75%           | 2    | 65         | 49               | 75%       | \$ 82.89                | \$ 4,061.44      |
| WHITE      | CARMI-WHITE COUNTY C U S DIST 5   | 65%           | 1    | 64         | 50               | 78%       | \$ 81.87                | \$ 4,093.31      |
| WHITESIDE  | STERLING C U DIST 5               | 62%           | 1    | 340        | 238              | 70%       | \$ 42.37                | \$ 10,084.17     |
| WHITESIDE  | ROCK FALLS ELEMENTARY SCH DIST 13 | 67%           | 1    | 561        | 396              | 71%       | \$ 44.49                | \$ 17,619.03     |
| WILL       | LARAWAY C C SCHOOL DIST 70C       | 147%          | 4    | 372        | 363              | 98%       | \$ 38.75                | \$ 14,067.45     |
| WILL       | ROCKDALE SCHOOL DISTRICT 84       | 99%           | 3    | 278        | 200              | 72%       | \$ 44.37                | \$ 8,873.25      |
| WILL       | JOLIET SCHOOL DIST 86             | 62%           | 1    | 10676      | 10591            | 99%       | \$ 36.35                | \$ 384,995.50    |
| WILL       | CHANEY-MONGE SCH DISTRICT 88      | 58%           | 1    | 434        | 337              | 78%       | \$ 39.28                | \$ 13,238.93     |
| WILL       | FAIRMONT SCHOOL DISTRICT 89       | 59%           | 1    | 303        | 303              | 100%      | \$ 40.12                | \$ 12,155.47     |
| WILL       | CRETE MONEE C U SCHOOL DIST 201U  | 65%           | 1    | 2200       | 1636             | 74%       | \$ 41.03                | \$ 67,133.17     |
| WILL       | JOLIET TWP HS DIST 204            | 60%           | 1    | 3399       | 2468             | 73%       | \$ 34.91                | \$ 86,145.92     |
| WILL       | VALLEY VIEW CUSD #365U            | 68%           | 2    | 3272       | 2497             | 76%       | \$ 37.87                | \$ 94,570.03     |
| WILLIAMSON | JOHNSTON CITY C U SCH DIST 1      | 62%           | 1    | 234        | 172              | 74%       | \$ 46.40                | \$ 7,980.99      |
| WINNEBAGO  | HARLEM UNIT DIST 122              | 66%           | 1    | 617        | 464              | 75%       | \$ 42.64                | \$ 19,785.94     |
| WINNEBAGO  | ROCKFORD SCHOOL DIST 205          | 61%           | 1    | 11812      | 9318             | 79%       | \$ 38.57                | \$ 359,429.71    |
| WINNEBAGO  | DURAND C U SCH DIST 322           | 95%           | 3    | 31         | 22               | 71%       | \$ 145.50               | \$ 3,201.05      |

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**November 22, 2019**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Approval to Maintain Current edTPA Cut Scores at the 9.1.18-8.30.19 Levels

**Expected Outcome:** The recommended edTPA cut scores will be approved

**Materials:** None

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

**Purpose of Agenda Item**

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to approve maintaining the September 1, 2018 – August 31, 2019 edTPA cut scores, retroactive to September 1, 2019.<sup>1</sup>

**Background Information/History**

The Assessment

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 (instructional 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 2010<sup>2</sup>.

The edTPA underwent field testing for reliability and validity. The edTPA was field tested in 2012 in 21 states, including Illinois, by more than 9,000 teacher candidates. More than 3,000 teacher candidates participated in 2013 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 Assessment's Role in Teacher Preparation

The edTPA is one component of a robust system of initial teacher preparation. Additional program requirements include:

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<sup>1</sup> The motion for approval includes a retroactive date to ensure that any teacher candidate submitting an edTPA for evaluation between September 1, 2019, and the November 2019 Board meeting is under the score requirements from September 1, 2018 – August 31, 2019.

<sup>2</sup> 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 at 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.

- Content and methodology coursework aligned to state and national standards
- Field experiences and student teaching in the candidate's content area and grade range of program
- A content area test to ensure proficiency in the subject area to be taught
- Coursework in teaching reading, teaching English Learners, and teaching students with exceptional needs

Additionally, all teacher candidates must hold a bachelor's degree or higher before being awarded a Professional Educator License.

The edTPA's specific purpose is to ascertain a candidate's readiness to serve as a teacher of record in his or her own classroom. The assessment is subject-specific, and candidates are encouraged to complete the assessment that aligns with their area of preparation and student teaching experience. The assessment is one of the final components of a teacher preparation program; the contents of portfolio reflect a culmination of the candidate's knowledge and skills learned throughout the program and demonstrated via the candidate's student teaching experience.

### Combating the Teacher Shortage

The edTPA is not an assessment designed to predict teacher success or effectiveness in the classroom; rather, the assessment is an indicator of candidate readiness for entering the teaching profession. Data analyzed by State Board of Education staff demonstrate that there is no discernable difference in summative performance evaluation between teachers who scored at a level that earned a "pass" under the recommended cut score but would have earned a "fail" under the current cut score, and those who would have earned a "pass" only at the current cut score.<sup>3</sup> This analysis suggests that the recommended passing scores, coupled with the additional preparation requirements described above, are sufficient for ensuring our state's children are taught by highly prepared teachers.

ISBE estimates that approximately 800 candidates each year would be prevented from entering the teaching profession should cut scores remain at the post-September 1, 2019, two-point increase. Data analyzed from Illinois teacher preparation program completers in the 2016-17 school year show that of the 5,150 candidates who passed the edTPA with the scores required at that point in time, 826 (16 percent) would not have passed the assessment under the most current required cut scores. Most telling is that of the 826 candidates, 776 (94 percent) received a "proficient" or "excellent" rating within their last two years of teaching experience, which suggests that maintaining the edTPA passing scores will not diminish teacher quality.

Given Illinois' current state of teacher vacancies, preventing 16 percent of teaching candidates from gaining educator licensure is problematic. Illinois cannot afford to prevent 800 prospective teachers per year from entering the profession. School year 2018-19 unfilled positions data show that there were 1,859 vacant teaching positions at the beginning of the school year. The three most prevalent subject areas of vacancies were special education (322 vacancies), elementary education (77 vacancies), and physical education (35 vacancies). Of the 826 current Illinois educators who would not have gained licensure in school year 2016-17 if tested under the current cut score, 158 were prepared as teachers of special education, 248 were prepared as teachers for elementary education, and 41 were prepared as teachers of physical education. The yearly output of teachers who may be prevented from entering the profession with the new edTPA cut scores could significantly exacerbate shortages in the state's most high-need subject areas.

### The History of edTPA Score Setting

A nationwide edTPA standard-setting conference was held 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,

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<sup>3</sup> For instance, there is no difference in average summative teacher evaluation rating between candidates who scored a 39 and 40 or 41 on a 15 rubric edTPA.



suggested a professional performance standard (PPS). Illinois was represented on both panels.<sup>4</sup> The results of this work were released in November 2013.

The practitioner panel and policy panel independently recommended the same PPS score of no greater than 42 for handbooks consisting of 15 rubrics.<sup>5</sup> Developers also applied a half standard error of measurement to the PPS to avoid erroneous decisions in scoring. That resulted in a cut score range between 37 and 42. The recommended scores proposed by this action fall within the cut score range established through the panels.

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 State Board approved the edTPA rollout option in December 2014, culminating with the final two-point increase that occurred September 1, 2019. (See **Table 1.**) It is important to note that teacher shortages were not a consideration when this schedule was developed.

| <b>Table 1</b>      |                              |                              |                              |
|---------------------|------------------------------|------------------------------|------------------------------|
| Date Range          | Passing Score,<br>13-Rubrics | Passing Score,<br>15-Rubrics | Passing Score,<br>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 the pre-September 1, 2019, levels. Illinois' cut score is among the highest of all states that utilize the edTPA. (See Table 2.)

| <b>Table 2</b>                |           |                              |           |                              |           |
|-------------------------------|-----------|------------------------------|-----------|------------------------------|-----------|
| 13                            |           | 15                           |           | 18                           |           |
| <b>1. Illinois (current)</b>  | <b>37</b> | <b>1. Illinois (current)</b> | <b>41</b> | 1. California                | 49        |
| <b>2. Illinois (proposed)</b> | <b>35</b> | 1. California                | 41        | 1. Iowa                      | 49        |
| 2. Tennessee*                 | 35        | 1. Iowa                      | 41        | 2. Tennessee*                | 48        |
| 2. Washington                 | 35        | 2. Tennessee*                | 40        | <b>3. Illinois (current)</b> | <b>47</b> |
| 2. California                 | 35        | 2. Washington                | 40        | 3. Washington                | 47        |

<sup>4</sup> Former State Superintendent Christopher Koch was a member of the policy panel and Professor Amee Adkins (ISU) was a member of the practitioner panel.

<sup>5</sup> The cut score for modern language and world language is based upon 13 rubrics. The cut score for elementary education is based upon 18 rubrics.

|                   |    |                               |           |                               |           |
|-------------------|----|-------------------------------|-----------|-------------------------------|-----------|
| 2. Iowa           | 35 | <b>3. Illinois (proposed)</b> | <b>39</b> | 3. New York*                  | 47        |
| 3. Delaware       | 33 | 3. New York*                  | 39        | 4. Delaware                   | 46        |
| 3. New York*      | 33 | 4. Delaware                   | 38        | <b>5. Illinois (proposed)</b> | <b>45</b> |
| 4. Alabama        | 32 | 4. Georgia                    | 38        | 5. Georgia                    | 45        |
| 4. Arkansas       | 32 | 4. Minnesota                  | 38        | 5. Wisconsin                  | 45        |
| 4. New Jersey     | 32 | 4. Wisconsin                  | 38        | 6. Alabama                    | 44        |
| 4. South Carolina | 32 | 5. Alabama                    | 37        | 6. Arkansas                   | 44        |
| 4. Georgia        | 32 | 5. Arkansas                   | 37        | 6. New Jersey                 | 44        |
| 4. Minnesota      | 32 | 5. New Jersey                 | 37        | 6. South Carolina             | 44        |
| 4. Wisconsin      | 32 | 5. South Carolina             | 37        | 7. Oregon                     | 42        |
| 5. Oregon         | 29 | 6. Oregon                     | 35        | Minnesota                     | N/A       |

\*States on ramp up schedules not yet complete.

- **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 1**.

- **Relevant Data:**

**Table 3** below shows performance by rubric and ethnicity annually since 2015. In addition, **Table 4** provides *projected* pass rate data should the cut score increase on September 1, 2019, remain effective. The data in **Table 5** represent licensed teachers practicing in Illinois who were evaluated during the 2016-17 and 2017-18 school years who participated in edTPA during their teacher preparation program and scored at a level that would have earned a “pass” under the 09/01/18-08/31/19 cut score, but would earn a “fail” under the 09/01/19 and beyond cut score.

| <b>Table 3: edTPA Performance by Rubric and Ethnicity</b> |                        |               |                         |               |                       |               |
|---|------------------------|---------------|-------------------------|---------------|-----------------------|---------------|
| <b>13 Rubrics</b>   |                        |               |                         |               |                       |               |
| <b>Date</b>   | <b>10/22/15-9/7/17</b> |               | <b>10/19/17-8/23/18</b> |               | <b>9/1/18-6/13/19</b> |               |
| <b>Cut Score</b>  | <b>31</b>              |               | <b>33</b>               |               | <b>35</b>             |               |
|   | <b>N</b>               | <b>% Pass</b> | <b>N</b>                | <b>% Pass</b> | <b>N</b>              | <b>% Pass</b> |
| All   | 230                    | 89%           | 103                     | 74%           | 90                    | 82%           |
| <b>Ethnicity</b>  |                        |               |                         |               |                       |               |
| 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%          |
| <b>15 Rubrics</b>   |                        |               |                         |               |                       |               |

| 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%    |
| <b>Ethnicity</b>  |                 |        |                  |        |                |        |
| 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%    |
| <b>18 Rubrics</b> |                 |        |                  |        |                |        |
| 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%    |
| <b>Ethnicity</b>  |                 |        |                  |        |                |        |
| 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 4                                    |               |        |     |
|--|---------------|--------|-----|
| 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% |

| Table 5 edTPA Scores and Summative Evaluations |       |       |       |       |       |        |     |       |
|--|-------|-------|-------|-------|-------|--------|-----|-------|
| Rubrics<br>edTPA Score Range                   | 13    |       | 15    |       | 18    |        | ALL |       |
|  | 35-36 |       | 39-40 |       | 45-46 |        |     |       |
|  | n     | %     | n     | %     | n     | %      | n   | %     |
| 4 - Excellent                                  | 5     | 16.1% | 153   | 20.8% | 0     | 0.0%   | 158 | 20.6% |
| 3 - Proficient                                 | 24    | 77.4% | 514   | 69.8% | 1     | 100.0% | 539 | 70.2% |

|                       |   |      |    |      |   |      |    |      |
|-----------------------|---|------|----|------|---|------|----|------|
| 2 - Needs Improvement | 2 | 6.5% | 66 | 9.0% | 0 | 0.0% | 68 | 8.9% |
| 1 - Unsatisfactory    | 0 | 0.0% | 3  | 0.4% | 0 | 0.0% | 3  | 0.4% |

- **Pros and Cons:**

**Pros:** Approving the recommended edTPA cut scores will continue to hold candidates to a high standard of preparation and provide the state with a larger pool of classroom-ready teachers to address the state's teacher shortage. For example, Of the 826 current Illinois educators who would not have gained licensure in school year 2016-17 if tested under the current cut score, 158 were prepared as teachers of special education, 248 were prepared as teachers for elementary education, and 41 were prepared as teachers of physical education.

**Cons:** Maintaining the current cut score as of September 1, 2019 will result in a projected decline in candidate completers and, ultimately, educators in Illinois, especially in high-need subject areas. The yearly output of teachers who may be prevented from entering the profession with the new edTPA cut scores effective September 1, 2019 could significantly exacerbate shortages in the state's most high-need subject areas.

#### **Financial Background**

Not applicable.

#### **Business Enterprise Program**

Not applicable.

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

**Policy Implications:** Maintaining the pre-September 1, 2019, edTPA cut score will ensure that ISBE is meeting the requirement set forth in 105 ILCS 21B-30(f) of the Illinois School Code.

**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:**

I recommend that the following motion be adopted:

The 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:** Nov. 22, 2019



# Illinois State Board of Education

## ESSA Draft Amendment Update

**November 22, 2019**  
**Board Meeting**

# Update Structure

- Recent Stakeholder Meetings
- Agency Staff Recommendations and Rationale
- Guidelines for Amendment Action and Timeline

# Stakeholder Meetings

- ISBE staff met with 20-plus stakeholder groups between Oct. 7, 2019, and Nov. 5, 2019.
- Stakeholders represented teachers' unions, associations of administrators, principals, boards, nonprofit education organizations, parents, and the Office of the Governor.
- Additional information sources included listening tours, online submission of feedback, and state scan of accountability systems.

# Draft Recommendation 1

## **Overall Weighting of the Academic and School Quality/Student Success Indicators**

**Recommendation:** The overall weighting of academic (75%) and school quality/student success indicators (25%) be maintained.



# Draft Recommendation 2

## **Weighting of Indicators within the Academic and Student Success/School Quality Categories**

### **Recommendation(s):**

- Maintain weighting of individual indicators.
- Maintain current indicator weighting at high school (do not include growth at high school).
- Maintain inclusion of chronic absenteeism indicator.

# Draft Recommendation 3

## Naming and Number of Summative Designation Categories

### Recommendation(s):

- Change naming of lowest two designations from *Underperforming* and *Lowest Performing* to *Targeted Support* and *Comprehensive Support*, respectively.
- Keep four summative designations.

# Draft Recommendation 4

## Policy for Testing of Newly Arrived English Learners

### Recommendation:

- Maintain current policy of testing ELs:
  - Year 1: Complete all accountability exams for baseline purpose; results do not count toward accountability.
  - Year 2: Complete all accountability exams; growth score is used toward accountability.
  - Year 3: Complete all accountability exams; growth and proficiency scores used toward accountability.

# Amendment Guidelines

- On October 24, 2019, ISBE received correspondence from the U.S. Department of Education (ED).
- Among other things, the correspondence included information on the amendment process for the 20-21 school year (e.g., changes to business rules, undefined indicators).
- Specifically, ED provided a date by which all amendments should be submitted to ensure that ED could approve prior to the beginning of the 2020-2021 school year (2.3.19).

# Amendment Guidelines

- ISBE asked ED if changing the names of indicators, but nothing else, would require an amendment. This week, ED responded that ISBE **would not** need to submit an amendment if it selected to change names.
- However, if ISBE wanted to change weighting of the larger categories or individual indicators or number of designation categories, then an amendment would be required.

# Amendment Guidelines

**Outside of changing designation names, should an amendment move forward a Timeline for Action could be:**

- At Dec. 18 Board Meeting: Approve recommendations for amendment
- Dec – Jan. : Public comment and Governor's review
- February Board Meeting: Public comment(s) shared with Board and request for approval
- Feb. Submission of amendment to ED
- June – September: Agency compliance to amendment changes



**Illinois  
State Board of  
Education**

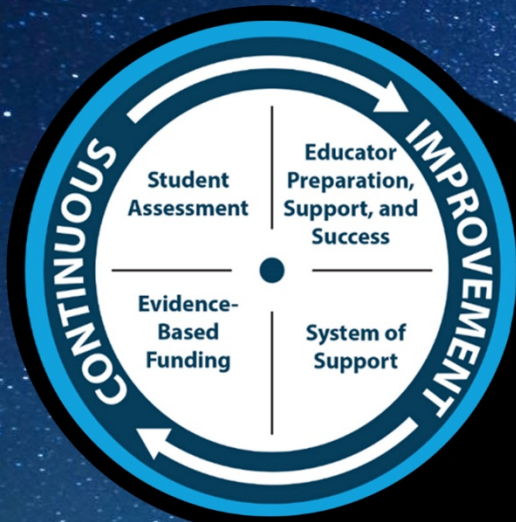
# **Educator Preparation, Support, and Success**

November 22, 2019

# Agenda

- Educator Preparation, Support, and Success (within ISBE's Draft Strategic Plan)
- Overview Recruitment
  - Residencies
  - Recognition
  - Retention





Early Childhood Education  
Secondary Education



Illinois  
State Board of  
Education

# EDUCATOR PREPARATION, SUPPORT & SUCCESS

A FOCUS ON DEVELOPING & RETAINING EFFECTIVE EDUCATORS IN ILLINOIS



# Recruitment

- Marketing and elevating the profession
- Statewide job board
- High School recruitment and educator pathways (Perkins)
- Diverse Learner-Ready Teacher Work
- International recruiter
- Innovative models within institutions of higher education (e.g., focus programs, credit for paraprofessional experience)

# Residencies

- Three Programs in FY 2019 Cohort
  - Chicago Public Schools/Roosevelt
  - Woodstock/Aurora
  - North Chicago/National Louis
- Planning in FY 2019, Implementation in FY 2020-21
- Future preparation pathways for career changers, substitutes, and paraprofessionals with emphasis on high-need schools and content areas

# Recognition

- Those Who Excel Annual Recognition Event
  - Awards of Excellence
  - Meritorious Service
  - Special Recognition
  - Teacher of the Year
- Milken Educator Awards
  - Rewards top educators with \$25,000

# Retention

- Teacher Leadership Grants
  - Calumet
  - Township HS
  - Altamont
  - Bunker Hill
- Support for diverse educators
- Grants to support ESL and bilingual endorsement acquisition
- Ongoing, high-quality professional learning opportunities



**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**November 22, 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 Veto Session

**Expected Outcome:** The Board will be informed of actions taken during the 2019 Veto Session

**Materials:** None

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

**Purpose of Agenda Item**

The purpose of this agenda item is for the Board to be informed of actions taken during the 2019 Veto Session.

**Background Information**

**Veto Session**

The General Assembly convened in Springfield Oct. 28-30 and Nov. 12-14 for the Fall Veto Session. Several issues were addressed, including ethics reform, downstate police and fire pension consolidation, prescription drugs, and a trailer bill to the cannabis legislation. The following education-related legislative matters were approved by both chambers:

SB 10 (Crespo/Manar) amends the School Code. It inserts 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. Effective immediately.

SB 460 (Bertino-Tarrant/Crespo) amends the School Code. It aligns Response to Intervention requirements with federal law and delays the requirement for districts to provide Individualized Education Program (IEP) documents to parents three days in advance of IEP meetings to July 1, 2020. Effective immediately.

Legislation pertaining to Evidence-Based Funding in Chicago Public Schools (CPS), school discipline data, time off school for voting, Monetary Award Program grants for educators, and due process for students impacted by delay and denial of services by CPS did not pass.

**Next Steps**

Legislative Affairs staff will evaluate enacted legislation to prepare for implementation.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**November 22, 2019**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** 2020 Census Communications Plan

**Expected Outcome:** The Board will receive an update on ISBE's plan to encourage participation in the 2020 Census.

**Materials:** 2020 Census Communications Plan PowerPoint

**Staff Contact(s):** Jackie Matthews, Director, Media and External Communications  
Max Weiss, Principal Consultant, Communications Coordination

**Purpose of Agenda Item**

The Department of External Communications is informing the Board of the agency's 2020 Census Communications Plan and providing an opportunity to receive feedback from the Board.

**Background Information/History**

ISBE Research and Evaluation Officer Dr. Brenda M. Dixon has served as the liaison between ISBE and Illinois' 2020 Census committee. Dr. Dixon has attended monthly meetings, identified potential ISBE resources that could enhance the state's 2020 Census outreach, and brought information back to the ISBE Internal and External Communications Departments.

The Department of External Communications, partnering with staff in ISBE's Department of Curriculum and Instruction, has developed the following plan outlining how ISBE can promote participation in the 2020 Census, especially among hard-to-count populations. Historically undercounted populations include young children, immigrants, college students, low-income households, people of color, and rural residents. Hard-to-count areas also include those with limited access to internet connectivity.

ISBE has met with the Department of Human Services, which is coordinating Illinois' 2020 Census efforts. ISBE representatives will attend a convening of state agencies in December regarding these efforts and Illinois Census Commission advisory meetings.

ISBE will use the data provided to Illinois by the U.S. Census Bureau to target areas with low participation. ISBE will utilize the state's digital toolkit, as well as resources provided by the Joyce Foundation, which is serving as a communications partner in national census efforts.

**Goal:** Families view schools as safe spaces and educators as trusted voices. ISBE's 2020 Census Communications Plan leverages schools and educators to ensure every person in Illinois is counted, especially those in hard-to-count communities.

**Key Messages:**

- Families can complete the census online, so that census-takers do not need to come to their homes and knock on their doors.
- Census information is safe, secure, and anonymous.
- Completing the census says, "I'm here. I count. I matter."



- Census data affects federal funding for education. A complete count will ensure Illinois students receive the federal resources they deserve.

ISBE's proposed 2020 Census Communications Plan includes three main strategies. This plan will continue to evolve as census efforts across the state also take shape.

**Strategy 1:** Encourage schools to host Census Nights during the online self-response period March 12 – April 27, 2020. Families will be able to use their school's devices and internet connection on Census Nights to complete the census online with assistance from school staff and, where possible, the Illinois Census Commission's regional intermediaries. ISBE will:

- Host train-the-trainer webinars for school and district leaders detailing how to host a Census Night.
- Provide materials for districts and schools to promote their Census Nights, including a sample letter and flyers in multiple languages, social media graphics, suggested video scripts, and a draft school board resolution.

**Strategy 2:** Leverage ISBE's Spanish-speaking leadership, including State Superintendent of Education Dr. Carmen I. Ayala, Education Officer Dr. Ernesto Matias, and Policy and Communications Officer Irma Martinez Snopek, to communicate key messages. ISBE will:

- Pitch media interviews with ISBE's Spanish-speaking leadership to Spanish language media across the state.
- Send press releases about Census Nights in English and Spanish.
- Create a series of videos to use on social media, including ISBE leadership filling out their own census forms online and explaining the importance of the census.
- Create additional videos with ISBE staff who speak other languages, including Polish and Mandarin.

**Strategy 3:** Raise awareness about the census in the months leading up to the online response period. ISBE will:

- Co-host Census EDU, a half-day summit convening 450 education leaders, practitioners, and partners to learn more about the 2020 Census and how schools can play a central role in helping Illinois reach hard to count populations. Panels, speakers, student performances, and interactive presentations will equip attendees with the knowledge and tools to engage students and their families in the state's 2020 Census efforts. Hosted in partnership with the Governor's Office and the Illinois 2020 Census Office at 9 a.m., Dec. 4 at Malcolm X College in Chicago. This event may serve as a model for other summits outside of Chicago.
- Release the podcast ISBE recorded with Forefront, which is training hundreds of nonprofit leaders and legislators across Illinois to encourage their constituents to participate in the 2020 Census.
- Continue to highlight resources from Statistics in Schools in *ISBE's Weekly Message* and on social media.
- Provide sample language about the census for school districts to include in registration packets for the 2020-21 school year.
- Provide the State Board with a resolution to pass articulating ISBE's commitment to a complete census count in Illinois.
- Provide census talking points for ISBE leadership as they present to groups across the state.

**Current Status:** ISBE has shared this plan with the Governor's Office; the Department of Human Services, which is coordinating Illinois' 2020 Census efforts; and the Illinois Principals Association. ISBE anticipates sharing this plan also with the Illinois Association of School Administrators, the Regional Offices of Education, the Illinois Federation of Teachers, the Illinois Education Association, Latino Policy Forum, and Forefront, as well as coordinating with other state agencies that are engaging in census participation efforts.

ISBE is meeting regularly with the Department of Human Services, the U.S. Census Bureau, and the Illinois 2020 Census Office to plan the first Census EDU summit.

To date, ISBE has promoted the U.S. Census Bureau's Statistics in Schools program, resulting in the highest number of applicants of any state to the Teacher Ambassador program and 12 confirmed Illinois teacher ambassadors. Statistics in Schools ambassadors promote material from the U.S. Census Bureau that incorporates census data into classroom activities tailored to each grade. The goal of these resources is for students to become

familiar with the census and take the information home to their families. ISBE also has included Statistics in Schools resources in *ISBE's Weekly Message* on Aug. 20, Aug. 27, Sept. 4, Sept. 10, Sept. 17, Sept. 24, and Oct. 16.

**Relevant Data:** "In 2015, Illinois received \$19,738,866,367, or approximately \$1,535 per capita, in federal assistance for 16 programs," according to the Department of Human Services.

It is important to note that the number of seats Illinois has in the U.S. House of Representatives for the next 10 years will be determined by the census count in 2020. Illinoisans deserve proportionate representation in the U.S. Congress, and a fair and accurate census count is how we ensure that happens.

Finally, state and local governments will use census data to redraw electoral maps to align with the principle of "one person, one vote." Our own state's legislative maps will be redrawn, and this will impact the size and makeup of each district in the Illinois General Assembly.

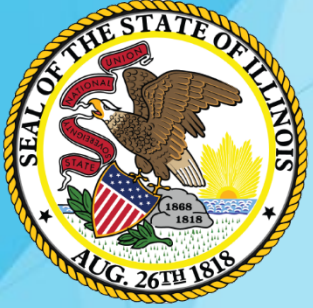
**Pros and Cons:** The failure to count every Illinois resident would have devastating effects on Illinois' ability to meet the needs of its residents. Even a 1 percent undercount would result in the state losing \$19,557,435 per year for a decade, resulting in a total loss of \$195,574,350.

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

The Census Communications Plan will support a complete census count in Illinois, which will translate to adequate and equitable federal funding for Illinois students in the greatest need.

**Financial Background**

The plan will leverage ISBE's existing staff and resources and will not require additional funding.



Illinois  
State Board of  
Education

# 2020 Census Communications Plan

ISBE Office of External  
Communications

Nov. 22, 2019

# WHAT'S AT STAKE

- ▶ **Federal Funding**

- ▶ Illinois received more than \$19.7 billion, or approximately \$1,535 per capita, in federal assistance for 16 programs in 2015. Even a 1 percent undercount would result in the state losing approximately \$19.6 million per year for a decade, resulting in a total loss of approximately \$196 million.

- ▶ **Illinois' Seats in the U.S. House of Representatives**

- ▶ **Electoral Maps for State and Local Governments**



# 1: PROMOTE CENSUS NIGHTS

- ▶ Historically undercounted populations include young children, immigrants, low-income households, people of color, and rural residents.
- ▶ Families view schools as safe spaces and educators as trusted voices.
- ▶ At **Census Nights**, families will be able to use their school's devices and internet connection to complete the census online with assistance from school staff and, where possible, the Illinois Census Commission's regional intermediaries.

## 2: REACH SPANISH SPEAKERS

- ▶ ISBE will pitch media interviews and record videos with the agency's Spanish-speaking leadership, including:
  - ▶ State Superintendent of Education Dr. Carmen I. Ayala
  - ▶ Education Officer Ernesto Matias
  - ▶ Policy and Communications Officer Irma Martinez Snopek
- ▶ Key messages include:
  - ▶ Census information is safe, secure, and anonymous.
  - ▶ Completing the census says, "I'm here. I count. I matter."





# 3: START RAISING AWARENESS NOW

- ▶ Census EDU half-day summit
- ▶ Statistics in Schools resources
- ▶ Podcast with Forefront
- ▶ Provide information for inclusion in district registration packets
- ▶ Board resolution
- ▶ Include census in talking points for ISBE leadership

## 2020 Census

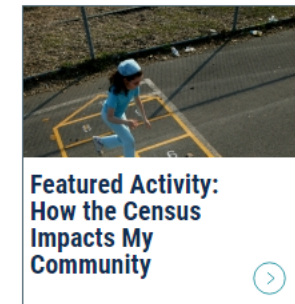
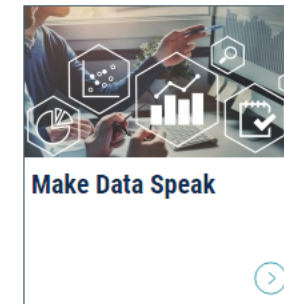
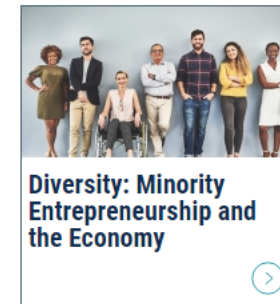


### K-12 Activities

Find activities specially designed to be engaging and appropriate for your students' grade level, from counting for kindergarteners to examining career statistics for high schoolers. Each activity also teaches your students about the importance of a complete count in the 2020 Census.




**All Grades**   Grades K-2   Grades 3-4   Grades 5-6   Grades 7-8   Grades 9-12

### All Grades



**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**November 22, 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 235 (Early Childhood Block Grant)

**Expected outcome:** Board will be informed of upcoming rulemaking.

**Materials:** Appendix A: Part 235 (Early Childhood Block Grant) Proposed Rules

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Officer, Instructional Education  
Heather Calomese, Executive Director, Programs Department  
Carisa Hurley, Director, Early Childhood  
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**

This Part is being modified to align with the enactment of Public Act 100-0819, effective July 1, 2019. This Act requires each publicly funded early childhood program receiving State funds under the Early Childhood Block Grant (ECBG) program to collect and review its chronic absence data and determine what supports and resources are needed to positively engage chronically absent students and their families to encourage the habit of daily attendance and promote success. On or before July 1, 2020, and annually thereafter, these programs must report this data to the agency. The agency must make the report publicly available via the Illinois Early Childhood Asset Map internet website and the Preschool for All program or Preschool for All Expansion program triennial report.

Part 235 establishes a requirement that specifies that grants support early childhood education for children ages 0-5 years old who are determined via a screening process to be at risk of academic failure. The programs address parent education, preschool education, and staff development for teachers and other working in the programs.

Over the last decade or so, the State Board has funded various other initiatives to assist recipients of ECBG funding and other early childhood stakeholders in providing high-quality programming in areas of the State with families and children most in need of services. Grants require that the agency articulate in administrative rules the entities eligible to apply for funding, required content of the application, criteria for review of the applications, and terms and conditions of any grants awarded. Staff have determined that, going forward, a rules change is necessary since programs now are required to collect chronic absenteeism data and report it to the State Board.

**Current Status:** Awaiting initial review.

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

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

**Budget Implications:** None.

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

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

**Pros and Cons of Various Actions**



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

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

**Next Steps**

Agency staff will ask the Board to approve publication of the proposed rules in the *Illinois Register* to elicit public comment.

**Appendix A: Part 235 (Early  
Childhood Block Grant)  
Proposed Rules**

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS

PART 235

EARLY CHILDHOOD BLOCK GRANT

SUB PART A: PRESCHOOL EDUCATION AND  
PREVENTION INITIATIVE PROGRAMS

SUBPART A: PRESCHOOL EDUCATION AND PREVENTION INITIATIVE PROGRAMS

Section

|               |  |
|---------------|--|
| 235.10        | Purpose; Eligible Applicants   |
| 235.20        | Application Procedure and Content for New or Expanding Programs                            |
| 235.30        | Additional Program Components for Preschool Education Proposals                            |
| 235.40        | Additional Program Components for Prevention Initiative Proposals                          |
| 235.50        | Proposal Review and Approval for New or Expanding Programs                                 |
| 235.55        | Proposal Review Process and Additional Funding Priorities for Preschool Education Programs |
| 235.60        | Application Content and Approval for Continuation Programs                                 |
| 235.65        | ExceleRate Illinois: Quality Rating and Improvement System                                 |
| 235.67        | Program Monitoring   |
| 235.70        | Terms of the Grant   |
| <u>235.75</u> | <u>Chronic Absenteeism Data Report and Support</u>   |

SUBPART B: GRANTS FOR TRAINING, TECHNICAL ASSISTANCE AND HIGH-  
QUALITY SUPPORTS AND FOR WEB-BASED SERVICES

Section

|         |  |
|---------|--|
| 235.100 | Purpose  |
| 235.105 | Eligible Applicants  |
| 235.110 | Application Procedure and Content for New Programs         |
| 235.120 | Proposal Review and Approval for New Programs              |
| 235.130 | Application Content and Approval for Continuation Programs |
| 235.140 | Terms of the Grant   |

SUBPART C: SOCIAL AND EMOTIONAL CONSULTATION SERVICES

**Appendix A: Part 235 (Early  
Childhood Block Grant)  
Proposed Rules**

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

Section

235.200 Implementation and Purpose; Eligible Applicants

235.210 Application Procedure and Content

235.220 Proposal Review and Approval of Proposals

235.APPENDIX A Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age

235.APPENDIX B Illinois Birth to Five Program Standards

235.APPENDIX C Illinois Early Learning Guidelines – Children from Birth to Age 3

**AUTHORITY:** Authorized by Section 1C-2 of the School Code [105 ILCS 5/1C-2] and implementing Sections 2-3.71 and 2-3.89 of the School Code [105 ILCS 5/2-3.71 and 2-3.89].

**SOURCE:** Adopted at 16 Ill. Reg. 10181, effective June 10, 1992; expedited correction at 16 Ill. Reg. 15186, effective June 10, 1992; amended at 26 Ill. Reg. 903, effective January 15, 2002; old Part repealed at 30 Ill. Reg. 4618 and new Part adopted at 30 Ill. Reg. 4620, effective February 28, 2006; emergency amendment adopted at 30 Ill. Reg. 11793, effective June 26, 2006, for a maximum of 150 days; emergency expired November 22, 2006; amended at 30 Ill. Reg. 19383, effective November 28, 2006; amended at 32 Ill. Reg. 13357, effective July 25, 2008; amended at 33 Ill. Reg. 4027, effective February 23, 2009; amended at 34 Ill. Reg. 11615, effective July 26, 2010; amended at 35 Ill. Reg. 3742, effective February 17, 2011; amended at 36 Ill. Reg. 6827, effective April 18, 2012; amended at 39 Ill. Reg. 6674, effective April 27, 2015; amended at 40 Ill. Reg. 15168, effective October 24, 2016; amended at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

**Section 235.75 Chronic Absenteeism Data Report and Support**

- (a) In this Section, “chronic absence” means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, as defined in Section 26-2a of the School Code, and out-of-school suspensions for an enrolled student.
- (b) Each grantee that operates a preschool education program funded under this Part must collect and review its chronic absence data and determine what support and resources are needed to positively engage chronically absent students and their families to encourage the habit of daily attendance and promote success.

**Appendix A: Part 235 (Early  
Childhood Block Grant)  
Proposed Rules**

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STATE BOARD OF EDUCATION




NOTICE OF PROPOSED RULES

(c) Each preschool education program must annually report all data collected under subsection (b) to the State Board of Education no later than July 1 of each year. The State Board must make this report publicly available via the Illinois Early Childhood Asset Map Internet website and the Preschool for All Program or Preschool for All Expansion Program triennial report.

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

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**November 22, 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 425 (Voluntary Registration and Recognition of Nonpublic Schools)

**Expected Outcome:** The Board will be informed of upcoming rulemaking.

**Materials:** Appendix A: Part 425 (Voluntary Registration and Recognition of Nonpublic Schools) Proposed Rules

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

**Purpose of Agenda Item**

This item is to inform the Board of upcoming rulemaking.

**Background Information/History**

This Part is being modified to address several issues that have developed over time during the implementation of the registration and recognition program and to align with the enactment of Public Act 101-0017. The rules governing the registration and recognition of nonpublic schools (Part 425) were adopted on December 7, 2009; since then, only five specific amendments have been made to the Part. The Wellness Department believes that a general overhaul of the rules is necessary to bring them into alignment with agency practice that has evolved over the past 10 years and to address any issues that have arisen.

Additionally, PA 101-0017, effective June 14, 2019, removed ISBE's duty to publish a list of textbooks authorized to be purchased under the Textbook Block Grant Program. Section 425.90 needs to be amended to reflect this statutory change.

**Current Status:** Awaiting initial review.

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

**Policy Implications:** None.

**Budget Implications:** None.

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

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

**Pros and Cons of Various Actions**

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

**Cons:** Not proceeding with the rulemaking will cause the agency's rules to conflict with the School Code in light of changes made in PA 101-0017.

**Next Steps**

Agency staff will ask the Board to approve publication of the proposed rules in the *Illinois Register* to elicit public comment.

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

ITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER I: NONPUBLIC ELEMENTARY AND SECONDARY SCHOOLS

PART 425

VOLUNTARY REGISTRATION AND RECOGNITION OF NONPUBLIC SCHOOLS

Section

|               |   |
|---------------|---|
| <u>425.5</u>  | <u>Definitions</u>                      |
| 425.10        | Purpose and Applicability               |
| 425.20        | Requirements for Registration           |
| 425.30        | Requirements for Recognition            |
| 425.40        | Process for Initial Recognition         |
| 425.50        | Renewal of Recognition                  |
| 425.60        | Changes in Recognition Status           |
| 425.70        | Appeals                                 |
| <u>425.75</u> | <u>Other Recognition Considerations</u> |
| 425.80        | Block Grant Funds                       |
| 425.90        | Textbook Block Grant Program            |
| 425.100       | Necessary Costs and Fees                |

AUTHORITY: Implementing Sections 2-3.25o, 3.51.5, 2-3.155 and authorized by Sections 2-3.6 and 2-3.51.5 of the School Code [105 ILCS 5/2-3.25o, 2-3.51.5, 2-3.155 and 2-3.6] and Section 5 of the Invest in Kids Act [30 ILCS 40/5].

SOURCE: Adopted at 33 Ill. Reg. 17123, effective December 7, 2009; amended at 36 Ill. Reg. 2241, effective January 26, 2012; amended at 37 Ill. Reg. 9492, effective June 19, 2013; amended at 39 Ill. Reg. 2219, effective January 22, 2015; amended at 40 Ill. Reg. 5027, effective March 2, 2016; amended at 42 Ill. Reg. 5912, effective March 15, 2018; amended at 44 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

**Section 425.5 Definitions**

"Design Professional" means an architect licensed to practice in Illinois under the Illinois Architecture Practice Act of 1989 [225 ILCS 305], an engineer licensed to practice in Illinois under the Professional Engineering Practice Act of 1989 [225 ILCS 325], or an engineer licensed to practice in Illinois under the Structural Engineering Practice Act of 1989 [225 ILCS 340]. A design professional must be knowledgeable about the local building codes applicable to the school.

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

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

"State Board" means the State Board of Education.

"State Superintendent" means the State Superintendent of Education.

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

**Section 425.10 Purpose and Applicability**

Section 2-3.25 of the School Code [~~105 ILCS 5/2-3.25~~] requires the State Board of Education to provide for the voluntary registration and recognition of nonpublic elementary and secondary schools, as defined in that Section. Further, Sections 2-3.51.5 and 2-3.155 of the School Code [~~105 ILCS 5/2-3.51.5 and 2-3.155~~] make State-recognized, nonpublic schools eligible to receive funds under certain block grant programs.

- a) The purpose of this Part is to set forth:
  - 1) the requirements and procedures for nonpublic schools' voluntary registration;
  - 2) the requirements and procedures for nonpublic schools' voluntary recognition;
  - 3) the requirements and procedures for nonpublic schools' receipt of funding under Section 2-3.51.5 of the School Code; and
  - 4) the requirements for monitoring nonpublic schools' use of funding under Section 2-3.155 of the School Code.
- b) This Part does ~~shall~~ not apply to special education facilities under Section 14-7.02 of the School Code [~~105 ILCS 5/14-7.02~~] (see 23 Ill. Adm. Code 401).
- c) Nothing in this Part may ~~shall~~ be construed as relieving a nonpublic school from the duty to comply with any other applicable State or federal law or regulatory requirement.

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

**Section 425.20 Requirements for Registration**

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NOTICE OF PROPOSED RULES

- a) The State Superintendent of Education ~~must shall~~ make available an application a form to be used for nonpublic schools' voluntary registration. A school's initial registration may occur at any time from October 1 through June 30 of the relevant school year. Initial registration of a school ~~must shall~~ occur by means of an application process specified by the State Superintendent a paper submission. Each ~~paper~~ registration application form ~~shall bear the signature of the school's chief administrative officer and~~ must be received in the offices of the Illinois State Board of Education no later than June 25 for the school to be registered by June 30.
- 1) Descriptive information that must be submitted by the school must shall include, but is not limited to, the following:
- A) the name of the school, its location and telephone number, its affiliation, and the name of the chief administrator;
  - B) demographic and other data on the enrolled students, including a student's race, ethnicity, and grade level; and
  - C) data on the staff employed in various capacities.
- 2) The chief administrator of each school ~~must shall~~ provide assurances to the State Superintendent that the school can document the following:
- A) ~~it the school~~ offers:
    - i) an academic term of at least 176 days of pupil attendance annually that meet the current statutory requirements regarding minimum hours of instruction per day; annually,
    - ii) at least 880 per-pupil clock hours of instruction annually;
    - or
    - iii) an academic term that satisfies any other minimum instructional requirement established in statute that is applicable to public schools, including possible incorporation of exceptions provided for public schools; with at least five clock hours of instruction daily or at least 880 clock hours of instruction annually;
  - B) ~~it the school~~ *provides instruction in English, except as otherwise permitted pursuant to Section 27-2 of the School Code, [105 ILCS 5/27-2], in the branches of education taught to children of corresponding age and grade in the public schools [105 ILCS*



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NOTICE OF PROPOSED RULES

5/26-1], including the language arts, mathematics, the biological, physical and social sciences, the fine arts, and physical development and health [105 ILCS 5/27-1];

- C) ~~it the school~~ requires the students who are enrolled to attend daily during the school's entire regular school term;
- D) each individual first employed in or assigned to a full-time teaching or administrative position on or after the 2011-2012 school year holds a bachelor's or higher degree;
- E) each individual first employed in or assigned to a full-time teaching or administrative position before the 2011-2012 school year who does not hold a bachelor's or higher degree annually participates in a planned program of professional development that is demonstrably designed to strengthen the individual's knowledge and skills in areas directly related to his or her job duties, including content-area knowledge or pedagogy for teaching staff and administration, supervision, evaluation, or school management for administrators;
- F) the physical facilities occupied by the school comply with the applicable local building code and fire safety requirements;
- G) E) ~~it requires the school will require~~ evidence that, and ~~furnishes will furnish~~ to the State Superintendent, ~~of Education~~ the required reports regarding the extent to which, students have complied with the requirements of Section 27-8.1 of the School Code ~~[105 ILCS 5/27-8.1]~~ and the rules of the ~~Illinois~~ Department of Public Health at 77 Ill. Adm. Code 665 with respect to health examinations, immunizations, eye examinations, and dental examinations; and ~~cooperates will cooperate~~ in the implementation of the Child Vision and Hearing Test Act [410 ILCS 205] and the rules of the ~~Illinois~~ Department of Public Health at 77 Ill. Adm. Code 675 and 685 regarding hearing and vision screenings, respectively;
- H) F) ~~it the school~~ complies with the applicable requirements of Section 22-30 of the School Code ~~[105 ILCS 5/22-30]~~, to the extent that the school allows the self-administration and self-carry of asthma medication, diabetes medication, and/or epinephrine auto-injectors, ~~and the applicable requirements of Section 22-30 of the School~~

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~~Code~~ Section 22-33 of the School Code, the Care of Students with Diabetes Act, and 23 Ill. Adm. Code 1.540 (Undesignated Epinephrine Auto-injectors; Opioid Antagonists), to the extent that the school allows the administration of undesignated epinephrine auto-injectors or opioid antagonists, and any other law or rule pertaining to the administration or self-administration of prescription or non-prescription medications;

~~I) G)~~ it can document that each student participating in interscholastic athletics has had an annual physical examination (23 Ill. Adm. Code 1.530) and that it complies with the concussion policy and other requirements under Section 22-80 of the Code and Section 1.20 of the Interscholastic Athletic Organization Act; school complies with the requirements of Section 22-80 of the School Code [105 ILCS 5/22-80]; and

~~J) H)~~ it the school complies with applicable federal and State laws prohibiting discrimination, including, but not limited to, Title IX of the Education Amendments of 1972 (20 USC 1681 et seq.), the Individuals with Disabilities Education Improvement Act of 2004 (20 USC 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 USC 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 USC 2000d et seq., 2000e et seq.), the Americans With Disabilities Act of 1990 (42 USC 12101 et seq.), the Illinois School Code [105 ILCS 5], and relevant case law; and, including Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)

~~K)~~ it complies with applicable State and federal laws, relevant case law, and State and federal rules and regulations.

- 3) The chief administrator of each school must shall provide evidence to the State Superintendent assurances that the school is a not-for-profit entity that is subject to the General Not For Profit Corporation Act of 1986 [805 ILCS 105] or is incorporated as a not-for-profit entity in another state and authorized to do business in the State of Illinois pursuant to the Business Corporation Act of 1983 [805 ILCS 5]. The evidence provided must shall consist of the file number assigned to the not-for-profit entity by the Illinois Secretary of State, Department of Business Services. Under certain circumstances, as determined by the State Superintendent, the State Superintendent may accept an alternative form of evidence from the chief administrator to satisfy the requirements of this subparagraph.

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- 4) The chief administrator of each school must provide documentation that it complies with the requirements of Section 2-3.13a of the Code and 23 Ill. Adm. Code 375.75.
- b) Upon receipt of complete information for initial registration, including the required assurances, the State Superintendent must ~~shall~~ assign a unique identifying number to the school. This number ~~is~~ shall be evidence of completed registration and permits ~~shall permit~~ the school's chief administrator to apply for a user account affording access to the Illinois Web Application Security (IWAS) System, which the school may then use to exchange information with the State Superintendent ~~of Education~~ as relevant to its situation.
- c) The application for renewal of a school's registration in any subsequent year must be submitted no sooner than October 1 and no later than November 15 of that school year or when prescribed by the State Superintendent. Annual renewal of a school's registration must ~~shall~~ be performed in a manner prescribed by the State Superintendent electronically and must ~~shall~~ be submitted only by the school's chief administrator.
- d) The chief administrator of each school applying to renew its registration must ~~shall~~ submit to the State Superintendent ~~Illinois State Board of Education~~ the same information and assurances required in subsection (a).
- e) The State Superintendent may only register schools that have two or more of grades pre-kindergarten through 12.
- f) Each school that is registered must have access to official documentation of the school's status. The State Superintendent must maintain a publicly available list of registered schools by school year for, at a minimum, the preceding 5 school years.

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

**Section 425.30 Requirements for Recognition**

- a) No nonpublic school may be considered for recognition unless it was registered for the immediately previous school year and has renewed that registration for the current school year. Some requirements listed in this Part do not apply to a school whose educational program is delivered via correspondence, online, or through other similar means in acknowledgment of the fact that students participating in a school of this type do not

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

~~gather in a physical location. No nonpublic school shall apply for recognition unless it was registered for the previous school year, except that a school whose educational program is delivered via correspondence may seek recognition without registration, in acknowledgment of the fact that students participating in a school of this type do not gather in a physical location and thus the school does not provide assurances about its compliance with requirements for health examinations, as required for registration under Section 2-3.25o(b) of the School Code. Recognition shall be granted only to schools that meet the requirements of this Section. A nonpublic school applying for recognition that has not applied for registration renewal by November 15 of the year in which the recognition application is submitted shall not be considered for recognition during the remainder of that school year.~~

b) a) Administrative Requirements

- 1) Each nonpublic school's recognition ~~is shall be~~ contingent upon evidence of compliance with the administrative requirements that are made applicable to nonpublic schools by relevant statutes, case law, or rules and regulations.
- 2) A school must document to the State Superintendent that it complies with the requirements of:
  - A) ~~The school shall offer an academic term of at least 176 days of pupil attendance annually, with at least five clock hours of instruction daily or at least 880 clock hours of instruction annually.~~
  - B) ~~The school shall require the students who are enrolled to attend daily during the entire regular school term.~~
  - C) ~~The school shall comply with applicable federal and State laws prohibiting discrimination, including, but not limited to, Title IX of the Education Amendments of 1972 (20 USC 1681 et seq.), the Individuals with Disabilities Education Improvement Act (20 USC 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 USC 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 USC 2000d et seq., 2000e et seq.), the Americans With Disabilities Act of 1990 (42 USC 12101 et seq.), the Illinois School Code [105 ILCS 5], and relevant case law, including Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982).~~

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NOTICE OF PROPOSED RULES

- A) D) ~~The school shall comply with the requirements of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4], Section 5 of the Missing Children Records Act [325 ILCS 50/5], Section 5 of the Missing Children Registration Law [325 ILCS 55/5], and the rules of the State Board of Education promulgated pursuant to Section 2-3.13a of the School Code [105 ILCS 5/2-3.13a] (see 23 Ill. Adm. Code 375.75).~~
- B) E) ~~The school shall comply with the requirements of the School Reporting of Drug Violations Act [105 ILCS 127].~~
- C) F) ~~The school shall comply with the requirements of Sections 10-27.1A and 10-27.1B of the School Code [105 ILCS 5/10-27.1A and 10-27.1B] regarding firearms and drug-related incidents in schools.~~
- D) G) ~~The school shall comply with the requirements of Section 10-21.7 of the School Code [105 ILCS 5/10-21.7] regarding the reporting of attacks on school personnel.~~
- 3) 2) ~~The school must document to the State Superintendent that: Recognition shall also be contingent upon evidence of compliance with the additional administrative requirements of this subsection (a)(2).~~
- A) ~~It maintains~~ The school shall maintain written descriptions of its governance structure and its policy-making procedure, maintains ~~shall maintain~~ its policies in written form, and makes ~~shall make~~ its policies routinely available to parents of the students enrolled and to school staff, as well as to other individuals upon request; or-
- B) ~~It maintains~~ The school shall maintain a written description of its methods for complying with the nondiscrimination requirements identified in subsection (a)(1)(C).
- c) b) Educational Program  
Each nonpublic school's recognition is ~~shall be~~ contingent upon evidence of compliance with the programmatic requirements that are made applicable to nonpublic schools by relevant statutes, case law, or administrative rules or regulations.

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- 1) The school must document that instruction is ~~Instruction shall be provided in English, except as otherwise permitted pursuant to Section 27-2 of the School Code, in the branches of education taught to children of corresponding age and grade in the public schools (Section 26-1 of the School Code), including the language arts, mathematics, the biological, physical and social sciences, the fine arts, and physical development and health (Section 27-1 of the School Code).~~
- 2) Each school supported or maintained wholly or in part by public funds must document that it:
  - A) provides ~~shall provide~~ *instruction in American patriotism, the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag (Section 27-3 of the Code);-*
  - B) leads students in the The Pledge of Allegiance daily (Section 27-3 of the Code); ~~shall be recited daily in nonpublic schools supported or maintained in whole or in part by public funds. (Sections 27-3 and 27-4 of the School Code)~~
  - C) devotes not ~~Not less than one hour per week to the study of the subject matter identified in subparagraph (A) in grades 7 and 8 shall be devoted to the study of this subject matter in the seventh and eighth grades or their equivalent and in all high school grades (Section 27-4 of the Code);-~~
  - D) ensures that no student receives a certificate of graduation without passing an examination on the subjects listed in subparagraph (A) (Section 27-3 of the Code); and ~~No student shall receive a certificate of graduation from the eighth grade or from high school without passing an examination on these subjects~~
  - E) ensures that no ~~No student shall be graduated from the eighth grade unless he or she has received instruction in the history of the United States and has given evidence of a comprehensive knowledge of the subject. (Section 27-21 of the School Code~~ ~~[105 ILCS 5/27-21])~~

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- 3) The school ~~must~~ ~~shall~~ provide health education as required by the Critical Health Problems and Comprehensive Health Education Act [105 ILCS 110].

d) ~~e~~) Personnel Requirements

~~4~~) Each nonpublic school's recognition ~~is~~ ~~shall be~~ contingent upon evidence of compliance with the requirements of Section 2-3.25o(c-5) of the School Code or with any other relevant statute, case law, or administrative rule. The school must document that:

~~1~~) ~~2~~) ~~it requires from Each school shall require of each new employee evidence of physical fitness to perform duties assigned and freedom from communicable disease (Section 24-5(b) of the Code) of freedom from communicable disease.~~ A new or existing employee may be subject to additional health examinations, including screening for tuberculosis, as may be required under the administrative rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 696 or any other relevant statute, case law, or administrative rule;-

~~2~~) ~~3~~) ~~its Each school's~~ personnel policies ~~shall~~ require:

- A) monitoring the performance of each employee who provides or assists with instruction or has other instructional responsibilities (e.g., teachers, teacher aides, administrators, department chairs); and
- B) formal evaluation at least every two years in terms of proficiency and competency;-

~~3~~) ~~4~~) ~~students' Students'~~ needs for support services such as counseling and social work are ~~shall~~ evaluated when school staff believe consideration is needed, such as when there are changes in the student body or stresses within the surrounding community, and the school's staffing configuration reflects ~~shall reflect~~ decision-making about how those needs should be addressed; and-

~~5~~) ~~Each individual first assigned to a full-time teaching or administrative position at or after the beginning of the 2011-12 school year shall hold a bachelor's or higher degree.~~

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- 6) ~~Each individual first assigned to a full-time teaching or administrative position prior to the beginning of the 2011-12 school year who does not hold a bachelor's or higher degree shall participate annually in professional development that is demonstrably designed to strengthen his or her knowledge and skills in areas directly related to job duties (e.g., content area knowledge or pedagogy for teaching staff, and administration, supervision, evaluation, or school management for administrators).~~
- 4) 7) each ~~Each~~ individual employed in a nonteaching or nonadministrative field requiring licensure (e.g., school nurses) holds and practices ~~shall hold and practice~~ within the scope of the relevant license.
- e) ~~d)~~ Health and Safety  
Each nonpublic school's recognition must ~~shall~~ be contingent upon evidence of compliance with the health and safety requirements that are made applicable to nonpublic schools by the following relevant statutes, case law, or administrative rules. The school must document that:
- 1) ~~the~~ The physical facilities occupied by the school ~~shall~~ comply with the applicable local building code and fire safety requirements. This compliance may be documented with any of the following:
- A) For each school whose geographic location falls within the jurisdiction of a code authority, a copy of a certificate of occupancy issued by that authority, or a copy of a report of the most recent safety and fire inspection conducted by or on behalf of the relevant local authority and valid for the upcoming school year.
- B) For each school not located within the jurisdiction of any code authority, a letter provided by a design professional indicating that he or she has evaluated the facility and found no condition that would constitute a threat to the health and safety of the occupants and no condition that would constitute an obvious violation of the building code under Section 180.60.
- C) For any school, the State Superintendent may accept a report from an individual other than a local authority or design professional.
- 2) if ~~If~~ the school provides reimbursable food service, the nutrition program and the facilities used must ~~shall~~ comply with the Richard B. Russell



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National School Lunch Act (42 USC 1751 et seq.), the Child Nutrition Act of 1966 (42 USC 1771 et seq.), and the School Breakfast and Lunch Program Act [105 ILCS 125];-

- 3) it has ~~The school shall have~~ a wellness policy on file that complies with the requirements of the Child Nutrition and WIC Reauthorization Act of 2004 (section 204 of Public Law 108-265; 42 USC 1751 et seq.);-
- 4) ~~The school shall require evidence that, and shall furnish to the State Superintendent of Education the required reports regarding the extent to which, students have complied with the requirements of Section 27-8.1 of the School Code [105 ILCS 5/27-8.1] and the rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 665 with respect to health examinations, immunizations, eye examinations, and dental examinations; and shall cooperate in the implementation of the Child Vision and Hearing Test Act [410 ILCS 205] and the rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 675 and 685 regarding hearing and vision screenings, respectively.~~
- 4) 5) it complies ~~The school shall comply~~ with the requirements of the School Safety Drill Act [105 ILCS 128], including conducting a review of the plan in accordance with Section 25(f) of that Act;-
- 5) 6) it complies ~~The school shall comply~~ with the requirements of the Eye Protection in School Act [105 ILCS 115];-
- 6) 7) it complies ~~The school shall comply~~ with the requirements of the Toxic Art Supplies in Schools Act [105 ILCS 135];-
- 7) 8) it complies ~~The school shall comply~~ with the applicable requirements of the Asbestos Abatement Act [105 ILCS 105]; and;-
- 9) ~~The school shall comply with the applicable requirements of Section 22-30 of the School Code [105 ILCS 5/22-30], to the extent that the school allows the self-administration and self-carry of asthma medication and/or epinephrine auto-injectors, and the applicable requirements of Section 22-30 of the School Code and 23 Ill. Adm. Code 1.540 (Undesignated Epinephrine Auto-injectors; Opioid Antagonists), to the extent that the school allows the administration of undesignated epinephrine auto-injectors or opioid antagonists.~~

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- ~~8) 10)~~ it complies ~~The school shall comply~~ with the requirements of Section 22-80 of the School Code ~~[105 ILCS 5/22-80]~~.

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

**Section 425.40 Process for Initial Recognition**

A nonpublic school may choose whether to seek recognition under subsection (a) or subsection (b) ~~of this Section~~. An application for initial recognition may be submitted at any time.

a) Direct Recognition

- 1) The chief administrator of a registered nonpublic school must ~~shall~~ submit an application for recognition, using a format specified by the State Superintendent of Education. The application must ~~shall~~ include summary information about the school, including, but not limited to, various assurances of compliance and information about its educational program ~~and its intended calendar for the upcoming school year, as well as a report of the most recent fire inspection conducted by or on behalf of the relevant local authority.~~
  - A) ~~For each school whose geographic location falls within the jurisdiction of a code authority, a copy of a certificate of occupancy issued by that authority and valid for the upcoming school year shall be included with the application.~~
  - B) ~~For each school not located within the jurisdiction of any code authority, the application shall include a letter provided by a design professional, indicating that that individual has evaluated the facility and found no condition that would constitute a threat to the health and safety of the occupants and no condition that would constitute an obvious violation of the building code incorporated at 23 Ill. Adm. Code 180.60.~~
  - C) ~~For each school whose most recent fire inspection report is more than one year old, the application shall include a letter provided by either a design professional or an individual who meets the requirements of the rules of the Office of the State Fire Marshal at 41 Ill. Adm. Code 111.30 (General Requirements for a Qualified Fire Official), indicating that that individual has evaluated the facility and found no condition that would constitute a fire hazard.~~

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~~D) — A "design professional" is an architect licensed to practice in Illinois under the Illinois Architecture Practice Act of 1989 [225 ILCS 305] and the administrative rules of the Department of Financial and Professional Regulation implementing that Act (68 Ill. Adm. Code 1150), an engineer licensed to practice in Illinois under the Illinois Professional Engineering Practice Act of 1989 [225 ILCS 325] and the applicable administrative rules of the Department of Financial and Professional Regulation (68 Ill. Adm. Code 1380) or an engineer licensed to practice in Illinois under the Structural Engineering Practice Act of 1989 [225 ILCS 340] and the applicable rules of the Department of Financial and Professional Regulation (68 Ill. Adm. Code 1480).~~

2) Upon receipt of a complete application, the State Superintendent must ~~shall~~ schedule a recognition visit and empanel a review team, whose members must, at a minimum, shall include at least the following people, unless this requirement is waived by the State Superintendent due to extenuating circumstances. The State Superintendent may authorize the nonpublic school to select the team members from subparagraphs (B) and (C).

A) a representative of the State Superintendent;

B) an individual who is familiar with the public educational milieu, such as an administrative or instructional employee of ~~representative of a public educational entity such as a school district or regional office of education; or a representative of a department of education at a public college or university; and either~~

C) an individual who is familiar with the nonpublic educational milieu, such as a representative of a nonpublic school, other than the school whose recognition is being considered, or a representative of a department of education at a nonpublic college or university ~~another individual who is familiar with the nonpublic educational milieu. The team shall visit the school to verify its compliance with the requirements of this Part. The chief administrator shall be notified in advance of the visit regarding the documentation that must be presented relative to each requirement of Section 425.30 of this Part.~~

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- 3) As part of a school visit, the team must shall observe the operations of the school, review the required documentation, and, in a format specified by the State Superintendent, prepare a report of its findings, including a recommendation regarding recognition of the school, for the consideration of the State Superintendent to determine the recognition of the school as full, pending, probationary, or none, as described in Section 425.50(c).
  - 4) After ~~Upon~~ consideration of the evidence presented and the recommendations of the review team and relevant staff members, the State Superintendent must shall recognize the school if it meets the requirements of Sections 425.20 and Section 425.30 of this Part. If recognition is not granted or is less than full recognition, the State Superintendent must identify Superintendent's notice to the school chief administrative officer shall identify the deficiencies leading to that determination and Section 425.70 of this Part shall apply. The State Superintendent must allow a school that is assigned a recognition status of "recognized pending further review" or "on probation" an opportunity to resolve those deficiencies preventing full recognition status.
  - 5) The State Superintendent may postpone until the following school year consideration for recognition of a school whose application is received in the offices of the State Board after the resources for that consideration have been exhausted for the current school year.
- b) Recognition via External Accrediting Organizations
- 1) After receipt of a request for recognition from an accrediting organization, the ~~The~~ State Superintendent must of Education shall review the processes used by that organization various accrediting organizations to identify if that entity's ~~those entities~~ whose approval, recognition, or accreditation of schools is granted on the basis of compliance with at least the requirements of Sections 425.20 and Section 425.30 or if the accrediting organization can properly review a registered nonpublic school for recognition under this Part on behalf of the State Superintendent of this Part. The State Superintendent must approve an entity meeting this standard for the entity to be able to review a registered nonpublic school for recognition purposes under this Part. A nonpublic school shall receive State recognition upon presentation of evidence that it has received approval, recognition, or accreditation from any of these entities. Probationary recognition shall be assigned if the accrediting body has assigned a comparable status to the school.

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- 2) In keeping with the review cycle and process of the relevant accrediting organization, each registered nonpublic school recognized under this Part through an accrediting organization approved by the State Superintendent must be visited by that accrediting organization. The school must submit documentation of the recognition visit to the State Superintendent from the accrediting organization by the required deadline, as determined by the State Superintendent. The State Superintendent must evaluate the documentation and assign the accrediting organization a status of “fully recognized,” “recognized pending further review,” “on probation” or no recognition, as described in Section 425.50(c), based on the observations of the accrediting body in the same manner as when evaluating site visit reports generated under subsection (a).
- 3) The State Superintendent must periodically review the processes of approved accrediting organizations to confirm the organization’s ongoing alignment with the requirements of this Part.
- 4) The State Superintendent must ~~shall~~ maintain on the agency's website ~~web site~~ a list of all accrediting organizations ~~entities~~ whose determinations are accepted pursuant to this subsection ~~(b)(1) of this Section~~.
- c) The State Superintendent must treat each registered nonpublic school recognized under subsection (b) in the same manner as a registered nonpublic school recognized under subsection (a). Each school that is recognized shall receive a Certificate of Nonpublic School Recognition reflecting that status.
- d) ~~Recognition shall be valid until the school's recognition status is determined in the following school year and shall be subject to renewal as provided in Section 425.50 of this Part.~~
- e) ~~Recognition that is granted pursuant to this Part shall not be extended to any additional campus, site or school, nor shall it affect students who are not in attendance at the site to which recognition was specifically granted.~~

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

**Section 425.50 Renewal of Recognition**

- a) Cycle for On-Site Review

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- 1) Each nonpublic school recognized pursuant to Section 425.40(a) ~~of this Part~~ and seeking continued recognition must ~~shall~~ receive periodic visits by a review team as may be deemed necessary by the State Superintendent to ascertain the degree to which the school complies with applicable requirements of Sections 425.20 and 425.30 and 425.40(a) of this Part and, for those schools receiving block grant funds under Section 2-3.51.5 of the School Code [~~105 ILCS 5/2-3.51.5~~], the degree to which the school complies with the requirements of Section 425.80 ~~of this Part~~. The process for renewal visits must be conducted in the same manner as visits conducted under Section 425.40. The ~~On those occasions, the team shall observe the school's operations, confirm compliance with applicable requirements and prepare a report as provided in Section 425.40 of this Part. When the school's application for renewal of its recognition is received, the State Superintendent must~~ shall consider the evidence presented and proceed as discussed in subsection (c) of this Section.
  - 2) Each school recognized pursuant to Section 425.40(b) must ~~of this Part shall~~ be visited in keeping with the review cycle of the relevant accrediting organization. If this review results in a change in a school's recognition status or results in loss of recognition in the course of a school year, the change affects the school's status for the year of the review. When the school's application for renewal of its recognition is received, the State Superintendent shall:
    - A) ~~renew the school's recognition, if the accrediting organization has renewed the school's accreditation; or~~
    - B) ~~assign another status as provided in subsection (c) of this Section, if the accrediting organization has not renewed the school's accreditation.~~
- b) Renewal in Intervening Years
- 1) For each school year between on-site reviews, the chief administrator of a school recognized pursuant to Section 425.40(a) must ~~of this Part shall~~ apply for renewal of the school's recognition by submitting, in an electronic format and time ~~an~~ specified by the State Superintendent ~~of Education~~, assurances that the school continues to comply with the requirements of this Part, including any revisions that may have occurred, and that no significant changes have been made in its operations, its facilities, or its programs that would negatively impact recognition.

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- 2) If annual professional development is required for any staff member pursuant to Section 425.20(a)(2)(E) ~~425.30(c)(6) of this Part~~, the school's chief administrator must separately ~~shall also~~ submit an assurance that a written plans plan for ensuring that the affected individuals complete relevant activities are in place and are being followed. The school must maintain copies of these plans and proof of their implementation in the individual's personnel file.
- 3) 2) For each school year between on-site reviews, the chief administrator of a school recognized pursuant to Section 425.40(b) must of this Part ~~shall~~ apply for renewal of the school's recognition by submitting, in a manner determined by the State Superintendent, evidence that the school's accreditation from the relevant organization is in effect for that school year.
- c) Upon consideration of the application materials and the report, and recommendation of the review team if a visit was conducted, the State Superintendent must ~~shall~~ assign a recognition status to the nonpublic school.

  - 1) The State Superintendent must assign a A school a status of ~~shall be~~ "fully recognized" if the school ~~it~~ meets the requirements of this Part, ~~including each school whose accreditation by the relevant organization is in effect until the school's recognition status is determined in the following school year.~~
  - 2) The State Superintendent may recognize a school, but assign a school a status of A school shall be "recognized pending further review" if the school ~~it~~ exhibits areas of noncompliance that:

    - A) are not serious enough to warrant probation as delineated in subsection (c)(3) ~~of this Section~~; and
    - B) can be anticipated to be corrected prior to the end of the school year following the school year in which they are identified.
  - 3) The State Superintendent may recognize a school, but assign it a status of A school shall be placed "on probation" if the school ~~it~~ has significant areas of noncompliance or areas of noncompliance that can be anticipated to required extended time for correction. Areas of significant noncompliance may include, but are not limited to, the following:

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- A) ~~exhibiting multiple exhibits~~ deficiencies that present a health hazard or a danger to students or staff;
  - B) ~~failing fails~~ to offer required coursework;
  - C) ~~employing employs~~ personnel who lack the required qualifications;
  - D) ~~failing fails~~ or ~~refusing refuses~~ to serve students according to relevant legal requirements; ~~and/or~~
  - E) ~~prolonging or repeating prolongs or repeats~~ instances of noncompliance to a degree that indicates an intention not to comply with relevant requirements.
- d) When a school is recognized pending further review, the school's chief administrator may, within 30 days after receipt of notification to this effect, request a conference at which representatives of the school must will have an opportunity to discuss compliance issues with representatives of the State Board of Education.
- e) When a school is placed on probation, representatives of the State Board must conduct the State Superintendent shall schedule a conference at which representatives of the school may will discuss compliance issues with the representatives of the State Board of Education, ~~unless the chief administrator has appealed the school's status as provided in Section 425.70 of this Part. If requested by the representatives of the State Board, within~~ Within 60 days following a conference under this subsection (e), the school's chief administrator must shall submit to the State Superintendent a plan for corrective action that conforms to the requirements of subsection (f) ~~of this Section~~.
- f) The State Superintendent must review and of Education shall respond to the submission of a plan within 15 days after receiving it. The State Superintendent must shall approve a plan if it:
- 1) specifies steps to be taken that are directly related to the areas of noncompliance cited;
  - 2) provides evidence that the school has the resources and the ability to take the steps described without giving rise to other issues of compliance that would lead to probationary status; and



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- 3) specifies a timeline for correction of the cited deficiencies that is demonstrably linked to the factors leading to noncompliance and is no longer than needed to correct the identified problems.
- g) If a school's plan is not approvable under subsection (f) ~~of this Section~~, the State Superintendent ~~must~~ shall notify the school's chief administrator to this effect. If no plan is submitted, or if no approvable plan is received within 60 days after the conference with representatives of the State Board, the school's recognition may ~~shall~~ be withdrawn, subject to appeal under Section 425.70 ~~of this Part~~.
- h) If, at any time while a plan for corrective action is in effect, the State Superintendent determines that the agreed-upon actions are not being implemented in accordance with the plan or the underlying areas of noncompliance are not being remedied, the State Superintendent may ~~shall~~ withdraw the school's recognition, subject to appeal under Section 425.70 ~~of this Part~~.
- i) If a recognized nonpublic school fails to renew its registration under subsection (b)(1), the school forfeits its recognition status. Because this loss of recognition status is not due to an administrative action by the State Superintendent, the appeal process in Section 425.70 does not apply. A school seeking to receive a recognition status after forfeiting its status under this subsection must follow the procedures in Section 425.40.
- j) If a recognized nonpublic school renews its registration but fails to annually renew its recognition as required in subsection (b)(1), the school forfeits its recognition status. Because this loss of recognition status is not due to an administrative action by the State Superintendent, the appeal process in Section 425.70 does not apply. A school seeking to receive a recognition status after forfeiting its status under this subsection must follow the procedures in Section 425.40.

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

**Section 425.60 Changes in Recognition Status**

A nonpublic school's recognition status may be changed by the State Superintendent ~~of Education~~ at any time to reflect information confirmed during compliance monitoring or by any other means, subject to the provisions of Section 425.70 of this Part. Except in instances where the State Superintendent determines there is an emergency situation present at a school, no ~~No~~

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school may have its recognition removed by administrative ~~shall~~ without first having been placed on probation.

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

**Section 425.70 Appeals**

A school's chief administrator who wishes to appeal a nonpublic school's placement ~~into on probation or nonrecognition status~~ must ~~shall~~ submit to the State Superintendent of Education a written statement of appeal within 14 days after receiving notification of the planned ~~recommended~~ status change.

- a) Within 30 days after receipt of the appeal, the State Superintendent or a designee must ~~shall~~ convene a hearing to review all pertinent information, including the procedures that led to the planned ~~recommended~~ recognition status change. Representatives of the affected school must ~~shall~~ have an opportunity to present evidence demonstrating that the school complies with the requirements of this Part.
- b) No later than 30 days after the conclusion of the hearing, the State Superintendent must ~~shall~~ inform the school's chief administrator of the State Superintendent's determination school's recognition status. If there is no change in the school's recognition status, the school does not need to take any further action. If the school's recognition is removed, and the school wishes to become recognized again, the school must follow the procedure in Section 425.40. The decision of the State Superintendent of Education is ~~shall be~~ a final administrative decision, subject to the Administrative Review Law [735 ILCS 5/Art.III].

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

**Section 425.75 Other Recognition Considerations**

- a) Recognition that is granted under this Part may not be extended to any additional campus, site, or school and may not affect students who are not in attendance at the site to which recognition was specifically granted.
- b) Each school that is recognized must have access to official documentation of the school's status. The State Superintendent must maintain a publicly available list of recognized schools by school year for, at minimum, the preceding 5 school years.

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

**Section 425.90 Textbook Block Grant Program**




Recognized nonpublic schools serving students in kindergarten through grade 12 are eligible to receive annual funding for the direct purchase of selected secular textbooks ~~that have been preapproved and designated by the State Board of Education (see Section 2-3.155 of the School Code).~~

- a) Funding received under the Textbook Block Grant Program shall be used only for the direct purchase of secular textbooks, as defined in Section 2-3.155(b) of the School Code, ~~that have been preapproved and designated by the State Superintendent of Education.~~
- b) For the purposes of monitoring compliance with Section 2-3.155(d) of the School Code, each nonpublic school that receives funding under the Textbook Block Grant Program shall provide to the State Superintendent, upon request, a copy of the purchase order and receipt confirmation for any textbooks acquired that includes the:
  - 1) title of each textbook purchased, including its International Standard Book Number (ISBN), or, if no ISBN is provided, a description of the materials purchased;
  - 2) quantity received; and
  - 3) total cost of the textbooks ordered.
- c) Records associated with the purchase of textbooks under Section 2-3.155 of the School Code shall be maintained for three years following the school year in which the textbooks were purchased.
- d) In the event that the nonpublic school fails to comply with Section 2-3.155 of the School Code and this Section, then it shall return to the State Board of Education ~~any grant funds expended on textbooks not in compliance with Section 2-3.155 of the School Code.~~

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

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**November 22, 2019**

**TO:** Illinois State Board of Education

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

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

**Expected Outcome:** Board will be informed of upcoming rulemaking.

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

**Staff Contact(s):** Krish Mohip, Deputy Officer, Operational Education  
Jennifer Saba, Executive Director, Regional Services  
David Turovets, Acting Director, Charter Schools  
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**

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

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

Public Act 101-0543, signed by Governor Pritzker on Aug. 23, 2019, abolishes the Commission effective July 1, 2020. This change will mean that most of the key duties of the Commission revert back to ISBE,

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

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

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

including the responsibility to hear and decide appeals of local school board decisions to close existing charter schools.<sup>4</sup> Those charter schools authorized by the Commission will become the responsibility of ISBE, which must thereafter perform all functions under the Charter Schools Law otherwise performed by the Commission, including making decisions on whether each school should have its charter contract renewed at the end of its current contract term. Moreover, the new legislation requires ISBE to appoint and utilize a hearing officer for charter appeals, which is not addressed in the current Part 650 rules.

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

**Current Status:** Awaiting initial review.

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

**Policy Implications:** Effective July 1, 2020, ISBE will be the authorizer of 11 charter schools (12 campuses). ISBE will be responsible for defining performance expectations, annual monitoring and interventions, determining whether these schools should be awarded new charter agreements at the end of their contract terms, and hearing and deciding appeals when a charter school is not renewed by its local school district. ISBE may eventually want to update the Part 650 rules to incorporate a performance framework for any charter schools under its jurisdiction.

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

**Budget Implications:** PA 101-0543 authorizes ISBE to collect an administrative fee from the charter schools it oversees. This oversight will include at least the Commission's existing 11 schools beginning July 1, 2020.<sup>5</sup> ISBE can also access any money remaining in the State Charter School Commission Fund beginning July 1, 2020. Both funding sources (i.e., the administrative fee collected from currently authorized charter schools and leftover money in the State Charter School Commission Fund) can be leveraged to support the agency's new authorization responsibilities.

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

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

### **Pros and Cons of Various Actions**

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

**Cons:** None.

### **Next Steps**

Agency staff will ask the Board to approve publication of the proposed rules in the *Illinois Register* to elicit public comment.

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

<sup>5</sup> The Commission currently has the same authority. It budgeted approximately \$1.2 million in administrative fee revenue in fiscal year 2020.

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SUBTITLE A

SUBCHAPTER o

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER o: MISCELLANEOUS

SUBCHAPTER o: MISCELLANEOUS

PART 650

CHARTER SCHOOLS

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Section

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

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

SUBPART D: CHARTER SCHOOL REVOLVING LOAN PROGRAM

Section

650.200 Purpose

650.210 Use of Funds

650.220 Maximum Amount of Loan

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SUBTITLE A

SUBCHAPTER o

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

650.APPENDIX A    Principles and Standards for Authorizing Charter Schools

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

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

SUBPART A: GENERAL PROVISIONS

**Section 650.10 Definitions**

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

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

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

"Day" means calendar day, unless otherwise specified in this Part. The time within which any action required under this Part must occur shall be determined in accordance with the provisions of Section 1.11 of the Statute on Statutes [5 ILCS 70/4.11].

"School Code" means 105 ILCS 5.

"State superintendent" means the State Superintendent of Education.

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

### Section 650.20 Purpose

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

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

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

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

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

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

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



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

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

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

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

State Charter School Commission  
 Michael A. Bilandic Building  
 160 North LaSalle Street, 6<sup>th</sup> Floor  
 Chicago, Illinois 60601

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

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

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

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

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

- a) The State Superintendent shall review each report of an approved application or

renewal to determine whether the statutory requirements have been followed and the proposed contractual agreement is complete and compliant with the provisions of Article 27A of the School Code. Proposed contractual agreements that are complete and compliant with the provisions of Article 27A of the School Code shall be certified by the State Superintendent until the maximum authorized numbers of charter schools have been reached. The State Superintendent shall send a certification of the charter to each local school board that is a party to the application ~~or the Commission, as applicable~~, and the charter school governing body.

- b) If a report is incomplete or a proposed contractual agreement fails to comply with any applicable law, the State Superintendent shall so notify each submitting school board ~~or the Commission, as applicable~~, and the applicant or charter holder, identifying the areas of deficiency that must be remedied before the proposal can be considered for certification.
- c) The State Superintendent shall notify each local school board that is a party to the application ~~or the Commission, as applicable~~, and the applicant or charter holder as to a determination made with respect to a report of an approved application or renewal by certified mail within 30 days after receipt of the report (Section 27A-8(f) of the School Code).

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

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

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

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

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

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

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

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

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

- ii. A request for hearing must be submitted to the State Superintendent within 10 days after receipt of the Notice of Opportunity for Hearing.
- 2) If a hearing is requested in accordance with this subsection, the State Superintendent must select a hearing officer no later than 7 days after receipt of the request for a hearing.
- 3) No later than 10 business days following the appointment of the hearing officer, the hearing officer must contact the parties or their counsel to schedule an initial pre-hearing conference. The pre-hearing conference must be convened and conducted no later than 30 days after the State Superintendent selects the hearing officer under subsection (c)(2).
- 4) At the conclusion of the pre-hearing conference, the hearing officer must issue to the parties a Notice of Hearing, which must be served no fewer than 14 days before the day designated for the hearing, unless otherwise agreed to by all parties to the matter. The Notice of Hearing must include the date, time, and location of the meeting. The hearing must be conducted at either the State Board of Education's Springfield office or Chicago office, unless an alternative location is selected at the State Superintendent's sole discretion.
- 5) A local school board may submit to the State Superintendent a formal response to the appeal, which the hearing officer may consider as part of his or her proposed order under subsection (d)(v).
- 6) The following shall be the order of proceedings for all hearings concerning a local school board's decision to revoke or not renew a charter school, subject to modification by the hearing officer for good cause:
  - i. Oral presentation by the charter holder of up to 45 minutes to address the reasons why the decision of the local school board should be overturned.
  - ii. Oral presentation by the local school board or boards of up to 45 minutes each to address the reasons why the local school board's decision was proper under Article 27A of the School Code.
  - iii. Questions to the charter holder to clarify any questions or address any deficiencies noted by State Board of Education personnel or independent evaluators through the desk review conducted under subsection (b).

- iv. Questions to the local school board to clarify any questions or address any deficiencies noted by State Board of Education personnel or independent evaluators through the desk review conducted under subsection (b).

- 7) A hearing conducted under this subsection must comply with the Open Meetings Act [5 ILCS 120].

d) Proposed Orders

- 1) In reviewing appeals, the State Board must consider if the charter school subject to closure *is in compliance with Article 27A of the School Code and is in the best interests of the students the charter school is designed to serve.* (Section 27A-9(e) of the School Code.)
- 2) No later than 30 days after the close of a hearing, the hearing officer must issue proposed findings of fact and conclusions of law and make recommendations by way of a proposed order that complies with Section 10-45 of the Illinois Administrative Procedure Act [5 ILCS 100]. These recommendations must be made upon consideration of the record as a whole or any portion of the record as may be supported by competent, material, and substantial evidence. After the hearing officer's issues his or her proposed order to the State Superintendent, the State Superintendent must review the record and the hearing officer's findings of fact, conclusions of law, and recommendations and may accept, reject, or modify the hearing officer's recommendation.
- 3) If no hearing is conducted under this Section, the State Superintendent must review any appeal materials submitted by the parties and any additional analysis conducted by State Board of Education personnel or external evaluators under subsection (b), and must make a recommendation by way of an order that complies with Section 10-45 of the Illinois Administrative Procedures Act [5 ILCS 100].
- 4) The State Superintendent must forward a copy of the proposed findings of fact, conclusions of law, and recommendations to both the charter holder and the local school board or boards.

e) Final Decision

- 1) The State Superintendent must submit his or her findings and recommendation, together with any exceptions or briefs, to the State Board of Education for a final decision.



- 2) A copy of the final decision must be sent by certified mail to each party no later than 45 days after receipt of the appeal, after receipt of any additional information requested under subsection (b), or after the date of the hearing conducted under this Section, whichever occurs last. The State Board's failure to strictly comply to the time constraints under this paragraph does not invalidate the State Board's final decision.
- 3) The decision of the State Board of Education is final unless reviewed under the Administrative Review Law [735 ILCS 5/Art. III], as provided in Section 27A-9(e) of the School Code.
- f) Any appeal not finalized by the Commission before June 30, 2020 must be determined by the State Board in accordance with this Section. The State Superintendent may extend the time for review as necessary for thorough review, but in no case may the extension exceed the time that would have been available had the appeal been submitted to the State Board on July 1, 2020.

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

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

- a) A charter school authorizer may be subject to corrective action, including, but not limited to, removal of chartering authority, in the following circumstances:
  - 1) Failure to develop chartering policies and practices consistent with the principles and standards set forth in Appendix A (see Section 27A-7.10(e) of the School Code);
  - 2) Failure to comply with any State or federal statutory or regulatory requirement for charter authorization;
  - 3) Failure to require a plan of remediation pursuant to Section 27A-9(c) of the School Code for, ~~and~~ or close, charter schools that:
    - A) committed a material violation of any of the conditions, standards, or procedures set forth in the charter; ~~and~~ or

- B) violated any provision of law from which the charter school was not exempted under Article 27A of the School Code;
  - 4) Failure to require a plan of remediation pursuant to Section 27A-9(c) of the School Code for, ~~and/or~~ close, charter schools that:
    - A) have exhibited low student performance as evidenced by:
      - i) a school's student achievement being among the lowest 5 percent of schools in the State, as determined by a three-year average of State assessment results for all students in reading and mathematics;
      - ii) if the charter school is a high school, an average graduation rate of less than 60 percent over the three school years immediately preceding the year in which corrective action is being considered; or
      - iii) receipt of a school improvement grant under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (20 USC 6301 et seq.); and/or
    - B) fail to meet performance targets and standards established by the authorizer in a charter school performance plan by the timelines specified in the plan;
  - 5) Failure to require a plan of remediation pursuant to Section 27A-9(c) for, ~~and/or~~ close, charter schools for financial mismanagement or failure to meet generally accepted standards of fiscal management; ~~and/or~~
  - 6) A pattern of evidence-based complaints about the authorizer or any of its public charter schools, filed with the State Superintendent of Education in accordance with subsection (b).
- b) A complaint alleging that an authorizer has violated a requirement of Article 27A of the School Code or this Part may be submitted in writing to the State Superintendent of Education no later than one calendar year from the date of the alleged violations.
- 1) The written complaint shall include:

- A) A statement as to which provision of law or rules has been violated;
  - B) The date or dates upon which the violation occurred;
  - C) The facts on which the statement is based; and
  - D) The signature and contact information for the complainant.
- 2) A complaint submitted in accordance with subsection (b)(1) shall be considered by the State Superintendent of Education unless:
  - A) It clearly appears on its face to be frivolous, trivial, or designed or intended primarily to harass the authorizer;
  - B) The State Superintendent of Education has documentation that the authorizer already is satisfactorily addressing issues that are substantially the same as those raised in the complaint;
  - C) Prior to any action by the State Superintendent of Education, the complainant withdraws the complaint; or
  - D) The alleged violation occurred more than one calendar year after the complaint was submitted to the State Superintendent of Education.
- 3) At the conclusion of any complaint investigation, the State Board shall provide to the complainant a written decision that addresses each allegation in the complaint and contains:
  - A) Findings of fact and conclusions with respect to those allegations;
  - B) The reasons for the State Board of Education's final decision; and
  - C) Orders for any actions or sanctions, including, without limitation, technical assistance activities and negotiation, imposed against the authorizer ~~and~~ or any charter schools under its jurisdiction.
- c) When the State Superintendent of Education has information that the authorizer may meet one or more of the conditions specified in subsection (a), or upon a determination that a complaint submitted pursuant to subsection (b) is within the State Board of Education's jurisdiction (i.e., alleges a violation of Article 27A of the School Code or this Part) and merits consideration (e.g., subsection (b)(2)),

the State Superintendent shall provide written notification to the authorizer enumerating the deficiencies found or the particulars of the complaint filed against the authorizer and providing a copy of the complaint, redacting any information that is protected from disclosure under one or more exemptions enumerated in the Illinois Freedom of Information Act [5 ILCS 140].

- 1) The written notification shall be sent by certified mail, return receipt requested, to the authorizer, and a copy of the notification shall be provided by regular U.S. mail to the complainant.
  - 2) Upon receipt of the notification, the authorizer shall have no more than 15 days to provide a written response to the State Board of Education. The authorizer and the State Superintendent of Education may mutually agree to a longer time for response, but in no case shall the response time exceed 45 days. The written response shall be addressed to the General Counsel, Illinois State Board of Education, 100 West Randolph Street, Suite 14-300, Chicago, Illinois 60601.
  - 3) The authorizer's written response shall include a statement addressing any of the deficiencies cited by the State Superintendent of Education or the issues raised in a complaint, as well as any documentation requested by the State Superintendent.
  - 4) The authorizer shall provide a copy of the written response and any supporting documentation to the complainant within the timelines established pursuant to subsection (c)(2).
- d) Reasonable Inquiry
- 1) The State Superintendent of Education may conduct a reasonable inquiry to determine if the authorizer has violated any of the provisions of Article 27A of the School Code or this Part if:
    - A) The authorizer fails to respond to the complaint within the timeframe specified in subsection (c);
    - B) The authorizer denies the allegations in the complaint;
    - C) It cannot otherwise be determined on the face of the complaint and the authorizer's response as to whether the authorizer has violated any Section of the Charter Schools Law or this Part; or

- D) In the authorizer's initial response, the authorizer concedes noncompliance and agrees to take appropriate remedial action, but:
  - i) The complainant submits additional documentation, either orally or in writing, alleging that no remedial action has occurred or that remediation was not completed within the timeframe committed to by the authorizer; or
  - ii) The State Superintendent of Education finds that no remedial action has occurred or remediation was not completed within the timeframe committed to by the authorizer.
- 2) The reasonable inquiry may include one or more of the following steps, which may be conducted by State Board of Education personnel, or an outside entity, at the State Superintendent of Education's discretion. The State Superintendent shall notify the authorizer in advance of commencing the reasonable inquiry of the identity of any outside entity to be used to conduct the inquiry.
  - A) Review of all or selected portions of the authorizer's policies, practices, education records or curriculum;
  - B) Contact with individuals from the authorizer or any charter school under the authorizer's jurisdiction who might reasonably be expected to have information relevant to identified deficiencies or the allegations of the complaint;
  - C) Desk audit, whereby the State Superintendent of Education would require submission or complete access to materials or data from the authorizer or any charter school under the authorizer's jurisdiction that the State Superintendent of Education determines will assist him or her in responding to the identified deficiencies or the allegations in the complaint; ~~and/or~~
  - D) Technical assistance as needed to attempt to bring the authorizer into compliance.
- e) If the reasonable inquiry results in a determination of noncompliance, the State Superintendent shall provide a written notification of noncompliance to the authorizer by certified mail, return receipt requested. The notification of noncompliance shall specify the following:

- 1) All formal findings of noncompliance specific to the statutory or regulatory violations that led to the finding of noncompliance, to include any new allegations raised during the reasonable inquiry conducted pursuant to subsection (d);
  - 2) The timeframe within which the areas of noncompliance must be cured;
  - 3) The technical assistance available to the authorizer, if applicable;
  - 4) The consequences that may be imposed by the State Board of Education should the authorizer fail to address the areas of noncompliance (see subsection (i)); and
  - 5) A statement informing the authorizer that it may seek a conference with representatives of the State Board of Education to dispute the findings of noncompliance, including those resulting from any new allegations raised during the reasonable inquiry conducted pursuant to subsection (d), by submitting a written request to the address specified in subsection (c)(2) within 15 days after receiving the notification of noncompliance.
- f) Within 60 days after the date of receipt of notification of noncompliance issued under subsection (e), or within 60 days after the date of any conference scheduled pursuant to subsection (e)(5), whichever is later, the authorizer shall submit to the State Superintendent a corrective action plan that conforms to the requirements of subsection (g). The authorizer and State Superintendent of Education may mutually agree to a longer time for response, but in no case shall the response time exceed 90 days. The plan must be signed by the president and secretary of the local board of education pursuant to Section 10-7 of the School Code, as evidence that the board adopted a resolution authorizing its submission.
- ~~1) If the authorizer is a local school board, the plan shall be signed by the president and secretary of the local board of education pursuant to Section 10-7 of the School Code, as evidence that the board adopted a resolution authorizing its submission.~~
  - ~~2) If the authorizer is the Commission, the plan shall be signed by the chairman of the Commission as evidence that the Commission adopted a resolution authorizing its submission.~~
- g) The State Superintendent of Education shall approve or disapprove a corrective action plan no later than 30 days after its receipt from the authorizer and shall notify the authorizer in writing of that decision.

- 1) The State Superintendent shall approve a plan if it:
  - A) Specifies the steps to be taken by the authorizer that are directly related to the area or areas of noncompliance cited;
  - B) Provides evidence that the authorizer has the resources and ability to take the steps described without giving rise to other issues of compliance that would subject the authorizer to corrective action; and
  - C) Specifies a timeline for correction of the cited deficiencies that is demonstrably linked to the factors leading to noncompliance and is no longer than needed to correct the identified problems.
- 2) If no plan is submitted, or if no approvable plan is received within the timeframe required under subsection (f), the State Board of Education may impose sanctions against the authorizer in accordance with subsection (i).
- h) If, at any time while a plan for corrective action is in effect, the State Board of Education determines that the agreed-upon actions are not being implemented in accordance with the plan or the underlying areas of noncompliance are not being remedied, the State Board of Education may impose sanctions in accordance with subsection (i).
- i) **Sanctions Against an Authorizer**

In accordance with Section 27A-12 of the School Code, the State Board of Education may remove an authorizer's power to authorize charter schools. For the purposes of this Section, "removal of the power to authorize" means ~~shall mean~~ removal of an authorizer's power to approve and oversee any new charter schools; ~~and~~ or removal of an authorizer's power to oversee charter schools already operating that are under the jurisdiction of the authorizer.

  - 1) An authorizer that is subject to sanctions pursuant to this Section may make an oral presentation to the State Board. A request to make an oral presentation must be submitted in writing and postmarked no later than 30 days from the date of receipt of notice that sanctions may be imposed, and must identify the specific agency findings with which the authorizer disagrees. The State Board shall consider oral presentations and written documents presented by staff and interested parties prior to rendering a final decision.
  - 2) In the event that chartering authorization is removed, the State Board of Education shall determine the status of each charter school within the

authorizer's portfolio. With respect to each charter school, the State Board may:

- A) Allow the charter school to continue operating under the jurisdiction of the authorizer;
- B) Terminate the existing charter agreement between the authorizer and the governing board of the charter school and transfer the charter school to the State Board of Education ~~another authorizer~~ in accordance with subsection (j); or
- C) Terminate the existing charter agreement between the authorizer and the governing board of the charter school and close the charter school in accordance with subsection (k).

j) Transfer of Charter Schools

- 1) ~~The Based upon a recommendation of the State Superintendent of Education, the State Board of Education may recommend to the State Board of Education order a change in authorizer for charter schools under the jurisdiction of a local school board an authorizer that has had its power to authorize charter schools removed under this Section. Unless compelling reasons justify a different recommendation:~~
  - A) ~~The State Superintendent shall recommend a transfer to the Commission in the case of sanctions against a local school board authorizer; or~~
  - B) ~~The State Superintendent shall recommend a transfer to the school board for the district or districts of student residency in the case of sanctions against the Commission.~~
- 2) The State Superintendent of Education shall provide written notification of the transfer recommendation by certified mail, return receipt requested, to the governing bodies of any charter school subject to transfer. If the charter school does not consent to the transfer, it must provide written notification to the State Superintendent no later than 14 days after receipt of the transfer recommendation. If the State Superintendent does not receive this notification, he or she must present the transfer recommendation at a meeting of the State Board of Education and the State Board must vote on whether to enter into a charter agreement with the charter school. and the entity recommended to become the authorizer.



- ~~3) The governing bodies of any charter school that is subject to the transfer recommendation and the entity recommended to become the authorizer shall follow the same process and be subject to the same timelines for review as set forth in Section 27A-8 of the School Code to determine whether to enter into a contractual agreement for authorization. Until the process is complete, the charter school shall remain open under its current authorizer.~~
- A) If the charter school does not consent to the transfer, the State Board of Education shall order the charter school to close. Prior to this direction, the State Board of Education shall permit members of the governing board of the charter school subject to closure to present written and oral comments to the State Board of Education. Any closure of a charter school pursuant to this subsection ~~(j)(2)(B) (j)(3)(A)~~ shall follow the procedures set forth in Section 650.70 (Procedures for Closing a Charter School).
- ~~B) If the entity recommended to become the authorizer does not consent to the transfer, the State Board of Education shall direct the State Superintendent of Education to either recommend an alternative authorizer to which the charter school will be transferred in accordance with the requirements of this Section or to close the charter school by following the procedures set forth in Section 650.70.~~
- ~~3) 4)~~ Except in the case of an emergency that places the health, safety, or education of the charter school's students at risk, the transfer of the charter school to the State Board of Education ~~its new authorizer~~ shall occur at the end of the school year.
- ~~4) 5)~~ The term of the contract with the State Board of Education ~~a new authorizer~~ after a transfer of authorizers may be for a period not to exceed five years following the date that the State Board of Education voted to assume jurisdiction over the transferred charter school. ~~effective date of the certification of the new charter school in accordance with Article 27A of the School Code and this Part.~~

k) Closure of Charter Schools

- 1) The State Board of Education may order any charter school under the jurisdiction of the authorizer that has had its power to authorize charter schools removed under this Section to close if the State Board of Education clearly demonstrates that the charter school did any of the

following or otherwise failed to comply with the requirements of Article 27A of the School Code:

- A) Exhibited low student performance, as defined in subsection (a)(4)(A), ~~and~~/or failed to meet performance targets and standards established by the charter school's authorizer in a charter school performance plan within the timelines specified in the plan;
  - B) Mismanaged its finances or failed to meet generally accepted standards of fiscal management;
  - C) Violated any provision of law from which the charter school was not exempted pursuant to Section 27A-5 of the School Code; ~~and~~/or
  - D) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- 2) Prior to the State Board of Education's ordering any charter school to close under this subsection (k), the State Superintendent of Education shall provide written notification by certified mail, return receipt requested, to the governing board of the charter school subject to closure. The notice shall summarize the reasons for the closure recommendation and provide, as applicable, the formal opinion pertaining to the recommendation.
  - 3) The governing board of the charter school subject to closure shall have seven days from the date of receipt of the State Superintendent's notice to request the opportunity to present written and oral comments to the State Board of Education about the closure recommendation.
  - 4) Any closure of a charter school pursuant to this subsection (k) shall follow the procedures set forth in Section 650.70.
- l) An authorizer that has had its power to authorize charter schools removed pursuant to this Section may petition the State Board of Education for a return of authorizing powers. The State Board of Education shall reinstate the power to authorize to an authorizer if the authorizer clearly demonstrates that:
    - 1) Any noncompliance matters that resulted in the sanctions have been resolved;
    - 2) The authorizer has developed systems and processes to ensure that the noncompliance issues that resulted in the sanctions will not recur; and

- 3) The authorizer has participated in a State-level or national-level training program designed to develop the capacity and effectiveness of charter school authorizers, ~~including but not limited to any training programs offered by the Commission, provided that the Commission is not the sanctioned authorizer submitting the petition for reinstatement.~~

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

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

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

- a) Required Notices
  - 1) Except in the case of an emergency, when the health, safety, or education of the charter school's students is at risk, any notice of a charter school's closing required under subsection (a)(2) shall be provided:
    - A) at least 60 days before the end of the school year in which the closure will take place for a charter school that is closing involuntarily (i.e., has had its charter revoked or not renewed); or
    - B) at least 60 days before the scheduled closing date for a charter school that is voluntarily closing.
  - 2) The governing body or its designee shall provide notice of the charter school's closure:
    - A) to the charter school's employees, including the date of closure;
    - B) to the parents or guardians of the students attending the school and to the superintendent of each school district in which any of the charter school's students reside, including:
      - i) the date of closure; and
      - ii) the procedures the parents or guardians should follow in order to continue their children's education within the public schools;

- C) to the entity that authorized the charter school and to the State Superintendent of Education, submitted by certified mail, return receipt requested, and including:
    - i) the date of closure;
    - ii) the name, address, and telephone number of the person who will be responsible for making arrangements for the closure; and
    - iii) copies of the notices required by subsections (a)(2)(A) and (a)(2)(B) of this Section.
- b) Disposition of Assets  
Any unspent public funds and other property and assets of the charter school shall be disposed of in the manner set forth in Section 27A-10.10 of the School Code.
- c) Student Records  
The governing body or its designee shall transfer its students' permanent and temporary records, ~~as defined in (see 23 Ill. Adm. Code 375.10, Definitions)~~ to the school's chartering entity or entities, as set forth in 23 Ill. Adm. Code 375.75 ~~(Public and Nonpublic Schools: Transmission of Records for Transfer Students)~~, except that, if the Commission is the chartering entity, each student's permanent record shall be transferred to his or her district of residence.
- d) Other Records  
The governing body or its designee shall prepare all the school's records for transfer to the chartering entity or entities. These records shall include, but need not be limited to:
  - 1) the minutes of the meetings of the governing body;
  - 2) the school's policy manual;
  - 3) the manuals setting forth the school's administrative, accounting, and personnel-related procedures;
  - 4) all personnel files, including service records and information regarding teachers' licensure;
  - 5) all teachers' schedules;

- 6) all inventory records for fixed assets (i.e., tangible property used in operating the charter school);
  - 7) bank statements, including any canceled checks returned by the financial institution;
  - 8) corporate credit card statements and invoices;
  - 9) accounting reports, budgets, journals, ledgers, and registers;
  - 10) annual financial reports prepared by independent auditors;
  - 11) all agreements, contracts, and records of arrangements, including any exhibits, amendments, or other supporting documentation;
  - 12) all Internal Revenue Service forms used and any supporting documentation;
  - 13) all Teachers' Retirement System forms used and any supporting documentation;
  - 14) purchase requisitions and purchase vouchers, including supporting documentation such as vendors' invoices, store receipts, or travel itineraries;
  - 15) vouchers for reimbursement of staff expenses, including travel, with any supporting documentation; and
  - 16) all electronic files containing financial records pertaining to the school.
- e) Requirements for Inventory Records  
For each fixed asset of the charter school (i.e., land, buildings, machinery, equipment, furniture, and fixtures), the inventory record shall include the following information:
- 1) a description of the fixed asset;
  - 2) a manufacturer's serial number, model number, federal or national stock number, or other identifying number, if applicable;
  - 3) an indication as to whether local, State, ~~and~~ or federal funds were used to acquire the asset, along with information from which the percentage of State ~~and~~ or federal participation can be calculated;

- 4) whether title to the asset vests in the charter school, an agency of State government, or the federal government;
  - 5) the acquisition date (or the date received, if the asset was furnished by a donor) and cost;
  - 6) the location and condition of the fixed asset and the date as of which this information was last reported (e.g., the date of the last physical inventory taken by representatives of the charter school);
  - 7) information as to the ultimate disposition of the fixed asset, including the date of disposal and sale price, or, when the charter school has compensated a State or federal agency for its share in the asset, the method used to determine the current fair market value.
- f) Final Financial Accountability
- 1) The governing body or its designee shall cause a final audit of the charter school to be performed by an independent auditor after all the school's assets have been liquidated and its accounts payable have been settled. The governing body or its designee shall provide a copy of the audit report to the chartering entity.
  - 2) If the governing body has been unable to liquidate all the school's accounts payable, the governing body or its designee shall inform the chartering entity or entities of any outstanding obligations. The chartering entity shall not, however, be responsible for any obligation of a charter school not specified in the charter agreement.
  - 3) The governing body shall designate an individual who will complete any expenditure reports or other fiscal documentation that may be required by the State Board of Education.

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

#### SUBPART C: ACTIONS OF THE STATE CHARTER SCHOOL COMMISSION

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

- ~~a) — An applicant for a charter or a charter holder may appeal to the Commission a local school board report that denies, revokes or refuses to renew a charter. An applicant for a charter also may submit its proposal to the Commission for consideration in situations in which the local school board fails to act on the proposal within a timely manner. (See Section 27A-8(d) and (e) of the School Code.) Any appeal or request for consideration shall be submitted to the Commission no later than 30 days after:~~
- ~~1) — the date that the school board voted to deny the application; or~~
  - ~~2) — the date by which the school board was to, but did not, hold a public meeting (see Section 27A-8(d) of the School Code); or~~
  - ~~3) — the date by which the school board was to, but did not, vote on the charter request (see Section 27A-8(e) of the School Code).~~
- ~~b) — The appeal or request for consideration must be submitted electronically to the Commission at [state.charter.commission@illinois.gov](mailto:state.charter.commission@illinois.gov), with a copy sent by certified mail or electronic mail to the school board.~~
- ~~c) — Appeals of School Board Decisions to Deny, Revoke or not Renew a Charter~~  
~~The applicant, to the extent possible, must state the reasons why the decision of the school board should be reversed.~~
- ~~d) — Consideration of Requests Due to Local Inaction~~
- ~~1) — The applicant shall state the reasons why the proposal should be granted.~~
  - ~~2) — The applicant shall list the date the charter school proposal was submitted to the school board for consideration and, if a public meeting was held in accordance with Section 27A-8(e) of the School Code, the date of the public meeting and a statement that the school board failed to vote on the request within 30 days after the meeting being held.~~
- ~~e) — The parties shall submit to the Commission any additional information that the Commission determines is necessary to decide the appeal or consider a request submitted due to the local board's inaction.~~
- ~~f) — Any appeal or request for consideration not submitted within the applicable deadline specified in subsection (a) shall not be considered, and the Commission shall provide notification to the applicant to this effect.~~

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

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

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



- d) ~~The Commission shall render a decision no later than 30 days after the conclusion of the public meeting and shall announce that decision either during the public meeting held to consider the appeal or request for consideration or during another publicly scheduled meeting held within the required 30-day timeline.~~
- 1) ~~In reviewing appeals or whether to grant a charter due to a school district's inaction, the Commission shall consider whether the charter proposal *is in compliance with Article 27A of the School Code and is in the best interests of the students the charter school is designed to serve.* (Section 27A-8(h) of the School Code) In order to determine whether a proposal satisfies both prongs under Section 27A-8(h), the Commission shall conduct a de novo review of the proposal and the district's response. Pursuant to this review, the Commission shall not give deference to any finding of fact or conclusion of law made by the local board of education with respect to the proposal or any information provided by the charter school applicant.~~
- 2) ~~If the appeal or request for consideration, as a matter of law, does not comply with the Charter Schools Law, or if the charter proposal is not in the best interest of the students, the Commission shall issue a final decision to the parties containing the Commission's reasons for denying the appeal or request for consideration.~~
- 3) ~~If the Commission finds that the charter school proposal complies with Article 27A of the School Code and is in the best interest of the students to be served, it shall issue a final decision to the parties containing the Commission's reasons for approving the appeal or request for consideration.~~
- 4) ~~A copy of any decision rendered pursuant to subsection (d)(2) or (d)(3) of this Section shall be provided to each party by certified mail within the timeline set forth in this subsection (d).~~
- e) ~~The decision of the Commission is final unless reviewed under the Administrative Review Law [735 ILCS 5/Art. III], as provided in Section 27A-8(h) of the School Code.~~

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

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

The following principles and standards for charter school authorizers align to Article 27A of the School Code and are based on the "Principles and Standards of Quality Charter School Authorizing" (2012), published by the National Association of Charter School Authorizers

(NACSA), 105 West Adams Street, Suite 3500, Chicago IL 60603-6253 and posted at <http://www.qualitycharters.org/publications-resources/principles-standards.html>. No later amendments to or editions of these standards are incorporated. A small number of standards are identified as "advanced" (recommended); all others are considered "essential" (required).

## PRINCIPLES

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

### Principle 1: Maintain High Standards

Sets high standards for approving charter applicants.

Maintains high standards for the schools it oversees.

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

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

### Principle 2: Uphold School Autonomy

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

Governing board independent from the authorizer;

Personnel;

School vision and culture;

Instructional programming, design and use of time; and

Budgeting.

Minimizes administrative and compliance burdens on schools.

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

Principle 3: Protect Student and Public Interests

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

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

Nonselective, nondiscriminatory access to all eligible students;

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

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

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

Sound governance, management and stewardship of public funds;

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

Compliance with all applicable laws and regulations.

Ensures in its own work:

Ethical conduct;

Focus on the mission of chartering high-quality schools;

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

Effective and efficient public stewardship; and

Compliance with all applicable laws and regulations.

STANDARDS

Standard 1: Agency Commitment and Capacity

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

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

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

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

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

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

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

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

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

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

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

#### 1.2 Standards for Human Resources

Enlists expertise and competent leadership for all areas essential to charter school oversight, including, but not limited to, educational leadership; curriculum, instruction, and assessment; special education; English learners and other diverse learning needs; performance management and accountability; law; finance;

facilities; and nonprofit governance and management through the use of staff, contractual relationships, ~~and/or~~ intra-agency or inter-agency collaborations.

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

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

### 1.3 Standards for Financial Resources

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

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

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

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

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

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

### Standard 2: Application Process and Decision-Making

A high-quality authorizer implements a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria;

and grants charters only to applicants who demonstrate a strong capacity to establish and operate a high-quality charter school.

2.1 Standards for Proposal Information, Questions, and Guidance

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

States any chartering priorities the authorizer may have established;

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

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

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

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

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

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

2.2 Standards for Fair, Transparent, Quality-Focused Procedures

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

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

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

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

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

### 2.3 Standards for Rigorous Approval Criteria

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

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

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

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

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

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

#### 2.4 Standards for Rigorous Decision-Making

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

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

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

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

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

#### Standard 3: Performance Contracting

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

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



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

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

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

Defines material terms of the contract.

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

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

### 3.2 Standards for Rights and Responsibilities

Executes charter school contracts that clearly:

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

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

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

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

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

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

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

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

### 3.3 Standards for Charter Performance Standards

Executes charter contracts that plainly:

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

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

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

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

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

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

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

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

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

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

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

#### Standard 4: Ongoing Oversight and Evaluation

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

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

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

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

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

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

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

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

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

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

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

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

#### 4.2 Standards for Respecting School Autonomy

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

Collects information from the school in a manner that minimizes administrative burdens on the school, while ensuring that performance and compliance

information is sufficiently detailed and timely to protect student and public interests.

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

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

#### 4.3 Standards for Protecting Student Rights

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

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

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

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

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

#### 4.4 Standards for Intervention

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

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

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

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

#### 4.5 Standards for Public Reporting

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

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

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

#### 5.1 Standards for Revocation

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

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

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

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

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

### 5.3 Standards for Cumulative Report and Renewal Application

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

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

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

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

### 5.4 Standards for Fair, Transparent Process

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

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

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

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

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

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

5.5 Standards for Closure



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

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



**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**November 22, 2019**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Approval of STAR NET Project (Funding Increase)

**Expected Outcome:** This is a discussion item only; the Board will be asked in December to approve a funding increase for Star Net regions in Illinois

**Materials:** N/A

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Officer, Instructional Education  
Heather Calomese, Executive Director, Program Services  
Carisa Hurley, Director, Early Childhood

**Purpose of Agenda Item**

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

**Background Information/History**

The STAR NET Project<sup>1</sup> provides training, consultation, and resources to the early childhood community. It provides a variety of opportunities for personal and professional growth for those work with young children ages birth through 8. STAR NET supports family-centered, researched, and effective practices in early childhood education and care.

STAR NET also serves as a technical assistance provider for all ISBE early childhood special education initiatives including the Early Childhood Outcomes System (State Performance Plan Indicator (SPP) 7)<sup>2</sup>, inclusion of children with disabilities into general education settings (SPP Indicator 6), and the transition of children with disabilities from early intervention to early childhood special education school district services (SPP Indicator 12).

The STAR NET Project divides the state into six regions to allow for a local approach to consultation within each region. Five entities currently operate the STAR NET Project. (Regions I and III are consolidated).

There is a need for additional social-emotional trainings throughout the state. The training topics were decided upon based on feedback received from the Part 235 Suspension and Expulsion rules that were recently approved by the Board in September 2019. A current training calendar does exist, but the feedback received indicated a need to offer additional trainings regarding the social-emotional development of children.

- Each STAR NET region will offer a training regarding **trauma informed care and trauma competence** in screening, assessment and intervention.
- Each STAR NET region will offer a training regarding **family engagement with diverse populations**.
- Each STAR NET region will offer a training regarding the use of **reflective practices in social-emotional instruction**.

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<sup>1</sup> Additional information on STAR NET may be found at: <https://www.starnet.org/>.

<sup>2</sup> The federal performance indicators may be accessed via [https://www.isbe.net/Documents/annual\\_partB.pdf](https://www.isbe.net/Documents/annual_partB.pdf).

The additional money will allow STAR NET to contract for more presentations and associated materials during the remainder of fiscal year 2020.

- **Current Status:** STAR NET is in year three of a five-year funding cycle.
- **Relevant Data:** STAR NET conducted 359 in-person and webinar trainings, which reached 9,791 individuals, in FY 2018. STAR NET offers professional development sessions in leadership, assessment, curriculum, family and community engagement, language arts, social-emotional development, and other topics. STAR NET's impact on students with disabilities is also noted in the Special Education State Performance Plan/Annual Performance Report.

State Performance Plan/Annual Performance Report Indicators

| Indicator   | FY 16                                | FY 17                              |
|---|--------------------------------------|------------------------------------|
| <b>Indicator 6: Preschool Environments:</b><br>Regular early childhood program and receiving most of the special education and related services in the regular early childhood program.   | 40 %                                 | 40.7%                              |
| <b>Indicator 7: Preschool Outcomes:</b><br>A. Positive social-emotional relationships<br>B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and<br>C. Use of appropriate behaviors to meet their needs. | A. 76.99 %<br>B. 77.91%<br>C. 78.70% | A.83.73%<br>B. 83.51%<br>C. 85.13% |
| <b>Indicator 12: Early Childhood Transition:</b><br>Percentage of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an Individualized Education Program developed and implemented by their third birthdays.             | 97.17%                               | 96.90%                             |

**\*Source: FY 2017 State Performance Plan/Annual Performance Report**

- **Pros and Cons:**
  - **Pros:** Approval of these additional funds will allow the Preschool for All and Preschool for All Expansion programs access to continue professional development to maintain high-quality preschool programs.
  - **Cons:** None.

**Financial Background**

The initial term of the grants began July 1, 2017, and extended through June 30, 2018. STAR NET is currently in the third year of the cycle. The initial request was for total costs, including renewal, not to exceed \$14,677,500. This one-time request of an additional \$60,000 means the total costs now will not exceed \$14,737,500. The grants will be increased with unexpended carryover from federal IDEA Part B Preschool Discretionary Grant funds. The grant for STAR NET Regions 1 and 3 will receive \$20,000. The remaining grants for Regions 2, 4, 5 and 6 will receive \$10,000 each.

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

|              | Current Grant<br>Federal Funding |  | Requested<br>Additional<br>Federal<br>Funding | Total Grant per<br>Fiscal Year |
|--------------|----------------------------------|--|---|--------------------------------|
| FY18         | \$2,935,500                      |  | \$0   | \$2,935,500                    |
| FY19         | \$2,935,500                      |  | \$0   | \$2,935,500                    |
| FY20         | \$2,935,500                      |  | \$60,000                                      | <b>\$2,995,500</b>             |
| FY21         | \$2,935,500                      |  | \$0   | \$2,935,500                    |
| FY22         | \$2,935,500                      |  | \$0   | \$2,935,500                    |
|              |                                  |  |   |                                |
| <b>Total</b> | <b>\$14,677,500</b>              |  | <b>\$60,000</b>                               | <b>\$14,737,500</b>            |

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

**Policy Implications:** None

**Budget Implications:** Preschool Discretionary Grants are funded with IDEA Part B-619 federal dollars.

**Legislative Action:** None.

**Communication:** ISBE and STAR NET will send notification to the field to inform individuals and entities of the additional training opportunities.

**Pros and Cons of Various Actions**

**Pros:** Approval of this request will provide additional funding to the regions. The funding will cover the costs associated with offering additional social-emotional trainings.

**Cons:** If this request is not approved, staff may not have the skills and/or knowledge to support children in their classrooms when they exhibit challenging behaviors.

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

**Recommendations:**

The following motion will be shared at the December Board meeting:

The State Board of Education hereby authorizes the State Superintendent to award one-time additional funding in the amount of \$60,000 total to six STAR NET regions to provide additional social-emotional trainings.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**November 22, 2019**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Approval of Dissolution of the Proviso Township High School 209 Financial Oversight Panel

**Expected Outcome:** Discussion at the November Board meeting for action at the December Board meeting

**Materials:** Proviso Financial Oversight Panel Exit Report to the State Board and Proviso Township High School District 209 Financial Plan

**Staff Contact(s):** Deb Vespa, Director, School Business Services

**Purpose of Agenda Item**

The Proviso Township High School District 209 Financial Oversight Panel (FOP) has requested dissolution of the FOP effective December 31, 2019. The Board is being asked to discuss the matter. Board action will be requested at the December 2019 State Board meeting. Attached is the FOP's request and the Proviso Township High School District 209 Financial Plan.

**Background Information/History**

**Certification in Financial Difficulty**

The State Board may certify a school district in financial difficulty if it meets the requirements of Section 1A-8 of the School Code [105 ILCS 5/1A-8]. Upon certification, the district may be required to develop, adopt, and submit a financial plan to the State Board for approval. If the district fails to comply with the approved financial plan, the State Board may rescind approval of the plan and appoint an FOP. The State Board certified the Proviso Township High School District in financial difficulty at its October 22, 2008, meeting.

**Appointment of the Proviso Township High School District 209 Financial Oversight Panel**

In lieu of the provisions of Section 1A-8 and in accordance with Section 1B-4 of the School Code [105 ILCS 5/1B-4], the Proviso Board of Education petitioned the State Board for a voluntary FOP in November 2008. The State Board approved the request and appointed an FOP for the district at its December 18, 2008, meeting.

The State Board approved the FOP's request for reorganization under Section 1H of the School Code [105 ILCS 5/1H] at its June 2012 meeting. The reorganization increased the number of FOP members from three to five. The two additional members were required to be residents of the district. This started the timeline over again for the FOP. Financial Oversight Panels are convened for a minimum of three years and a maximum of 10 years.

The district board, administrators, and FOP have been diligently working to realize stability for the district's finances. The district realized surpluses in each of its operating funds by fiscal year 2014 and had obtained a Financial Profile designation of Recognition for four years. However, the district board had not addressed the considerable capital needs for district facilities and how those needs would be met. Transition benchmarks were developed to assist the Proviso Board of Education and administration with continued financial management improvements. For further details, see the attached Proviso Financial Oversight Panel Exit Report to the State Board. The FOP informed the Proviso Board of Education that if it continued positive financial outlooks and addressed the financing of the facility needs, the FOP would petition the State Board for dissolution of the FOP.

The Proviso Board of Education approved the attached sustainable Financial Plan, which addresses continued financial stability and financing for the capital needs for district facilities, at its October 2019 meeting. It is with the

approval and presentation of this financial plan that the FOP deemed the district met all financial obligations and benchmarks. ISBE staff concurs.

Therefore, the FOP is now requesting the State Board to dissolve the Proviso Township High School District 209 Financial Oversight Panel and return complete governance to the Proviso Board of Education, effective December 31, 2019. That date will allow the FOP to finalize minutes and host a closing meeting with the Proviso Board of Education. Attached are the Proviso Township High School District's Financial Plan and the Exit Report from the FOP.

**Summary of District's Current Finances and Financial Projection\*:**

| (\$ in millions)                      | Unaudited<br>2019 | Budget<br>2020 | Projected<br>2021 | Projected<br>2022 | Projected<br>2023 | Projected<br>2024 |
|---------------------------------------|-------------------|----------------|-------------------|-------------------|-------------------|-------------------|
| <b>Beginning Fund Balance</b>         | <b>45.8</b>       | <b>34.8</b>    | <b>35.0</b>       | <b>34.8</b>       | <b>33.6</b>       | <b>32.2</b>       |
| <b>Revenues</b>                       | <b>85.2</b>       | <b>89.9</b>    | <b>92.4</b>       | <b>93.4</b>       | <b>94.8</b>       | <b>96.2</b>       |
| <b>Expenditures</b>                   | <b>78.8</b>       | <b>85.2</b>    | <b>88.1</b>       | <b>90.1</b>       | <b>91.7</b>       | <b>93.4</b>       |
| <b>Results of Operations</b>          | <b>6.4</b>        | <b>4.7</b>     | <b>4.3</b>        | <b>3.3</b>        | <b>3.1</b>        | <b>2.8</b>        |
| <b>Other Funding<br/>Sources/Uses</b> | <b>(17.4)</b>     | <b>(4.5)</b>   | <b>(4.5)</b>      | <b>(4.5)</b>      | <b>(4.5)</b>      | <b>(4.5)</b>      |
| <b>Ending Fund Balance</b>            | <b>34.8</b>       | <b>35.0</b>    | <b>34.8</b>       | <b>33.6</b>       | <b>32.2</b>       | <b>30.5</b>       |

**Estimated Financial Profile: Recognition Recognition Recognition Recognition Recognition Recognition**

\*Operating Funds – Educational, Operations and Maintenance, Transportation, and Working Cash

**Summary of District's Capital Fund:**

| (\$ in millions)                      | Unaudited<br>2019 | Budget<br>2020 | Projected<br>2021 | Projected<br>2022 | Projected<br>2023 | Projected<br>2024 |
|---------------------------------------|-------------------|----------------|-------------------|-------------------|-------------------|-------------------|
| <b>Beginning Fund Balance</b>         | <b>18.2</b>       | <b>62.0</b>    | <b>53.9</b>       | <b>24.1</b>       | <b>(0.3)</b>      | <b>3.6</b>        |
| <b>Revenues</b>                       | <b>0.6</b>        | <b>0.4</b>     | <b>0.4</b>        | <b>0.5</b>        | <b>0.5</b>        | <b>0.5</b>        |
| <b>Expenditures</b>                   | <b>1.6</b>        | <b>13.0</b>    | <b>34.7</b>       | <b>29.4</b>       | <b>1.1</b>        | <b>0.1</b>        |
| <b>Results of Operations</b>          | <b>(1.0)</b>      | <b>(12.6)</b>  | <b>(34.3)</b>     | <b>(28.9)</b>     | <b>(0.6)</b>      | <b>0.4</b>        |
| <b>Other Funding<br/>Sources/Uses</b> | <b>44.8</b>       | <b>4.5</b>     | <b>4.5</b>        | <b>4.5</b>        | <b>4.5</b>        | <b>4.5</b>        |
| <b>Ending Fund Balance</b>            | <b>62.0</b>       | <b>53.9</b>    | <b>24.1</b>       | <b>(0.3)</b>      | <b>3.6</b>        | <b>8.5</b>        |

The above financial summaries reflect that the district will be:

- Maintaining a balanced operational budget,
- Funding facility needs from operations in lieu of additional debt, and
- Continuing to receive the highest Financial Profile designation, Recognition.

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

**Policy Implications:** The State Board will be returning a school district back to its local control. The district will need to continue to exercise the sound financial management it has been conducting to ensure continued financial stability.

**Budget Implications:** None for the State Board. District administration will need to continue to review and update the strategic plan and financial plan to ensure that the two are aligned and that sustainable budgets are adopted.

**Legislative Action:** None.

**Communication:** None at this time.

**Pros and Cons of Various Actions**

**Pros:** A school district will be returned to its local control.

**Cons:** None.

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

**Recommendations:**

I recommend that the following motion be adopted:

This agenda item is for discussion only. Action will be requested at the State Board December 2019 meeting.

**Date of Board Action:** No action taken.

# **PROVISO TOWNSHIP HIGH SCHOOL DISTRICT 209 FINANCIAL OVERSIGHT PANEL**

Exit Report to the Illinois State Board of Education 10/15/2019



## **Members**

- **Craig A. Schilling, Ed.D. Chairman**
- **Merilee McCracken, Member**
- **Socrates Rivers, Member**
- **Angela Smith, Member**
- **Sheena Williamson, Member**

# RECOMMENDATION

*On October 15, 2019, the Proviso Township High School District 209 Financial Oversight Panel approved recommending to the Illinois State Board of Education that the FOP be dissolved effective December 31, 2019.*

## **Rationale**

The Proviso Township High School District 209 has demonstrated to the Financial Oversight Panel that:

- It has attained recognition status on the financial profile.
- It has developed a sustainable financial plan that addresses the key issues of the district including its facilities.
- It has hired high performing personnel in key financial management positions.
- The financial plan reflects the instructional needs of the district.
- Human resource management utilizes enrollment projections in staffing and reflects “best practices.”
- There is continuous collaboration among the administration, the board and other stakeholders to make financial decisions which are in the best interest of students and taxpayers.

## **Historical Context - Initial Assessment**

The Proviso Township High School District 209 Financial Oversight Panel (FOP) was began on December 18, 2008 at the request of the district. In June 2012 the panel was dissolved and reconstituted under Article 1(H) of the School Code to expand the members from three to five including two community members.

For the 2008/09 school year, the school district’s expenses exceeded its revenues in the operating funds (Education, Operations, Transportation and Working Cash) by \$981,308 (before



other financing sources and uses). Furthermore, the aggregate fund balance for the Education, Operations and Transportation funds was a negative \$6,180,968 of which \$7,071,732 was attributable to a negative fund balance in the Operations fund. The only saving grace at the time was the district had a fund balance of \$24,236,988 in the Working Cash fund. As a result of the deficit spending in multiple funds, the district had multiple cash flow problems.

From an operational perspective, the district lacked the basic elements of good financial planning. For example, the district had outstanding life safety items that had not been addressed since the 1980s. There was neither a current facility nor a financial plan. At the time the FOP was created, the entire budget for capital projects was less than \$300,000 with outstanding life safety items totaling \$6,885,917. The district lacked financial stability.

### **Continuous Improvement - 2009/10 to 2013/14**

During the period from 2009/10 to 2013/14 the FOP and district jointly collaborated in continually improving the financial management of the district to reflect best practices. To do so, transition benchmarks were created. Those benchmarks were:

| <b>Proviso Township High School District Transition</b> |  |
|---|--|
| <b>(1) Financial Stability</b>                          |  |
| Indicator 1   | Financial Profile, Recognition Status  |
| Indicator 2   | Financial information is consistent and accurate   |
| Indicator 3   | Financial Plan is complete, accurate and timely - see attached timeline                              |
| Indicator 4   | Projected need for short or long-term borrowing and availability                                     |
| Indicator 5   | Gauge and foster public understanding of District's financial condition and requirements             |
| Indicator 6   | Annually balanced budgets - district does not require a budget reduction plan in the next five years |
| Indicator 7   | Compensation/benefit packages as competitive as District resources allow                             |
| Indicator 8   | Has a sustainable capital improvement plan   |
| Indicator 9   | Continuity in financial leadership   |
| <b>(2) Administrative Leadership</b>                    |  |
| Indicator 1   | Evidence of high performing personnel in every leadership position                                   |
| Indicator 2   | Effective, performance-driven evaluation of employees  |
| Indicator 3   | Low staff turnover   |
| Indicator 4   | Foster positive work environment   |
| Indicator 5   | Clear and accurate internal and external communication   |
| Indicator 6   | Good working relationships and cooperative with news media   |
| Indicator 7   | Decisions are made in the best interest of students  |
| Indicator 8   | Ongoing monitoring and timelines of financial information - see attached timeline                    |
| Indicator 9   | Adherence to Board policy  |

|  |   |
|--|---|
| <b>(3) Board of Education Leadership</b> |   |
| Indicator 1                              | Understanding of and adherence to governance role and ethical responsibilities  |
| Indicator 2                              | Continuing program of Board development   |
| Indicator 3                              | Systematic self-evaluation, done at least twice yearly  |
| Indicator 4                              | Timely annual evaluation of Chief Executive Officer or Superintendent, including consideration and updating of  |
| Indicator 5                              | Confidence and trust of District voters, parents, employees, other stakeholders   |
| Indicator 6                              | Members promote interests of District in communities served by Proviso SD and act as catalyst for community participation and involvement in school and District activities (PTOs, referenda, etc.) |
| Indicator 7                              | Decisions are made in the best interest of students and taxpayers   |
| Indicator 8                              | Ongoing monitoring of the accuracy and timeliness of financial/HR information - per recommended schedule  |
| Indicator 9                              | School facilities which are attractive, safe, well-maintained, and appropriately equipped to meet educational   |
| <b>(4) Teaching &amp; Learning</b>       |   |
| Indicator 1                              | Continuous progress toward achieving state and federal academic proficiency goals   |
| Indicator 2                              | Improved high school graduation rates   |
| Indicator 3                              | Reduced truancy and drop-out rates  |
| Indicator 4                              | Decreased frequency of disciplinary reports   |
| Indicator 5                              | Resources are used efficiently and effectively to promote teaching and learning   |
| Indicator 6                              | Financial Plan reflects instructional needs   |
| <b>(5) Human Resources</b>               |   |
| Indicator 1                              | Ongoing positive, constructive communication between labor and management   |
| Indicator 2                              | Fiscally responsible contracts in place.  |
| Indicator 3                              | Reduction in contract grievances  |
| Indicator 4                              | Accurate and timely enrollment projections - see timeline   |
| Indicator 5                              | Accurate and timely sectioning of classes based on adopted parameters - see timeline  |
| Indicator 6                              | Accurate and timely staffing projections- see timeline  |
| Indicator 7                              | Consistently demonstrates knowledge and implementation of HR "best practices."  |

With the exception of a facilities master plan and funding source, by the end of the 2013/14 school year, the FOP was satisfied that the majority of these benchmarks had been met.

### **2014/15 Transition Plan**

The first transition plan for the FOP to leave Proviso THSD 209 came in the 2014/15 school year. The FOP laid out a plan that required the district to operate on its own with regard to financial planning. The goal was for the district to create and follow a year-round financial planning process. The process included creating and maintaining a capital improvement plan, enrollment projections, instructional proposals, technology plan, staffing, budget and a multi-year financial projection.

The transition plan failed to be implemented due to one major hurdle – the capital improvement plan was not completed. The FOP was concerned that until a facilities master plan

was approved, and funding for the facilities plan was procured, any financial projection would not realistically reflect the district's financial future. This was especially true since 1) the district had used most of its borrowing power under the tax cap, and 2) there was a general reluctance to ask voters to fund any capital improvements.

### **2019/20 Transition Plan**

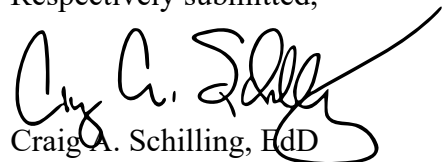
Following are the elements of the 2019/20 transition plan that were met:

1. Approval of the 2019/20 Budget – 9/24/2019
2. Approval of the 2019 tax levy – 10/15/2019
3. Approval of an updated facilities master plan – 2/20/2019
4. Approval of a 5-year financial plan and projections – 10/15/2019

The FOP can report that as of October 15, 2019 Proviso Township High School District 209 has completed the Transition Plan. Completion of these items was a condition set forth by the FOP for it to dissolve. We believe that all stakeholders in the district are committed to completing the facilities plan and following the five-year financial plan.

The FOP would like to thank the Board, administration and other stakeholders of the district for their dedication to improve not only the financial position of Proviso but the opportunities for its students. We would also like to thank Nick Cavaliere from Baker Tilly Virchow Krause, LLP and Deb Vespa from ISBE for their time, dedication and counsel to the FOP.

Respectively submitted,



Craig A. Schilling, EdD  
Chairman, Proviso Financial Oversight Panel



# *Board of Education Meeting*

*October 8, 2019*



## *PTHS D209 Five Year Financial Plan & Facility Master Plan Funding FY2020-FY2024*



*Presented by: Jesse J. Rodriguez, Ph.D., Superintendent  
Paul Starck-King, Assistant Superintendent of Finance and Operations*



# STANDARD OF CARE/SERVICE IN FINANCIAL PLAN DEVELOPMENT

- Anticipated Class Size Targets:
  - 30 PMSA
  - 25 Proviso East and Proviso West
- Maintain opportunities for credit attainment.
- Increased funding for teacher development and training.
- Sustained technology funding to develop a long-range “classroom standard of care and service”.
- Increased level of funding to athletic programs.
- Increased levels of funding at the schools with a focus on innovation.
- Increases in opportunities for Social Emotional Learning and safety nets for students.
- Invest in promoting a culture of care and high expectations for adults and students.



PROVISO TOWNSHIP HIGH SCHOOLS DISTRICT 209





# PTHS | PROVISO TOWNSHIP HIGH SCHOOLS AT A GLANCE

2017-2018

## VISION

Through expectations of excellence and by providing equitable educational opportunities to empower each student, our graduates are prepared for college, careers, and to serve as contributing members of a dynamic global society.

## 2016-2017 Points of Pride

- Established school-based Parent Centers with parent coordinators and translators.
- Increased community outreach activities by 77%.
- Proviso East H.S. selected to the first cohort of Illinois Competency-Based Graduation Requirement Pilot.
- PMSA awarded silver medal by U.S. News & World Report and ranked #1 high school in suburban Cook County by Chicago Magazine.
- D209 awarded Health Community Investment Grant.
- State Seal of Biliteracy District.
- Adopted new mission, vision, core beliefs, and goals.

|   |   |   |
|---|---|---|
| Average student to teacher ratio<br><b>20:1</b>                               | <b>OVER 4,400</b><br>STUDENTS                             | CLASS OF 2017 EARNED<br><b>\$31+</b><br>MILLION IN SCHOLARSHIPS           |
| Staffing reallocation of <b>\$1.4</b> MILLION to support the STANDARD OF CARE | Repurposed <b>\$2.5</b> MILLION for strategic Initiatives | Reduction in <b>\$322,500</b> administration costs to ENHANCE INSTRUCTION |
| <b>WEST SUBURBAN CONFERENCE ATHLETICS</b>                                     | Freshman on track: <b>73%</b>                             | <b>3.9/4.0</b> Financial Recognition                                      |
| Improved 7/7 Academic Indicators  |   |   |

## D209 GOALS



**Enhance**  
Academic Achievement



**Empower**  
Students, Families, & Communities



**Ensure**  
Effective and Efficient Operations

# PTHS | PROVISO TOWNSHIP HIGH SCHOOLS AT A GLANCE

2018-2019

## VISION

Through expectations of excellence and by providing equitable educational opportunities to empower each student, our graduates are prepared for college, careers and to serve as contributing members of a dynamic global society.

## MOTTO

ONE TEAM, ONE GOAL, ONE PROVISO.

A unifying framework through which stakeholders collaboratively engage to ensure a world-class education and services that empower all members of the Proviso community.

## THE POWER OF TWO: GOALS AND GUIDING PRINCIPLES

**ENHANCE**  
Academic Achievement

**1:1**  
COMPUTER INITIATIVE FOR STUDENTS

**EQUITY**

**EMPOWER**  
Students, Families, & Communities

**FUNDED \$62M**  
FOR FACILITY MASTER PLAN

**EMPOWERMENT**

**ENSURE**  
Effective and Efficient Operations

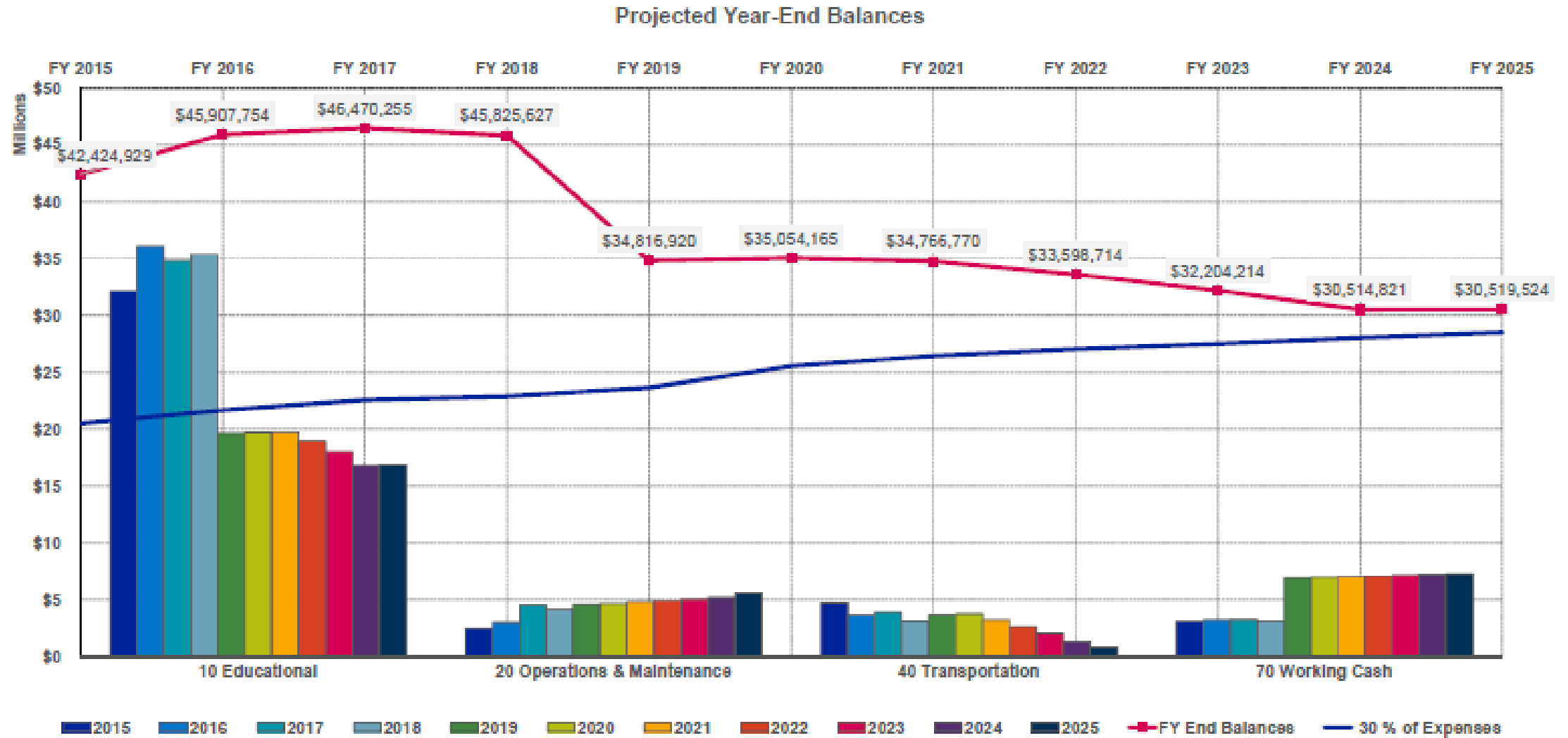
STATE DESIGNATED FINANCIAL RECOGNITION:  
**3.9/4.0**

**EXCELLENCE**

## Selected Points of Pride

|   |  |   |  |
|---|--|---|--|
| Signed school/parent compacts:<br>FY19: 2,326<br>Prior Years: 0         | Graduated 1st Parent Leadership Cohort   | STANDARD & POOR'S<br>Bond Rating Upgraded to <b>A+</b>                | Invested <b>\$1.3+ million</b> Proviso West Fieldhouse |
| Increased Programs of Study<br><b>3 to 23</b>                           | <b>17% Increase in AP &amp; IB Courses</b>   | <b>PMSA Designated 2018 National Blue Ribbon School of Excellence</b> |  |
| More than doubled number of students graduating with Seal of Biliteracy | Proviso East in its 2nd year of Illinois Competency-Based Graduation Requirement Pilot | Approved Proviso West Transformation Plan                             |  |

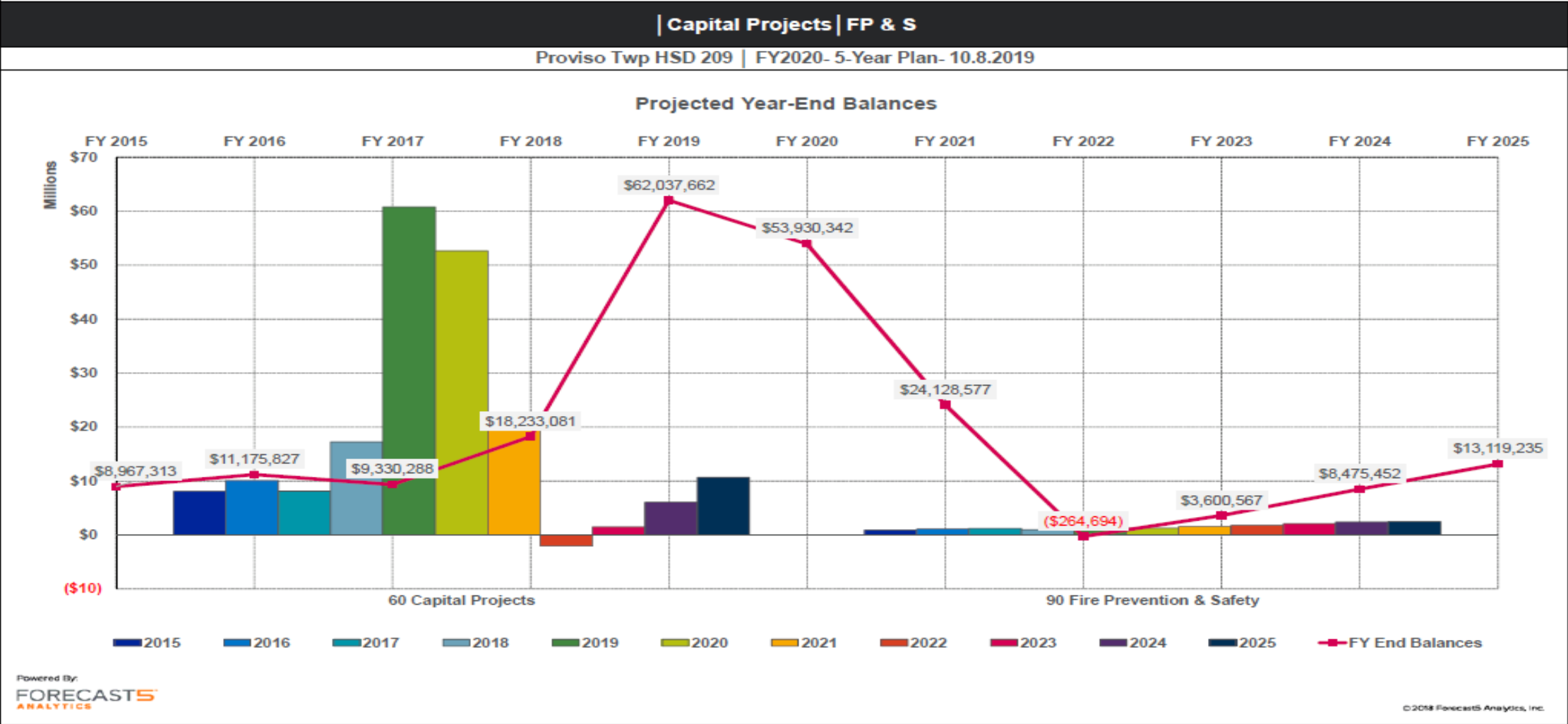
# PROJECTED YEAR-END OPERATING FUND BALANCES



PROVISO TOWNSHIP HIGH SCHOOLS DISTRICT 209



# PROJECTED YEAR-END CAPITAL AND FP&S FUND BALANCES





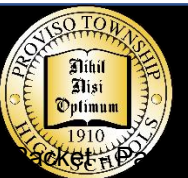
# REVENUE ASSUMPTIONS FY2019-2024

- Future levels of state Evidence-Based Funding EBF based upon current Base Funding Minimum (BFM) with no continuation of Tier funding by the state beyond FY2020.
- No tax freeze or TRS pension cost shift
- CPI is 1.9 % for FY 2020, and 2.0% in later years
- Additional New Property related to TIF expirations in FY 2020, 2022-2024
- Current federal grant funding is maintained
- Maintain Operating Fund Balances above the 33% Board of Education policy level (4:20)



# EXPENDITURES ASSUMPTIONS

- \$4.5 million of annual surplus transferred to Capital Projects Fund
- Staffing levels are adjusted annually based on enrollment (flat for FY2020). Program changes that require additional staffing are included unless offset by reductions in other programs.
- Salary increases as per the CBAs. Future increases reflect 3% (all in) raises for teachers and 2% (all in) raises for other CBAs and administrators.
- Medical trend is projected at 5% for FY 20-21 and 6% FY 22-24
- IMRF rate flat
- Purchased Services/Supplies & Material increase at 2%
- \$2.1 million annual allocation for Technology Integration
- Expansion of IB programming opportunities (including staffing adjustments as needed).



# PHASE 1 FMP ALLOCATIONS BY SCHOOL

(TOTAL PROPOSED ALLOCATION \$77 MILLION)



**PEHS:**

**63%**

**(\$48.2M)**



**PWHS:**

**32%**

**(\$24.8M)**



**PMSEA:**

**5%**

**(\$3.9M)**

PROVISO TOWNSHIP HIGH SCHOOLS DISTRICT 209



# MASTER FACILITY PLAN EXPENDITURE ASSUMPTIONS

Proviso Township High Schools District 209  
Capital Projects

October 8, 2019  
V2.0

| Summary  | Total        |          | Fiscal Year |              |              |              |
|--|--------------|----------|-------------|--------------|--------------|--------------|
|  |              |          | 2019        | 2020         | 2021         | 2022         |
| <b>Proviso Math and Science Academy</b>          | <b>3.90</b>  | <b>M</b> |             |              |              |              |
| Urgent HLS Work                                  | 0.10         | M        | 0.10        |              |              |              |
| Other Work: Parking & Traffic Control            | 3.00         | M        |             | 3.00         |              |              |
| Other Work: Temperature Controls                 | 0.80         | M        |             | 0.80         |              |              |
| <b>Proviso East High School</b>                  | <b>48.20</b> | <b>M</b> |             |              |              |              |
| Urgent HLS Work                                  | 0.70         | M        | 0.70        |              |              |              |
| Required HLS Work                                | 10.60        | M        |             | 3.50         | 3.50         | 3.50         |
| Parking and Site Circulation                     | 3.50         | M        |             |              | 3.50         |              |
| CTE/ Culinary Arts                               | 2.40         | M        |             | 1.20         | 1.20         |              |
| Air Conditioning- 3rd Floor                      | 21.00        | M        |             |              | 10.50        | 10.50        |
| Electrical Systems Upgrade                       | 10.00        | M        |             |              | 5.00         | 5.00         |
| <b>Proviso West High School</b>                  | <b>24.80</b> | <b>M</b> |             |              |              |              |
| Urgent HLS Work                                  | 0.90         | M        | 0.90        | 1.00         | 1.60         | 1.30         |
| Required HLS Work                                | 3.80         | M        |             |              |              | 0.50         |
| Parking- North Lot                               | 0.50         | M        |             |              |              |              |
| CTE Facilities                                   | 1.00         | M        |             | 0.50         | 0.50         |              |
| Secured Entries                                  | 0.90         | M        |             |              | 0.90         |              |
| Field House Renovations                          | 1.30         | M        | 1.30        |              |              |              |
| Air Conditioning- 3rd Floor                      | 13.50        | M        |             |              | 6.75         | 6.75         |
| Toilet Room Renovations                          | 0.90         | M        |             |              |              | 0.90         |
| Dom. Hot Water & Isolation Valves                | 0.80         | M        |             |              |              | 0.80         |
| Exterior Enclosure- Wall Panels                  | 1.20         | M        |             |              | 1.20         |              |
| <b>Annual Totals</b>                             |              |          | <b>3.00</b> | <b>10.00</b> | <b>34.65</b> | <b>29.25</b> |
| <b>Cummulative Year-on-Year</b>                  |              |          |             | <b>13.00</b> | <b>47.65</b> | <b>76.90</b> |
| <b>Soft Costs (included in the Annual Total)</b> |              |          |             |              | <b>2.70</b>  | <b>2.70</b>  |

Note: Hazardous Materials Abatement is not included in above.

Note: Annualized Escalation will be calculated after timelines are determined.

PROVISO TOWNSHIP HIGH SCHOOLS DISTRICT 209



# HISTORICAL VS. BUDGET- OPERATING FUNDS\*\*

DEFICIT REDUCTION PLAN

PROJECTION

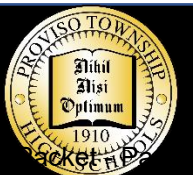
FISCAL YEAR

|  | Audited*    |             |             |             | Unaudited   | Budget      |
|--|-------------|-------------|-------------|-------------|-------------|-------------|
|  | <u>2015</u> | <u>2016</u> | <u>2017</u> | <u>2018</u> | <u>2019</u> | <u>2020</u> |
| Beginning Fund Balances (estimated for FY2020 to FY2024)             | 37,660,098  | 42,424,929  | 45,907,754  | 46,470,255  | 45,825,627  | 34,816,920  |
| Receipts/Revenues (Total Direct prior to On-Behalf)                  | 73,177,670  | 75,655,630  | 81,929,487  | 85,751,404  | 85,229,938  | 89,948,010  |
| Disbursements/Expenditures (Total Direct prior to On-Behalf)         | 68,420,166  | 72,259,054  | 75,210,785  | 76,258,997  | 78,790,628  | 85,210,768  |
| Excess of Receipt/Revenues over (under) Disbursements/ Expenditures  | 4,757,504   | 3,396,576   | 6,718,702   | 9,492,407   | 6,439,310   | 4,737,242   |
| Other Uses (Transfer to Capital Projects Fund)                       | 9,700,000   | 9,607,643   | 12,156,201  | 19,955,352  | 93,780,561  | 4,500,000   |
| Other Sources  | 9,707,327   | 9,693,892   | 6,000,000   | 9,818,317   | 76,332,544  | -           |
| Ending Fund Balance (estimated FY2019 to FY2024)                     | 42,424,929  | 45,907,754  | 46,470,255  | 45,825,627  | 34,816,920  | 35,054,162  |
| % of Expenditures (Beginning Fund Balance/Current Year Expenditures) | 55%         | 59%         | 61%         | 61%         | 58%         | 41%         |

\*- Audited amounts are from the Annual Financial Reports (AFRs) filed with ISBE.

\*\*-Analysis only includes Operating (Education, Operations and Maintenance, Transportation and Working Cash) Funds

PROVISO TOWNSHIP HIGH SCHOOLS DISTRICT 209

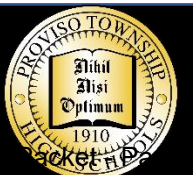


# BUDGET VS. PROJECTED- OPERATING FUNDS\*\*

| DEFICIT REDUCTION PLAN<br>FISCAL YEAR                                | PROJECTION | Budget      | Projected   |             |             |             |
|--|------------|-------------|-------------|-------------|-------------|-------------|
|  |            | <u>2020</u> | <u>2021</u> | <u>2022</u> | <u>2023</u> | <u>2024</u> |
| Beginning Fund Balances (estimated for FY2020 to FY2024)             |            | 34,816,920  | 35,054,162  | 34,766,767  | 33,598,711  | 32,204,211  |
| Receipts/Revenues (Total Direct prior to On-Behalf)                  |            | 89,948,010  | 92,364,540  | 93,462,198  | 94,765,968  | 96,249,463  |
| Disbursements/Expenditures (Total Direct prior to On-Behalf)         |            | 85,210,768  | 88,151,935  | 90,130,254  | 91,660,468  | 93,438,856  |
| Excess of Receipt/Revenues over (under) Disbursements/ Expenditures  |            | 4,737,242   | 4,212,605   | 3,331,944   | 3,105,500   | 2,810,607   |
| Other Uses (Transfer to Capital Projects Fund)                       |            | 4,500,000   | 4,500,000   | 4,500,000   | 4,500,000   | 4,500,000   |
| Other Sources  |            | -           | -           | -           | -           | -           |
| Ending Fund Balance (estimated FY2019 to FY2024)                     |            | 35,054,162  | 34,766,767  | 33,598,711  | 32,204,211  | 30,514,818  |
| % of Expenditures (Beginning Fund Balance/Current Year Expenditures) |            | 41%         | 40%         | 39%         | 37%         | 34%         |

\*- Budgeted amounts are from the Annual Budget filed with ISBE.

\*\*-Analysis only includes Operating (Education, Operations and Maintenance, Transportation and Working Cash) Funds





# HISTORICAL VS. BUDGET- CAPITAL FUNDS\*\*

DEFICIT REDUCTION PLAN

PROJECTION

FISCAL YEAR

|  | Audited*    |             |             |             | Unaudited   | Budget       |
|--|-------------|-------------|-------------|-------------|-------------|--------------|
|  | <u>2015</u> | <u>2016</u> | <u>2017</u> | <u>2018</u> | <u>2019</u> | <u>2020</u>  |
| Beginning Fund Balances (estimated for FY2020 to FY2024)             | 765,515     | 8,967,313   | 11,175,827  | 9,330,288   | 18,233,081  | 62,037,663   |
| Receipts/Revenues (Total Direct prior to On-Behalf)                  | 9,547,781   | 1,398,482   | 326,727     | 371,365     | 610,169     | 442,680      |
| Disbursements/Expenditures (Total Direct prior to On-Behalf)         | 12,360,016  | 8,789,968   | 8,172,266   | 1,468,572   | 1,572,441   | 13,050,000   |
| Excess of Receipt/Revenues over (under) Disbursements/ Expenditures  | (2,812,235) | (7,391,486) | (7,845,539) | (1,097,207) | (962,272)   | (12,607,320) |
| Other Uses   | -           | -           | -           | -           | -           | -            |
| Other Sources  | 11,014,033  | 9,600,000   | 6,000,000   | 10,000,000  | 44,766,854  | 4,500,000    |
| Ending Fund Balance (estimated FY2019 to FY2024)                     | 8,967,313   | 11,175,827  | 9,330,288   | 18,233,081  | 62,037,663  | 53,930,343   |
| % of Expenditures (Beginning Fund Balance/Current Year Expenditures) | 6%          | 102%        | 137%        | 635%        | 1160%       | 475%         |

\*- Audited amounts are from the Annual Financial Reports (AFRs) filed with ISBE.

\*\*-Analysis only includes Capital (Capital Projects and Fire Prevention and Safety) Funds

PROVISO TOWNSHIP HIGH SCHOOLS DISTRICT 209



# BUDGET VS. PROJECTED- CAPITAL FUNDS\*\*

| DEFICIT REDUCTION PLAN   | PROJECTION | Budget       | Projected    |              |             |             |
|--|------------|--------------|--------------|--------------|-------------|-------------|
| FISCAL YEAR  |            | <u>2020</u>  | <u>2021</u>  | <u>2022</u>  | <u>2023</u> | <u>2024</u> |
| Beginning Fund Balances (estimated for FY2020 to FY2024)             |            | 62,037,663   | 53,930,343   | 24,128,578   | (264,693)   | 3,600,568   |
| Receipts/Revenues (Total Direct prior to On-Behalf)                  |            | 442,680      | 448,235      | 456,729      | 465,261     | 474,885     |
| Disbursements/Expenditures (Total Direct prior to On-Behalf)         |            | 13,050,000   | 34,750,000   | 29,350,000   | 1,100,000   | 100,000     |
| Excess of Receipt/Revenues over (under) Disbursements/ Expenditures  |            | (12,607,320) | (34,301,765) | (28,893,271) | (634,739)   | 374,885     |
| Other Uses   |            | -            |              |              |             |             |
| Other Sources  |            | 4,500,000    | 4,500,000    | 4,500,000    | 4,500,000   | 4,500,000   |
| Ending Fund Balance (estimated FY2019 to FY2024)                     |            | 53,930,343   | 24,128,578   | (264,693)    | 3,600,568   | 8,475,453   |
| % of Expenditures (Beginning Fund Balance/Current Year Expenditures) |            | 475%         | 155%         | 82%          | -24%        | 3601%       |

\*- Budgeted amounts are from the Annual Budget filed with ISBE.

\*\*-Analysis only includes Capital (Capital Projects and Fire Prevention and Safety) Funds









PROVISO TOWNSHIP HIGH SCHOOLS DISTRICT 209

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**November 22, 2019**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Approval of Summer Migrant Education Program Request for Proposals

**Materials:** None

**Expected Outcome:** This item is for discussion only; a formal motion will be brought before the board in December

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Officer, Instructional Education  
Heather Calomese, Executive Director, Program Services

**Purpose of Agenda Item**

At the December 2019 Board meeting, the Multilingual Department will request the Board to authorize the State Superintendent to issue a Request for Proposals (RFP) to select entities to provide supplemental educational services to migrant children and youth.

**Background Information/History**

ISBE receives funding under Title I Part C of the Elementary and Secondary Education Act for the Education of Migratory Children to identify migrant children and provide them with supplemental educational services that address barriers to learning related to mobility. Eligible migrants include children through the age of 21 who have not graduated from high school and have moved on their own as migratory workers or with a parent, spouse, or guardian who is a migratory worker. These services help ensure that these students meet state learning standards, with an emphasis on reading and mathematics. Trained recruiters identify eligible migrant children and youth and document their eligibility on a Certificate of Eligibility. There were 1,313 eligible migrant children and youth ages 0-21 identified in Illinois in 2017-18.

Migrant Education Program (MEP) funds are distributed to local projects in communities with documented migrant populations. Migrant program services are guided by a state needs assessment and service delivery plan that includes service areas, strategies, and measurable performance outcomes. Most services are provided during the summer months when the most migrant families are present in the state. Projects typically incorporate recruiting, supplemental instruction, parent education, and ancillary services. Instructional services are designed to address the educational needs of the identified population ranging from school readiness for preschool-age children to elementary, middle, and high school academic support to individualized instruction in English as a second language, life skills, and High School Equivalency preparation for out-of-school youth. In past years, a health service provider has offered on-site dental screenings for students enrolled in summer programs.

**Financial Background**

Grants will be awarded through a competitive process for the term of April 1, 2021 – Aug. 31, 2023. Awards will be renewed for up to two subsequent years depending on availability of funding, the number of migrant children/youth, number of priority for service migrant children/youth,<sup>1</sup> needs of the identified population, availability of other funding for services, and satisfactory progress in the preceding grant period. Funding for the first grant period will not exceed \$1 million.

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<sup>1</sup> As stipulated in ESSA, migratory children/youth who are identified as 'priority for service' are those who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

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

|              | Current Contract State Funding | Current Contract Federal Funding |  | Requested Additional State Funding | Requested Additional Federal Funding | Total Contract per Fiscal Year |
|--------------|--------------------------------|----------------------------------|--|------------------------------------|--------------------------------------|--------------------------------|
| FY21         | \$0                            | \$0                              |  | \$0                                | \$1,000,000                          | <b>\$1,000,000</b>             |
| FY22         | \$0                            | \$0                              |  | \$0                                | \$1,000,000                          | <b>\$1,000,000</b>             |
| FY23         | \$0                            | \$0                              |  | \$0                                | \$1,000,000                          | <b>\$1,000,000</b>             |
| <b>Total</b> | <b>\$0</b>                     | <b>\$0</b>                       |  | <b>\$0</b>                         | <b>\$3,000,000</b>                   | <b>\$3,000,000</b>             |

### **Business Enterprise Program (BEP)**

This RFP is exempt from the BEP goal because it is a grant.

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

**Policy Implications:** Migrant children and youth will be identified throughout the state. Supplemental education services will address their unique needs to help them meet state academic standards and graduate from high school ready for college and career.

**Budget Implications:** The Title I Part C Migrant Education allocation to the state will be used to fund the grants.

**Legislative Action:** None.

**Communication:** Upon approval, ISBE will notify districts and other entities about the release of the RFP.

### **Current Status:**

Seven entities were selected via a competitive bidding process to provide summer migrant programs in fiscal year 2018. They will continue to receive Migrant Education funding through August of 2020 (FY 2020). Continuation funding for FY 2020 will be awarded through an application process.

### **Relevant Data:**

| Migrant Summer Program Number Served       | FY16 | FY17 | FY18 | FY19 (est.) |
|--|------|------|------|-------------|
| Students Served in Migrant Summer Programs | 590  | 737  | 631  | 561         |
| Number of Funded Entities for Summer       | 9    | 7    | 7    | 7           |

ISBE conducts a statewide evaluation of MEP each year to determine to what extent the program meets the Measurable Program Outcomes (MPOs) established in the state Migrant Education Program Service Delivery Plan.<sup>2</sup> Some MPOs focus on summer programs while others focus on regular school year programs or year-round activities. The results from the 2017-18 evaluation are listed below:

| MPO   | Target met? | Evidence  |
|---|-------------|---|
| <b>1a:</b> Migratory students participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in reading/literacy between pre- and post-test using an appropriate performance-based reading/literacy assessment.  | YES         | Statistically significant ( $p < .001$ ) mean gains of 2.3, 4.3, and 15.5 |
| <b>1b:</b> Migratory students participating in the MEP regular year reading/literacy instructional services for at least 3 months will demonstrate a statistically significant gain (at the .05 level) in reading/literacy skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of reading/literacy achievement. | YES         | Statistically significant ( $p < .001$ ) mean gain of 2.3                 |
| <b>1c:</b> Migratory students participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in math between pre- and post-test using an appropriate performance-based math assessment.  | YES         | Statistically significant ( $p < .001$ ) percentage gain of 29%           |
| <b>1d:</b> Migratory students participating in the MEP regular year math instructional services for at least 3 months will demonstrate a statistically significant gain (at the .05 level) in math skills as measured by a classroom  | YES         | Statistically significant ( $p < .001$ ) mean gain of 1.4                 |

<sup>2</sup> Title I Part C requires every state migrant program to develop a Service Delivery Plan that lays out strategies that respond to the identified needs of migrant children as well as MPOs used to evaluate the effectiveness of the program.

|   |                 |  |
|---|-----------------|--|
| teacher survey that considers classroom performance, grades, and other indicators of math.  |                 |  |
| <b>2a:</b> 80% of all preschool migratory students participating for at least 3 weeks in summer school programs will show a gain of 3.0 in the combined scores of the Emergent Literacy Skills and Alphabet subtests of the New York MEP Early Childhood Assessment (ECE) Assessment.   | NO <sup>3</sup> | 73% gained 3 or more points                              |
| <b>2b:</b> 80% of all preschool migratory students participating for at least 3 weeks in summer school programs will show a gain of 3.0 on the Counting subtest of the New York MEP ECE Assessment.   | NO              | 74% gained 3 or more points                              |
| <b>3a:</b> 70% of secondary-aged migratory students enrolled in <b>summer</b> migrant credit-bearing programs for at least 3 weeks will complete partial or full credit in one course required for high school graduation.  | YES             | 100% earned partial or full credit                       |
| <b>3b:</b> 75% of migrant high school students enrolled in schools served by MEP projects for at least 3 months during the <b>regular school year</b> will work with migrant project staff to complete or update and sign their secondary graduation completion plan.   | YES             | 100% worked with staff to update plans                   |
| <b>3c:</b> 30% of migrant-eligible Out of School Youth (OSY) will participate in services.  | YES             | 67% of OSY participated                                  |
| <b>3d:</b> 70% of secondary-aged migratory students (both those attending a field-based program and those in a center-based program for at least 3 weeks during the summer) will make progress toward the instructional/learning goals identified on their Secondary Student Services Plan.   | YES             | 93% made progress on their learning goals                |
| <b>4a:</b> MEP-sponsored professional development will result in 90% of migrant staff who provide instruction in PK-12 and OSY reporting sufficient ability to support high-quality instruction as measured by a rating of 3 or 4 on a 4-point scale using the professional development survey.   | YES             | 99% reported ability to support high quality instruction |
| <b>4b:</b> MEP coordination/networking activities will result in 90% of summer MEP staff and migrant parents reporting that migratory students received information about support services (e.g., health, nutrition, transportation, other support services) to promote the health, well-being, and knowledge of support services and community resources of migratory children and youth | YES             | 97% reported information was provided                    |
| <b>4c:</b> MEP-sponsored parent development will result in 90% of migrant parents reporting sufficient ability to support their child's success in school as measured by a rating of 3 or 4 on a 4-point scale using the parent involvement survey.   | YES             | 99% reported ability to support children's education     |

### **Pros and Cons of Various Actions**

**Pros:** Funding supplemental migrant educational services will provide support to migrant children and youth so that they can overcome barriers to school achievement due to multiple moves that disrupt their education.

**Cons:** None.

**Board Member(s) Who Will Abstain:** None.

### **Recommendations:**

The following recommendation will be shared at the December Board meeting:



The State Board hereby authorizes the State Superintendent to issue a Request for Proposals for the purpose of funding Migrant Education Program services.

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<sup>3</sup> ISBE provides training to teachers of migrant students at the statewide migrant workshop held in June each year. Staff is in the process of updating the state Comprehensive Needs Assessment this year and Service Delivery Plan next year. Staff will consider how growth is captured using the respective data source to see if it is accurately capturing gains.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**November 22, 2019**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Approval of 2019 State Board of Education Annual Report for the General Assembly

**Expected Outcome:** For the Board to be informed of the status of the 2019 Annual Report

**Materials:** None

**Staff Contact(s):** Megan Griffin, Director, Internal Communications

**Purpose of Agenda Item**

This item is to inform the Board about the status of the 2019 Annual Report. The Annual Report is not produced until the 2019 Report Card is finalized and published at the end of October. The Annual Report requires inclusion of specific data elements from the Report Card and its associated data systems. Additionally, data team members are primarily focused on the completion of the Report Card through the end of October. They then begin work on the Annual Report. Therefore, the 2019 Annual Report will be ready for your review at the end of November.

**Background Information/History**

The Illinois State Board of Education is required by [105 ILCS 3/2-3.11](#) to provide a report annually to the Governor and General Assembly with specific data. For reference, see the [2018 ISBE Annual Report](#). The 2019 Annual Report will include demographic, financial, and statistical data, including state, federal, and local resources; information on Illinois schools and districts; student demographics and assessment performance statistics; educator demographics and licensure data; and special education data. The data elements required in the Annual Report are assembled in specific formats, requiring staff to pull the information from multiple data systems and multiple areas of the agency. Once the data is compiled from various sources, the report then undergoes a multi-step review process. Please note a few data points are not available until the first of the year and will be added at that time.

The State Board of Education Annual Report has been in statute since 1945. All data within the Annual Report can be found within the annual Illinois Report Card. ISBE's 2020 legislative agenda includes a proposal to streamline communications by consolidating the Annual Report with the Illinois Report Card to eliminate this redundancy.

**Next Steps**

Board members will receive the 2019 Annual Report via email at the end of November and will be asked to act on the item at the Dec. 18 Board meeting in Springfield. If approved, the 2019 Annual Report will be filed with the Governor and Illinois General Assembly on or before Jan. 14, 2020.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**November 22, 2019**

**TO:** Illinois State Board of Education

**FROM:** Dr. Carmen I. Ayala, State Superintendent of Education   
Dr. Brenda M. Dixon, Research and Evaluation Officer 

**Agenda Topic:** Start Date Study

**Expected Outcome:** The Board will be informed of the draft Start Date Study Report mandated by House Resolution 244 (Murphy)

**Materials:** Start Date Study Report

**Staff Contact(s):** Teresa Moy, Project Administrator, Research and Evaluation

**Purpose of Agenda Item**

The purpose of this agenda item for the Board to be informed of the Start Date Study Report mandated by House Resolution 244 (Murphy).

**Background Information**

House Resolution 244 (Murphy) was adopted by the Illinois House of Representatives on May 30, 2019. The resolution urges the Illinois State Board of Education (ISBE) to study the impact of beginning a school term during various points throughout August as compared to after Labor Day.

The resolution requires ISBE to submit a report to the General Assembly by December 31, 2019, including the following information:

- 1) A summary of current school term start dates in school districts throughout Illinois; and
- 2) Laws in other states that govern when a school term may commence.

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

**Policy Implications:** The report will provide information to policymakers as they contemplate legislation regarding school start dates.

**Budget Implications:** None.

**Legislative Action:** Agency staff will transmit the report to the General Assembly by December 31, 2019.

**Communication:** Agency staff will transmit the report to the General Assembly by December 31, 2019.

**Pros and Cons of Various Actions:**

- **Pros:** Providing information to policymakers as they contemplate legislation regarding school start dates.
- **Cons:** The agency will be in noncompliance with HR 244 if the report is not approved and submitted by December 31, 2019.

**Next Steps**

Agency staff will prepare transmission to the General Assembly on or before December 31, 2019.



# Illinois State Board of Education

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

**Darren Reisberg**  
*Chair of the Board*

**Dr. Carmen I. Ayala**  
*State Superintendent of Education*

## School Start Date Study

This report is being submitted to comply with House Resolution 244 (Murphy), which urges the Illinois State Board of Education (ISBE) to study the impact of the beginning a school term during various points throughout August.

The study was produced by ISBE's Research and Evaluation Office:

Dr. Brenda M. Dixon, Research and Evaluation Officer  
Dr. Shuwan Chiu, Principal Analyst  
Nolan Fine  
Dr. Ali Imran  
Howard Hammel  
Teresa Moy

## Background

HR 244 (Murphy) was adopted by the Illinois House of Representatives on May 30, 2019. The resolution urges ISBE to study the impact of beginning a school term during various points throughout August as compared to after Labor Day.

The resolution requires ISBE to submit a report to the General Assembly by December 31, 2019, that includes the following information:

- 1) A summary of current school term start dates in school districts throughout Illinois, and
- 2) Laws in other states that govern when a school term may commence.

## Research Questions

ISBE developed the following research questions to comply with the resolution:

- 1) What is the first student day of school for each of our 852 districts in Illinois? How many districts start before Labor Day and how many districts start after Labor Day?
- 2) What policy or legislation do the other 49 states have regarding the first day of school? How many states start before Labor Day and how many states start after Labor Day?

**Research Question 1:** What is the first student day of school for each of our 852 districts in Illinois? How many districts start before Labor Day and how many districts start after Labor Day?

Per Section 10-19 of the School Code [105 ILCS 5/10-19], each local school board creates its own annual school calendar. These calendars must specify school opening and closing dates that accommodate a minimum term of at least 185 days to ensure 176 days of actual pupil attendance. Regional Offices of Education (ROEs) are assigned primary approval of all district calendars in their jurisdiction, including any changes. ISBE approves ROE alternative school program calendars as well as certain types of student and teacher attendance days in district calendars.

ISBE utilizes the Student Information System and the School Calendar data systems to collect first day of school date data. Six Local Education Agencies (LEAs) out of 852 school districts in Illinois (1 percent) start school after Labor Day (Figure 1), which represents 18 percent of statewide student enrollment (Figure 2).

Figure 1

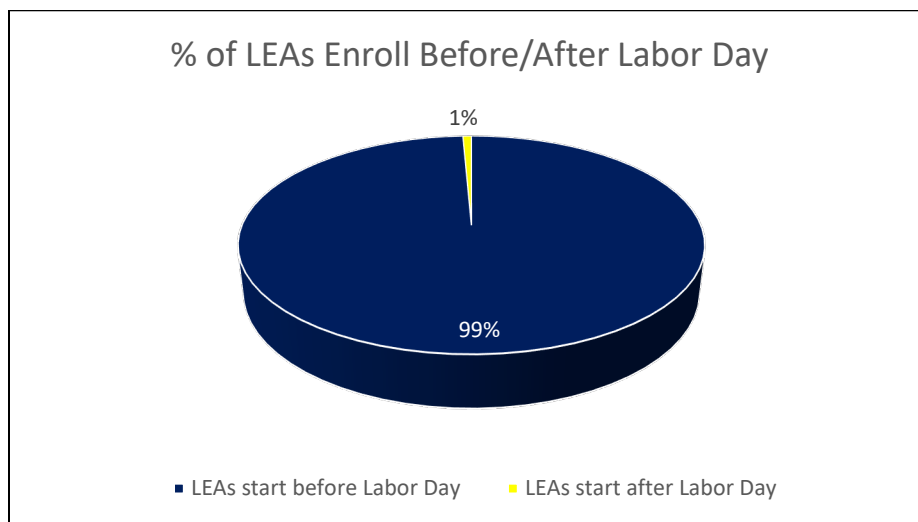
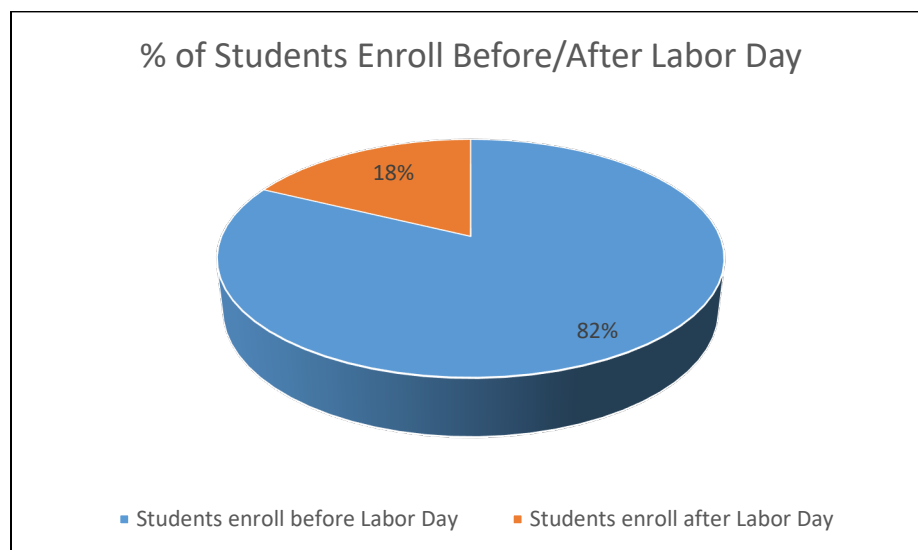


Figure 2





**Research Question 2:** What policy or legislation do the other 49 states have regarding the first day of school? How many states start before Labor Day and how many states start after Labor Day?

A uniform school calendar is an ongoing topic of discussion in states across our country. The first day of school impacts state testing windows, data collection scheduling, and a myriad of other school and community initiatives. Accordingly, a variety of strategies have been implemented or considered across the United States.

Nationally, Hawaii is the only state that has a statewide school calendar; notably, Hawaii has only one school district. The University of Vermont conducted a study and found that some states require a uniform start date.

The Office of Legislative Research in Connecticut researched legislation in 2018 regarding school start dates in Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, and Virginia. Only New York, Rhode Island, and Virginia regulated the first day of school. Eighteen of the 50 states have laws regulating the first day of school. Three of those states (Michigan, Minnesota, and Wisconsin) prohibit starting school prior to Labor Day.

## Appendix

| State         | Statutorily Mandated | Related Law or Regulation  |
|---------------|----------------------|--|
| Alabama       | No                   | Most schools begin in early August.  |
| Alaska        | No                   |  |
| Arizona       | No                   |  |
| Arkansas      | Yes                  | Schools may not begin (i) on or after the Monday of the week in which August 19 falls; (ii) not earlier than August 14, and the third Monday of each August; (iii) no later than August 26.                          |
| California    | No                   |  |
| Colorado      | No                   |  |
| Connecticut   | No                   |  |
| Delaware      | No                   |  |
| Florida       | Yes                  | Schools may not begin until August 10.   |
| Georgia       | No                   |  |
| Hawaii        | Yes                  | All schools begin August 5.  |
| Idaho         | No                   |  |
| Illinois      | No                   |  |
| Indiana       | Yes                  | Public schools and accredited nonpublic schools may not begin before the last Monday in August.  |
| Iowa          | Yes                  | Schools may not begin before August 23.  |
| Kansas        | No                   |  |
| Kentucky      | Yes                  | A local board may adopt a variable instructional school year calendar, with the first school day begin no earlier than the Monday closest to August 26.  |
| Louisiana     | No                   |  |
| Maine         | No                   |  |
| Maryland      | No                   |  |
| Massachusetts | No                   |  |
| Michigan      | Yes                  | Schools must begin after Labor Day.  |
| Minnesota     | Yes                  | Schools must begin after Labor Day.  |
| Mississippi   | Yes                  | Schools may begin on or after the third Monday in August.  |
| Missouri      | Yes                  | Schools may begin no sooner than 10 days before the first Monday in September. A law takes effect for the 2020-21 school year that would prohibit schools from starting more than 14 calendar days before Labor Day. |
| Montana       | No                   |  |
| Nebraska      | No                   |  |
| Nevada        | No                   |  |
| New Hampshire | No                   |  |
| New Jersey    | No                   |  |
| New Mexico    | No                   |  |
| New York      | Yes                  | Schools must begin in September.   |

|                |     |  |
|----------------|-----|--|
| North Carolina | Yes | Schools may not begin before the Monday closest to August 26.                                |
| North Dakota   | No  |  |
| Ohio           | No  |  |
| Oklahoma       | No  |  |
| Oregon         | No  |  |
| Pennsylvania   | No  |  |
| Rhode Island   | Yes | Schools may not begin later than the first Thursday following the first Monday of September. |
| South Carolina | Yes | Schools may not begin before the third Monday in August.                                     |
| South Dakota   | No  |  |
| Tennessee      | Yes | Schools may not begin before August 1 unless approved by the local school board.             |
| Texas          | Yes | Schools may not begin before the fourth Monday in August.                                    |
| Utah           | No  |  |
| Vermont        | No  |  |
| Virginia       | Yes | Schools may begin no earlier than 14 days before Labor Day.                                  |
| Washington     | No  |  |
| West Virginia  | No  |  |
| Wisconsin      | Yes | Schools may not begin prior to September 1.  |
| Wyoming        | No  |  |

## References

Alabama: <https://legiscan.com/AL/research/HB396/2019>

Arkansas:

<http://www.arkleg.state.ar.us/assembly/2019/2019R/Pages/BillInformation.aspx?measureno=HB1390>

Connecticut: <https://www.cga.ct.gov/2018/rpt/pdf/2018-R-0299.pdf>

Florida: [http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&URL=1000-1099/1001/Sections/1001.42.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1001/Sections/1001.42.html)

Hawaii: <http://www.hawaiipublicschools.org/Pages/Calendar.aspx>

Indiana: <http://iga.in.gov/legislative/2017/bills/senate/88>

Iowa: <https://educateiowa.gov/resources/legal-resources/legal-lessons/school-start-date-co-curricular-vs-extra-curricular>

Kentucky: <https://education.ky.gov/districts/enrol/Pages/School-Calendar.aspx>

Michigan:

[http://www.legislature.mi.gov/\(S\(jka5d1ggcgquuatdoxqrfjbp\)\)/mileg.aspx?page=GetObject&objectname=mcl-380-1284b](http://www.legislature.mi.gov/(S(jka5d1ggcgquuatdoxqrfjbp))/mileg.aspx?page=GetObject&objectname=mcl-380-1284b)

Minnesota: <https://www.revisor.mn.gov/statutes/cite/120A.40>

Mississippi: <https://trackbill.com/bill/mississippi-house-bill-456-school-start-date-act-repeal-in-order-to-allow-local-school-boards-to-determine-the-start-of-a-new-academic-year/654424/>

Missouri: <https://legiscan.com/MO/bill/HB161/2019>

New York:

[https://nyassembly.gov/leg/?default\\_fld=&bn=A03600&term=2015&Summary=Y&Actions=Y&Votes=Y&Memo=Y&Text=Y](https://nyassembly.gov/leg/?default_fld=&bn=A03600&term=2015&Summary=Y&Actions=Y&Votes=Y&Memo=Y&Text=Y)

North Carolina: <http://www.dpi.state.nc.us/fbs/accounting/calendar/>

Rhode Island: <https://www.ride.ri.gov/Portals/0/Uploads/Documents/Board-of-Education/Regulations/School-Calendar-School-Day.pdf>

South Carolina: <https://legiscan.com/SC/bill/H3095/2019>

Texas: [https://texas.public.law/statutes/tex.\\_educ.\\_code\\_section\\_25.0811](https://texas.public.law/statutes/tex._educ._code_section_25.0811)

Virginia: <https://lis.virginia.gov/cgi-bin/legp604.exe?191+sum+HB1652>

Wisconsin: [https://docs.legis.wisconsin.gov/code/admin\\_code/pi/27](https://docs.legis.wisconsin.gov/code/admin_code/pi/27)

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**November 22, 2019**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Information Item: ISBE Fiscal & Administrative Monthly Reports

**Materials:** Financial Status Report (contract & grant detail) – 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

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

**Districts**

The fiscal and administrative reports are for informational purposes only. State and federal funding supports critical school functions to uphold efforts toward obtaining the board's goals. This funding provides the most support to the Illinois' communities most in need.

**Recommendations:**

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

**ILLINOIS STATE BOARD OF EDUCATION**  
**FINANCIAL STATUS REPORT - 07/01/2018 THROUGH 10/31/19**  
**FY2019**

|                               | <u>Funded<br/>Amount</u> | <u>Expended<br/>Year to<br/>Date</u> | <u>% Spent<br/>Year to<br/>Date</u> | <u>October<br/>Expenditures</u> | <u>Description</u>  |
|-------------------------------|--------------------------|--------------------------------------|-------------------------------------|---------------------------------|---|
| Personal Services and Related | 57,643.0                 | 35,317.3                             | 61.3%                               | 0.0                             | Salaries & Benefits   |
| Contractual Services          | 159,312.4                | 91,142.6                             | 57.2%                               | 560.2                           | Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees |
| Travel                        | 2,641.9                  | 816.7                                | 30.9%                               | 0.0                             | 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%                               | 0.0                             | Computers; Printers; Furniture  |
| Telecommunications            | 986.2                    | 622.4                                | 63.1%                               | 0.0                             | Telecommunications Expenses   |
| Auto Operations               | 14.8                     | 14.8                                 | 100.0%                              | 0.0                             | Operation of Agency Autos   |
| Prompt Payment Act            | 98.4                     | 52.1                                 | 52.9%                               | 4.0                             | Prompt Payment  |
| Refunds                       | 6.5                      | 4.7                                  | 72.3%                               | 0.0                             | Refunds   |
| Grants                        | 11,953,794.2             | 10,525,116.5                         | 88.0%                               | (352.9)                         | See Detail Below  |
| Non-appropriated Grants       | 3,750.0                  | 239.4                                | 6.4%                                | 0.0                             | See Detail Below  |
| School Construction Grants    | 29,391.1                 | 0.0                                  | 0.0%                                | 0.0                             | School Construction Funds   |
| <b>TOTAL</b>                  | <b>12,209,983.7</b>      | <b>10,653,849.8</b>                  | <b>87.3%</b>                        | <b>211.3</b>                    |   |

| <u>Funded<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u> |
|--------------------------|-------------------------|------------------------|----------------|--------------------|
|--------------------------|-------------------------|------------------------|----------------|--------------------|

**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% | 0.0 |                                    |
| 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<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u>   |
|----------------------------|--------------------------|-------------------------|------------------------|----------------|--|
| <b>Detailed Breakdown:</b> |                          |                         |                        |                |  |
| 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<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u>   |
|-----------------------------|--------------------------|-------------------------|------------------------|----------------|--|
| <b>Detailed Breakdown:</b>  |                          |                         |                        |                |  |
| 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<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u>  |
|---|--------------------------|-------------------------|------------------------|----------------|---|
| <b>Detailed Breakdown:</b>                  |                          |                         |                        |                |   |
| GRF   | 50.0                     | 20.9                    | 41.8%                  | 0.0            |   |
| Dynamic Interactive Business                |                          |                         |                        |                | One developer (HEMANT SINDER) to assist in the development and maintenance of extant and future data systems as they pertain to the Statewide Longitudinal Data System (SLDS) Illinois Data for Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY172214 |
| Federal                                     | 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 O'Keefe) 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<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u>   |
|---|--------------------------|-------------------------|------------------------|----------------|--|
| <b>Detailed Breakdown:</b>                  |                          |                         |                        |                |  |
| 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<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</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<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u> |
|----------------------------|--------------------------|-------------------------|------------------------|----------------|--------------------|
| <b>Detailed Breakdown:</b> |                          |                         |                        |                |                    |
| 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<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u> |
|--------------------------|-------------------------|------------------------|----------------|--------------------|
|--------------------------|-------------------------|------------------------|----------------|--------------------|

**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<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u> |
|--------------------------|-------------------------|------------------------|----------------|--------------------|
|--------------------------|-------------------------|------------------------|----------------|--------------------|

#### 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<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u> |
|--------------------------|-------------------------|------------------------|----------------|--------------------|
|--------------------------|-------------------------|------------------------|----------------|--------------------|

**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%  | 0.0 |  |
| University of Wisconsin Madison           |         |         |        |     | Evaluation services designed to assess the progress of children in attaining English proficiency as required by Title I of the No Child Left behind Act of 2001.   |
| Federal                                   | 3,104.5 | 3,104.5 | 100.0% | 0.0 |  |
| GRF                                       | 3,104.5 | 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<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u> |
|--------------------------|-------------------------|------------------------|----------------|--------------------|
|--------------------------|-------------------------|------------------------|----------------|--------------------|

#### 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<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u> |
|--------------------------|-------------------------|------------------------|----------------|--------------------|
|--------------------------|-------------------------|------------------------|----------------|--------------------|

**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% | 0.0 |              |

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% | 0.0 |   |
| 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 | 638,693.0   | 58.6%  | (6.9)   | Formula  |
| Child Nutrition            | 1,062,500.0 | 774,469.0   | 72.9%  | (2.8)   | Formula - Reimbursement  |
| IDEA                       | 754,000.0   | 508,552.2   | 67.4%  | 0.2     | Formula  |
| Early Childhood Block      | 485,216.3   | 485,103.1   | 100.0% | (113.2) | 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   | 77,265.6    | 38.6%  | (2.8)   | 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    | 72,941.6    | 99.9%  | (58.4)  | Formula  |

| <u>Funded</u><br><u>Amount</u> | <u>YTD</u><br><u>Expended</u> | <u>YTD</u><br><u>% Spent</u> | <u>October</u> | <u>Description</u> |
|--------------------------------|-------------------------------|------------------------------|----------------|--------------------|
|--------------------------------|-------------------------------|------------------------------|----------------|--------------------|

**Detailed Breakdown:**

|                                      |          |          |        |        |  |
|--------------------------------------|----------|----------|--------|--------|--|
| School Infrastructure                | 56,300.0 | 371.6    | 0.7%   | 0.0    | Grant  |
| Career and Tech Ed - Federal         | 55,000.0 | 39,416.1 | 71.7%  | (0.3)  | Formula and Competitive - to improve student academic and career skills                    |
| Title III - English Language Acq     | 50,400.0 | 26,424.2 | 52.4%  | (16.3) | Grant  |
| Career & Tech Ed Programs - State    | 38,062.1 | 38,036.7 | 99.9%  | (14.7) | 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 | 14,016.7 | 93.4%  | (13.1) | Grants   |
| Orphanage Tuition                    | 13,600.0 | 9,578.7  | 70.4%  | (45.7) | Reimbursement to school districts for children residing in orphanages                      |
| Truants' Alt & Optional Education    | 11,500.0 | 11,468.9 | 99.7%  | (15.4) | 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  | 6,298.2  | 100.0% | (1.8)  | Formula  |
| Substance Abuse and Mental Health    | 5,126.1  | 1,216.3  | 23.7%  | 0.0    | Grant  |
| Agriculture Education                | 5,000.0  | 4,946.6  | 98.9%  | (13.6) | 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%   | 0.0    | 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  | 828.9    | 82.7%  | (48.1) | 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 October 31, 2019**

|   | Appropriation<br>Amount | Expenditures to<br>Date | Unexpended<br>Appropriation | Percentage<br>spent YTD | Percentage<br>Unexpended |
|---|-------------------------|-------------------------|-----------------------------|-------------------------|--------------------------|
| <b><u>General Revenue Fund</u></b>                        |                         |                         |                             |                         |                          |
| Lump Sums   | \$ 72,603,100           | \$ 62,362,949           | \$ 10,240,151               | 85.90%                  | 14.10%                   |
| <i>Sub-total</i>  | 72,603,100              | 62,362,949              | 10,240,151                  | 85.90%                  | 14.10%                   |
| Awards and Grants   | 3,735,852,000           | 3,729,974,729           | 5,877,271                   | 99.84%                  | 0.16%                    |
| <b>Total General Revenue Fund</b>                         | <b>\$ 3,808,455,100</b> | <b>\$ 3,792,337,678</b> | <b>\$ 16,117,422</b>        | <b>99.58%</b>           | <b>0.42%</b>             |
| <b><u>Education Assistance Fund</u></b>                   |                         |                         |                             |                         |                          |
| 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%                    |
| <b>Total Education Assistance Fund</b>                    | <b>\$ 728,869,700</b>   | <b>\$ 728,849,300</b>   | <b>\$ 20,400</b>            | <b>100.00%</b>          | <b>0.00%</b>             |
| <b><u>Common School Fund</u></b>                          |                         |                         |                             |                         |                          |
| Awards and Grants   | \$ 3,213,015,600        | \$ 3,213,015,600        | \$ -                        | 100.00%                 | 0.00%                    |
| <b><u>Teacher Certification Fee Revolving Fund</u></b>    |                         |                         |                             |                         |                          |
| Lump Sums   | \$ 6,000,000            | \$ 2,044,600            | \$ 3,955,400                | 34.08%                  | 65.92%                   |
| <b><u>Drivers Education Fund</u></b>                      |                         |                         |                             |                         |                          |
| Awards and Grants   | \$ 18,750,000           | \$ 18,749,962           | \$ 38                       | 100.00%                 | 0.00%                    |
| <b><u>School Dist. Emergency Financial Asst. Fund</u></b> |                         |                         |                             |                         |                          |
| Awards and Grants   | \$ 1,000,000            | \$ 46,140               | \$ 953,860                  | 4.61%                   | 95.39%                   |
| <b><u>SBE Special Purpose Trust Fund</u></b>              |                         |                         |                             |                         |                          |
| Lump Sums (00)  | \$ 8,484,800            | \$ 6,720,566            | \$ 1,764,234                | 79.21%                  | 20.79%                   |
| Lump Sums (10)  | 7,015,200               | 3,896,175               | 3,119,025                   | 55.54%                  | 44.46%                   |
| <b>Total SBE Special Purpose Trust Fund</b>               | <b>\$ 15,500,000</b>    | <b>\$ 10,616,741</b>    | <b>\$ 4,883,259</b>         | <b>68.50%</b>           | <b>31.50%</b>            |

**ILLINOIS STATE BOARD OF EDUCATION**  
**Financial Status Report**  
**July 1, 2018 through October 31, 2019**

|  | Appropriation<br>Amount | Expenditures to<br>Date | Unexpended<br>Appropriation | Percentage<br>spent YTD | Percentage<br>Unexpended |
|--|-------------------------|-------------------------|-----------------------------|-------------------------|--------------------------|
| <b><u>SBE Teacher Certification Institution Fund</u></b> |                         |                         |                             |                         |                          |
| Lump Sums  | \$ 2,208,900            | \$ 509,855              | \$ 1,699,045                | 23.08%                  | 76.92%                   |
| <b><u>SBE Federal Department of Agriculture Fund</u></b> |                         |                         |                             |                         |                          |
| 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%                   |
| <b>Sub-total</b>   | <b>19,904,700</b>       | <b>8,959,169</b>        | <b>10,945,531</b>           | <b>45.01%</b>           | <b>54.99%</b>            |
| Awards and Grants  | 1,062,500,000           | 774,468,974             | 288,031,026                 | 72.89%                  | 27.11%                   |
| <b>Total SBE Federal Department of Agriculture Fund</b>  | <b>\$ 1,082,404,700</b> | <b>\$ 783,428,143</b>   | <b>\$ 298,976,557</b>       | <b>72.38%</b>           | <b>27.62%</b>            |
| <b><u>SBE Federal Agency Services Fund</u></b>           |                         |                         |                             |                         |                          |
| 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%                   |
| <b>Sub-total</b>   | <b>17,428,800</b>       | <b>3,220,645</b>        | <b>14,208,155</b>           | <b>18.48%</b>           | <b>81.52%</b>            |
| <b>Total SBE Federal Agency Services Fund</b>            | <b>\$ 17,428,800</b>    | <b>\$ 3,220,645</b>     | <b>\$ 14,208,155</b>        | <b>18.48%</b>           | <b>81.52%</b>            |

**ILLINOIS STATE BOARD OF EDUCATION**  
**Financial Status Report**  
**July 1, 2018 through October 31, 2019**

|  | Appropriation<br>Amount | Expenditures to<br>Date | Unexpended<br>Appropriation | Percentage<br>spent YTD | Percentage<br>Unexpended |
|--|-------------------------|-------------------------|-----------------------------|-------------------------|--------------------------|
| <b><u>SBE Federal Department of Education Fund</u></b>           |                         |                         |                             |                         |                          |
| Personal Services and Related Expenditures                       | \$ 25,209,400           | \$ 8,684,413            | \$ 16,524,987               | 34.45%                  | <b>65.55%</b>            |
| Contractual Services   | 22,335,400              | 10,369,319              | 11,966,081                  | 46.43%                  | <b>53.57%</b>            |
| Travel   | 1,600,000               | 292,211                 | 1,307,789                   | 18.26%                  | <b>81.74%</b>            |
| Commodities  | 305,000                 | 55,133                  | 249,867                     | 18.08%                  | <b>81.92%</b>            |
| Printing   | 341,000                 | -                       | 341,000                     | 0.00%                   | <b>100.00%</b>           |
| Equipment  | 679,000                 | 28,995                  | 650,005                     | 4.27%                   | <b>95.73%</b>            |
| Telecommunications   | 400,000                 | 96,861                  | 303,139                     | 24.22%                  | <b>75.78%</b>            |
| Lump Sums  | 70,000,000              | 14,077,005              | 55,922,995                  | 20.11%                  | <b>79.89%</b>            |
| <b><i>Sub-total</i></b>  | <b>120,869,800</b>      | <b>33,603,937</b>       | <b>87,265,863</b>           | <b>27.80%</b>           | <b>72.20%</b>            |
| Awards and Grants  | 2,439,500,000           | 1,406,422,173           | 1,033,077,827               | 57.65%                  | <b>42.35%</b>            |
| <b>Total SBE Federal Department of Education Fund</b>            | <b>\$ 2,560,369,800</b> | <b>\$ 1,440,026,110</b> | <b>\$ 1,120,343,690</b>     | <b>56.24%</b>           | <b>43.76%</b>            |
| <b><u>Charter Schools Revolving Loan Program Fund</u></b>        |                         |                         |                             |                         |                          |
| Awards and Grants  | \$ 200,000              | \$ -                    | \$ 200,000                  | 0.00%                   | <b>100.00%</b>           |
| <b><u>School Infrastructure Fund</u></b>                         |                         |                         |                             |                         |                          |
| Lump Sums  | \$ 600,000              | \$ 210,314              | \$ 389,686                  | 35.05%                  | <b>64.95%</b>            |
| District Broadband Expansion                                     | 16,300,000              | 371,572                 | 15,928,428                  | 2.28%                   | <b>97.72%</b>            |
| School Maintenance Grants  | 40,000,000              | -                       | 40,000,000                  | 0.00%                   | <b>100.00%</b>           |
| <b>Total School Infrastructure Fund</b>                          | <b>\$ 56,900,000</b>    | <b>\$ 581,886</b>       | <b>\$ 56,318,114</b>        | <b>1.02%</b>            | <b>98.98%</b>            |
| <b><u>School Technology Revolving Loan Program Fund</u></b>      |                         |                         |                             |                         |                          |
| Awards and Grants  | \$ 7,500,000            | \$ 442,300              | \$ 7,057,700                | 5.90%                   | <b>94.10%</b>            |
| <b><u>Temporary Relocation Expenses Revolving Grant Fund</u></b> |                         |                         |                             |                         |                          |
| Awards and Grants  | \$ 1,000,000            | \$ -                    | \$ 1,000,000                | 0.00%                   | <b>100.00%</b>           |

**ILLINOIS STATE BOARD OF EDUCATION**  
**Financial Status Report**  
**July 1, 2018 through October 31, 2019**

|  | Appropriation<br>Amount  | Expenditures to<br>Date  | Unexpended<br>Appropriation | Percentage<br>spent YTD | Percentage<br>Unexpended |
|--|--------------------------|--------------------------|-----------------------------|-------------------------|--------------------------|
| <b><u>Capital Development Fund</u></b>               |                          |                          |                             |                         |                          |
| Overcrowded Schools Construction Grants              | \$ 25,000,000            | \$ -                     | \$ 25,000,000               | 0.00%                   | 100.00%                  |
| <b><u>School Construction Fund</u></b>               |                          |                          |                             |                         |                          |
| School Maintenance Grants                            | \$ 4,391,137             | \$ -                     | \$ 4,391,137                | 0.00%                   | 100.00%                  |
| <b><u>Personal Property Tax Replacement Fund</u></b> |                          |                          |                             |                         |                          |
| Lump Sums  | \$ 70,000                | \$ 70,000                | \$ -                        | 100.00%                 | 0.00%                    |
| Awards and Grants                                    | 6,970,000                | 6,968,586                | 1,414                       | 99.98%                  | 0.02%                    |
| Grants for Educational Purposes                      | 11,000,000               | 10,398,679               | 601,321                     | 94.53%                  | 5.47%                    |
| <b>Total Personal Property Tax Replacement Fund</b>  | <b>\$ 18,040,000</b>     | <b>\$ 17,437,265</b>     | <b>\$ 602,735</b>           | <b>96.66%</b>           | <b>3.34%</b>             |
| <b><u>After School Rescue Fund</u></b>               |                          |                          |                             |                         |                          |
| Lump Sums  | \$ 200,000               | \$ -                     | \$ 200,000                  | 0.00%                   | 100.00%                  |
| <b><u>Fund for Advancement of Education</u></b>      |                          |                          |                             |                         |                          |
| Awards and Grants                                    | \$ 641,500,000           | \$ 641,448,754           | \$ 51,246                   | 99.99%                  | 0.01%                    |
| <b><u>State Charter School Commission Fund</u></b>   |                          |                          |                             |                         |                          |
| Lump Sums  | \$ 1,250,000             | \$ 1,094,796             | \$ 155,204                  | 87.58%                  | 12.42%                   |
| <b>ISBE TOTALS</b>                                   | <b>\$ 12,209,983,737</b> | <b>\$ 10,653,849,774</b> | <b>\$ 1,556,133,963</b>     | <b>87.26%</b>           | <b>12.74%</b>            |

**ILLINOIS STATE BOARD OF EDUCATION**  
**Combined Financial Status Report**  
**July 1, 2018 through October 31, 2019**

|  | Appropriation<br>Amount  | Expenditures to<br>Date (Direct) | Federal Indirect<br>Cost Recovery<br>Expenditures | Unexpended<br>Appropriation | Percentage<br>spent YTD | Percentage<br>Unexpended |
|--|--------------------------|----------------------------------|---|-----------------------------|-------------------------|--------------------------|
| <b><u>All Funds</u></b>                    |                          |                                  |   |                             |                         |                          |
| Personal Services and Related Expenditures | \$ 33,089,321            | \$ 13,042,426                    | \$ 734,421  | \$ 19,312,474               | 39.42%                  | <b>58.36%</b>            |
| Contractual Services                       | 38,298,427               | 14,815,707                       | 2,918,027   | 20,564,693                  | 38.68%                  | <b>53.70%</b>            |
| Travel                                     | 2,208,037                | 547,632                          | 178,037   | 1,482,368                   | 24.80%                  | <b>67.14%</b>            |
| Commodities                                | 434,888                  | 82,401                           | 4,888   | 347,599                     | 18.95%                  | <b>79.93%</b>            |
| Printing                                   | 498,006                  | 15,950                           | 6   | 482,050                     | 3.20%                   | <b>96.80%</b>            |
| Equipment                                  | 1,002,348                | 67,103                           | 1,348   | 933,897                     | 6.69%                   | <b>93.17%</b>            |
| Telecommunications                         | 508,056                  | 134,469                          | 49,056  | 324,531                     | 26.47%                  | <b>63.88%</b>            |
| Operation of Automotive Equipment          | 10,392                   | -                                | 10,392  | -                           | 0.00%                   | <b>0.00%</b>             |
| Lump Sums                                  | 164,556,226              | 87,090,086                       | -   | 77,466,140                  | 52.92%                  | <b>47.08%</b>            |
| <b>Sub-total</b>                           | <b>240,605,700</b>       | <b>115,795,774</b>               | <b>3,896,174</b>                                  | <b>120,913,752</b>          | <b>48.13%</b>           | <b>50.25%</b>            |
| Awards and Grants                          | 11,899,986,900           | 10,534,157,826                   | -   | 1,365,829,073               | 88.52%                  | <b>11.48%</b>            |
| Construction Grants                        | 69,391,137               | -                                | -   | 69,391,137                  | 0.00%                   | <b>100.00%</b>           |
| <b>Total All Funds</b>                     | <b>\$ 12,209,983,737</b> | <b>\$ 10,649,953,600</b>         | <b>\$ 3,896,174</b>                               | <b>\$ 1,556,133,963</b>     | <b>87.22%</b>           | <b>12.74%</b>            |
| <b><u>General Revenue Fund</u></b>         |                          |                                  |   |                             |                         |                          |
| Lump Sums                                  | \$ 72,603,100            | \$ 62,362,949                    | \$ -  | \$ 10,240,151               | 85.90%                  | <b>14.10%</b>            |
| <b>Sub-total</b>                           | <b>72,603,100</b>        | <b>62,362,949</b>                | <b>-</b>  | <b>10,240,151</b>           | <b>85.90%</b>           | <b>14.10%</b>            |
| Awards and Grants                          | 3,735,852,000            | 3,729,974,729                    | -   | 5,877,271                   | 99.84%                  | <b>0.16%</b>             |
| <b>Total General Revenue Fund</b>          | <b>\$ 3,808,455,100</b>  | <b>\$ 3,792,337,677</b>          | <b>\$ -</b>                                       | <b>\$ 16,117,422</b>        | <b>99.58%</b>           | <b>0.42%</b>             |
| <b><u>Other State Funds</u></b>            |                          |                                  |   |                             |                         |                          |
| Lump Sums                                  | \$ 25,849,300            | \$ 14,546,306                    | \$ -  | \$ 11,302,994               | 56.27%                  | <b>43.73%</b>            |
| <b>Sub-total</b>                           | <b>25,849,300</b>        | <b>14,546,306</b>                | <b>-</b>  | <b>11,302,994</b>           | <b>56.27%</b>           | <b>43.73%</b>            |
| Awards and Grants                          | 4,646,084,900            | 4,620,290,892                    | -   | 25,794,008                  | 99.44%                  | <b>0.56%</b>             |
| Construction Grants                        | 69,391,137               | -                                | -   | 69,391,137                  | 0.00%                   | <b>100.00%</b>           |
| <b>Total Other State Funds</b>             | <b>\$ 4,741,325,337</b>  | <b>\$ 4,634,837,198</b>          | <b>\$ -</b>                                       | <b>\$ 106,488,139</b>       | <b>97.75%</b>           | <b>2.25%</b>             |
| <b><u>Federal Funds</u></b>                |                          |                                  |   |                             |                         |                          |
| Personal Services and Related Expenditures | \$ 32,354,900            | \$ 13,042,426                    | \$ -  | \$ 19,312,474               | 40.31%                  | <b>59.69%</b>            |
| Contractual Services                       | 35,380,400               | 14,815,707                       | -   | 20,564,693                  | 41.88%                  | <b>58.12%</b>            |
| Travel                                     | 2,030,000                | 547,632                          | -   | 1,482,368                   | 26.98%                  | <b>73.02%</b>            |
| Commodities                                | 430,000                  | 82,401                           | -   | 347,599                     | 19.16%                  | <b>80.84%</b>            |
| Printing                                   | 498,000                  | 15,950                           | -   | 482,050                     | 3.20%                   | <b>96.80%</b>            |
| Equipment                                  | 1,001,000                | 67,103                           | -   | 933,897                     | 6.70%                   | <b>93.30%</b>            |
| Telecommunications                         | 459,000                  | 134,469                          | -   | 324,531                     | 29.30%                  | <b>70.70%</b>            |
| Lump Sums                                  | 70,000,000               | 14,077,005                       | -   | 55,922,995                  | 20.11%                  | <b>79.89%</b>            |
| <b>Sub-total</b>                           | <b>142,153,300</b>       | <b>42,782,693</b>                | <b>-</b>  | <b>99,370,607</b>           | <b>30.10%</b>           | <b>69.90%</b>            |
| Awards and Grants                          | 3,518,050,000            | 2,183,892,206                    | -   | 1,334,157,794               | 62.08%                  | <b>37.92%</b>            |
| <b>Total Federal Funds</b>                 | <b>\$ 3,660,203,300</b>  | <b>\$ 2,226,674,899</b>          | <b>\$ -</b>                                       | <b>\$ 1,433,528,401</b>     | <b>60.83%</b>           | <b>39.17%</b>            |

**ILLINOIS STATE BOARD OF EDUCATION**

**Awards and Grants Expenditures**

**July 1, 2018 through October 31, 2019**

|   | Appropriation<br>Amount | Expenditures to<br>Date | Unexpended<br>Appropriation | Percentage<br>spent YTD | Percentage<br>Unexpended |
|---|-------------------------|-------------------------|-----------------------------|-------------------------|--------------------------|
| <b><u>General Revenue Fund</u></b>                  |                         |                         |                             |                         |                          |
| 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               | 4,946,671               | 53,329                      | 98.93%                  | 1.07%                    |
| Vocational Education Career and Technical Education | 38,062,100              | 38,036,683              | 25,417                      | 99.93%                  | 0.07%                    |
| Early Childhood Education                           | 485,216,292             | 485,103,083             | 113,209                     | 99.98%                  | 0.02%                    |
| 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               | 6,298,245               | 1,755                       | 99.97%                  | 0.03%                    |
| Truants' Alternative/Optional Education             | 11,500,000              | 11,468,900              | 31,100                      | 99.73%                  | 0.27%                    |
| 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              | 72,941,577              | 58,423                      | 99.92%                  | 0.08%                    |
| 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              | 9,578,725               | 4,021,275                   | 70.43%                  | 29.57%                   |
| 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               | 828,873                 | 173,927                     | 82.66%                  | 17.34%                   |
| Autism  | 100,000                 | 100,000                 | -                           | 100.00%                 | 0.00%                    |
| After-School Programs (Community Health Initiative) | 15,000,000              | 14,016,778              | 983,222                     | 93.45%                  | 6.55%                    |
| 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%                    |
| <b>Total General Revenue Fund</b>                   | <b>\$ 3,724,886,392</b> | <b>\$ 3,719,221,603</b> | <b>\$ 5,664,789</b>         | <b>99.85%</b>           | <b>0.15%</b>             |
| <b><u>Education Assistance Fund</u></b>             |                         |                         |                             |                         |                          |
| Evidence-Based Funding                              | \$ 727,149,356          | \$ 727,149,356          | -                           | 100.00%                 | 0.00%                    |
|   |                         |                         | -                           |                         |                          |
| <b>Total Education Assistance Fund</b>              | <b>\$ 727,149,356</b>   | <b>\$ 727,149,356</b>   | <b>\$ -</b>                 | <b>100.00%</b>          | <b>0.00%</b>             |



**ILLINOIS STATE BOARD OF EDUCATION**  
**Awards and Grants Expenditures**  
**July 1, 2018 through October 31, 2019**

|  | Appropriation<br>Amount | Expenditures to<br>Date | Unexpended<br>Appropriation | Percentage<br>spent YTD | Percentage<br>Unexpended |
|--|-------------------------|-------------------------|-----------------------------|-------------------------|--------------------------|
| <b><u>Common School Fund</u></b>                         |                         |                         |                             |                         |                          |
| Evidence-Based Funding                                   | \$ 3,213,015,600        | \$ 3,213,015,600        | \$ -                        | 100.00%                 | 0.00%                    |
|  |                         |                         | -                           |                         |                          |
| <b>Total Common School Fund</b>                          | <b>\$ 3,213,015,600</b> | <b>\$ 3,213,015,600</b> | <b>\$ -</b>                 | <b>100.00%</b>          | <b>0.00%</b>             |
| <b><u>Special Purpose Trust Fund</u></b>                 |                         |                         |                             |                         |                          |
| Special Purpose Trust                                    | \$ 6,718,066            | \$ 6,718,066            | \$ -                        | 100.00%                 | 0.00%                    |
| <b>Total Special Purpose Trust Fund</b>                  | <b>\$ 6,718,066</b>     | <b>\$ 6,718,066</b>     | <b>\$ -</b>                 | <b>100.00%</b>          | <b>0.00%</b>             |
| <b><u>Teacher Certificate Fee Revolving Fund</u></b>     |                         |                         |                             |                         |                          |
| Lump Sums  |                         |                         | \$ -                        |                         |                          |
| <b>Total Teacher Certificate Fee Revolving Fund</b>      | <b>\$ -</b>             | <b>\$ -</b>             | <b>\$ -</b>                 |                         |                          |
| <b><u>Drivers Education Fund</u></b>                     |                         |                         |                             |                         |                          |
| Driver Education Grants                                  | \$ 18,750,000           | \$ 18,749,962           | \$ 38                       | 100.00%                 | 0.00%                    |
| <b>Total Drivers Education Fund</b>                      | <b>\$ 18,750,000</b>    | <b>\$ 18,749,962</b>    | <b>\$ 38</b>                | <b>100.00%</b>          | <b>0.00%</b>             |
| <b><u>Fund for the Advancement of Education</u></b>      |                         |                         |                             |                         |                          |
| Evidence-Based Funding                                   | \$ 641,500,000          | \$ 641,448,754          | \$ 51,246                   | 99.99%                  | 0.01%                    |
| <b>Total Fund for the Advancement of Education</b>       | <b>\$ 641,500,000</b>   | <b>\$ 641,448,754</b>   | <b>\$ 51,246</b>            | <b>99.99%</b>           | <b>0.01%</b>             |
| <b><u>SBE Federal Department of Agriculture Fund</u></b> |                         |                         |                             |                         |                          |
| Federal Nutrition Programs                               | \$ 1,062,500,000        | \$ 774,468,974          | \$ 288,031,026              | 72.89%                  | 27.11%                   |
| <b>Total SBE Federal Department of Agriculture Fund</b>  | <b>\$ 1,062,500,000</b> | <b>\$ 774,468,974</b>   | <b>\$ 288,031,026</b>       | <b>72.89%</b>           | <b>27.11%</b>            |

**ILLINOIS STATE BOARD OF EDUCATION**

**Awards and Grants Expenditures**

**July 1, 2018 through October 31, 2019**

|  | Appropriation<br>Amount | Expenditures to<br>Date | Unexpended<br>Appropriation | Percentage<br>spent YTD | Percentage<br>Unexpended |
|--|-------------------------|-------------------------|-----------------------------|-------------------------|--------------------------|
| <b><u>SBE Federal Agency Services Fund</u></b>                 |                         |                         |                             |                         |                          |
| 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%                   |
| <b>Total SBE Federal Agency Services Fund</b>                  | <b>\$ 11,618,125</b>    | <b>\$ 2,753,273</b>     | <b>\$ 8,864,852</b>         | <b>23.70%</b>           | <b>76.30%</b>            |
| <b><u>SBE Federal Department of Education Fund</u></b>         |                         |                         |                             |                         |                          |
| 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              | 26,424,221              | 23,975,779                  | 52.43%                  | 47.57%                   |
| 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             | 598,168,770             | 336,157,778                 | 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             | 46,671,926              | 63,328,074                  | 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             | 508,552,155             | 245,447,845                 | 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              | 39,416,066              | 15,583,934                  | 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%                  |
| <b>Total SBE Federal Department of Education Fund</b>          | <b>\$ 2,464,420,662</b> | <b>\$ 1,403,342,396</b> | <b>\$ 1,061,078,266</b>     | <b>56.94%</b>           | <b>43.06%</b>            |
| <b><u>Charter Schools Revolving Loan Program Fund</u></b>      |                         |                         |                             |                         |                          |
| Charter Schools Revolving Loans                                | \$ 200,000              | \$ -                    | \$ 200,000                  | 0.00%                   | 100.00%                  |
| <b>Total Charter Schools Rev. Loan Program Fund</b>            | <b>\$ 200,000</b>       | <b>\$ -</b>             | <b>\$ 200,000</b>           | <b>0.00%</b>            | <b>100.00%</b>           |

**ILLINOIS STATE BOARD OF EDUCATION**  
**Awards and Grants Expenditures**  
**July 1, 2018 through October 31, 2019**

|  | Appropriation<br>Amount  | Expenditures to<br>Date  | Unexpended<br>Appropriation | Percentage<br>spent YTD | Percentage<br>Unexpended |
|--|--------------------------|--------------------------|-----------------------------|-------------------------|--------------------------|
| <b><u>School Technology Revolving Loan Program Fund</u></b>      |                          |                          |                             |                         |                          |
| School Technology Revolving Loans                                | \$ 7,500,000             | \$ 442,300               | \$ 7,057,700                | 5.90%                   | 94.10%                   |
| <b>Total School Technology Rev. Loan Program Fund</b>            | <b>\$ 7,500,000</b>      | <b>\$ 442,300</b>        | <b>\$ 7,057,700</b>         | <b>5.90%</b>            | <b>94.10%</b>            |
| <b><u>Temporary Relocation Expenses Revolving Grant Fund</u></b> |                          |                          |                             |                         |                          |
| Temporary Relocation Revolving Loans/Grants                      | \$ 1,000,000             | \$ -                     | \$ 1,000,000                | 0.00%                   | 100.00%                  |
| <b>Total Temporary Relocation Exp. Rev. Grant Fund</b>           | <b>\$ 1,000,000</b>      | <b>\$ -</b>              | <b>\$ 1,000,000</b>         | <b>0.00%</b>            | <b>100.00%</b>           |
| <b><u>School Infrastructure Fund</u></b>                         |                          |                          |                             |                         |                          |
| School Infrastructure  | \$ 56,300,000            | \$ 371,572               | \$ 55,928,428               | 0.66%                   | 99.34%                   |
| <b>Total School Infrastructure Fund</b>                          | <b>\$ 56,300,000</b>     | <b>\$ 371,572</b>        | <b>\$ 55,928,428</b>        | <b>0.66%</b>            | <b>99.34%</b>            |
| <b><u>Capital Development Fund</u></b>                           |                          |                          |                             |                         |                          |
| Overcrowded Schools Construction Grants                          | \$ 25,000,000            | \$ -                     | \$ 25,000,000               | 0.00%                   | 100.00%                  |
| <b>Total Capital Development Fund</b>                            | <b>\$ 25,000,000</b>     | <b>\$ -</b>              | <b>\$ 25,000,000</b>        | <b>0.00%</b>            | <b>100.00%</b>           |
| <b><u>School Construction Fund</u></b>                           |                          |                          |                             |                         |                          |
| School Maintenance Grants  | \$ 4,391,137             | \$ -                     | \$ 4,391,137                | 0.00%                   | 100.00%                  |
| <b>Total School Construction Fund</b>                            | <b>\$ 4,391,137</b>      | <b>\$ -</b>              | <b>\$ 4,391,137</b>         | <b>0.00%</b>            | <b>100.00%</b>           |
| <b><u>Personal Property Tax Replacement Fund</u></b>             |                          |                          |                             |                         |                          |
| Lump Sums  | \$ 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%                    |
| <b>Total Personal Property Tax Replacement Fund</b>              | <b>\$ 18,036,000</b>     | <b>\$ 17,434,679</b>     | <b>\$ 601,321</b>           | <b>96.67%</b>           | <b>3.33%</b>             |
| <b><u>After School Rescue Fund</u></b>                           |                          |                          |                             |                         |                          |
| Lump Sums  | \$ 200,000               | \$ -                     | \$ 200,000                  | 0.00%                   | 100.00%                  |
| <b>Total After School Rescue Fund</b>                            | <b>\$ 200,000</b>        | <b>\$ -</b>              | <b>\$ 200,000</b>           | <b>0.00%</b>            | <b>100.00%</b>           |
| <b>TOTAL AWARDS AND GRANTS - ALL FUNDS</b>                       | <b>\$ 11,983,185,338</b> | <b>\$ 10,525,116,534</b> | <b>\$ 1,458,068,804</b>     | <b>87.83%</b>           | <b>12.17%</b>            |

**ILLINOIS STATE BOARD OF EDUCATION**  
**FINANCIAL STATUS REPORT - 07/01/2019 THROUGH 10/31/19**  
**FY2020**

|                               | <u>Funded<br/>Amount</u> | <u>Expended<br/>Year to<br/>Date</u> | <u>% Spent<br/>Year to<br/>Date</u> | <u>October<br/>Expenditures</u> | <u>Description</u>  |
|-------------------------------|--------------------------|--------------------------------------|-------------------------------------|---------------------------------|---|
| Personal Services and Related | 40,984.4                 | 12,008.7                             | 29.3%                               | 3,077.8                         | Salaries & Benefits   |
| Contractual Services          | 183,725.0                | 13,690.3                             | 7.5%                                | 5,251.5                         | Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees |
| Travel                        | 1,716.7                  | 223.4                                | 13.0%                               | 67.0                            | Staff Travel  |
| Commodities                   | 243.3                    | 31.6                                 | 13.0%                               | 8.4                             | Supplies; Books   |
| Printing                      | 123.4                    | 0.5                                  | 0.4%                                | 0.0                             | Agency Printing   |
| Equipment                     | 553.4                    | 23.0                                 | 4.2%                                | 9.3                             | Computers; Printers; Furniture  |
| Telecommunications            | 708.0                    | 148.2                                | 20.9%                               | 97.8                            | Telecommunications Expenses   |
| Auto Operations               | 25.0                     | 4.0                                  | 16.0%                               | 1.3                             | Operation of Agency Autos   |
| Prompt Payment Act            | 703.1                    | 0.0                                  | 0.0%                                | 0.0                             | Prompt Payment  |
| Refunds                       | 10.2                     | 2.1                                  | 40.0%                               | 0.4                             | Refunds   |
| Grants                        | 12,603,697.8             | 2,698,184.6                          | 21.4%                               | 885,178.2                       | See Detail Below  |
| School Construction Grants    | 29,391.1                 | 0.0                                  | 0.0%                                | 0.0                             | School Construction and Maintenance Grants  |
| <b>TOTAL</b>                  | <b>12,861,881.4</b>      | <b>2,724,316.4</b>                   | <b>21.2%</b>                        | <b>893,691.7</b>                |   |

| <u>Funded<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u> |
|--------------------------|-------------------------|------------------------|----------------|--------------------|
|--------------------------|-------------------------|------------------------|----------------|--------------------|

**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 | 364.0 | 34% | 121.3 |   |

Facility Management

|                        |         |       |       |       |  |
|------------------------|---------|-------|-------|-------|--|
| Alzina Building II LLC |         |       |       |       | Lease of Springfield office space.     |
| Federal                | 636.0   | 198.7 | 31.2% | 99.3  |  |
| GRF                    | 1,112.1 | 347.1 | 31.2% | 173.5 |  |
| Other State            | 423.1   | 132.1 | 31.2% | 66.1  |  |
| Siciliano, Inc         |         |       |       |       | Carpentry for ISBE Springfield office. |
| Other State            | 50.0    | 6.0   | 12.0% | 0.0   |  |

General Counsel

|  | <u>Funded<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u> |
|--|--------------------------|-------------------------|------------------------|----------------|--------------------|
|--|--------------------------|-------------------------|------------------------|----------------|--------------------|

**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 | 30.9 | 20.5% | 11.6 |   |

Regulatory Support and Wellness

|  |       |       |       |      |  |
|--|-------|-------|-------|------|--|
| American Institutes for Research (AIR)<br>Federal    | 664.6 | 166.1 | 25.0% | 55.4 | Technical assistance to the 21st Century Community Learning Centers grantees.  |
| Educational Development Center Inc<br>Federal        | 371.0 | 92.8  | 25.0% | 0.0  | Statewide evaluation of the 21st Century Community Learning Center program.  |
| Southern Illinois University - Carbondale<br>Federal | 88.2  | 0.0   | 0.0%  | 0.0  |  |
| Illinois Criminal Justice<br><br>Federal             | 84.7  | 2.5   | 3.0%  | 2.5  | Will collect and analyze several different types of data to document the implementation of the STOP-SV-IL project. Pre and post-training surveys will be created to document changes in educator and law enforcement officer knowledge and attitudes following training. |
| The University of Chicago<br>GRF                     | 753.0 | 0.0   | 0.0%  | 0.0  | Will provide the support and services to administer a statewide survey of learning conditions as required by Section 2-3.153 of School Code (105 ILCS 5/2-3.153).  |

Innovation and Secondary Transformation

|   |         |       |       |       |  |
|---|---------|-------|-------|-------|--|
| Educational SVC Region Office<br><br>GRF          | 1,400.0 | 176.6 | 12.6% | 176.6 | 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<br>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<br>GRF                          | 475.0   | 237.5 | 50.0% | 158.3 | 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<br>Federal            | 55.0  | 22.5 | 100.0% | 7.2  | Will provide facilitator services for the Statewide Longitudinal Data System (SLDS) Fiscal Equity and Return on Investment (ROI) project. MY182210             |
| Anchor Data Systems<br>Other State   | 155.3 | 46.5 | 29.9%  | 12.8 | One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and the (EIS). MY162215  |
| Anchor Data Systems<br>Other State   | 155.3 | 44.8 | 28.8%  | 12.8 | One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). MY162214                                 |
| Ashbaugh & Associates<br>Other State | 182.2 | 44.6 | 24.5%  | 19.8 | One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). - MY162213                               |
| Ashbaugh & Associates<br>Other State | 182.2 | 52.3 | 28.7%  | 15.3 | Time and materials contract for a business analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS) - MY162212 |

| <u>Funded<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u> |
|--------------------------|-------------------------|------------------------|----------------|--------------------|
|--------------------------|-------------------------|------------------------|----------------|--------------------|

**Detailed Breakdown:**

|   |               |              |                |             |  |
|---|---------------|--------------|----------------|-------------|--|
| Ashbaugh & Associates<br>Federal              | 170.0         | 56.1         | 33.0%          | 17.5        | Will provide one business analyst (Carl Oberg) to assist in agency projects, focusing on the development and maintenance of Web-based Illinois Nutrition System (WINS).  |
| Ashbaugh & Associates<br>Federal              | 356.0         | 70.3         | 19.7%          | 25.8        | Will provide 2 software developers on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS). MY18225  |
| Ashbaugh & Associates<br>Federal              | 182.5         | 50.2         | 27.5%          | 15.3        | Will provide one software developer(Jennifer Andruskevitch) to assist in the development and maintenance of special education web-based and LAN-based applications   |
| Bowsher Information Systems<br>GRF            | 164.0         | 48.2         | 29.4%          | 14.1        | One software developer to provide continued development and maintenance of various web-based applications. Kevin Bowsher is assigned as the software developer. MY182216   |
| Bowsher Information Systems<br>Other State    | 171.3         | 50.9         | 29.7%          | 14.8        | One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and (EIS). - MY162210  |
| Bowsher Information Systems<br>Other State    | 167.3         | 50.3         | 30.1%          | 13.5        | Program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). MY162211   |
| Bowsher Information Systems<br>Federal        | 176.0         | 51.6         | 29.3%          | 13.5        | One software developer to assist in the development and maintenance of extant and future data systems as they pertain to Child Nutrition projects. - MY17225   |
| Bowsher Information Systems<br>Federal        | 330.0         | 84.8         | 25.7%          | 26.1        | Will supply a software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects. These contractors will work cooperatively with ISBE to provide continual enhancements, ongoing system maintenance and assist with the implementation of the Individualized Education Program (IEP) Special Education Tracking and Reporting (I-Star) development project. |
| Bowsher Information Systems<br>Federal<br>GRF | 100.8<br>67.2 | 21.7<br>23.2 | 21.5%<br>34.5% | 14.3<br>0.0 | One developer (Matt Fuiten ) to assist in the development and maintenance of extant and future data systems as they pertain to the Statewide Longitudinal Data System (SLDS) Illinois Data for Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY172215   |
| Bowsher Information Systems<br>Federal        | 172.0         | 44.2         | 25.7%          | 9.2         | 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  |
| Bowsher Information Systems<br>Other State    | 168.0         | 46.8         | 27.9%          | 13.1        | 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.   |

| <u>Funded<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u> |
|--------------------------|-------------------------|------------------------|----------------|--------------------|
|--------------------------|-------------------------|------------------------|----------------|--------------------|

**Detailed Breakdown:**

|   |         |       |        |   |
|---|---------|-------|--------|---|
| Dynamic Interactive Business                |         |       |        | One developer (HEMANT SINDER) to assist in the development and maintenance of extant and future data systems as they pertain to the Statewide Longitudinal Data System (SLDS) Illinois Data for Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY172214 |
| Federal                                     | 81.6    | 23.8  | 29.2%  | 11.4  |
| GRF   | 54.4    | 11.9  | 21.9%  | 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   | 164.0   | 47.4  | 28.9%  | 14.4  |
| Edify Technologies                          |         |       |        | Will provide 1 software developer on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS). MY18224  |
| Federal                                     | 158.0   | 47.1  | 29.8%  | 14.2  |
| Edify Technologies                          |         |       |        | Will provide one software developer on a time and material basis to provide continued development and maintenance of the Entity Profile System (EPS). MY182212  |
| GRF   | 164.0   | 40.3  | 24.6%  | 7.2   |
| IBM   |         |       |        | One project manager, one business analyst and two programmer analysts to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the States Early Childhood program data. MY14222   |
| Federal                                     | 302.8   | 0.0   | 0.0%   | 0.0   |
| GRF   | 1,199.7 | 307.2 | 25.6%  | 104.7   |
| 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   | 38.0  | 29.2%  | 12.1  |
| Learning Mate Solutions                     |         |       |        | One project manager, one data architect, one business analyst and two programmer analysts to support the ISBE data warehouse. MY162216  |
| Other State                                 | 288.3   | 36.7  | 12.7%  | 0.0   |
| Federal                                     | 804.2   | 101.7 | 0.0%   | 0.0   |
| GRF   | 212.7   | 101.1 | 100.0% | 0.0   |
| Learning Mate Solutions                     |         |       |        | Will provide one Outreach Coordinator (Rose Whelihan) to assist in the continued development and maintenance of extant and future data systems as they pertain to the ILDS Illinois Data for Fiscal and Instructional results, study and transparency grant projects.                                   |
| Federal                                     | 150.0   | 13.2  | 8.8%   | 13.2  |
| 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   | 41.3  | 24.3%  | 11.9  |
| Marucco Stoddard, Ferenbach & Walsh (MSF&W) |         |       |        | Time and materials contract for the services of 3 software developers to provide continued development and maintenance of the Ed360 web application.  |
| Federal                                     | 345.1   | 30.8  | 8.9%   | 0.0   |

|   | <u>Funded<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u>  |
|---|--------------------------|-------------------------|------------------------|----------------|---|
| <b>Detailed Breakdown:</b>                  |                          |                         |                        |                |   |
| GRF   | 166.3                    | 44.8                    | 26.9%                  | 0.0            |   |
| Other State                                 | 18.4                     | 13.6                    | 73.9%                  | 0.0            |   |
| Marucco Stoddard, Ferenbach & Walsh (MSF&W) |                          |                         |                        |                | Will provide one software developer on time and materials to provide continued development and maintenance of the Early Childhood Data Systems. Will assist staff with data requests, implement enhancement and change requests and provide necessary support to the ISBE Data Warehouse. |
| GRF   | 140.0                    | 34.2                    | 24.4%                  | 10.0           |   |
| Marucco Stoddard, Ferenbach & Walsh (MSF&W) |                          |                         |                        |                | Will provide one Lead Data Analyst(Bob O'Keefe) that is needed for coordinating program components related to the Illinois Longitudinal Data System which includes support and enhancements to the ISBE Data Warehouse.   |
| Federal                                     | 157.7                    | 0.0                     | 0.0%                   | 0.0            |   |
| GRF   | 32.3                     | 32.3                    | 100.0%                 | 0.0            |   |
| Marucco Stoddard, Ferenbach & Walsh (MSF&W) |                          |                         |                        |                | Will provide 2 software developers to provide continued development and maintenance for various SharePoint applications.  |
| Other State                                 | 360.0                    | 83.9                    | 23.3%                  | 25.9           |   |
| Marucco Stoddard, Ferenbach & Walsh (MSF&W) |                          |                         |                        |                | Will provide one project manager (Jeff Wheaton) to support agency initiatives revolving around the ISBE data Funding, Illinois Report Card, reporting of State assessments, Data Quality Dashboard, IL EMPOWER IBAM rubric,ESSA summative designations and holistic district plans.       |
| Federal                                     | 92.0                     | 36.1                    | 39.2%                  | 0.0            |   |
| GRF   | 92.0                     | 0.0                     | 0.0%                   | 0.0            |   |
| Other State                                 | 46.0                     | 18.7                    | 100.0%                 | 18.7           |   |
| 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                     | 12.6                    | 15.8%                  | 12.6           |   |
| GRF   | 48.0                     | 11.7                    | 24.4%                  | 0.0            |   |
| Other State                                 | 32.0                     | 13.1                    | 40.9%                  | 0.0            |   |
| Marucco Stoddard, Ferenbach & Walsh (MSF&W) |                          |                         |                        |                | Will supply a software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects.  |
| GRF   | 182.0                    | 40.6                    | 22.3%                  | 13.5           |   |
| Marucco Stoddard, Ferenbach & Walsh (MSF&W) |                          |                         |                        |                | Will provide one data analyst (Jaimee Carter) on a time and materials basis to support agency initiatives revolving around the ISBE data warehouse and the Illinois implementation of Every Student Succeeds Act (ESSA), as defined by ISBE.  |
| Federal                                     | 90.0                     | 0.0                     | 0.0%                   | 0.0            |   |
| GRF   | 15.0                     | 15.0                    | 100.0%                 | 0.0            |   |
| Other State                                 | 36.0                     | 15.0                    | 41.7%                  | 0.0            |   |
| Marucco Stoddard, Ferenbach & Walsh (MSF&W) |                          |                         |                        |                | Will provide one business analyst (MaryAnn Hedlund) to assist in agency projects, focusing on the development and maintenance of the Special Education Systems.   |
| Federal                                     | 160.0                    | 40.5                    | 25.3%                  | 12.6           |   |
| Marucco Stoddard, Ferenbach & Walsh (MSF&W) |                          |                         |                        |                | Will provide one developer (Kevin Scheufele) to assist in the continued development and maintenance of extant and future data systems as the pertain to the ILDS Illinois Data for Financial and Instructional results, study and transparency grant projects.                            |
| Other State                                 | 176.0                    | 43.1                    | 24.5%                  | 14.0           |   |
| Marucco Stoddard, Ferenbach & Walsh (MSF&W) |                          |                         |                        |                | Will provide on project manager (Ana Johnson) one business analyst (Julie Mossberg-Kingsley) and two developers (Michael Plugmacher and Keagan Galvin) to support the Early Education Childhood applications.   |
| GRF   | 680.0                    | 157.3                   | 23.1%                  | 51.9           |   |



| <u>Funded<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u> |
|--------------------------|-------------------------|------------------------|----------------|--------------------|
|--------------------------|-------------------------|------------------------|----------------|--------------------|

**Detailed Breakdown:**

|   |       |      |        |      |  |
|---|-------|------|--------|------|--|
| Marucco Stoddard, Ferenbach & Walsh (MSF&W) |       |      |        |      | Will provide one Project Manager (Tom Janssen) to assist in support of Educator Effectiveness related to projects including the Educator Licensure Information System (ELIS) and the development of educator metrics in the ISBE data warehouse.   |
| Federal                                     | 190.0 | 51.6 | 27.2%  | 14.5 |  |
| 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 | 39.2 | 25.5%  | 12.2 |  |
| 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 | 42.3 | 25.8%  | 10.2 |  |
| 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 | 45.0 | 26.8%  | 15.2 |  |
| 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 | 39.7 | 26.6%  | 12.5 |  |
| Northern Illinois                           |       |      |        |      | Will utilize expanded fiscal data in the ISBE Data Warehouse and Illinois Longitudinal Data Systems for any early childhood return on investment research project.   |
| Federal                                     | 81.8  | 41.0 | 0.0%   | 41.0 |  |
| GRF   | 48.8  | 0.0  | 0.0%   | 0.0  |  |
| Plickers                                    |       |      |        |      | Will provide an ongoing maintenance and enhancements in support of a statewide implementation of education technology enabling K-12 teachers to administer formative assessments in a classroom environment without the use of student devices or student logins. MY19225  |
| Federal                                     | 51.2  | 51.2 | 100.0% | 0.0  |  |
| GRF   | 51.2  | 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%   | 0.0  |  |
| 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 | 37.8 | 24.5%  | 12.4 |  |
| Synapsis Inc.                               |       |      |        |      | Will provide a data analyst (Vinod Kumar) on a time and material basis to support agency initiatives revolving around the ISBE data warehouse and the Illinois implementation of Every Student Succeeds Act (ESSA) as defined by ISBE.   |
| Federal                                     | 118.1 | 0.0  | 0.0%   | 0.0  |  |
| GRF   | 14.6  | 14.6 | 100.0% | 0.0  |  |
| Other State                                 | 33.2  | 14.6 | 44.0%  | 0.0  |  |

|  | <u>Funded<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u> |
|--|--------------------------|-------------------------|------------------------|----------------|--------------------|
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#### Detailed Breakdown:

|                           |       |      |       |      |   |
|---------------------------|-------|------|-------|------|---|
| Veteran's Consulting Inc. |       |      |       |      | One software developer to assist in the development and maintenance of extant and future data systems as they pertain to Special Ed projects. MY17226 |
| Federal                   | 164.0 | 41.8 | 25.5% | 12.3 |   |

#### Technology Support and Infrastructure

|                   |       |      |       |      |  |
|-------------------|-------|------|-------|------|--|
| CDW LLC           |       |      |       |      | Will provide EMC equipment, maintenance, support and service as well as maintenance and support services for ISBEs existing EMC equipment. |
| Federal           | 188.9 | 0.0  | 0.0%  | 0.0  |  |
| GRF               | 50.0  | 0.0  | 0.0%  | 0.0  |  |
| Crowe Horwath LLP |       |      |       |      | Will perform comprehensive risk assessment.  |
| Federal           | 83.7  | 28.9 | 34.5% | 28.9 |  |
| GRF               | 124.0 | 22.4 | 18.1% | 22.4 |  |
| Other State       | 55.8  | 11.4 | 20.4% | 11.4 |  |

#### 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 | 8.5 | 3.3% | 8.5 |   |

#### 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 | 214.6 | 12.1%  | 214.6 |   |
| GRF                               | 225.0   | 39.3  | 17.5%  | 39.3  |   |
| 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%   | 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                               | 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% | 0.0  |  |
| 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 | 26.0 | 14.1% | 26.0 |  |

| <u>Funded<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u> |
|--------------------------|-------------------------|------------------------|----------------|--------------------|
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**Detailed Breakdown:**

|   |         |       |        |       |   |
|---|---------|-------|--------|-------|---|
| American Institutes of Research         |         |       |        |       | Will develop a statewide, birth to five Strategic Plan as described in the Preschool Development Grant Birth through Five federal grant award.  |
| Federal                                 | 248.8   | 31.8  | 12.8%  | 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                                     | 1,200.0 | 64.0  | 5.3%   | 64.0  |   |
| IL Action for Children                  |         |       |        |       | Will enhance family, friend and neighbor (FFN) provider trainings by providing engaging and targeted supports to FFN early childhood services providers.  |
| Federal                                 | 297.3   | 0.0   | 0.0%   | 0.0   |   |
| Illinois Network of Child Care          |         |       |        |       | Will provide individual based scholarship opportunities for practitioners working in the field of Early Care and Education.   |
| GRF                                     | 500.0   | 500.0 | 100.0% | 0.0   |   |
| Illinois Network of Child Care          |         |       |        |       | Will credential and related fees and tuition reimbursement for the PDG B-5 Grant.   |
| Federal                                 | 72.5    | 72.5  | 100.0% | 72.5  |   |
| IL Department of Children               |         |       |        |       | Will support two activities ; DCFS Early Childhood Home Visiting Specialist and enhancement to the DCFS Sunshine website  |
| Federal                                 | 279.8   | 0.0   | 0.0%   | 0.0   |   |
| Illinois State University               |         |       |        |       | Will provide services for the ISBE and the Governors Office of Early Childhood Development (OECD) to support the OECD and ISBEs implementation of the States Preschool Expansion Grant, especially in the areas of supporting a Birth to Third Grade Continuum of Learning. ISU will hire a P-3 Director, whose tasks will be to support districts to align preschool - 3rd grade through system building, highly qualified and committed personnel and appropriate and inclusive standards, environments and measures. |
| Federal                                 | 51.6    | 16.7  | 32.4%  | 11.7  |   |
| National Louis University               |         |       |        |       | Will conduct program assessments of Preschool for All Children/Preschool Expansion programs using the Early Childhood Environment Rating Scale-Revised. MY18443   |
| GRF                                     | 1,569.8 | 392.4 | 25.0%  | 392.4 |   |
| Northern Illinois                       |         |       |        |       | Will conduct a multi-dimensional evaluation of the Preschool Expansion Grant Program.   |
| Federal                                 | 71.5    | 27.2  | 38.0%  | 27.2  |   |
| Northern Illinois                       |         |       |        |       | Will complete an analysis of the cost of providing high quality early care and education services to all families as well as an analysis of unduplicated count to inform the overall needs of assessment.   |
| Federal                                 | 139.1   | 48.4  | 34.8%  | 19.6  |   |
| Pyramid Model Consortium                |         |       |        |       | Will provide services for the implementation of the States Preschool Expansion Grant.   |
| Federal                                 | 274.6   | 156.3 | 56.9%  | 84.3  |   |
| Regents of The University of California |         |       |        |       | Will provide KidsTech software access and support and upgrade IL to an IL-K version of California's current DRDP.net, based on the multidimensional analysis of 5 essential domains using IL data, and including 14 measure flat file exports.  |
| GRF                                     | 500.7   | 0.0   | 0.0%   | 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.   |

|                                  | <u>Funded<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u>   |
|----------------------------------|--------------------------|-------------------------|------------------------|----------------|--|
| <b>Detailed Breakdown:</b>       |                          |                         |                        |                |  |
| GRF                              | 1,002.2                  | 190.6                   | 0.0%                   | 69.3           |  |
| SCHOOL ASSN FOR SPECIAL EDUC     |                          |                         |                        |                | Will provide a summary of recommendations on inclusion of 0-5 year old's 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                     | 8.1                     | 12.0%                  | 8.1            |  |
| 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                    | 40.2                    | 11.5%                  | 17.0           |  |
| University of Illinois           |                          |                         |                        |                | The U of I has established a secure website to house the Illinois Early Childhood Asset Map (IECAM) project. Will develop all aspects of website and update continually as new data becomes available. Will provide technical support to ISBE and other stakeholders. MY19442  |
| GRF                              | 750.0                    | 119.8                   | 16.0%                  | 51.1           |  |
| <u>English Language Learning</u> |                          |                         |                        |                |  |
| Northern Illinois University     |                          |                         |                        |                | Will provide support to the state migrant education program local projects in the areas of identification and recruitment, professional development, curriculum, data collection and needs assessment. Also, inter and intra-state coordination, parent involvement, updating the state plan and outreach to out of school youth. MY19452  |
| Federal                          | 574.0                    | 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                    | 83.3                    | 16.7%                  | 41.6           |  |
| 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                  | 117.9                   | 9.8%                   | 57.0           |  |

Special Education Services

| <u>Funded<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u> |
|--------------------------|-------------------------|------------------------|----------------|--------------------|
|--------------------------|-------------------------|------------------------|----------------|--------------------|

**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 | 5.6   | 4.5%  | 5.6  |  |
| Hearing Officers (7)        |       |       |       |      | Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code   |
| Federal                     | 800.0 | 80.4  | 10.1% | 25.7 |  |
| Measurement Inc             |       |       |       |      | Parent Survey Reproduction, Dissemination, and Data Collection   |
| Federal                     | 73.0  | 18.2  | 24.9% | 0.0  |  |
| Mediation Officers (10)     |       |       |       |      | Special Education mediation services   |
| Federal                     | 200.0 | 50.7  | 25.4% | 4.4  |  |
| ROE # 20                    |       |       |       |      | Harrisburg Project - Manage software for special education districts and co-ops  |
| Federal                     | 818.5 | 272.8 | 33.3% | 68.2 |  |
| Special Education Solutions |       |       |       |      | Training and technical assistance for ISBEs Special Education Due Process Hearing Officers.  |
| Federal                     | 138.0 | 34.4  | 24.9% | 0.0  |  |
| Special Education Solutions |       |       |       |      | ill 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% | 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                     | 144.0 | 35.9  | 24.9% | 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  | 2,110.1 | 33.2% | 527.5 |   |
| University of Kansas Ctr for Research     |          |         |       |       | Provide assessments aligned to the Common Core Essential Elements for students with the most significant cognitive disabilities.  |
| Federal                                   | 2,558.0  | 895.3   | 35.0% | 895.3 |   |
| University of Wisconsin Madison           |          |         |       |       | Evaluation services designed to assess the progress of children in attaining English proficiency as required by Title I of the No Child Left behind Act of 2001.  |
| Federal                                   | 3,291.0  | 1,316.2 | 40.0% | 0.0   |   |
| GRF                                       | 3,291.0  | 0.0     | 0.0%  | 0.0   |   |
| Southern Illinois University - Carbondale |          |         |       |       | Will form a partnership with SIU to fulfill requirements under ESSA for the Illinois Science Assessment (ISA). Will provide a cadre of Illinois teachers, teacher retirees and graduate students to score ISA contracted response terms. MY18644                  |
| Federal                                   | 4,033.0  | 0.0     | 0.0%  | 0.0   |   |
| GRF                                       | 467.0    | 0.0     | 0.0%  | 0.0   |   |

|  | <u>Funded<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</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  | 4.0 | 5.8% | 4.0 |  |
| 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  | 0.2 | 0.3% | 0.2 |  |

#### 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 | 217.4 | 23.0% | 75.4 |   |
| 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 | 51.6 | 43.4% | 40.8 |   |

#### 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<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</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   | 101.8 | 70.2% | 67.2  |
| 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    | 4.1   | 4.3%  | 0.2   |
| Premier Staffing Source Inc  |         |       |       | 12-14 temporary workers to serve as reviewers for the Summer Food Service Program Using Master Contract #CMS805912E   |
| Federal                      | 85.0    | 56.4  | 66.4% | 0.0   |
| University of Illinois       |         |       |       | Mentors used to help with the Specific, Measurable, Achievable, Relevant and Time based (SMART) goals concept to assist schools in implementing the new USDA requirements.  |
| Federal                      | 281.3   | 0.0   | 0.0%  | 0.0   |
| Lanter Distributing LLC      |         |       |       | Will provide warehousing and delivery services for USDA foods used in the operation of the National School Lunch Program for School Food Authorities (SFAs) in Illinois. MY18842  |
| Other State                  | 2,500.0 | 327.7 | 13%   | 236.1   |
| 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% | 0   |
| GRF                        | 77.0 | 8.9  | 12%  | 7.5   |

Federal and State Monitoring

| <u>Funded<br/>Amount</u> | <u>YTD<br/>Expended</u> | <u>YTD<br/>% Spent</u> | <u>October</u> | <u>Description</u> |
|--------------------------|-------------------------|------------------------|----------------|--------------------|
|--------------------------|-------------------------|------------------------|----------------|--------------------|

**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 | 74.5 | 61.42% | 74.5  |

Accountability

|            |       |     |   |   |
|------------|-------|-----|---|---|
| The Center |       |     |   | Will provide research on accountability best practices, evaluate the functionality of Illinois accountability system and provide opportunities for state agency and staff to collaborate with the other state technical experts to refine and improve the States accountability system and assessments. |
| Federal    | 331.5 | 0.0 | 0 | 0   |

**Grants Breakdown:**

|  |             |             |       |           |   |
|--|-------------|-------------|-------|-----------|---|
| Evidence-Based Funding                 | 7,209,463.3 | 1,957,090.3 | 27.1% | 656,797.9 | Formula   |
| Title I - Low Income                   | 1,090,000.0 | 77,538.4    | 7.1%  | 22,935.5  | Formula   |
| Child Nutrition                        | 1,062,500.0 | 136,326.0   | 12.8% | 86,414.2  | Formula - Reimbursement   |
| IDEA                                   | 754,000.0   | 81,774.2    | 10.8% | 48,337.3  | Formula   |
| Early Childhood Block                  | 533,757.3   | 144,862.6   | 27.1% | 40,691.2  | Block grant for Pre-K, parent training and prevention initiative        |
| Transportation Spec Ed                 | 387,682.6   | 96,920.7    | 25.0% | 0.0       | Formula   |
| Transportation Reg/Voc                 | 289,200.8   | 72,300.2    | 25.0% | 0.0       | Formula   |
| School Infrastructure                  | 255,928.4   | 949.6       | 0.4%  | 122.4     | Grant   |
| Title II - Teacher Quality             | 160,000.0   | 12,218.7    | 7.6%  | 3,334.9   | Formula   |
| Spec Ed Private Tuition                | 152,320.0   | 38,080.0    | 25.0% | 0.0       | Formula   |
| Title IV - 21st Century                | 112,128.8   | 7,194.8     | 6.4%  | 1,446.6   | Competitive   |
| Title IV - SSAE                        | 87,871.2    | 6,456.0     | 7.3%  | 3,468.0   |   |
| Spec Ed Orphanage Tuition              | 80,500.0    | 10,376.1    | 12.9% | 0.0       | Formula   |
| Career and Tech Ed - Federal           | 66,000.0    | 4,999.6     | 7.6%  | 2,595.0   | Formula and Competitive - to improve student academic and career skills |
| Title III - English Language Acq       | 50,400.0    | 3,703.7     | 7.3%  | 1,722.3   | Grant   |
| Career & Tech Ed Programs - State      | 43,062.1    | 17,386.3    | 40.4% | 6,068.1   | Formula   |
| Preschool Expansion Grants             | 34,013.5    | 842.6       | 2.5%  | 423.0     | Grant   |
| IDEA Preschool                         | 29,200.0    | 3,261.8     | 11.2% | 1,600.9   | 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% | 0.0       | Reimbursement   |
| District Intervention                  | 12,100.0    | 0.0         | 0.0%  | 0.0       | Grants  |
| Truants' Alternative Optiona Education | 11,500.0    | 2,678.6     | 23.3% | 1,205.1   | Grants  |
| ROE Salaries                           | 11,200.0    | 3,525.5     | 31.5% | 882.7     | Salaries for ROE's  |
| Orphanage Tuition                      | 10,100.0    | 1,732.6     | 17.2% | 0.0       | Reimbursement to school districts for children residing in orphanages   |
| Illinois Free Lunch and Breakfast      | 9,000.0     | 1,141.7     | 12.7% | 892.0     | 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     | 2,331.3     | 33.4% | 592.0     | Services for ROE's  |
| Sexual Risk Avoidance Education        | 6,403.7     | 859.7       | 13.4% | 477.9     | Grant   |
| Alternative Ed/Reg Safe Schools        | 6,300.0     | 2,070.5     | 32.9% | 794.1     | Formula   |
| Substance Abuse and Mental Health      | 5,300.0     | 300.2       | 5.7%  | 256.3     | Grant   |
| Agriculture Education                  | 5,000.0     | 1,195.8     | 23.9% | 1,020.4   | Grants to school districts  |
| Title X - Education for Homeless       | 5,000.0     | 290.8       | 5.8%  | 97.1      | Competitive grants to school districts                                  |



| <u>Funded</u><br><u>Amount</u> | <u>YTD</u><br><u>Expended</u> | <u>YTD</u><br><u>% Spent</u> | <u>October</u> | <u>Description</u> |
|--------------------------------|-------------------------------|------------------------------|----------------|--------------------|
|--------------------------------|-------------------------------|------------------------------|----------------|--------------------|

**Detailed Breakdown:**

|                                      |         |         |        |       |  |
|--------------------------------------|---------|---------|--------|-------|--|
| IDEA Improvement Part D              | 5,000.0 | 228.8   | 4.6%   | 228.8 | Reimbursement  |
| Congressional Earmarks               | 5,000.0 | 0.0     | 0.0%   | 0.0   | Grants   |
| Philip J. Rock Center & School       | 3,777.8 | 700.0   | 18.5%  | 350.0 | Targeted Initiative  |
| Property Tax Relief Grant            | 3,650.0 | 0.0     | 0.0%   | 0.0   | Grants   |
| Southwest Organizing Project         | 3,500.0 | 1,312.5 | 37.5%  | 437.5 | Grants   |
| After School Matters                 | 3,443.8 | 0.0     | 0.0%   | 0.0   | Grant to After School Matters  |
| Title I - Advanced Placement         | 3,300.0 | 224.8   | 6.8%   | 0.0   | Fee reimbursement for Adv Placement Exam and Int'l Baccalaureate exam                      |
| Youth Build Illinois                 | 2,500.0 | 625.0   | 25.0%  | 625.0 | 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 | 254.5   | 12.7%  | 144.3 | Grants to school districts   |
| Title II Math/Science Partnerships   | 2,000.0 | 913.6   | 45.7%  | 913.6 | Formula  |
| PDG Birth to Five                    | 1,551.9 | 441.8   | 28.5%  | 124.1 | 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 | 575.0   | 40.5%  | 75.0  | Targeted Init. - with The Chicago Lighthouse for People who are Blind or Visually Impaired |
| School Support Services              | 1,002.8 | 0.0     | 0.0%   | 0.0   | Grants to lowest performing schools  |
| Mental Health Services               | 1,000.0 | 0.0     | 0.0%   | 0.0   | Grants   |
| Mobile Tolerance Education Center    | 1,000.0 | 0.0     | 0.0%   | 0.0   | Grants   |
| Teach for America                    | 1,000.0 | 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%   | 0.0   | Grant to Philip J. Rock Center   |
| Advanced Placement - Course Impl.    | 500.0   | 86.9    | 17.4%  | 35.0  | 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%  | 0.0   | Grants to the IL Autism Training & Tech Assistance Program                                 |
| ROE Bus Driver Training              | 100.0   | 70.0    | 70.0%  | 70.0  | ROE Bus Driver Training  |
| Indirect Grants                      | 57.1    | 57.1    | 100.0% | 0.0   | Grants to school districts   |
| Art Institute of Chicago             | 30.0    | 0.0     | 0.0%   | 0.0   | Grants   |

**ILLINOIS STATE BOARD OF EDUCATION**  
**Financial Status Report**  
**July 1, 2019 through October 31, 2019**

|   | Appropriation<br>Amount | Expenditures to<br>Date | Unexpended<br>Appropriation | Percentage<br>spent YTD | Percentage<br>Unexpended |
|---|-------------------------|-------------------------|-----------------------------|-------------------------|--------------------------|
| <b><u>General Revenue Fund</u></b>                        |                         |                         |                             |                         |                          |
| Lump Sums   | \$ 71,057,100           | \$ 10,646,985           | \$ 60,410,115               | 14.98%                  | <b>85.02%</b>            |
| Awards and Grants   | 4,046,632,800           | 1,273,591,404           | 2,773,041,396               | 31.47%                  | <b>68.53%</b>            |
| <b>Total General Revenue Fund</b>                         | <b>\$ 4,117,689,900</b> | <b>\$ 1,284,238,389</b> | <b>\$ 2,833,451,511</b>     | <b>31.19%</b>           | <b>68.81%</b>            |
| <b><u>Education Assistance Fund</u></b>                   |                         |                         |                             |                         |                          |
| Awards and Grants   | \$ 728,849,300          | \$ 200,201,260          | \$ 528,648,040              | 27.47%                  | <b>72.53%</b>            |
| <b><u>Common School Fund</u></b>                          |                         |                         |                             |                         |                          |
| Awards and Grants   | \$ 3,213,015,600        | \$ 878,262,952          | \$ 2,334,752,648            | 27.33%                  | <b>72.67%</b>            |
| <b><u>Teacher Certification Fee Revolving Fund</u></b>    |                         |                         |                             |                         |                          |
| Lump Sums   | \$ 6,000,000            | \$ 1,113,335            | \$ 4,886,665                | 18.56%                  | <b>81.44%</b>            |
| <b><u>Drivers Education Fund</u></b>                      |                         |                         |                             |                         |                          |
| Awards and Grants   | \$ 16,000,000           | \$ 3,999,991            | \$ 12,000,009               | 25.00%                  | <b>75.00%</b>            |
| <b><u>School Dist. Emergency Financial Asst. Fund</u></b> |                         |                         |                             |                         |                          |
| Awards and Grants   | \$ 1,000,000            | \$ -                    | \$ 1,000,000                | 0.00%                   | <b>100.00%</b>           |
| <b><u>SBE Special Purpose Trust Fund</u></b>              |                         |                         |                             |                         |                          |
| Lump Sums (00)  | \$ 8,484,800            | \$ 82,029               | \$ 8,402,771                | 0.97%                   | <b>99.03%</b>            |
| Lump Sums (10)  | 7,990,000               | 998,283                 | 6,991,717                   | 12.49%                  | <b>87.51%</b>            |
| <b>Total SBE Special Purpose Trust Fund</b>               | <b>\$ 16,474,800</b>    | <b>\$ 1,080,312</b>     | <b>\$ 15,394,488</b>        | <b>6.56%</b>            | <b>93.44%</b>            |
| <b><u>SBE Teacher Certification Institution Fund</u></b>  |                         |                         |                             |                         |                          |
| Lump Sums   | \$ 2,208,900            | \$ 36,163               | \$ 2,172,737                | 1.64%                   | <b>98.36%</b>            |
| <b><u>SBE Federal Department of Agriculture Fund</u></b>  |                         |                         |                             |                         |                          |
| Lump Sums   | \$ 19,904,700           | \$ 2,484,294            | \$ 17,420,406               | 12.48%                  | <b>87.52%</b>            |
| Awards and Grants   | 1,062,500,000           | 136,325,985             | 926,174,015                 | 12.83%                  | <b>87.17%</b>            |
| <b>Total SBE Federal Department of Agriculture Fund</b>   | <b>\$ 1,082,404,700</b> | <b>\$ 138,810,279</b>   | <b>\$ 943,594,421</b>       | <b>12.82%</b>           | <b>87.18%</b>            |

**ILLINOIS STATE BOARD OF EDUCATION**  
**Financial Status Report**  
**July 1, 2019 through October 31, 2019**

|  | Appropriation<br>Amount | Expenditures to<br>Date | Unexpended<br>Appropriation | Percentage<br>spent YTD | Percentage<br>Unexpended |
|--|-------------------------|-------------------------|-----------------------------|-------------------------|--------------------------|
| <b><u>SBE Federal Agency Services Fund</u></b>                   |                         |                         |                             |                         |                          |
| Lump Sums  | \$ 1,378,800            | \$ 63,952               | \$ 1,314,848                | 4.64%                   | <b>95.36%</b>            |
| Awards and Grants  | 17,050,000              | 1,853,515               | 15,196,485                  | 10.87%                  | <b>89.13%</b>            |
| <b>Total SBE Federal Agency Services Fund</b>                    | <b>\$ 18,428,800</b>    | <b>\$ 1,917,467</b>     | <b>\$ 16,511,333</b>        | <b>10.40%</b>           | <b>89.60%</b>            |
| <b><u>SBE Federal Department of Education Fund</u></b>           |                         |                         |                             |                         |                          |
| Lump Sums  | \$ 85,869,800           | \$ 5,804,724            | \$ 80,065,076               | 6.76%                   | <b>93.24%</b>            |
| Awards and Grants  | 2,435,900,000           | 201,715,943             | 2,234,184,057               | 8.28%                   | <b>91.72%</b>            |
| <b>Total SBE Federal Department of Education Fund</b>            | <b>\$ 2,521,769,800</b> | <b>\$ 207,520,667</b>   | <b>\$ 2,314,249,133</b>     | <b>8.23%</b>            | <b>91.77%</b>            |
| <b><u>Charter Schools Revolving Loan Program Fund</u></b>        |                         |                         |                             |                         |                          |
| Awards and Grants  | \$ 200,000              | \$ -                    | \$ 200,000                  | 0.00%                   | <b>100.00%</b>           |
| <b><u>School Infrastructure Fund</u></b>                         |                         |                         |                             |                         |                          |
| Lump Sums  | \$ 600,000              | \$ 2,411                | \$ 597,589                  | 0.40%                   | <b>99.60%</b>            |
| District Broadband Expansion                                     | 15,928,428              | 949,612                 | 14,978,816                  | 5.96%                   | <b>94.04%</b>            |
| School Maintenance Grants  | 240,000,000             | -                       | 240,000,000                 | 0.00%                   | <b>100.00%</b>           |
| <b>Total School Infrastructure Fund</b>                          | <b>\$ 256,528,428</b>   | <b>\$ 952,023</b>       | <b>\$ 255,576,405</b>       | <b>0.37%</b>            | <b>99.63%</b>            |
| <b><u>School Technology Revolving Loan Program Fund</u></b>      |                         |                         |                             |                         |                          |
| Awards and Grants  | \$ 7,500,000            | \$ -                    | \$ 7,500,000                | 0.00%                   | <b>100.00%</b>           |
| <b><u>Temporary Relocation Expenses Revolving Grant Fund</u></b> |                         |                         |                             |                         |                          |
| Awards and Grants  | \$ 1,000,000            | \$ -                    | \$ 1,000,000                | 0.00%                   | <b>100.00%</b>           |
| <b><u>Capital Development Fund</u></b>                           |                         |                         |                             |                         |                          |
| Overcrowded Schools Construction Grants                          | \$ 25,000,000           | \$ -                    | \$ 25,000,000               | 0.00%                   | <b>100.00%</b>           |
| <b><u>School Construction Fund</u></b>                           |                         |                         |                             |                         |                          |
| School Maintenance Grants  | \$ 4,391,137            | \$ -                    | \$ 4,391,137                | 0.00%                   | <b>100.00%</b>           |

**ILLINOIS STATE BOARD OF EDUCATION**  
**Financial Status Report**  
**July 1, 2019 through October 31, 2019**

|  | Appropriation<br>Amount  | Expenditures to<br>Date | Unexpended<br>Appropriation | Percentage<br>spent YTD | Percentage<br>Unexpended |
|--|--------------------------|-------------------------|-----------------------------|-------------------------|--------------------------|
| <b><u>Personal Property Tax Replacement Fund</u></b> |                          |                         |                             |                         |                          |
| Lump Sums  | \$ 100,000               | \$ 70,000               | \$ 30,000                   | 70.00%                  | <b>30.00%</b>            |
| Awards and Grants                                    | 6,970,000                | 2,331,314               | 4,638,686                   | 33.45%                  | <b>66.55%</b>            |
| Grants for Educational Purposes                      | 11,200,000               | 3,525,517               | 7,674,483                   | 31.48%                  | <b>68.52%</b>            |
| <b>Total Personal Property Tax Replacement Fund</b>  | <b>\$ 18,270,000</b>     | <b>\$ 5,926,831</b>     | <b>\$ 12,343,169</b>        | <b>32.44%</b>           | <b>67.56%</b>            |
| <b><u>After School Rescue Fund</u></b>               |                          |                         |                             |                         |                          |
| Lump Sums  | \$ 200,000               | \$ -                    | \$ 200,000                  | 0.00%                   | <b>100.00%</b>           |
| <b><u>Fund for Advancement of Education</u></b>      |                          |                         |                             |                         |                          |
| Awards and Grants                                    | \$ 823,700,000           | \$ -                    | \$ 823,700,000              | 0.00%                   | <b>100.00%</b>           |
| <b><u>State Charter School Commission Fund</u></b>   |                          |                         |                             |                         |                          |
| Lump Sums  | \$ 1,250,000             | \$ 256,691              | \$ 993,309                  | 20.54%                  | <b>79.46%</b>            |
| <b>ISBE TOTALS</b>                                   | <b>\$ 12,861,881,365</b> | <b>\$ 2,724,316,361</b> | <b>\$ 10,137,565,004</b>    | <b>21.18%</b>           | <b>78.82%</b>            |

**ILLINOIS STATE BOARD OF EDUCATION**  
**Combined Financial Status Report**  
**July 1, 2019 through October 31, 2019**

|                                    | Appropriation<br>Amount  | Expenditures to<br>Date (Direct) | Federal Indirect<br>Cost Recovery<br>Expenditures | Unexpended<br>Appropriation | Percentage<br>spent YTD | Percentage<br>Unexpended |
|------------------------------------|--------------------------|----------------------------------|---|-----------------------------|-------------------------|--------------------------|
| <b><u>All Funds</u></b>            |                          |                                  |   |                             |                         |                          |
| Lump Sums                          | 205,044,100              | 20,560,585                       | 998,283   | 183,485,232                 | 10.03%                  | <b>89.49%</b>            |
| Awards and Grants                  | 12,387,446,128           | 2,702,757,493                    | -   | 9,684,688,635               | 21.82%                  | <b>78.18%</b>            |
| Construction Grants                | 269,391,137              | -                                | -   | 269,391,137                 | 0.00%                   | <b>100.00%</b>           |
| <b>Total All Funds</b>             | <b>\$ 12,861,881,365</b> | <b>\$ 2,723,318,078</b>          | <b>\$ 998,283</b>                                 | <b>\$ 10,137,565,004</b>    | <b>21.17%</b>           | <b>78.82%</b>            |
| <b><u>General Revenue Fund</u></b> |                          |                                  |   |                             |                         |                          |
| Lump Sums                          | \$ 71,057,100            | \$ 10,646,985                    | \$ -  | \$ 60,410,115               | 14.98%                  | <b>85.02%</b>            |
| Awards and Grants                  | 4,046,632,800            | 1,273,591,404                    | -   | 2,773,041,396               | 31.47%                  | <b>68.53%</b>            |
| <b>Total General Revenue Fund</b>  | <b>\$ 4,117,689,900</b>  | <b>\$ 1,284,238,389</b>          | <b>\$ -</b>                                       | <b>\$ 2,833,451,511</b>     | <b>31.19%</b>           | <b>68.81%</b>            |
| <b><u>Other State Funds</u></b>    |                          |                                  |   |                             |                         |                          |
| Lump Sums                          | \$ 26,833,700            | \$ 2,558,912                     | \$ -  | \$ 24,274,788               | 9.54%                   | <b>90.46%</b>            |
| Awards and Grants                  | 4,825,363,328            | 1,089,270,647                    | -   | 3,736,092,681               | 22.57%                  | <b>77.43%</b>            |
| Construction Grants                | 269,391,137              | -                                | -   | 269,391,137                 | 0.00%                   | <b>100.00%</b>           |
| <b>Total Other State Funds</b>     | <b>\$ 5,121,588,165</b>  | <b>\$ 1,091,829,559</b>          | <b>\$ -</b>                                       | <b>\$ 4,029,758,606</b>     | <b>21.32%</b>           | <b>78.68%</b>            |
| <b><u>Federal Funds</u></b>        |                          |                                  |   |                             |                         |                          |
| Lump Sums                          | 107,153,300              | 8,352,971                        | -   | 98,800,329                  | 7.80%                   | <b>92.20%</b>            |
| Awards and Grants                  | 3,515,450,000            | 339,895,442                      | -   | 3,175,554,558               | 9.67%                   | <b>90.33%</b>            |
| <b>Total Federal Funds</b>         | <b>\$ 3,622,603,300</b>  | <b>\$ 348,248,413</b>            | <b>\$ -</b>                                       | <b>\$ 3,274,354,887</b>     | <b>9.61%</b>            | <b>90.39%</b>            |

**ILLINOIS STATE BOARD OF EDUCATION**  
**Awards and Grants Expenditures**  
**July 1, 2019 through October 31, 2019**

|   | Appropriation<br>Amount | Expenditures to<br>Date | Unexpended<br>Appropriation | Percentage<br>spent YTD | Percentage<br>Unexpended |
|---|-------------------------|-------------------------|-----------------------------|-------------------------|--------------------------|
| <b><u>General Revenue Fund</u></b>                  |                         |                         |                             |                         |                          |
| Evidence-Based Funding                              | \$ 2,445,598,300        | \$ 878,827,348          | \$ 1,566,770,952            | 35.94%                  | 64.06%                   |
| Advanced Placement Classes                          | 500,000                 | 86,903                  | 413,097                     | 17.38%                  | 82.62%                   |
| 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               | 1,195,771               | 3,804,229                   | 23.92%                  | 76.08%                   |
| Vocational Education Career and Technical Education | 43,062,100              | 17,386,289              | 25,675,811                  | 40.37%                  | 59.63%                   |
| Early Childhood Education                           | 533,757,256             | 144,862,565             | 388,894,691                 | 27.14%                  | 72.86%                   |
| Youthbuild Illinois                                 | 2,500,000               | 625,000                 | 1,875,000                   | 25.00%                  | 75.00%                   |
| 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               | 575,000                 | 846,100                     | 40.46%                  | 59.54%                   |
| Alternative Education/Regional Safe Schools         | 6,300,000               | 2,070,529               | 4,229,471                   | 32.87%                  | 67.13%                   |
| Truants' Alternative/Optional Education             | 11,500,000              | 2,678,578               | 8,821,422                   | 23.29%                  | 76.71%                   |
| 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               | 1,141,735               | 7,858,265                   | 12.69%                  | 87.31%                   |
| 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               | 1,312,500               | 2,187,500                   | 37.50%                  | 62.50%                   |
| Tax Equivalent Grants                               | 222,600                 | 222,600                 | -                           | 100.00%                 | 0.00%                    |
| School Support Services                             | 1,002,800               | -                       | 1,002,800                   | 0.00%                   | 100.00%                  |
| Autism  | 100,000                 | 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               | 700,000                 | 3,077,800                   | 18.53%                  | 81.47%                   |
| After School Matters                                | 3,443,800               | -                       | 3,443,800                   | 0.00%                   | 100.00%                  |
| <b>Total General Revenue Fund</b>                   | <b>\$ 4,034,208,156</b> | <b>\$ 1,271,124,333</b> | <b>\$ 2,763,083,823</b>     | <b>31.51%</b>           | <b>68.49%</b>            |
| <b><u>Education Assistance Fund</u></b>             |                         |                         |                             |                         |                          |
| Evidence-Based Funding                              | \$ 727,149,356          | \$ 200,000,000          | 527,149,356                 | 27.50%                  | 72.50%                   |
| <b>Total Education Assistance Fund</b>              | <b>\$ 727,149,356</b>   | <b>\$ 200,000,000</b>   | <b>\$ 527,149,356</b>       | <b>27.50%</b>           | <b>72.50%</b>            |

**ILLINOIS STATE BOARD OF EDUCATION**  
**Awards and Grants Expenditures**  
**July 1, 2019 through October 31, 2019**

|  | Appropriation<br>Amount | Expenditures to<br>Date | Unexpended<br>Appropriation | Percentage<br>spent YTD | Percentage<br>Unexpended |
|--|-------------------------|-------------------------|-----------------------------|-------------------------|--------------------------|
| <b><u>Common School Fund</u></b>                         |                         |                         |                             |                         |                          |
| Evidence-Based Funding                                   | \$ 3,213,015,600        | \$ 878,262,952          | \$ 2,334,752,648            | 27.33%                  | 72.67%                   |
| <b>Total Common School Fund</b>                          | <b>\$ 3,213,015,600</b> | <b>\$ 878,262,952</b>   | <b>\$ 2,334,752,648</b>     | <b>27.33%</b>           | <b>72.67%</b>            |
| <b><u>Special Purpose Trust Fund</u></b>                 |                         |                         |                             |                         |                          |
| Special Purpose Trust                                    | \$ 57,075               | \$ 57,075               | \$ -                        | 100.00%                 | 0.00%                    |
| <b>Total Special Purpose Trust Fund</b>                  | <b>\$ 57,075</b>        | <b>\$ 57,075</b>        | <b>\$ -</b>                 | <b>100.00%</b>          | <b>0.00%</b>             |
| <b><u>Drivers Education Fund</u></b>                     |                         |                         |                             |                         |                          |
| Driver Education Grants                                  | \$ 16,000,000           | \$ 3,999,991            | \$ 12,000,009               | 25.00%                  | 75.00%                   |
| <b>Total Drivers Education Fund</b>                      | <b>\$ 16,000,000</b>    | <b>\$ 3,999,991</b>     | <b>\$ 12,000,009</b>        | <b>25.00%</b>           | <b>75.00%</b>            |
| <b><u>Fund for the Advancement of Education</u></b>      |                         |                         |                             |                         |                          |
| Evidence-Based Funding                                   | \$ 823,700,000          | \$ -                    | \$ 823,700,000              | 0.00%                   | 100.00%                  |
| <b>Total Fund for the Advancement of Education</b>       | <b>\$ 823,700,000</b>   | <b>\$ -</b>             | <b>\$ 823,700,000</b>       | <b>0.00%</b>            | <b>100.00%</b>           |
| <b><u>SBE Federal Department of Agriculture Fund</u></b> |                         |                         |                             |                         |                          |
| Federal Nutrition Programs                               | \$ 1,062,500,000        | \$ 136,325,985          | \$ 926,174,015              | 12.83%                  | 87.17%                   |
| <b>Total SBE Federal Department of Agriculture Fund</b>  | <b>\$ 1,062,500,000</b> | <b>\$ 136,325,985</b>   | <b>\$ 926,174,015</b>       | <b>12.83%</b>           | <b>87.17%</b>            |
| <b><u>SBE Federal Agency Services Fund</u></b>           |                         |                         |                             |                         |                          |
| Abstinence Education                                     | \$ 6,358,735            | \$ 853,222              | \$ 5,505,513                | 13.42%                  | 86.58%                   |
| PDG Birth to Five  | 1,551,855               | 441,772                 | 1,110,083                   | 28.47%                  | 71.53%                   |
| Improving Student Health                                 | 45,000                  | 6,430                   | 38,570                      | 14.29%                  | 85.71%                   |
| Substance Abuse and Mental Health                        | 5,300,000               | 300,237                 | 4,999,763                   | 5.66%                   | 94.34%                   |
| <b>Total SBE Federal Agency Services Fund</b>            | <b>\$ 13,255,590</b>    | <b>\$ 1,601,661</b>     | <b>\$ 11,653,929</b>        | <b>12.08%</b>           | <b>87.92%</b>            |

**ILLINOIS STATE BOARD OF EDUCATION**  
**Awards and Grants Expenditures**  
**July 1, 2019 through October 31, 2019**

|  | Appropriation<br>Amount | Expenditures to<br>Date | Unexpended<br>Appropriation | Percentage<br>spent YTD | Percentage<br>Unexpended |
|--|-------------------------|-------------------------|-----------------------------|-------------------------|--------------------------|
| <b><u>SBE Federal Department of Education Fund</u></b>           |                         |                         |                             |                         |                          |
| Title VI Rural and Low Income Students (Flexibility & Account)   | \$ 2,000,000            | \$ 254,464              | \$ 1,745,536                | 12.72%                  | 87.28%                   |
| Preschool Expansion Grant  | 34,013,547              | 842,615                 | 33,170,932                  | 2.48%                   | 97.52%                   |
| Title III - English Language Acquisition                         | 50,400,000              | 3,703,739               | 46,696,261                  | 7.35%                   | 92.65%                   |
| 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             | 59,803,643              | 857,456,357                 | 6.52%                   | 93.48%                   |
| Title I - Migrant Children                                       | 3,540,000               | 443,000                 | 3,097,000                   | 12.51%                  | 87.49%                   |
| Title I - Neglected/Delinquent                                   | 1,200,000               | 215,880                 | 984,120                     | 17.99%                  | 82.01%                   |
| Title I - School Improvement                                     | 168,000,000             | 17,075,861              | 150,924,139                 | 10.16%                  | 89.84%                   |
| Title IV - 21st Century/Community Service                        | 112,128,763             | 7,194,822               | 104,933,941                 | 6.42%                   | 93.58%                   |
| Title IV - ESEA Student Support                                  | 87,871,237              | 6,456,018               | 81,415,219                  | 7.35%                   | 92.65%                   |
| Title II - Teacher Quality                                       | 160,000,000             | 12,218,706              | 147,781,294                 | 7.64%                   | 92.36%                   |
| Title II - Math/Science Partnerships                             | 2,000,000               | 913,628                 | 1,086,372                   | 45.68%                  | 54.32%                   |
| Title X - McKinney Homeless                                      | 5,000,000               | 290,756                 | 4,709,244                   | 5.82%                   | 94.18%                   |
| IDEA - Preschool   | 29,200,000              | 3,261,846               | 25,938,154                  | 11.17%                  | 88.83%                   |
| IDEA - Improvement   | 5,000,000               | 228,791                 | 4,771,209                   | 4.58%                   | 95.42%                   |
| IDEA   | 754,000,000             | 81,774,173              | 672,225,827                 | 10.85%                  | 89.15%                   |
| IDEA - Deaf/Blind  | 800,000                 | 33,696                  | 766,304                     | 4.21%                   | 95.79%                   |
| Career and Technical Education - Basic Perkins                   | 66,000,000              | 4,999,647               | 61,000,354                  | 7.58%                   | 92.42%                   |
| Special Federal Congressional Initiatives                        | 5,000,000               | -                       | 5,000,000                   | 0.00%                   | 100.00%                  |
| <b>Total SBE Federal Department of Education Fund</b>            | <b>\$ 2,429,713,547</b> | <b>\$ 199,936,108</b>   | <b>\$ 2,229,777,438</b>     | <b>8.23%</b>            | <b>91.77%</b>            |
| <b><u>Charter Schools Revolving Loan Program Fund</u></b>        |                         |                         |                             |                         |                          |
| Charter Schools Revolving Loans                                  | \$ 200,000              | \$ -                    | \$ 200,000                  | 0.00%                   | 100.00%                  |
| <b>Total Charter Schools Rev. Loan Program Fund</b>              | <b>\$ 200,000</b>       | <b>\$ -</b>             | <b>\$ 200,000</b>           | <b>0.00%</b>            | <b>100.00%</b>           |
| <b><u>School Technology Revolving Loan Program Fund</u></b>      |                         |                         |                             |                         |                          |
| School Technology Revolving Loans                                | \$ 7,500,000            | \$ -                    | \$ 7,500,000                | 0.00%                   | 100.00%                  |
| <b>Total School Technology Rev. Loan Program Fund</b>            | <b>\$ 7,500,000</b>     | <b>\$ -</b>             | <b>\$ 7,500,000</b>         | <b>0.00%</b>            | <b>100.00%</b>           |
| <b><u>Temporary Relocation Expenses Revolving Grant Fund</u></b> |                         |                         |                             |                         |                          |
| Temporary Relocation Revolving Loans/Grants                      | \$ 1,000,000            | \$ -                    | \$ 1,000,000                | 0.00%                   | 100.00%                  |
| <b>Total Temporary Relocation Exp. Rev. Grant Fund</b>           | <b>\$ 1,000,000</b>     | <b>\$ -</b>             | <b>\$ 1,000,000</b>         | <b>0.00%</b>            | <b>100.00%</b>           |



**ILLINOIS STATE BOARD OF EDUCATION**  
**Awards and Grants Expenditures**  
**July 1, 2019 through October 31, 2019**

|  | Appropriation<br>Amount  | Expenditures to<br>Date | Unexpended<br>Appropriation | Percentage<br>spent YTD | Percentage<br>Unexpended |
|--|--------------------------|-------------------------|-----------------------------|-------------------------|--------------------------|
| <b><u>School Infrastructure Fund</u></b>                     |                          |                         |                             |                         |                          |
| School Infrastructure  | \$ 255,928,428           | \$ 949,612              | \$ 254,978,816              | 0.37%                   | 99.63%                   |
| <b>Total School Infrastructure Fund</b>                      | <b>\$ 255,928,428</b>    | <b>\$ 949,612</b>       | <b>\$ 254,978,816</b>       | <b>0.37%</b>            | <b>99.63%</b>            |
| <b><u>Capital Development Fund</u></b>                       |                          |                         |                             |                         |                          |
| Overcrowded Schools Construction Grants                      | \$ 25,000,000            | \$ -                    | \$ 25,000,000               | 0.00%                   | 100.00%                  |
| <b>Total Capital Development Fund</b>                        | <b>\$ 25,000,000</b>     | <b>\$ -</b>             | <b>\$ 25,000,000</b>        | <b>0.00%</b>            | <b>100.00%</b>           |
| <b><u>School Construction Fund</u></b>                       |                          |                         |                             |                         |                          |
| School Maintenance Grants                                    | \$ 4,391,137             | \$ -                    | \$ 4,391,137                | 0.00%                   | 100.00%                  |
| <b>Total School Construction Fund</b>                        | <b>\$ 4,391,137</b>      | <b>\$ -</b>             | <b>\$ 4,391,137</b>         | <b>0.00%</b>            | <b>100.00%</b>           |
| <b><u>Personal Property Tax Replacement Fund</u></b>         |                          |                         |                             |                         |                          |
| Lump Sums  | \$ 100,000               | \$ 70,000               | \$ 30,000                   | 70.00%                  | 30.00%                   |
| Awards and Grants, Lump Sums                                 | 6,970,000                | 2,331,314               | 4,638,686                   | 33.45%                  | 66.55%                   |
| Grants for Educational Purposes                              | 11,200,000               | 3,525,517               | 7,674,483                   | 31.48%                  | 68.52%                   |
| <b>Total Personal Property Tax Replacement Fund</b>          | <b>\$ 18,270,000</b>     | <b>\$ 5,926,831</b>     | <b>\$ 12,343,169</b>        | <b>32.44%</b>           | <b>67.56%</b>            |
| <b><u>After School Rescue Fund</u></b>                       |                          |                         |                             |                         |                          |
| Lump Sums  | \$ 200,000               | \$ -                    | \$ 200,000                  | 0.00%                   | 100.00%                  |
| <b>Total After School Rescue Fund</b>                        | <b>\$ 200,000</b>        | <b>\$ -</b>             | <b>\$ 200,000</b>           | <b>0.00%</b>            | <b>100.00%</b>           |
| <b><u>School District Emergency Financial Assistance</u></b> |                          |                         |                             |                         |                          |
| Lump Sums  | \$ 1,000,000             | \$ -                    | \$ 1,000,000                | 0.00%                   | 100.00%                  |
| <b>Total After School Rescue Fund</b>                        | <b>\$ 1,000,000</b>      | <b>\$ -</b>             | <b>\$ 1,000,000</b>         | <b>0.00%</b>            | <b>100.00%</b>           |
| <b>TOTAL AWARDS AND GRANTS - ALL FUNDS</b>                   | <b>\$ 12,633,088,889</b> | <b>\$ 2,698,184,549</b> | <b>\$ 9,934,904,340</b>     | <b>21.36%</b>           | <b>78.64%</b>            |

**ILLINOIS STATE BOARD OF EDUCATION**  
**Comparative Statement of Expenditures to Date (October 31, 2019)**  
**Fiscal Years 2019 and 2018**

|  | FY19                     |                                  |   |                       | FY18                     |                                  |   |                       |
|--|--------------------------|----------------------------------|---|-----------------------|--------------------------|----------------------------------|---|-----------------------|
|  | Appropriation<br>Amount  | Expenditures to<br>Date (Direct) | Federal Indirect<br>Cost Recovery<br>Expenditures | Percentage<br>to Date | Appropriation<br>Amount  | Expenditures to<br>Date (Direct) | Federal Indirect<br>Cost Recovery<br>Expenditures | Percentage<br>to Date |
| <b><u>All Funds</u></b>                    |                          |                                  |   |                       |                          |                                  |   |                       |
| 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                       | 38,298,427               | 14,815,707                       | 2,918,027   | 38.68%                | 36,272,967               | 15,718,764                       | 1,857,967   | 48.46%                |
| Travel                                     | 2,208,037                | 547,632                          | 178,037   | 24.80%                | 2,226,976                | 540,991                          | 196,976   | 33.14%                |
| 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          | 10,392                   | -                                | 10,392  | 0.00%                 | 12,126                   | -                                | 12,126  | 100.00%               |
| Lump Sums                                  | 164,556,226              | 87,090,086                       | -   | 52.92%                | 165,305,582              | 79,423,224                       | -   | 48.05%                |
| <b>Sub-total</b>                           | <b>240,605,700</b>       | <b>115,795,774</b>               | <b>3,896,174</b>                                  | <b>49.75%</b>         | <b>240,251,100</b>       | <b>108,395,973</b>               | <b>3,758,618</b>                                  | <b>46.68%</b>         |
| Awards and Grants                          | 11,899,986,900           | 10,534,157,827                   | -   | 88.52%                | 11,704,161,200           | 10,365,425,322                   | 190,323   | 88.56%                |
| Construction Grants                        | 69,391,137               | -                                | -   | 0.00%                 | 4,391,137                | -                                | -   |                       |
| <b>Total All Funds</b>                     | <b>\$ 12,209,983,737</b> | <b>\$ 10,649,953,600</b>         | <b>\$ 3,896,174</b>                               | <b>87.22%</b>         | <b>\$ 11,948,803,437</b> | <b>\$ 10,473,827,687</b>         | <b>\$ 3,948,941</b>                               | <b>87.69%</b>         |
| <b><u>General Revenue Fund</u></b>         |                          |                                  |   |                       |                          |                                  |   |                       |
| Lump Sums                                  | \$ 72,603,100            | \$ 62,362,949                    | \$ -  | 85.90%                | \$ 73,285,300            | \$ 71,820,430                    | \$ -  | 98.00%                |
| <b>Sub-total</b>                           | <b>72,603,100</b>        | <b>62,362,949</b>                | <b>-</b>  | <b>85.90%</b>         | <b>73,285,300</b>        | <b>71,820,430</b>                | <b>-</b>  | <b>98.00%</b>         |
| Awards and Grants                          | 3,735,852,000            | 3,729,974,729                    | -   | 99.84%                | 3,669,329,600            | 3,655,586,680                    | -   | 99.63%                |
| <b>Total General Revenue Fund</b>          | <b>\$ 3,808,455,100</b>  | <b>\$ 3,792,337,678</b>          | <b>\$ -</b>                                       | <b>99.58%</b>         | <b>\$ 3,742,614,900</b>  | <b>\$ 3,727,407,110</b>          | <b>\$ -</b>                                       | <b>99.59%</b>         |
| <b><u>Other State Funds</u></b>            |                          |                                  |   |                       |                          |                                  |   |                       |
| Lump Sums                                  | \$ 25,849,300            | \$ 14,546,306                    | \$ -  | 56.27%                | \$ 25,778,900            | \$ 7,832,325                     | \$ -  | 30.38%                |
| <b>Sub-total</b>                           | <b>25,849,300</b>        | <b>14,546,306</b>                | <b>-</b>  | <b>56.27%</b>         | <b>25,778,900</b>        | <b>7,832,325</b>                 | <b>-</b>  | <b>30.38%</b>         |
| Awards and Grants                          | 4,646,084,900            | 4,620,290,892                    | -   | 99.44%                | 4,520,331,600            | 4,511,096,121                    | -   | 99.80%                |
| Construction Grants                        | 69,391,137               | -                                | -   | 0.00%                 | 4,391,137                | -                                | -   | 0.00%                 |
| <b>Total Other State Funds</b>             | <b>\$ 4,741,325,337</b>  | <b>\$ 4,634,837,198</b>          | <b>\$ -</b>                                       | <b>97.75%</b>         | <b>\$ 4,550,501,637</b>  | <b>\$ 4,518,928,446</b>          | <b>\$ -</b>                                       | <b>99.31%</b>         |
| <b><u>Federal Funds</u></b>                |                          |                                  |   |                       |                          |                                  |   |                       |
| 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               | 15,718,764                       | -   | 45.67%                |
| Travel                                     | 2,030,000                | 547,632                          | -   | 26.98%                | 2,030,000                | 540,991                          | -   | 26.65%                |
| 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%                 |
| <b>Sub-total</b>                           | <b>142,153,300</b>       | <b>42,782,693</b>                | <b>-</b>  | <b>30.10%</b>         | <b>141,186,900</b>       | <b>33,922,705</b>                | <b>-</b>  | <b>24.03%</b>         |
| Awards and Grants                          | 3,518,050,000            | 2,183,892,206                    | -   | 62.08%                | 3,514,500,000            | 2,198,298,483                    | -   | 62.55%                |
| <b>Total Federal Funds</b>                 | <b>\$ 3,660,203,300</b>  | <b>\$ 2,226,674,899</b>          | <b>\$ -</b>                                       | <b>60.83%</b>         | <b>\$ 3,655,686,900</b>  | <b>\$ 2,232,221,188</b>          | <b>\$ -</b>                                       | <b>61.06%</b>         |

**ILLINOIS STATE BOARD OF EDUCATION**  
**Comparative Statement of Expenditures to Date (October 31, 2019)**  
**Fiscal Years 2019 and 2018**

|                                    | FY20                     |                                  |   |                       | FY19                     |                                  |   |                       |
|------------------------------------|--------------------------|----------------------------------|---|-----------------------|--------------------------|----------------------------------|---|-----------------------|
|                                    | Appropriation<br>Amount  | Expenditures to<br>Date (Direct) | Federal Indirect<br>Cost Recovery<br>Expenditures | Percentage<br>to Date | Appropriation<br>Amount  | Expenditures to<br>Date (Direct) | Federal Indirect<br>Cost Recovery<br>Expenditures | Percentage<br>to Date |
| <b><u>All Funds</u></b>            |                          |                                  |   |                       |                          |                                  |   |                       |
| Lump Sums/Admin                    | \$ 205,044,100           | \$ 20,560,585                    | \$ 998,283  | 10.03%                | \$ 240,558,300           | \$ 22,612,198                    | \$ 555,049  | 9.63%                 |
| Awards and Grants                  | 12,387,446,128           | 2,702,757,493                    | -   | 21.82%                | 11,889,236,900           | 2,444,922,483                    | -   | 20.56%                |
| Construction Grants                | 269,391,137              | -                                | -   | 0.00%                 | 69,391,137               | -                                | -   | 0.00%                 |
| <b>Total All Funds</b>             | <b>\$ 12,861,881,365</b> | <b>\$ 2,723,318,078</b>          | <b>\$ 998,283</b>                                 | <b>21.17%</b>         | <b>\$ 12,199,186,337</b> | <b>\$ 2,467,534,681</b>          | <b>\$ 555,049</b>                                 | <b>20.23%</b>         |
| <b><u>General Revenue Fund</u></b> |                          |                                  |   |                       |                          |                                  |   |                       |
| Lump Sums                          | \$ 71,057,100            | \$ 10,646,985                    | \$ -  | 14.98%                | \$ 72,576,100            | \$ 11,216,889                    | \$ -  | 15.46%                |
| Awards and Grants                  | 4,046,632,800            | 1,273,591,404                    | -   | 31.47%                | 3,728,852,000            | 905,236,804                      | -   | 24.28%                |
| <b>Total General Revenue Fund</b>  | <b>\$ 4,117,689,900</b>  | <b>\$ 1,284,238,389</b>          | <b>\$ -</b>                                       | <b>31.19%</b>         | <b>\$ 3,801,428,100</b>  | <b>\$ 916,453,693</b>            | <b>\$ -</b>                                       | <b>24.11%</b>         |
| <b><u>Other State Funds</u></b>    |                          |                                  |   |                       |                          |                                  |   |                       |
| Lump Sums                          | \$ 26,833,700            | \$ 2,558,912                     | \$ -  | 9.54%                 | \$ 25,828,900            | \$ 2,030,632                     | \$ -  | 7.86%                 |
| Awards and Grants                  | 4,825,363,328            | 1,089,270,647                    | -   | 22.57%                | 4,646,084,900            | 1,218,158,666                    | -   | 26.22%                |
| Construction Grants                | 269,391,137              | -                                | -   | 0.00%                 | 69,391,137               | -                                | -   | 0.00%                 |
| <b>Total Other State Funds</b>     | <b>\$ 5,121,588,165</b>  | <b>\$ 1,091,829,559</b>          | <b>\$ -</b>                                       | <b>21.32%</b>         | <b>\$ 4,741,304,937</b>  | <b>\$ 1,220,189,298</b>          | <b>\$ -</b>                                       | <b>25.74%</b>         |
| <b><u>Federal Funds</u></b>        |                          |                                  |   |                       |                          |                                  |   |                       |
| Lump Sums                          | \$ 107,153,300           | \$ 8,352,971                     | \$ -  | 7.80%                 | \$ 142,153,300           | \$ 9,364,677                     | \$ -  | 6.59%                 |
| Awards and Grants                  | 3,515,450,000            | 339,895,442                      | -   | 9.67%                 | 3,514,300,000            | 321,527,013                      | -   | 9.15%                 |
| <b>Total Federal Funds</b>         | <b>\$ 3,622,603,300</b>  | <b>\$ 348,248,413</b>            | <b>\$ -</b>                                       | <b>9.61%</b>          | <b>\$ 3,656,453,300</b>  | <b>\$ 330,891,690</b>            | <b>\$ -</b>                                       | <b>9.05%</b>          |

# Illinois State Board of Education

**FY 2019 Appropriation & Spending by Program 07/01/2018 thru 10/31/2019**

(Dollars in Thousands)

| Initiatives  | Appropriation               |                             |                          | YTD Expenditures            |                             |                          |
|--|-----------------------------|-----------------------------|--------------------------|-----------------------------|-----------------------------|--------------------------|
|  | Total                       | Grants                      | Admin                    | Total                       | Grants                      | Admin                    |
| <b>STATE</b>                                       |                             |                             |                          |                             |                             |                          |
| <b>Distributive Grants</b>                         | <b><u>\$7,719,521.1</u></b> | <b><u>\$7,717,821.2</u></b> | <b><u>\$1,699.9</u></b>  | <b><u>\$7,715,200.9</u></b> | <b><u>\$7,713,500.9</u></b> | <b><u>\$1,699.9</u></b>  |
| 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                    |
| <b><u>Mandated Categoricals</u></b>                | <b><u>\$881,457.9</u></b>   | <b><u>\$881,457.9</u></b>   | <b><u>\$0.0</u></b>      | <b><u>\$877,378.2</u></b>   | <b><u>\$877,378.2</u></b>   | <b><u>\$0.0</u></b>      |
| 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                    | \$9,578.7                   | \$9,578.7                   | \$0.0                    |
| Sp-Ed - Orphanage Tuition 14-7.03                  | \$73,000.0                  | \$73,000.0                  | \$0.0                    | \$72,941.6                  | \$72,941.6                  | \$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                    |
| <b>Standards - Assessment &amp; Accountability</b> | <b><u>\$48,514.8</u></b>    | <b><u>\$0.0</u></b>         | <b><u>\$48,514.8</u></b> | <b><u>\$38,333.0</u></b>    | <b><u>\$0.0</u></b>         | <b><u>\$38,333.0</u></b> |
| Assessments  | \$48,514.8                  | \$0.0                       | \$48,514.8               | \$38,333.0                  | \$0.0                       | \$38,333.0               |
| <b>Ensuring Quality Ed Personnel</b>               | <b><u>\$1,977.5</u></b>     | <b><u>\$1,977.5</u></b>     | <b><u>\$0.0</u></b>      | <b><u>\$1,977.5</u></b>     | <b><u>\$1,977.5</u></b>     | <b><u>\$0.0</u></b>      |
| 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                    |
| <b>Early Childhood</b>                             | <b><u>\$493,738.1</u></b>   | <b><u>\$485,216.3</u></b>   | <b><u>\$8,521.8</u></b>  | <b><u>\$493,618.6</u></b>   | <b><u>\$485,103.1</u></b>   | <b><u>\$8,515.5</u></b>  |
| <b>Academic Difficulty</b>                         | <b><u>\$24,800.0</u></b>    | <b><u>\$24,800.0</u></b>    | <b><u>\$0.0</u></b>      | <b><u>\$24,757.6</u></b>    | <b><u>\$24,757.6</u></b>    | <b><u>\$0.0</u></b>      |
| Alternative Learning/Regional Safe Schools         | \$6,300.0                   | \$6,300.0                   | \$0.0                    | \$6,298.2                   | \$6,298.2                   | \$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                    | \$11,468.9                  | \$11,468.9                  | \$0.0                    |
| <b>Learning Technologies</b>                       | <b><u>\$2,443.8</u></b>     | <b><u>\$0.0</u></b>         | <b><u>\$2,443.8</u></b>  | <b><u>\$2,236.4</u></b>     | <b><u>\$0.0</u></b>         | <b><u>\$2,236.4</u></b>  |
| Technology for Success                             | \$2,443.8                   | \$0.0                       | \$2,443.8                | \$2,236.4                   | \$0.0                       | \$2,236.4                |
| <b>Career Preparation</b>                          | <b><u>\$43,062.1</u></b>    | <b><u>\$43,062.1</u></b>    | <b><u>\$0.0</u></b>      | <b><u>\$42,983.4</u></b>    | <b><u>\$42,983.4</u></b>    | <b><u>\$0.0</u></b>      |
| Agricultural Education                             | \$5,000.0                   | \$5,000.0                   | \$0.0                    | \$4,946.7                   | \$4,946.7                   | \$0.0                    |
| Career and Technical Education                     | \$38,062.1                  | \$38,062.1                  | \$0.0                    | \$38,036.7                  | \$38,036.7                  | \$0.0                    |
| <b>Administration</b>                              | <b><u>\$23,349.8</u></b>    | <b><u>\$0.0</u></b>         | <b><u>\$23,349.8</u></b> | <b><u>\$23,303.0</u></b>    | <b><u>\$0.0</u></b>         | <b><u>\$23,303.0</u></b> |
| GRF Administration                                 | \$23,302.4                  | \$0.0                       | \$23,302.4               | \$23,301.8                  | \$0.0                       | \$23,301.8               |

| 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                   | \$1.2                    | \$0.0                    | \$1.2                   |
| <b>Targeted Initiatives</b>                     | <b><u>\$27,873.0</u></b> | <b><u>\$27,114.1</u></b> | <b><u>\$758.9</u></b>    | <b><u>\$26,680.8</u></b> | <b><u>\$25,952.6</u></b> | <b><u>\$728.2</u></b>   |
| 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                    | \$14,016.8               | \$14,016.8               | \$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                    | \$828.9                  | \$828.9                  | \$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                   |
| <b>OTHER STATE</b>                              |                          |                          |                          |                          |                          |                         |
| <b>Regional Services</b>                        | <b><u>\$18,040.0</u></b> | <b><u>\$18,036.0</u></b> | <b><u>\$4.0</u></b>      | <b><u>\$17,437.3</u></b> | <b><u>\$17,434.7</u></b> | <b><u>\$2.6</u></b>     |
| 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                   |
| <b>School Infrastructure Fund</b>               | <b><u>\$56,900.0</u></b> | <b><u>\$56,300.0</u></b> | <b><u>\$600.0</u></b>    | <b><u>\$581.9</u></b>    | <b><u>\$371.6</u></b>    | <b><u>\$210.3</u></b>   |
| School Infrastructure                           | \$56,900.0               | \$56,300.0               | \$600.0                  | \$581.9                  | \$371.6                  | \$210.3                 |
| <b>Driver Education</b>                         | <b><u>\$18,750.0</u></b> | <b><u>\$18,750.0</u></b> | <b><u>\$0.0</u></b>      | <b><u>\$18,750.0</u></b> | <b><u>\$18,750.0</u></b> | <b><u>\$0.0</u></b>     |
| <b>Other Funds</b>                              | <b><u>\$70,810.2</u></b> | <b><u>\$51,569.4</u></b> | <b><u>\$19,240.8</u></b> | <b><u>\$21,314.6</u></b> | <b><u>\$13,720.6</u></b> | <b><u>\$7,594.1</u></b> |
| After School Rescue Fund                        | \$200.0                  | \$200.0                  | \$0.0                    | \$0.0                    | \$0.0                    | \$0.0                   |
| Capital Development Fund - School Construction  | \$25,000.0               | \$25,000.0               | \$0.0                    | \$0.0                    | \$0.0                    | \$0.0                   |
| 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                | \$3,896.2                | \$0.0                    | \$3,896.2               |
| 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             |
| <b>FEDERAL</b>                                 |                      |                      |                    |                      |                      |                   |
| <b>Federal Funds</b>                           | <b>\$3,656,453.3</b> | <b>\$3,538,538.8</b> | <b>\$117,914.5</b> | <b>\$2,226,435.5</b> | <b>\$2,180,564.6</b> | <b>\$45,870.9</b> |
| 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          | \$40,427.5           | \$39,416.1           | \$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         | \$783,428.1          | \$774,469.0          | \$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         | \$516,926.7          | \$508,552.2          | \$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         | \$602,944.2          | \$598,168.8          | \$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          | \$27,195.5           | \$26,424.2           | \$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          | \$48,249.8           | \$46,671.9           | \$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            |
| <b>TOTAL - ALL FUNDS:</b>              | <b>\$12,206,233.7</b> | <b>\$11,983,185.3</b> | <b>\$223,048.4</b> | <b>\$10,653,610.4</b> | <b>\$10,525,116.5</b> | <b>\$128,493.8</b> |

# Illinois State Board of Education

**FY 2020 Appropriation & Spending by Program 07/01/2019 thru 10/31/2019**

(Dollars in Thousands)

| Initiatives  | Appropriation               |                             |                          | YTD Expenditures            |                             |                         |
|--|-----------------------------|-----------------------------|--------------------------|-----------------------------|-----------------------------|-------------------------|
|  | Total                       | Grants                      | Admin                    | Total                       | Grants                      | Admin                   |
| <b>STATE</b>                                       |                             |                             |                          |                             |                             |                         |
| <b>Distributive Grants</b>                         | <b><u>\$8,143,834.6</u></b> | <b><u>\$8,142,134.7</u></b> | <b><u>\$1,699.9</u></b>  | <b><u>\$2,177,842.8</u></b> | <b><u>\$2,177,641.6</u></b> | <b><u>\$201.3</u></b>   |
| Evidence - Based Funding                           | \$7,211,163.2               | \$7,209,463.3               | \$1,699.9                | \$1,957,291.6               | \$1,957,090.3               | \$201.3                 |
| 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                   |
| <b>Mandated Categoricals</b>                       | <b><u>\$928,803.4</u></b>   | <b><u>\$928,803.4</u></b>   | <b><u>\$0.0</u></b>      | <b><u>\$220,551.3</u></b>   | <b><u>\$220,551.3</u></b>   | <b><u>\$0.0</u></b>     |
| Illinois Free Lunch/Breakfast                      | \$9,000.0                   | \$9,000.0                   | \$0.0                    | \$1,141.7                   | \$1,141.7                   | \$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                   |
| <b>Standards - Assessment &amp; Accountability</b> | <b><u>\$46,500.0</u></b>    | <b><u>\$0.0</u></b>         | <b><u>\$46,500.0</u></b> | <b><u>\$2,669.0</u></b>     | <b><u>\$0.0</u></b>         | <b><u>\$2,669.0</u></b> |
| Assessments  | \$46,500.0                  | \$0.0                       | \$46,500.0               | \$2,669.0                   | \$0.0                       | \$2,669.0               |
| <b>Ensuring Quality Ed Personnel</b>               | <b><u>\$2,500.0</u></b>     | <b><u>\$2,500.0</u></b>     | <b><u>\$0.0</u></b>      | <b><u>\$0.0</u></b>         | <b><u>\$0.0</u></b>         | <b><u>\$0.0</u></b>     |
| 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                   |
| <b>Early Childhood</b>                             | <b><u>\$543,738.1</u></b>   | <b><u>\$533,757.3</u></b>   | <b><u>\$9,980.8</u></b>  | <b><u>\$146,909.3</u></b>   | <b><u>\$144,862.6</u></b>   | <b><u>\$2,046.7</u></b> |
| <b>Academic Difficulty</b>                         | <b><u>\$17,800.0</u></b>    | <b><u>\$17,800.0</u></b>    | <b><u>\$0.0</u></b>      | <b><u>\$4,749.1</u></b>     | <b><u>\$4,749.1</u></b>     | <b><u>\$0.0</u></b>     |
| Alternative Learning/Regional Safe Schools         | \$6,300.0                   | \$6,300.0                   | \$0.0                    | \$2,070.5                   | \$2,070.5                   | \$0.0                   |
| Truants' Alternative Optional Education            | \$11,500.0                  | \$11,500.0                  | \$0.0                    | \$2,678.6                   | \$2,678.6                   | \$0.0                   |
| <b>Learning Technologies</b>                       | <b><u>\$2,443.8</u></b>     | <b><u>\$0.0</u></b>         | <b><u>\$2,443.8</u></b>  | <b><u>\$420.4</u></b>       | <b><u>\$0.0</u></b>         | <b><u>\$420.4</u></b>   |
| State & District Tech Support                      | \$2,443.8                   | \$0.0                       | \$2,443.8                | \$420.4                     | \$0.0                       | \$420.4                 |
| <b>Career Preparation</b>                          | <b><u>\$48,062.1</u></b>    | <b><u>\$48,062.1</u></b>    | <b><u>\$0.0</u></b>      | <b><u>\$18,582.1</u></b>    | <b><u>\$18,582.1</u></b>    | <b><u>\$0.0</u></b>     |
| Agricultural Education                             | \$5,000.0                   | \$5,000.0                   | \$0.0                    | \$1,195.8                   | \$1,195.8                   | \$0.0                   |
| Career and Technical Education                     | \$43,062.1                  | \$43,062.1                  | \$0.0                    | \$17,386.3                  | \$17,386.3                  | \$0.0                   |
| <b>Administration</b>                              | <b><u>\$23,217.2</u></b>    | <b><u>\$0.0</u></b>         | <b><u>\$23,217.2</u></b> | <b><u>\$7,678.6</u></b>     | <b><u>\$0.0</u></b>         | <b><u>\$7,678.6</u></b> |



| Initiatives                                     | Appropriation             |                           |                          | YTD Expenditures        |                         |                         |
|---|---------------------------|---------------------------|--------------------------|-------------------------|-------------------------|-------------------------|
|   | Total                     | Grants                    | Admin                    | Total                   | Grants                  | Admin                   |
| <b>Targeted Initiatives</b>                     | <b><u>\$55,159.0</u></b>  | <b><u>\$53,819.1</u></b>  | <b><u>\$1,339.9</u></b>  | <b><u>\$3,851.3</u></b> | <b><u>\$3,552.0</u></b> | <b><u>\$299.3</u></b>   |
| Advanced Placement Classes                      | \$500.0                   | \$500.0                   | \$0.0                    | \$86.9                  | \$86.9                  | \$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                  | \$173.4                 | \$0.0                   | \$173.4                 |
| Educator Misconduct Investigations              | \$429.9                   | \$0.0                     | \$429.9                  | \$126.0                 | \$0.0                   | \$126.0                 |
| 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                    | \$1,312.5               | \$1,312.5               | \$0.0                   |
| School Support Services                         | \$1,002.8                 | \$1,002.8                 | \$0.0                    | \$0.0                   | \$0.0                   | \$0.0                   |
| Materials Center for the Visually Impaired      | \$1,421.1                 | \$1,421.1                 | \$0.0                    | \$575.0                 | \$575.0                 | \$0.0                   |
| Philip J. Rock Center & School                  | \$3,777.8                 | \$3,777.8                 | \$0.0                    | \$700.0                 | \$700.0                 | \$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                    | \$625.0                 | \$625.0                 | \$0.0                   |
| District Intervention Funding                   | \$12,100.0                | \$12,100.0                | \$0.0                    | \$0.0                   | \$0.0                   | \$0.0                   |
| <b>OTHER STATE</b>                              |                           |                           |                          |                         |                         |                         |
| <b>Regional Services</b>                        | <b><u>\$18,270.0</u></b>  | <b><u>\$18,270.0</u></b>  | <b><u>\$0.0</u></b>      | <b><u>\$5,926.8</u></b> | <b><u>\$5,926.8</u></b> | <b><u>\$0.0</u></b>     |
| ROE - Bus Driver Training                       | \$100.0                   | \$100.0                   | \$0.0                    | \$70.0                  | \$70.0                  | \$0.0                   |
| ROE - Salaries                                  | \$11,200.0                | \$11,200.0                | \$0.0                    | \$3,525.5               | \$3,525.5               | \$0.0                   |
| ROE - School Services                           | \$6,970.0                 | \$6,970.0                 | \$0.0                    | \$2,331.3               | \$2,331.3               | \$0.0                   |
| <b>School Infrastructure Fund</b>               | <b><u>\$256,528.4</u></b> | <b><u>\$255,928.4</u></b> | <b><u>\$600.0</u></b>    | <b><u>\$952.0</u></b>   | <b><u>\$949.6</u></b>   | <b><u>\$2.4</u></b>     |
| School Infrastructure                           | \$256,528.4               | \$255,928.4               | \$600.0                  | \$952.0                 | \$949.6                 | \$2.4                   |
| <b>Driver Education</b>                         | <b><u>\$16,000.0</u></b>  | <b><u>\$16,000.0</u></b>  | <b><u>\$0.0</u></b>      | <b><u>\$4,000.0</u></b> | <b><u>\$4,000.0</u></b> | <b><u>\$0.0</u></b>     |
| <b>Other Funds</b>                              | <b><u>\$65,224.8</u></b>  | <b><u>\$39,348.2</u></b>  | <b><u>\$25,876.6</u></b> | <b><u>\$2,486.5</u></b> | <b><u>\$57.1</u></b>    | <b><u>\$2,429.4</u></b> |
| After School Rescue Fund                        | \$200.0                   | \$200.0                   | \$0.0                    | \$0.0                   | \$0.0                   | \$0.0                   |
| Capital Development Fund - School Construction  | \$25,000.0                | \$25,000.0                | \$0.0                    | \$0.0                   | \$0.0                   | \$0.0                   |

| Initiatives                                    | Appropriation        |                      |                   | YTD Expenditures   |                    |                  |
|--|----------------------|----------------------|-------------------|--------------------|--------------------|------------------|
|  | Total                | Grants               | Admin             | Total              | Grants             | Admin            |
| Charter Schools Revolving Loan Fund            | \$200.0              | \$200.0              | \$0.0             | \$0.0              | \$0.0              | \$0.0            |
| Emergency Financial Assistance Fund            | \$1,000.0            | \$1,000.0            | \$0.0             | \$0.0              | \$0.0              | \$0.0            |
| ISBE - Special Purpose Trust Fund              | \$16,474.8           | \$57.1               | \$16,417.7        | \$1,080.3          | \$57.1             | \$1,023.2        |
| ISBE Teacher Certificate Institute Fund        | \$2,208.9            | \$0.0                | \$2,208.9         | \$36.2             | \$0.0              | \$36.2           |
| School Construction Maintenance Fund           | \$4,391.1            | \$4,391.1            | \$0.0             | \$0.0              | \$0.0              | \$0.0            |
| School Technology Revolving Loan               | \$7,500.0            | \$7,500.0            | \$0.0             | \$0.0              | \$0.0              | \$0.0            |
| State Charter School Commission                | \$1,250.0            | \$0.0                | \$1,250.0         | \$256.7            | \$0.0              | \$256.7          |
| Teacher Certification Fee Revolving Fund       | \$6,000.0            | \$0.0                | \$6,000.0         | \$1,113.3          | \$0.0              | \$1,113.3        |
| Temporary Relocation Revolving Fund            | \$1,000.0            | \$1,000.0            | \$0.0             | \$0.0              | \$0.0              | \$0.0            |
| <b>FEDERAL</b>                                 |                      |                      |                   |                    |                    |                  |
| <b>Federal Ordinary &amp; Contingent</b>       | <b>\$0.0</b>         | <b>\$0.0</b>         | <b>\$0.0</b>      | <b>\$0.0</b>       | <b>\$0.0</b>       | <b>\$0.0</b>     |
| Federal Ordinary & Contingent                  | \$72,153.3           | \$0.0                | \$72,152.6        | \$7,301.7          | \$0.0              | \$7,301.7        |
| <b>Federal Funds</b>                           | <b>\$3,550,450.0</b> | <b>\$3,505,469.1</b> | <b>\$44,980.9</b> | <b>\$340,946.7</b> | <b>\$337,863.8</b> | <b>\$3,083.0</b> |
| Advanced Placement Fee Payment                 | \$3,300.0            | \$3,300.0            | \$0.0             | \$224.8            | \$224.8            | \$0.0            |
| School Health Programs - Adolescent Health     | \$500.0              | \$0.0                | \$500.0           | \$0.0              | \$0.0              | \$0.0            |
| Career & Technical Education                   | \$66,000.0           | \$66,000.0           | \$0.0             | \$4,999.6          | \$4,999.6          | \$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             | \$136,326.0        | \$136,326.0        | \$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             | \$228.8            | \$228.8            | \$0.0            |
| IDEA - Pre-School                              | \$29,200.0           | \$29,200.0           | \$0.0             | \$3,261.8          | \$3,261.8          | \$0.0            |
| Improving Student Health and Achievement       | \$45.0               | \$45.0               | \$0.0             | \$6.4              | \$6.4              | \$0.0            |
| Individuals with Disabilities Educ. Act, Pt. B | \$754,000.0          | \$754,000.0          | \$0.0             | \$81,774.2         | \$81,774.2         | \$0.0            |
| Longitudinal Data System                       | \$5,200.0            | \$0.0                | \$5,200.0         | \$323.4            | \$0.0              | \$323.4          |
| Math & Science Partnerships                    | \$2,000.0            | \$2,000.0            | \$0.0             | \$913.6            | \$913.6            | \$0.0            |
| Preschool Expansion Grant                      | \$35,000.0           | \$34,013.5           | \$986.5           | \$1,051.3          | \$842.6            | \$208.7          |
| PDG Birth to Five                              | \$3,750.0            | \$1,551.9            | \$2,198.1         | \$669.0            | \$441.8            | \$227.2          |
| School Health Programs - Abstinence            | \$6,455.0            | \$6,358.7            | \$96.3            | \$875.3            | \$853.2            | \$22.1           |
| Special Congressional Initiatives              | \$5,000.0            | \$5,000.0            | \$0.0             | \$0.0              | \$0.0              | \$0.0            |
| STOP School Violence                           | \$1,000.0            | \$0.0                | \$1,000.0         | \$2.6              | \$0.0              | \$2.6            |
| Substance Abuse and Mental Health (SAMHA)      | \$5,300.0            | \$5,300.0            | \$0.0             | \$300.2            | \$300.2            | \$0.0            |
| Title I - Basic Programs                       | \$917,260.0          | \$917,260.0          | \$0.0             | \$59,803.6         | \$59,803.6         | \$0.0            |
| Title I - Education of Migratory Children      | \$3,500.0            | \$3,500.0            | \$0.0             | \$434.5            | \$434.5            | \$0.0            |
| Title I - Migrant Consortium Incentive         | \$40.0               | \$40.0               | \$0.0             | \$8.5              | \$8.5              | \$0.0            |

| Initiatives                                   | Appropriation         |                       |                    | YTD Expenditures     |                      |                   |
|---|-----------------------|-----------------------|--------------------|----------------------|----------------------|-------------------|
|   | Total                 | Grants                | Admin              | Total                | Grants               | Admin             |
| Title I - Neglected and Delinquent            | \$1,200.0             | \$1,200.0             | \$0.0              | \$215.9              | \$215.9              | \$0.0             |
| Title I - School Improvement                  | \$168,000.0           | \$168,000.0           | \$0.0              | \$17,075.9           | \$17,075.9           | \$0.0             |
| Title II - Quality Teachers                   | \$160,000.0           | \$160,000.0           | \$0.0              | \$12,218.7           | \$12,218.7           | \$0.0             |
| Title III - English Language Acquisition      | \$50,400.0            | \$50,400.0            | \$0.0              | \$3,703.7            | \$3,703.7            | \$0.0             |
| Title IV - Student Support & Academic Enrich. | \$87,871.2            | \$87,871.2            | \$0.0              | \$6,456.0            | \$6,456.0            | \$0.0             |
| Title IV - 21st Century Schools               | \$112,128.8           | \$112,128.8           | \$0.0              | \$7,194.8            | \$7,194.8            | \$0.0             |
| Title V - Rural & Low Income Programs         | \$2,000.0             | \$2,000.0             | \$0.0              | \$254.5              | \$254.5              | \$0.0             |
| Title VI - State Assessment                   | \$35,000.0            | \$0.0                 | \$35,000.0         | \$2,299.1            | \$0.0                | \$2,299.1         |
| Title X - McKinney Homeless Assistance        | \$5,000.0             | \$5,000.0             | \$0.0              | \$290.8              | \$290.8              | \$0.0             |
| <b>TOTAL - ALL FUNDS:</b>                     | <b>\$12,861,881.4</b> | <b>\$12,633,088.9</b> | <b>\$228,791.8</b> | <b>\$2,724,316.4</b> | <b>\$2,698,184.5</b> | <b>\$26,131.8</b> |

| <b>Illinois State Board of Education</b><br><b>Contract Awards</b><br><b>October 1, 2019 - October 31, 2019</b> |  |               |                             |                         |   |
|---|--|---------------|-----------------------------|-------------------------|---|
| Vendor  | Illinois Procurement<br>Bulletin/BidBuy<br>Award Notice Date | Type of Award | Term                        | Contract Term<br>Amount | Description   |
| National Center for the Improvement of Educational<br>Assessment, Inc dba The Center                            | 8/28/2019  | Sole Source   | Upon Execution -<br>6/30/20 | \$ 331,500.00           | Contractor will provide technical assistance in the developing and implementing the Agency's assessment and accountability systems and will provide, at the direction of the agency, for the management of a State-specific Technical Advisory Committee that will ensure that Illinois develops a technically adequate plan and assessment instruments representing best practices and Federal compliance. |
| UChicago Impact   | 9/19/2019  | RFSP          | 10/28/19-6/30/21            | \$1,503,000.00          | Contractor will administer a statewide survey of learning conditions as required by Section 2-3.153 of the School Code [105 ILCS 5/24A-20(a)(6)].   |

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:(10/01/2019-10/31/2019)

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> |
|--------------------|-----------------------------|-------------|-------------------|----------------------|
| 07-016-1470-02(00) | W HARVEY-DIXMOOR PUB SD 147 | HARVEY      | \$54,786          | 10/02/2019           |
|                    |                             |             | <u>\$54,786</u>   |                      |

**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:(10/01/2019-10/31/2019)**

**Program: 2020 - 3235, Agriculture Education**

| <u><b>RCDT</b></u> | <u><b>District Name</b></u>     | <u><b>City</b></u> | <u><b>Budget Amt</b></u> | <u><b>Approval Date</b></u> |
|--------------------|---------------------------------|--------------------|--------------------------|-----------------------------|
| 03-025-0100-26(20) | SCHOOL UNIT DISTRICT NO 10      | ALTAMONT           | \$4,195                  | 10/18/2019                  |
| 08-089-2030-26(20) | ORANGEVILLE SCHOOL DISTRICT 203 | ORANGEVILLE        | \$1,718                  | 10/02/2019                  |
| 11-012-003C-26(20) | MARTINSVILLE CUSD 3C            | MARTINSVILLE       | \$2,830                  | 10/18/2019                  |
| 11-021-3060-26(20) | ARCOLA CUSD 306                 | ARCOLA             | \$3,134                  | 10/18/2019                  |
| 12-017-0010-26(20) | COUNTY OF CRAWFORD CUSD 1       | HUTSONVILLE        | \$5,000                  | 10/01/2019                  |
| 12-017-0040-26(30) | OBLONG CUSD 4                   | OBLONG             | \$9,715                  | 10/18/2019                  |
| 12-051-0100-26(30) | RED HILL CUSD 10                | BRIDGEPORT         | \$13,205                 | 10/18/2019                  |
| 13-041-3180-27(30) | BLUFORD UNIT SCHOOL DSTRCT 318  | BLUFORD            | \$7,417                  | 10/18/2019                  |
| 15-016-2990-25(23) | CITY OF CHICAGO SD 299          | CHICAGO            | \$1,162                  | 10/18/2019                  |
| 16-019-4280-26(20) | DEKALB CUSD 428                 | DE KALB            | \$3,784                  | 10/18/2019                  |
| 16-019-4280-26(30) | DEKALB CUSD 428                 | DE KALB            | \$9,975                  | 10/18/2019                  |
| 17-054-0210-26(20) | HARTSBURG EMDEN CUSD 21         | HARTSBURG          | \$3,791                  | 10/01/2019                  |
| 17-064-0030-26(30) | TRI VALLEY CUSD 3               | DOWNS              | \$6,822                  | 10/18/2019                  |
| 20-030-0070-26(30) | GALLATIN CUSD 7                 | JUNCTION           | \$6,191                  | 10/18/2019                  |
| 20-096-2000-26(30) | NORTH WAYNE CUSD 200            | CISNE              | \$10,554                 | 10/18/2019                  |
| 20-096-2250-16(20) | FAIRFIELD CHSD 225              | FAIRFIELD          | \$4,599                  | 10/02/2019                  |
| 21-028-1960-26(20) | SESSER-VALIER CUSD 196          | SESSER             | \$2,830                  | 10/03/2019                  |
| 21-100-0010-26(20) | JOHNSTON CITY CUSD 1            | JOHNSTON CITY      | \$2,072                  | 10/03/2019                  |
| 26-029-0040-26(20) | SPOON RIVER VALLEY CUSD 4       | LONDON MILLS       | \$3,134                  | 10/18/2019                  |
| 26-029-0040-26(30) | SPOON RIVER VALLEY CUSD 4       | LONDON MILLS       | \$6,101                  | 10/02/2019                  |
| 26-034-3370-26(20) | SOUTHEASTERN CUSD 337           | AUGUSTA            | \$3,892                  | 10/18/2019                  |
| 26-062-5440-51(00) | WESTERN ILLINOIS UNIVERSITY     | MACOMB             | \$8,900                  | 10/07/2019                  |
| 28-037-2230-26(20) | ORION CUSD 223                  | ORION              | \$5,256                  | 10/18/2019                  |
| 28-037-2280-26(20) | GENESEO CUSD 228                | GENESEO            | \$3,538                  | 10/24/2019                  |
| 33-036-2350-26(30) | WEST CENTRAL CUSD 235           | BIGGSVILLE         | \$8,842                  | 10/01/2019                  |
| 35-050-0020-26(30) | COMMUNITY UNIT SCHOOL NO 2      | SERENA             | \$14,238                 | 10/18/2019                  |
| 39-055-0610-41(20) | HEARTLAND TECHNICAL ACADEMY     | DECATUR            | \$909                    | 10/18/2019                  |
| 40-042-1000-26(30) | JERSEY CUSD 100                 | JERSEYVILLE        | \$7,763                  | 10/04/2019                  |
| 40-056-0060-26(30) | STAUNTON CUSD 6                 | STAUNTON           | \$8,502                  | 10/02/2019                  |
| 47-071-2220-26(20) | POLO CUSD 222                   | POLO               | \$4,195                  | 10/18/2019                  |
| 48-072-3090-26(30) | BRIMFIELD CUSD 309              | BRIMFIELD          | \$12,561                 | 10/02/2019                  |
| 50-082-1870-26(20) | CAHOKIA CUSD 187                | CAHOKIA            | \$1,617                  | 10/04/2019                  |
| 53-102-0600-26(20) | ROANOKE BENSON CUSD 60          | ROANOKE            | \$4,145                  | 10/01/2019                  |
| 53-102-1400-26(30) | COUNTY OF WOODFORD-EUREKA       | EUREKA             | \$7,075                  | 10/18/2019                  |
|                    |                                 |                    | <b>\$199,662</b>         |                             |

**Program: 2020 - 3270, Career & Technical Ed - Student Organization**

| <u><b>RCDT</b></u> | <u><b>District Name</b></u> | <u><b>City</b></u> | <u><b>Budget Amt</b></u> | <u><b>Approval Date</b></u> |
|--------------------|-----------------------------|--------------------|--------------------------|-----------------------------|
| 64-108-6720-51(00) | ILLINOIS ASSOCIATION FFA    | SPRINGFIELD        | \$41,676                 | 10/29/2019                  |
|                    |                             |                    | <b>\$41,676</b>          |                             |

**Program: 2020 - 3705, Early Childhood - Block Grant**

| <u><b>RCDT</b></u> | <u><b>District Name</b></u>      | <u><b>City</b></u> | <u><b>Budget Amt</b></u> | <u><b>Approval Date</b></u> |
|--------------------|----------------------------------|--------------------|--------------------------|-----------------------------|
| 07-016-1260-02(00) | ALSIP-HAZLGRN-OAKLWN SD 126      | ALSIP              | \$123,921                | 10/01/2019                  |
| 15-016-098P-00(01) | CHICAGO CHILD CARE SOCIETY       | CHICAGO            | \$855,000                | 10/30/2019                  |
| 15-016-191P-00(EF) | METROPOLITAN FAMILY SERVICES     | CHICAGO            | \$463,558                | 10/07/2019                  |
| 21-061-0010-26(00) | MASSAC COUNTY UNIT SCHOOL DIST 1 | METROPOLIS         | \$371,018                | 10/01/2019                  |

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|                    |                             |               |                    |            |
|--------------------|-----------------------------|---------------|--------------------|------------|
| 30-039-0950-02(01) | CARBONDALE ELEMENTARY SD 95 | CARBONDALE    | \$307,800          | 10/02/2019 |
| 34-049-0730-04(00) | HAWTHORN CCSD 73            | VERNON HILLS  | \$457,383          | 10/28/2019 |
| 51-084-0080-26(00) | PLEASANT PLAINS CUSD 8      | PLEASANT PLAI | \$118,040          | 10/23/2019 |
|                    |                             |               | <b>\$2,696,720</b> |            |

**Program: 2020 - 3999, Other State Programs**

| <u>RCDT</u>        | <u>District Name</u>          | <u>City</u>  | <u>Budget Amt</u> | <u>Approval Date</u> |
|--------------------|-------------------------------|--------------|-------------------|----------------------|
| 07-016-1440-02(ST) | PRAIRIE-HILLS ELEM SD 144     | MARKHAM      | \$50,000          | 10/07/2019           |
| 07-016-1520-02(ST) | HARVEY SD 152                 | HARVEY       | \$50,000          | 10/03/2019           |
| 07-016-2050-17(ST) | THORNTON THSD 205             | SOUTH HOLLAN | \$50,000          | 10/17/2019           |
| 34-049-114X-01(ST) | LIONS MATHEMATICS AND SCIENCE | WAUKEGAN     | \$50,000          | 10/31/2019           |
|                    |                               |              | <b>\$200,000</b>  |                      |

**Program: 2020 - 4107, Title V- Rural Education Initiative**

| <u>RCDT</u>        | <u>District Name</u>           | <u>City</u>   | <u>Budget Amt</u> | <u>Approval Date</u> |
|--------------------|--------------------------------|---------------|-------------------|----------------------|
| 01-069-1170-22(00) | JACKSONVILLE SD 117            | JACKSONVILLE  | \$62,169          | 10/10/2019           |
| 13-041-0050-04(00) | COUNTY OF JEFFERSON            | OPDYKE        | \$2,705           | 10/29/2019           |
| 13-041-0800-02(00) | MT VERNON CITY SCHOOL 80       | MOUNT VERNON  | \$31,753          | 10/09/2019           |
| 13-041-2010-17(00) | MT VERNON TWP HSD 201          | MOUNT VERNON  | \$22,924          | 10/25/2019           |
| 13-041-3180-27(00) | BLUFORD UNIT SCHOOL DSTRCT 318 | BLUFORD       | \$7,033           | 10/21/2019           |
| 13-058-1350-02(00) | CENTRALIA SD 135               | CENTRALIA     | \$24,693          | 10/31/2019           |
| 20-097-0050-26(00) | CARM-WHITE COUNTY CUSD 5       | CARM          | \$27,091          | 10/03/2019           |
| 26-062-1700-26(00) | BUSHNELL PRAIRIE CITY CUSD 170 | BUSHNELL      | \$3,975           | 10/22/2019           |
| 28-006-1150-02(00) | PRINCETON ELEM SD 115          | PRINCETON     | \$21,363          | 10/11/2019           |
| 28-037-2290-26(00) | KEWANEE CUSD 229               | KEWANEE       | \$35,778          | 10/02/2019           |
| 30-073-0500-02(00) | PINCKNEYVILLE SD 50            | PINCKNEYVILLE | \$10,902          | 10/11/2019           |
| 33-048-2760-26(00) | ABINGDON-AVON CUSD 276         | ABINGDON      | \$18,138          | 10/29/2019           |
| 40-056-0070-26(00) | GILLESPIE CUSD 7               | GILLESPIE     | \$34,379          | 10/11/2019           |
| 45-079-1400-26(00) | SPARTA CUSD 140                | SPARTA        | \$24,371          | 10/21/2019           |
| 47-098-0130-02(00) | ROCK FALLS ESD 13              | ROCK FALLS    | \$28,070          | 10/09/2019           |
|                    |                                |               | <b>\$355,344</b>  |                      |

**Program: 2020 - 4300, Title I - Low Income**

| <u>RCDT</u>        | <u>District Name</u>         | <u>City</u>   | <u>Budget Amt</u> | <u>Approval Date</u> |
|--------------------|------------------------------|---------------|-------------------|----------------------|
| 01-001-0040-26(00) | MENDON CUSD 4                | MENDON        | \$75,322          | 10/17/2019           |
| 01-005-0010-26(00) | BROWN COUNTY CUSD 1          | MOUNT STERLI  | \$131,260         | 10/29/2019           |
| 01-009-2620-26(00) | A-C CENTRAL CUSD 262         | ASHLAND       | \$43,282          | 10/30/2019           |
| 01-069-0010-26(00) | FRANKLIN CUSD 1              | FRANKLIN      | \$86,010          | 10/15/2019           |
| 01-069-0060-26(00) | WAVERLY CUSD 6               | WAVERLY       | \$77,313          | 10/30/2019           |
| 01-075-0030-26(00) | PLEASANT HILL CUSD 3         | PLEASANT HILL | \$97,692          | 10/01/2019           |
| 01-075-0120-26(00) | WESTERN COMMUNITY UNIT SD 12 | BARRY         | \$126,177         | 10/30/2019           |
| 03-011-0040-26(00) | EDINBURG CUSD 4              | EDINBURG      | \$30,323          | 10/29/2019           |
| 03-011-0080-26(00) | PANA SD 8                    | PANA          | \$371,612         | 10/10/2019           |
| 03-026-2020-26(00) | ST ELMO CUSD 202             | SAINT ELMO    | \$192,411         | 10/29/2019           |
| 04-101-1340-04(00) | SHIRLAND CCSD 134            | SHIRLAND      | \$64,315          | 10/29/2019           |
| 04-101-1400-04(00) | ROCKTON SD 140               | ROCKTON       | \$174,534         | 10/30/2019           |
| 04-101-3230-26(00) | WINNEBAGO CUSD 323           | WINNEBAGO     | \$346,966         | 10/22/2019           |
| 05-016-0260-02(00) | RIVER TRAILS SD 26           | MOUNT PROSPE  | \$149,443         | 10/30/2019           |
| 05-016-0370-02(00) | AVOCA SCHOOL DIST 37         | WILMETTE      | \$34,301          | 10/29/2019           |
| 05-016-0640-04(00) | SCHOOL DIST 64 CONSOLIDATED  | PARK RIDGE    | \$231,780         | 10/29/2019           |

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|--------------------|----------------------------------|--------------|-----------|------------|
| 05-016-0650-04(00) | EVANSTON C C SCHOOL DIST 65      | EVANSTON     | \$856,840 | 10/29/2019 |
| 05-016-0710-02(00) | NILES ELEM SD 71                 | NILES        | \$152,741 | 10/11/2019 |
| 05-016-0720-02(00) | FAIRVIEW SD 72                   | SKOKIE       | \$159,370 | 10/11/2019 |
| 05-016-0730-02(00) | EAST PRAIRIE SD 73               | SKOKIE       | \$70,057  | 10/29/2019 |
| 06-016-0855-02(00) | RIVER GROVE SD 85-5              | RIVER GROVE  | \$180,325 | 10/29/2019 |
| 06-016-0930-02(00) | HILLSIDE SD 93                   | HILLSIDE     | \$114,791 | 10/17/2019 |
| 06-016-0960-02(00) | RIVERSIDE SCHOOL DIST 96         | RIVERSIDE    | \$151,300 | 10/09/2019 |
| 06-016-1010-02(00) | WESTERN SPRINGS SD 101           | WESTERN SPRI | \$96,533  | 10/11/2019 |
| 06-016-1070-02(00) | PLEASANTDALE SD 107              | BURR RIDGE   | \$42,778  | 10/21/2019 |
| 07-016-1400-02(00) | KIRBY SD 140                     | TINLEY PARK  | \$477,008 | 10/29/2019 |
| 07-016-1430-02(00) | SCHOOL DISTRICT 143 COOK COUNTY  | MIDLOTHIAN   | \$511,568 | 10/03/2019 |
| 07-016-1450-02(00) | ARBOR PARK SD 145                | OAK FOREST   | \$274,553 | 10/29/2019 |
| 07-016-1545-02(00) | COOK COUNTY SCH 154 1-2 DIST     | BURNHAM      | \$118,398 | 10/21/2019 |
| 07-016-1550-02(00) | CALUMET CITY SD 155              | CALUMET CITY | \$701,092 | 10/29/2019 |
| 07-016-1720-02(00) | SANDRIDGE SD 172                 | LYNWOOD      | \$237,671 | 10/29/2019 |
| 07-016-1940-02(00) | STEGER SD194                     | STEGER       | \$434,147 | 10/03/2019 |
| 07-016-2290-16(00) | OAK LAWN CHSD 229                | OAK LAWN     | \$411,241 | 10/29/2019 |
| 09-010-1300-04(00) | THOMASBORO CCSD 130              | THOMASBORO   | \$117,337 | 10/29/2019 |
| 11-021-3010-26(00) | TUSCOLA CUSD 301                 | TUSCOLA      | \$103,925 | 10/22/2019 |
| 11-021-3050-26(00) | ARTHUR CUSD 305                  | ARTHUR       | \$311,079 | 10/18/2019 |
| 11-023-0030-26(00) | COMMUNITY UNIT DISTRICT 3        | KANSAS       | \$41,825  | 10/10/2019 |
| 11-023-0060-26(00) | COMMUNITY UNIT SCHOOL DIST NO 6  | CHRISMAN     | \$73,810  | 10/18/2019 |
| 11-087-003A-26(00) | COWDEN-HERRICK CUSD 3A           | COWDEN       | \$138,768 | 10/17/2019 |
| 12-013-0350-26(00) | FLORA CUSD 35                    | FLORA        | \$406,368 | 10/18/2019 |
| 12-040-0010-26(00) | JASPER COUNTY CUD 1              | NEWTON       | \$324,464 | 10/18/2019 |
| 12-051-0100-26(00) | RED HILL CUSD 10                 | BRIDGEPORT   | \$307,469 | 10/29/2019 |
| 13-014-0010-26(00) | CARLYLE CUSD 1                   | CARLYLE      | \$253,964 | 10/29/2019 |
| 13-014-0120-04(00) | BREESE ELEMENTARY DIST 12        | BREESE       | \$70,545  | 10/21/2019 |
| 13-014-0460-02(00) | WILLOW GROVE SD 46               | CENTRALIA    | \$103,328 | 10/15/2019 |
| 13-014-0570-02(00) | BARTELSD SD 57                   | BARTELSD     | \$9,046   | 10/16/2019 |
| 13-041-0020-04(00) | JEFFERSON COUNTY OF              | DIX          | \$58,838  | 10/22/2019 |
| 13-041-1780-04(00) | SPRING GARDEN COMMUNITY          | MOUNT VERNON | \$120,103 | 10/22/2019 |
| 13-058-0070-04(00) | IUKA COMMUNITY CONSOLIDATED SC   | IUKA         | \$60,971  | 10/03/2019 |
| 13-058-7220-26(00) | ODIN PUBLIC SCHOOL DIST 722      | ODIN         | \$100,957 | 10/02/2019 |
| 13-095-0110-04(00) | IRVINGTON CCSD 11                | IRVINGTON    | \$50,473  | 10/29/2019 |
| 13-095-0490-04(00) | NASHVILLE CCSD 49                | NASHVILLE    | \$83,902  | 10/02/2019 |
| 15-016-9000-90(00) | HORIZON SCIENCE ACAD-MCKINLEY PK | CHICAGO      | \$441,599 | 10/29/2019 |
| 15-016-9010-90(00) | HORIZON SCIENCE ACAD-BELMONT     | CHICAGO      | \$305,852 | 10/21/2019 |
| 15-016-9040-90(00) | BETTY SHABAZZ INTERN CHARTER SCH | CHICAGO      | \$347,400 | 10/29/2019 |
| 17-020-0150-26(00) | CLINTON CUSD 15                  | CLINTON      | \$378,018 | 10/18/2019 |
| 17-053-006J-26(00) | TRI- POINT CUSD 6-J              | KEMPTON      | \$79,879  | 10/18/2019 |
| 17-053-0080-26(00) | PRAIRIE CENTRAL CUSD 8           | FAIRBURY     | \$359,949 | 10/29/2019 |
| 17-053-0900-17(00) | PONTIAC TWP HSD 90               | PONTIAC      | \$144,586 | 10/29/2019 |
| 17-053-2300-17(00) | DWIGHT TWP HSD 230               | DWIGHT       | \$36,358  | 10/17/2019 |
| 17-053-4290-04(00) | PONTIAC CCSD 429                 | PONTIAC      | \$410,600 | 10/22/2019 |
| 17-053-4380-04(00) | SAUNEMIN CCSD 438                | SAUNEMIN     | \$29,222  | 10/29/2019 |
| 17-054-4040-16(00) | LINCOLN CHSD 404                 | LINCOLN      | \$174,884 | 10/29/2019 |
| 17-064-0030-26(00) | TRI VALLEY CUSD 3                | DOWNS        | \$43,626  | 10/29/2019 |
| 17-064-0160-26(00) | OLYMPIA CUSD 16                  | STANFORD     | \$276,438 | 10/18/2019 |



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|--------------------|----------------------------------|---------------|-----------|------------|
| 19-022-0070-02(00) | WOOD DALE SD 7                   | WOOD DALE     | \$185,084 | 10/18/2019 |
| 19-022-0130-02(00) | BLOOMINGDALE SD 13               | BLOOMINGDALE  | \$73,456  | 10/29/2019 |
| 19-022-0250-02(00) | BENJAMIN SD 25                   | WEST CHICAGO  | \$28,309  | 10/29/2019 |
| 19-022-0440-02(00) | LOMBARD SD 44                    | LOMBARD       | \$355,306 | 10/18/2019 |
| 19-022-0600-02(00) | MAERCKER SD 60                   | WESTMONT      | \$176,520 | 10/15/2019 |
| 19-022-0620-02(00) | GOWER SD 62                      | WILLOWBROOK   | \$70,545  | 10/18/2019 |
| 19-022-0880-16(00) | DUPAGE HSD 88                    | ADDISON       | \$654,772 | 10/01/2019 |
| 19-022-2020-26(00) | LISLE CUSD 202                   | LISLE         | \$229,757 | 10/29/2019 |
| 20-083-0040-26(00) | ELDORADO CUSD 4                  | ELDORADO      | \$660,514 | 10/10/2019 |
| 20-097-0050-26(00) | CARMI-WHITE COUNTY CUSD 5        | CARMI         | \$413,353 | 10/18/2019 |
| 24-047-0880-26(00) | PLANO CUSD 88                    | PLANO         | \$382,485 | 10/17/2019 |
| 26-029-0040-26(00) | SPOON RIVER VALLEY CUSD 4        | LONDON MILLS  | \$73,772  | 10/29/2019 |
| 26-029-0970-26(00) | LEWISTOWN SCHOOL DISTRICT 97     | LEWISTOWN     | \$190,419 | 10/29/2019 |
| 26-034-3170-04(00) | CARTHAGE ELEMENTARY DISTRICT 317 | CARTHAGE      | \$130,231 | 10/17/2019 |
| 28-006-0990-04(00) | SPRING VALLEY CCSD 99            | SPRING VALLEY | \$184,721 | 10/18/2019 |
| 28-006-3030-26(00) | LAMOILLE CUSD 303                | LA MOILLE     | \$53,483  | 10/18/2019 |
| 28-006-3400-26(00) | BUREAU VALLEY CUSD 340           | MANLIUS       | \$181,628 | 10/11/2019 |
| 28-006-5000-15(00) | PRINCETON TWP HSD 500            | PRINCETON     | \$123,954 | 10/01/2019 |
| 28-006-5020-17(00) | HALL TWP HSD 502                 | SPRING VALLEY | \$93,700  | 10/10/2019 |
| 28-037-2260-26(00) | ANNAWAN CUSD 226                 | ANNAWAN       | \$65,303  | 10/04/2019 |
| 30-002-0050-26(00) | EGYPTIAN CUSD 5                  | TAMMS         | \$382,708 | 10/30/2019 |
| 30-039-1650-16(00) | CARBONDALE CHSD 165              | CARBONDALE    | \$654,557 | 10/29/2019 |
| 30-073-1010-16(00) | PINCKNEYVILLE CHSD 101           | PINCKNEYVILLE | \$66,471  | 10/29/2019 |
| 30-077-1010-26(00) | MERIDIAN CUSD 101                | MOUNDS        | \$382,342 | 10/30/2019 |
| 30-091-0160-04(00) | LICK CREEK CCSD 16               | BUNCOMBE      | \$36,006  | 10/29/2019 |
| 30-091-0840-26(00) | SHAWNEE CUSD 84                  | WOLF LAKE     | \$226,774 | 10/29/2019 |
| 31-045-3010-26(00) | CENTRAL CUSD 301                 | BURLINGTON    | \$254,332 | 10/02/2019 |
| 32-038-0090-26(00) | IROQUOIS COUNTY CUSD 9           | WATSEKA       | \$409,483 | 10/30/2019 |
| 32-046-0020-26(00) | HERSCHER CUSD 2                  | HERSCHER      | \$183,291 | 10/10/2019 |
| 32-046-0060-26(00) | GRANT PARK CUSD 6                | GRANT PARK    | \$57,755  | 10/29/2019 |
| 32-046-2590-04(00) | PEMBROKE CCSD 259                | HOPKINS PARK  | \$333,482 | 10/18/2019 |
| 34-049-0010-02(00) | WINTHROP HARBOR SD 1             | WINTHROP HARB | \$73,971  | 10/29/2019 |
| 34-049-0330-02(00) | EMMONS SD 33                     | ANTIOCH       | \$13,322  | 10/29/2019 |
| 34-049-0360-02(00) | GRASS LAKE SD 36                 | ANTIOCH       | \$63,314  | 10/29/2019 |
| 34-049-0500-04(00) | WOODLAND CCSD 50                 | GURNEE        | \$438,830 | 10/11/2019 |
| 34-049-1030-02(00) | LINCOLNSHIRE-PRAIRIEVIEW 103     | LINCOLNSHIRE  | \$25,548  | 10/18/2019 |
| 34-049-1060-02(00) | BANNOCKBURN S D 106              | DEERFIELD     | \$26,740  | 10/07/2019 |
| 34-049-1090-02(00) | DEERFIELD SD 109                 | DEERFIELD     | \$59,476  | 10/10/2019 |
| 34-049-1140-02(00) | FOX LAKE GSD 114                 | SPRING GROVE  | \$129,596 | 10/21/2019 |
| 34-049-1170-16(00) | ANTIOCH C H S D 117              | ANTIOCH       | \$99,513  | 10/03/2019 |
| 34-049-9010-90(00) | LEARN 9 CAMPUS IN WAUKEGAN       | WAUKEGAN      | \$189,402 | 10/10/2019 |
| 35-050-0010-26(00) | LELAND CUSD 1                    | LELAND        | \$37,429  | 10/09/2019 |
| 35-050-0020-26(00) | COMMUNITY UNIT SCHOOL NO 2       | SERENA        | \$200,299 | 10/18/2019 |
| 35-050-0820-04(00) | DEER PARK CCSD 82                | OTTAWA        | \$9,955   | 10/18/2019 |
| 35-050-1220-02(00) | LASALLE ESD 122                  | LA SALLE      | \$495,072 | 10/15/2019 |
| 35-050-2300-04(00) | RUTLAND CCSD 230                 | OTTAWA        | \$23,270  | 10/22/2019 |
| 35-050-4250-26(00) | LOSTANT CUSD 425                 | LOSTANT       | \$32,447  | 10/30/2019 |
| 35-059-0050-26(00) | HENRY-SENACHWINE CUSD 5          | HENRY         | \$125,074 | 10/10/2019 |
| 40-056-0070-26(00) | GILLESPIE CUSD 7                 | GILLESPIE     | \$439,574 | 10/29/2019 |

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| 41-057-0010-26(00) | ROXANA CUSD 1                  | ROXANA       | \$723,184           | 10/29/2019 |
| 41-057-0150-03(00) | WOOD RIVER-HARTFORD ESD 15     | WOOD RIVER   | \$185,977           | 10/29/2019 |
| 44-063-1560-16(00) | MCHENRY CHSD 156               | MC HENRY     | \$311,596           | 10/30/2019 |
| 45-067-0030-26(00) | VALMEYER CUSD 3                | VALMEYER     | \$27,538            | 10/29/2019 |
| 45-067-0050-26(00) | WATERLOO CUSD 5                | WATERLOO     | \$134,223           | 10/03/2019 |
| 45-079-1400-26(00) | SPARTA CUSD 140                | SPARTA       | \$507,294           | 10/30/2019 |
| 47-071-1440-03(00) | KINGS CSD 144                  | KINGS        | \$36,049            | 10/29/2019 |
| 47-071-2200-26(00) | OREGON CUSD 220                | OREGON       | \$315,986           | 10/10/2019 |
| 47-071-2310-04(00) | ROCHELLE CCD 231               | ROCHELLE     | \$347,223           | 10/29/2019 |
| 47-098-0030-26(00) | PROPHETSTOWN-LYNDON CUSD 3     | PROPHETSTOW  | \$204,892           | 10/01/2019 |
| 47-098-0200-02(00) | EAST COLOMA-NELSON CONS ELEM   | ROCK FALLS   | \$66,721            | 10/29/2019 |
| 47-098-3010-17(00) | WHITESIDE COUNTY SCHL DIST 301 | ROCK FALLS   | \$182,958           | 10/29/2019 |
| 48-072-0680-02(00) | OAK GROVE SD 68                | BARTONVILLE  | \$104,543           | 10/04/2019 |
| 48-072-0700-02(00) | MONROE S D 70                  | BARTONVILLE  | \$57,280            | 10/07/2019 |
| 48-072-3090-26(00) | BRIMFIELD CUSD 309             | BRIMFIELD    | \$59,558            | 10/21/2019 |
| 48-072-3260-26(00) | PRINCEVILLE CUSD 326           | PRINCEVILLE  | \$70,858            | 10/04/2019 |
| 49-081-0290-02(00) | HAMPTON SD 29                  | HAMPTON      | \$48,887            | 10/15/2019 |
| 49-081-0340-02(00) | SILVIS SD 34                   | EAST MOLINE  | \$235,373           | 10/21/2019 |
| 50-082-0090-26(00) | LEBANON CUSD 9                 | LEBANON      | \$285,172           | 10/16/2019 |
| 50-082-1040-02(00) | CENTRAL SD 104                 | OFALLON      | \$184,789           | 10/01/2019 |
| 50-082-1300-04(00) | COUNTY OF ST CLAIR SD 130      | SMITHTON     | \$46,961            | 10/29/2019 |
| 50-082-1750-02(00) | HARMONY EMGE SD 175            | BELLEVILLE   | \$223,301           | 10/29/2019 |
| 53-090-0520-02(00) | WASHINGTON SD 52               | WASHINGTON   | \$70,101            | 10/21/2019 |
| 53-090-3080-16(00) | WASHINGTON CHSD 308            | WASHINGTON   | \$90,773            | 10/15/2019 |
| 53-102-0110-26(00) | EL PASO-GRIDLEY CUSD 11        | EL PASO      | \$146,442           | 10/15/2019 |
| 53-102-0600-26(00) | ROANOKE BENSON CUSD 60         | ROANOKE      | \$56,411            | 10/15/2019 |
| 53-102-0690-02(00) | GERMANTOWN HILLS SD 69         | GERMANTOWN H | \$37,422            | 10/17/2019 |
| 54-092-0010-26(00) | BISMARCK CUSD 1                | BISMARCK     | \$93,749            | 10/18/2019 |
| 54-092-0100-26(00) | POTOMAC CUSD 10                | POTOMAC      | \$71,323            | 10/29/2019 |
| 56-099-0170-02(00) | CHANNAHON SD 17                | CHANNAHON    | \$130,879           | 10/17/2019 |
| 56-099-0890-02(00) | FAIRMONT SD 89                 | LOCKPORT     | \$150,454           | 10/29/2019 |
| 56-099-0910-02(00) | LOCKPORT SD 91                 | LOCKPORT     | \$68,544            | 10/02/2019 |
| 56-099-1140-02(00) | MANHATTAN SD 114               | MANHATTAN    | \$35,670            | 10/29/2019 |
| 56-099-157C-04(00) | FRANKFORT CCSD 157C            | FRANKFORT    | \$61,943            | 10/01/2019 |
| 56-099-2030-04(00) | ELWOOD CCSD 203                | ELWOOD       | \$67,232            | 10/17/2019 |
| 56-099-209U-26(00) | WILMINGTON CUSD 209U           | WILMINGTON   | \$264,006           | 10/30/2019 |
|                    |                                |              | <b>\$28,491,394</b> |            |

**Program: 2020 - 4305, Title I - Low Income - Neglected Priv.**

| <u>RCDT</u>        | <u>District Name</u> | <u>City</u> | <u>Budget Amt</u> | <u>Approval Date</u> |
|--------------------|----------------------|-------------|-------------------|----------------------|
| 09-010-1160-22(00) | URBANA SD 116        | URBANA      | \$101,076         | 10/28/2019           |
|                    |                      |             | <b>\$101,076</b>  |                      |

**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> |
|--------------------|--------------------------------|---------------|-------------------|----------------------|
| 31-045-3030-26(00) | COMMUNITY UNIT SCHOOL DIST 303 | ST CHARLES    | \$159,671         | 10/23/2019           |
| 50-082-1890-22(00) | BOARD OF EDUCATION SD 189      | EAST ST LOUIS | \$90,485          | 10/17/2019           |
| 51-084-1860-25(00) | SPRINGFIELD SD 186             | SPRINGFIELD   | \$41,968          | 10/07/2019           |
|                    |                                |               | <b>\$292,124</b>  |                      |

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**Program: 2020 - 4331, Title I - School Improvement & Accountability**

| <b><u>RCDT</u></b> | <b><u>District Name</u></b>      | <b><u>City</u></b> | <b><u>Budget Amt</u></b> | <b><u>Approval Date</u></b> |
|--------------------|----------------------------------|--------------------|--------------------------|-----------------------------|
| 01-069-1170-22(20) | JACKSONVILLE SD 117              | JACKSONVILLE       | \$90,000                 | 10/07/2019                  |
| 03-011-0040-26(20) | EDINBURG CUSD 4                  | EDINBURG           | \$30,000                 | 10/15/2019                  |
| 03-026-2040-26(20) | RAMSEY CUSD 204                  | RAMSEY             | \$30,000                 | 10/22/2019                  |
| 03-068-0020-26(20) | PANHANDLE COMM UNIT SCH DIST     | RAYMOND            | \$30,000                 | 10/21/2019                  |
| 05-016-0150-04(20) | COMM CONS SCHOOL DISTRICT NO 15  | PALATINE           | \$129,176                | 10/15/2019                  |
| 05-016-0340-04(20) | SCHOOL DIST 34 COOK COUNTY       | GLENVIEW           | \$36,113                 | 10/07/2019                  |
| 05-016-0540-04(20) | SCHAUMBURG CCSD 54               | SCHAUMBURG         | \$31,638                 | 10/22/2019                  |
| 05-016-0650-04(20) | EVANSTON C C SCHOOL DIST 65      | EVANSTON           | \$92,984                 | 10/22/2019                  |
| 06-016-0830-02(20) | COOK CNTY BD EDUCATION 083       | FRANKLIN PARK      | \$36,825                 | 10/10/2019                  |
| 06-016-0880-02(20) | BELLWOOD SD 88                   | BELLWOOD           | \$30,000                 | 10/10/2019                  |
| 07-016-1400-02(20) | KIRBY SD 140                     | TINLEY PARK        | \$30,000                 | 10/07/2019                  |
| 07-016-1420-02(20) | FOREST RIDGE SD 142              | OAK FOREST         | \$31,994                 | 10/21/2019                  |
| 07-016-1430-02(20) | SCHOOL DISTRICT 143 COOK COUNTY  | MIDLOTHIAN         | \$75,947                 | 10/16/2019                  |
| 07-016-1520-02(20) | HARVEY SD 152                    | HARVEY             | \$30,000                 | 10/22/2019                  |
| 07-016-1700-02(20) | CHICAGO HEIGHTS SD 170           | CHICAGO HEIGH      | \$60,000                 | 10/22/2019                  |
| 09-010-1160-22(20) | URBANA SD 116                    | URBANA             | \$293,179                | 10/21/2019                  |
| 12-040-0010-26(20) | JASPER COUNTY CUD 1              | NEWTON             | \$100,000                | 10/21/2019                  |
| 13-041-1780-04(20) | SPRING GARDEN COMMUNITY          | MOUNT VERNON       | \$100,000                | 10/07/2019                  |
| 13-058-1350-02(20) | CENTRALIA SD 135                 | CENTRALIA          | \$30,000                 | 10/22/2019                  |
| 13-058-5010-26(20) | SANDOVAL CUSD 501                | SANDOVAL           | \$100,000                | 10/04/2019                  |
| 15-016-9030-90(20) | CHICAGO LIGHTHOUSE CHARTER SCH   | CHICAGO            | \$100,000                | 10/16/2019                  |
| 15-016-9040-90(20) | BETTY SHABAZZ INTERN CHARTER SCH | CHICAGO            | \$130,000                | 10/21/2019                  |
| 16-019-4270-26(20) | SYCAMORE CUSD 427                | SYCAMORE           | \$44,349                 | 10/22/2019                  |
| 16-019-4280-26(20) | DEKALB CUSD 428                  | DE KALB            | \$267,942                | 10/21/2019                  |
| 17-020-0180-26(20) | BLUE RIDGE CUSD 18               | FARMER CITY        | \$30,000                 | 10/09/2019                  |
| 17-053-0080-26(20) | PRAIRIE CENTRAL CUSD 8           | FAIRBURY           | \$30,000                 | 10/21/2019                  |
| 17-064-0160-26(20) | OLYMPIA CUSD 16                  | STANFORD           | \$30,000                 | 10/04/2019                  |
| 19-022-0440-02(20) | LOMBARD SD 44                    | LOMBARD            | \$30,000                 | 10/07/2019                  |
| 20-035-0010-26(20) | HARDIN CNTY CUD 1                | ELIZABETHTOW       | \$60,000                 | 10/07/2019                  |
| 20-083-0010-26(20) | GALATIA CUSD 1                   | GALATIA            | \$30,000                 | 10/22/2019                  |
| 20-083-0030-26(20) | HARRISBURG CUSD 3                | HARRISBURG         | \$90,000                 | 10/07/2019                  |
| 21-028-1740-26(20) | THOMPSONVILLE COMMUNITY UNIT     | THOMPSONVILL       | \$30,000                 | 10/04/2019                  |
| 24-047-0880-26(20) | PLANO CUSD 88                    | PLANO              | \$30,000                 | 10/10/2019                  |
| 24-047-3080-26(20) | COMMUNITY UNIT SCHOOL DIST 308   | OSWEGO             | \$399,822                | 10/22/2019                  |
| 26-029-0030-26(20) | FULTON COUNTY CUSD 3             | CUBA               | \$30,000                 | 10/04/2019                  |
| 28-006-3030-26(20) | LAMOILLE CUSD 303                | LA MOILLE          | \$30,000                 | 10/09/2019                  |
| 28-037-2290-26(20) | KEWANEE CUSD 229                 | KEWANEE            | \$30,000                 | 10/10/2019                  |
| 28-088-1000-26(20) | STARK COUNTY CUSD 100            | WYOMING            | \$30,000                 | 10/22/2019                  |
| 30-002-0010-22(20) | CAIRO SD 1                       | CAIRO              | \$100,000                | 10/07/2019                  |
| 30-002-0050-26(20) | EGYPTIAN CUSD 5                  | TAMMS              | \$30,000                 | 10/15/2019                  |
| 30-039-1760-26(20) | TRICO CUSD 176                   | CAMPBELL HILL      | \$30,000                 | 10/21/2019                  |
| 30-073-0500-02(20) | PINCKNEYVILLE SD 50              | PINCKNEYVILLE      | \$100,000                | 10/04/2019                  |
| 31-045-0460-22(20) | SCHOOL DISTRICT U-46             | ELGIN              | \$400,653                | 10/22/2019                  |
| 31-045-1290-22(20) | AURORA WEST SCHOOL DIST 129      | AURORA             | \$143,302                | 10/07/2019                  |
| 32-038-0060-26(20) | CISSNA PARK CUSD 6               | CISSNA PARK        | \$30,000                 | 10/21/2019                  |
| 32-038-0100-26(20) | IROQUOIS WEST CUSD 10            | GILMAN             | \$30,000                 | 10/21/2019                  |
| 32-046-0010-26(20) | MOMENCE COMM UNIT SCH DIST 1     | MOMENCE            | \$30,000                 | 10/04/2019                  |

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|--------------------|----------------------------------|---------------|--------------------|------------|
| 32-046-0610-02(20) | BRADLEY SD 61                    | BRADLEY       | \$30,000           | 10/04/2019 |
| 33-048-2020-26(20) | KNOXVILLE CUSD 202               | KNOXVILLE     | \$30,000           | 10/22/2019 |
| 34-049-0370-02(20) | GAVIN SD 37                      | INGLESIDE     | \$30,000           | 10/07/2019 |
| 34-049-0380-02(20) | BIG HOLLOW SD 38                 | INGLESIDE     | \$42,804           | 10/07/2019 |
| 34-049-1870-26(20) | NORTH CHICAGO SD 187             | NORTH CHICAG  | \$339,253          | 10/07/2019 |
| 34-049-2200-26(20) | COMMUNITY UNIT SCH DIST 220      | BARRINGTON    | \$33,103           | 10/22/2019 |
| 35-050-0440-02(20) | STREATOR ELEMENTARY SD 44        | STREATOR      | \$37,459           | 10/07/2019 |
| 35-050-1410-02(20) | OTTAWA ESD 141                   | OTTAWA        | \$60,000           | 10/10/2019 |
| 39-055-0610-25(20) | DECATUR SD 61                    | DECATUR       | \$826,294          | 10/21/2019 |
| 39-074-0570-26(20) | DELAND-WELDON CUSD 57            | DE LAND       | \$130,000          | 10/09/2019 |
| 40-031-0030-26(20) | NORTH GREENE USD 3               | WHITE HALL    | \$30,000           | 10/10/2019 |
| 40-056-0070-26(20) | GILLESPIE CUSD 7                 | GILLESPIE     | \$30,000           | 10/10/2019 |
| 44-063-0190-24(20) | ALDEN HEBRON SD 19               | HEBRON        | \$30,000           | 10/22/2019 |
| 44-063-0260-04(20) | CARY CCSD 26                     | CARY          | \$45,022           | 10/07/2019 |
| 45-067-0040-26(20) | COLUMBIA CUSD 4                  | COLUMBIA      | \$30,000           | 10/07/2019 |
| 47-052-2720-26(20) | AMBOY CUSD 272                   | AMBOY         | \$30,000           | 10/21/2019 |
| 48-072-3210-26(20) | ILLINOIS VALLEY CENTRAL UNIT 321 | CHILLICOTHE   | \$60,000           | 10/07/2019 |
| 50-082-1810-02(20) | SIGNAL HILL SD 181               | BELLEVILLE    | \$30,000           | 10/21/2019 |
| 50-082-1890-22(20) | BOARD OF EDUCATION SD 189        | EAST ST LOUIS | \$216,992          | 10/21/2019 |
| 51-065-2130-26(20) | ATHENS CUSD 213                  | ATHENS        | \$30,000           | 10/17/2019 |
| 51-084-0010-26(20) | TRI CITY CUSD 1                  | BUFFALO       | \$100,000          | 10/22/2019 |
| 51-084-1860-25(20) | SPRINGFIELD SD 186               | SPRINGFIELD   | \$923,591          | 10/07/2019 |
| 54-092-0020-26(20) | WESTVILLE CUSD 2                 | WESTVILLE     | \$70,112           | 10/04/2019 |
| 54-092-1180-24(20) | DANVILLE CCSD 118                | DANVILLE      | \$413,713          | 10/21/2019 |
|                    |                                  |               | <b>\$7,302,267</b> |            |

**Program: 2020 - 4400, Title IVA Student Support & Academic Enrich**

| <b><u>RCDT</u></b> | <b><u>District Name</u></b>  | <b><u>City</u></b> | <b><u>Budget Amt</u></b> | <b><u>Approval Date</u></b> |
|--------------------|------------------------------|--------------------|--------------------------|-----------------------------|
| 01-009-2620-26(00) | A-C CENTRAL CUSD 262         | ASHLAND            | \$10,000                 | 10/30/2019                  |
| 01-069-0060-26(00) | WAVERLY CUSD 6               | WAVERLY            | \$10,000                 | 10/30/2019                  |
| 01-075-0030-26(00) | PLEASANT HILL CUSD 3         | PLEASANT HILL      | \$10,038                 | 10/01/2019                  |
| 01-075-0120-26(00) | WESTERN COMMUNITY UNIT SD 12 | BARRY              | \$14,294                 | 10/30/2019                  |
| 03-011-0040-26(00) | EDINBURG CUSD 4              | EDINBURG           | \$10,725                 | 10/29/2019                  |
| 03-026-2020-26(00) | ST ELMO CUSD 202             | SAINT ELMO         | \$25,551                 | 10/29/2019                  |
| 04-101-1400-04(00) | ROCKTON SD 140               | ROCKTON            | \$15,605                 | 10/30/2019                  |
| 05-016-0260-02(00) | RIVER TRAILS SD 26           | MOUNT PROSPE       | \$10,034                 | 10/30/2019                  |
| 05-016-0590-04(00) | COMMUNITY CONSOLIDATED SD 59 | ELK GROVE VLG      | \$75,167                 | 10/21/2019                  |
| 05-016-0640-04(00) | SCHOOL DIST 64 CONSOLIDATED  | PARK RIDGE         | \$13,833                 | 10/29/2019                  |
| 05-016-0710-02(00) | NILES ELEM SD 71             | NILES              | \$10,256                 | 10/11/2019                  |
| 05-016-0720-02(00) | FAIRVIEW SD 72               | SKOKIE             | \$19,643                 | 10/11/2019                  |
| 05-016-0730-02(00) | EAST PRAIRIE SD 73           | SKOKIE             | \$11,121                 | 10/29/2019                  |
| 06-016-0960-02(00) | RIVERSIDE SCHOOL DIST 96     | RIVERSIDE          | \$10,159                 | 10/09/2019                  |
| 06-016-1000-02(00) | BOARD OF EDUCATION SD 100    | BERWYN             | \$77,892                 | 10/29/2019                  |
| 07-016-1090-02(00) | INDIAN SPRINGS SD 109        | JUSTICE            | \$82,020                 | 10/29/2019                  |
| 07-016-1400-02(00) | KIRBY SD 140                 | TINLEY PARK        | \$36,000                 | 10/29/2019                  |
| 07-016-1545-02(00) | COOK COUNTY SCH 154 1-2 DIST | BURNHAM            | \$13,516                 | 10/21/2019                  |
| 07-016-1700-02(00) | CHICAGO HEIGHTS SD 170       | CHICAGO HEIGH      | \$152,447                | 10/29/2019                  |
| 07-016-1940-02(00) | STEGER SD194                 | STEGER             | \$38,392                 | 10/03/2019                  |
| 07-016-2060-17(00) | BLOOM TWP HSD 206            | CHICAGO HEIGH      | \$108,261                | 10/11/2019                  |

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|                    |                                  |               |           |            |
|--------------------|----------------------------------|---------------|-----------|------------|
| 07-016-2290-16(00) | OAK LAWN CHSD 229                | OAK LAWN      | \$28,722  | 10/29/2019 |
| 09-010-1300-04(00) | THOMASBORO CCSD 130              | THOMASBORO    | \$10,003  | 10/29/2019 |
| 11-021-3050-26(00) | ARTHUR CUSD 305                  | ARTHUR        | \$5,922   | 10/18/2019 |
| 11-087-003A-26(00) | COWDEN-HERRICK CUSD 3A           | COWDEN        | \$10,461  | 10/17/2019 |
| 12-013-0350-26(00) | FLORA CUSD 35                    | FLORA         | \$37,961  | 10/18/2019 |
| 12-040-0010-26(00) | JASPER COUNTY CUD 1              | NEWTON        | \$19,250  | 10/18/2019 |
| 12-051-0100-26(00) | RED HILL CUSD 10                 | BRIDGEPORT    | \$17,482  | 10/29/2019 |
| 13-014-0120-04(00) | BREESE ELEMENTARY DIST 12        | BREESE        | \$18,307  | 10/21/2019 |
| 13-014-0460-02(00) | WILLOW GROVE SD 46               | CENTRALIA     | \$10,000  | 10/15/2019 |
| 13-014-0570-02(00) | BARTELSD SD 57                   | BARTELSD      | \$1,005   | 10/16/2019 |
| 13-041-0020-04(00) | JEFFERSON COUNTY OF              | DIX           | \$10,000  | 10/10/2019 |
| 13-041-0800-02(00) | MT VERNON CITY SCHOOL 80         | MOUNT VERNON  | \$123,022 | 10/29/2019 |
| 13-058-0070-04(00) | IUKA COMMUNITY CONSOLIDATED SC   | IUKA          | \$2,788   | 10/03/2019 |
| 13-058-7220-26(00) | ODIN PUBLIC SCHOOL DIST 722      | ODIN          | \$10,308  | 10/03/2019 |
| 13-095-0490-04(00) | NASHVILLE CCSD 49                | NASHVILLE     | \$20,000  | 10/02/2019 |
| 15-016-9040-90(00) | BETTY SHABAZZ INTERN CHARTER SCH | CHICAGO       | \$21,912  | 10/29/2019 |
| 16-019-4280-26(00) | DEKALB CUSD 428                  | DE KALB       | \$128,009 | 10/29/2019 |
| 17-020-0150-26(00) | CLINTON CUSD 15                  | CLINTON       | \$29,061  | 10/18/2019 |
| 17-053-0080-26(00) | PRAIRIE CENTRAL CUSD 8           | FAIRBURY      | \$31,351  | 10/29/2019 |
| 17-053-0900-17(00) | PONTIAC TWP HSD 90               | PONTIAC       | \$10,000  | 10/29/2019 |
| 17-053-4290-04(00) | PONTIAC CCSD 429                 | PONTIAC       | \$22,882  | 10/11/2019 |
| 17-053-4380-04(00) | SAUNEMIN CCSD 438                | SAUNEMIN      | \$10,000  | 10/29/2019 |
| 17-054-4040-16(00) | LINCOLN CHSD 404                 | LINCOLN       | \$18,017  | 10/29/2019 |
| 19-022-0070-02(00) | WOOD DALE SD 7                   | WOOD DALE     | \$668     | 10/18/2019 |
| 19-022-0130-02(00) | BLOOMINGDALE SD 13               | BLOOMINGDALE  | \$10,052  | 10/29/2019 |
| 19-022-0250-02(00) | BENJAMIN SD 25                   | WEST CHICAGO  | \$1,736   | 10/29/2019 |
| 19-022-0600-02(00) | MAERCKER SD 60                   | WESTMONT      | \$10,870  | 10/15/2019 |
| 19-022-0620-02(00) | GOWER SD 62                      | WILLOWBROOK   | \$10,000  | 10/18/2019 |
| 19-022-0880-16(00) | DUPAGE HSD 88                    | ADDISON       | \$2,000   | 10/01/2019 |
| 19-022-2020-26(00) | LISLE CUSD 202                   | LISLE         | \$13,734  | 10/29/2019 |
| 20-083-0040-26(00) | ELDORADO CUSD 4                  | ELDORADO      | \$27,632  | 10/22/2019 |
| 24-047-3080-26(00) | COMMUNITY UNIT SCHOOL DIST 308   | OSWEGO        | \$82,425  | 10/02/2019 |
| 26-029-0040-26(00) | SPOON RIVER VALLEY CUSD 4        | LONDON MILLS  | \$10,000  | 10/29/2019 |
| 28-006-0990-04(00) | SPRING VALLEY CCSD 99            | SPRING VALLEY | \$11,559  | 10/18/2019 |
| 28-006-3030-26(00) | LAMOILLE CUSD 303                | LA MOILLE     | \$10,000  | 10/18/2019 |
| 28-006-3400-26(00) | BUREAU VALLEY CUSD 340           | MANLIUS       | \$11,709  | 10/11/2019 |
| 28-006-5000-15(00) | PRINCETON TWP HSD 500            | PRINCETON     | \$10,000  | 10/01/2019 |
| 28-006-5020-17(00) | HALL TWP HSD 502                 | SPRING VALLEY | \$10,000  | 10/10/2019 |
| 28-037-2260-26(00) | ANNAWAN CUSD 226                 | ANNAWAN       | \$499     | 10/04/2019 |
| 30-002-0050-26(00) | EGYPTIAN CUSD 5                  | TAMMS         | \$23,665  | 10/30/2019 |
| 30-073-1010-16(00) | PINCKNEYVILLE CHSD 101           | PINCKNEYVILLE | \$10,000  | 10/29/2019 |
| 30-077-1010-26(00) | MERIDIAN CUSD 101                | MOUNDS        | \$25,672  | 10/30/2019 |
| 30-091-0840-26(00) | SHAWNEE CUSD 84                  | WOLF LAKE     | \$17,638  | 10/29/2019 |
| 31-045-3010-26(00) | CENTRAL CUSD 301                 | BURLINGTON    | \$17,077  | 10/02/2019 |
| 32-046-2590-04(00) | PEMBROKE CCSD 259                | HOPKINS PARK  | \$29,339  | 10/18/2019 |
| 34-049-0330-02(00) | EMMONS SD 33                     | ANTIOCH       | \$10,000  | 10/29/2019 |
| 34-049-1060-02(00) | BANNOCKBURN S D 106              | DEERFIELD     | \$10,001  | 10/07/2019 |
| 34-049-1140-02(00) | FOX LAKE GSD 114                 | SPRING GROVE  | \$10,000  | 10/21/2019 |
| 34-049-9010-90(00) | LEARN 9 CAMPUS IN WAUKEGAN       | WAUKEGAN      | \$20,503  | 10/10/2019 |

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|--------------------|--------------------------------|-------------|--------------------|------------|
| 35-050-0010-26(00) | LELAND CUSD 1                  | LELAND      | \$12,012           | 10/09/2019 |
| 35-050-0820-04(00) | DEER PARK CCSD 82              | OTTAWA      | \$10,000           | 10/18/2019 |
| 35-050-1220-02(00) | LASALLE ESD 122                | LA SALLE    | \$3,138            | 10/15/2019 |
| 35-050-4250-26(00) | LOSTANT CUSD 425               | LOSTANT     | \$16,602           | 10/30/2019 |
| 35-059-0050-26(00) | HENRY-SENACHWINE CUSD 5        | HENRY       | \$10,180           | 10/10/2019 |
| 40-056-0070-26(00) | GILLESPIE CUSD 7               | GILLESPIE   | \$29,999           | 10/29/2019 |
| 41-057-0010-26(00) | ROXANA CUSD 1                  | ROXANA      | \$54,833           | 10/29/2019 |
| 45-079-1400-26(00) | SPARTA CUSD 140                | SPARTA      | \$32,186           | 10/30/2019 |
| 47-071-1440-03(00) | KINGS CSD 144                  | KINGS       | \$11,838           | 10/29/2019 |
| 47-071-2200-26(00) | OREGON CUSD 220                | OREGON      | \$21,216           | 10/10/2019 |
| 47-098-0030-26(00) | PROPHETSTOWN-LYNDON CUSD 3     | PROPHETSTOW | \$13,689           | 10/01/2019 |
| 47-098-0200-02(00) | EAST COLOMA-NELSON CONS ELEM   | ROCK FALLS  | \$10,000           | 10/29/2019 |
| 47-098-3010-17(00) | WHITESIDE COUNTY SCHL DIST 301 | ROCK FALLS  | \$12,901           | 10/29/2019 |
| 48-072-0680-02(00) | OAK GROVE SD 68                | BARTONVILLE | \$10,148           | 10/04/2019 |
| 49-081-0290-02(00) | HAMPTON SD 29                  | HAMPTON     | \$10,067           | 10/15/2019 |
| 49-081-0340-02(00) | SILVIS SD 34                   | EAST MOLINE | \$13,352           | 10/21/2019 |
| 49-081-0400-22(00) | MOLINE-COLE VALLEY COMMUNITY   | MOLINE      | \$132,810          | 10/29/2019 |
| 50-082-1040-02(00) | CENTRAL SD 104                 | OFALLON     | \$12,407           | 10/01/2019 |
| 50-082-1300-04(00) | COUNTY OF ST CLAIR SD 130      | SMITHTON    | \$15,586           | 10/29/2019 |
| 50-082-1750-02(00) | HARMONY EMGE SD 175            | BELLEVILLE  | \$18,075           | 10/29/2019 |
| 53-090-3080-16(00) | WASHINGTON CHSD 308            | WASHINGTON  | \$10,000           | 10/15/2019 |
| 54-092-0010-26(00) | BISMARCK CUSD 1                | BISMARCK    | \$10,000           | 10/18/2019 |
| 56-099-0170-02(00) | CHANNAHON SD 17                | CHANNAHON   | \$10,000           | 10/17/2019 |
| 56-099-033C-04(00) | HOMER CCSD 33                  | LOCKPORT    | \$20,798           | 10/18/2019 |
| 56-099-0890-02(00) | FAIRMONT SD 89                 | LOCKPORT    | \$10,102           | 10/29/2019 |
| 56-099-0910-02(00) | LOCKPORT SD 91                 | LOCKPORT    | \$10,000           | 10/02/2019 |
| 56-099-1140-02(00) | MANHATTAN SD 114               | MANHATTAN   | \$16,934           | 10/29/2019 |
| 56-099-157C-04(00) | FRANKFORT CCSD 157C            | FRANKFORT   | \$10,000           | 10/01/2019 |
| 56-099-2030-04(00) | ELWOOD CCSD 203                | ELWOOD      | \$11,170           | 10/17/2019 |
|                    |                                |             | <b>\$2,308,239</b> |            |

**Program: 2020 - 4421, Title IV - 21st Century Comm Learning Centers**

| <u>RCDT</u>        | <u>District Name</u>           | <u>City</u> | <u>Budget Amt</u>  | <u>Approval Date</u> |
|--------------------|--------------------------------|-------------|--------------------|----------------------|
| 09-010-1160-22(13) | URBANA SD 116                  | URBANA      | \$300,000          | 10/25/2019           |
| 09-010-1160-22(15) | URBANA SD 116                  | URBANA      | \$135,000          | 10/24/2019           |
| 09-010-1160-22(25) | URBANA SD 116                  | URBANA      | \$225,000          | 10/29/2019           |
| 15-016-587P-00(15) | GADS HILL CENTER               | CHICAGO     | \$135,000          | 10/04/2019           |
| 31-045-1310-22(13) | SCHOOL DIST 131 KANE CO        | AURORA      | \$450,000          | 10/28/2019           |
| 33-000-0000-00(19) | REGIONAL OFFICE OF EDUCATION33 | MONMOUTH    | \$450,000          | 10/01/2019           |
| 51-084-063P-00(15) | SPRINGFIELD URBAN LEAGUE       | SPRINGFIELD | \$540,000          | 10/07/2019           |
| 65-108-1220-51(13) | YOUTH & OPPORTUNITY UNITED INC | EVANSTON    | \$150,000          | 10/15/2019           |
| 65-108-1220-51(15) | YOUTH & OPPORTUNITY UNITED INC | EVANSTON    | \$504,000          | 10/07/2019           |
| 65-108-1220-51(25) | YOUTH & OPPORTUNITY UNITED INC | EVANSTON    | \$364,500          | 10/02/2019           |
| 65-108-1220-51(31) | YOUTH & OPPORTUNITY UNITED INC | EVANSTON    | \$150,000          | 10/15/2019           |
| 65-108-1220-51(32) | YOUTH & OPPORTUNITY UNITED INC | EVANSTON    | \$120,000          | 10/07/2019           |
| 65-108-1220-51(35) | YOUTH & OPPORTUNITY UNITED INC | EVANSTON    | \$126,000          | 10/04/2019           |
|                    |                                |             | <b>\$3,649,500</b> |                      |

**Program: 2020 - 4600, Fed. - Sp. Ed. - Pre-School Flow Through**

| <u>RCDT</u> | <u>District Name</u> | <u>City</u> | <u>Budget Amt</u> | <u>Approval Date</u> |
|-------------|----------------------|-------------|-------------------|----------------------|
|-------------|----------------------|-------------|-------------------|----------------------|

**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:(10/01/2019-10/31/2019)**

|                    |                                  |                |                    |            |
|--------------------|----------------------------------|----------------|--------------------|------------|
| 03-026-2010-26(00) | BROWNSTOWN CUSD 201              | BROWNSTOWN     | \$3,720            | 10/30/2019 |
| 05-016-8050-60(00) | NSSEO                            | MT PROSPECT    | \$217,811          | 10/21/2019 |
| 06-016-0800-02(00) | BOARD OF EDUCATION DISTRICT 80   | NORRIDGE       | \$6,828            | 10/10/2019 |
| 06-016-0910-02(00) | FOREST PARK SD 91                | FOREST PARK    | \$20,535           | 10/30/2019 |
| 06-016-1060-02(00) | LAGRANGE HIGHLANDS SD 106        | LA GRANGE      | \$10,610           | 10/17/2019 |
| 07-016-1400-02(00) | KIRBY SD 140                     | TINLEY PARK    | \$93,707           | 10/29/2019 |
| 08-043-2050-26(00) | WARREN CUSD 205                  | WARREN         | \$9,315            | 10/25/2019 |
| 08-089-2030-26(00) | ORANGEVILLE SCHOOL DISTRICT 203  | ORANGEVILLE    | \$1,951            | 10/30/2019 |
| 09-010-0040-26(00) | CHAMPAIGN CUSD 4                 | CHAMPAIGN      | \$90,894           | 10/21/2019 |
| 09-010-1160-22(00) | URBANA SD 116                    | URBANA         | \$93,605           | 10/30/2019 |
| 16-019-4250-26(00) | COMMUNITY UNIT DIST 425          | SHABBONA       | \$2,803            | 10/16/2019 |
| 16-019-4320-26(00) | SOMONAUK CUSD 432                | SOMONAUK       | \$4,711            | 10/03/2019 |
| 17-064-0050-26(00) | MCLEAN COUNTY UD 5               | NORMAL         | \$66,190           | 10/29/2019 |
| 19-022-0600-02(00) | MAERCKER SD 60                   | WESTMONT       | \$14,802           | 10/25/2019 |
| 19-022-0630-02(00) | COUNTY OF DUPAGE                 | DARIEN         | \$6,290            | 10/11/2019 |
| 20-096-0060-04(00) | COMMUNITY CONSOLIDATED DIST 6    | FAIRFIELD      | \$1,347            | 10/31/2019 |
| 20-096-0170-04(00) | COMMUNITY CONSOLIDATED SD 17     | FAIRFIELD      | \$1,948            | 10/30/2019 |
| 20-096-1000-26(00) | WAYNE CITY CUSD 100              | WAYNE CITY     | \$4,636            | 10/30/2019 |
| 24-032-1010-61(00) | GRUNDY COUNTY SPEC EDUC COOP     | MORRIS         | \$72,023           | 10/04/2019 |
| 30-077-8010-60(00) | JAMP SPECIAL EDUCATION SERVICES  | GRAND CHAIN    | \$56,714           | 10/28/2019 |
| 31-045-0460-22(00) | SCHOOL DISTRICT U-46             | ELGIN          | \$243,704          | 10/04/2019 |
| 31-045-1310-22(00) | SCHOOL DIST 131 KANE CO          | AURORA         | \$85,845           | 10/04/2019 |
| 34-049-0650-02(00) | LAKE COUNTY SCHOOL DISTRICT 65   | LAKE BLUFF     | \$24,715           | 10/30/2019 |
| 34-049-1090-02(00) | DEERFIELD SD 109                 | DEERFIELD      | \$31,708           | 10/17/2019 |
| 34-049-1140-02(00) | FOX LAKE GSD 114                 | SPRING GROVE   | \$7,642            | 10/24/2019 |
| 35-050-1220-02(00) | LASALLE ESD 122                  | LA SALLE       | \$12,410           | 10/16/2019 |
| 35-050-1500-02(00) | MARSEILLES ESD 150               | MARSEILLES     | \$16,868           | 10/25/2019 |
| 35-050-4250-26(00) | LOSTANT CUSD 425                 | LOSTANT        | \$2,279            | 10/17/2019 |
| 35-078-5350-26(00) | PUTNAM COUNTY CU SCHOOL DIST 535 | GRANVILLE      | \$14,021           | 10/30/2019 |
| 39-074-0050-26(00) | BEMENT CUSD 5                    | BEMENT         | \$3,379            | 10/30/2019 |
| 44-063-0030-03(00) | FOX RIVER GROVE CSD 3            | FOX RIVER GROV | \$3,691            | 10/29/2019 |
| 44-063-0260-04(00) | CARY CCSD 26                     | CARY           | \$69,538           | 10/17/2019 |
| 47-071-2260-26(00) | BYRON COMMUNITY UNIT SD 226      | BYRON          | \$15,240           | 10/18/2019 |
| 48-072-0000-61(00) | SPEC EDUC ASSOC OF PEORIA CO     | BARTONVILLE    | \$132,391          | 10/30/2019 |
| 50-082-0090-26(00) | LEBANON CUSD 9                   | LEBANON        | \$7,107            | 10/23/2019 |
| 50-082-0700-04(00) | FREEBURG CCSD 70                 | FREEBURG       | \$9,876            | 10/31/2019 |
| 50-082-1300-04(00) | COUNTY OF ST CLAIR SD 130        | SMITHTON       | \$5,243            | 10/30/2019 |
| 50-082-1600-04(00) | MILLSTADT CCSD 160               | MILLSTADT      | \$3,551            | 10/24/2019 |
| 50-082-1870-26(00) | CAHOKIA CUSD 187                 | CAHOKIA        | \$40,178           | 10/31/2019 |
| 50-082-1880-22(00) | BROOKLYN UD 188                  | LOVEJOY        | \$134              | 10/28/2019 |
| 50-082-1960-26(00) | DUPO CUSD 196                    | DUPO           | \$15,000           | 10/28/2019 |
| 51-084-1860-25(00) | SPRINGFIELD SD 186               | SPRINGFIELD    | \$143,427          | 10/31/2019 |
| 56-099-1220-02(00) | NEW LENOX SD 122                 | NEW LENOX      | \$37,095           | 10/29/2019 |
|                    |                                  |                | <b>\$1,705,482</b> |            |

**Program: 2020 - 4620, Fed. - Sp. Ed. - I.D.E.A. - Flow Through**

| <u>RCDT</u>        | <u>District Name</u> | <u>City</u> | <u>Budget Amt</u> | <u>Approval Date</u> |
|--------------------|----------------------|-------------|-------------------|----------------------|
| 03-026-2010-26(00) | BROWNSTOWN CUSD 201  | BROWNSTOWN  | \$89,762          | 10/30/2019           |
| 04-101-2070-16(00) | HONONEGAH CHSD 207   | ROCKTON     | \$477,407         | 10/30/2019           |

**ILLINOIS STATE BOARD OF EDUCATION**  
**FUNDING AND DISBURSEMENT SERVICES DIVISION**  
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777  
**Approved Grants Less Than 1 Million**  
**Thru Date:(10/01/2019-10/31/2019)**

|                    |                                  |                |                     |            |
|--------------------|----------------------------------|----------------|---------------------|------------|
| 06-016-0800-02(00) | BOARD OF EDUCATION DISTRICT 80   | NORRIDGE       | \$202,505           | 10/10/2019 |
| 06-016-0910-02(00) | FOREST PARK SD 91                | FOREST PARK    | \$230,793           | 10/30/2019 |
| 06-016-1060-02(00) | LAGRANGE HIGHLANDS SD 106        | LA GRANGE      | \$253,632           | 10/17/2019 |
| 07-016-113A-02(00) | LEMONT-BROMBEREK CSD 113A        | LEMONT         | \$540,458           | 10/17/2019 |
| 07-016-1180-04(00) | PALOS CCSD 118                   | PALOS PARK     | \$407,010           | 10/29/2019 |
| 07-016-1180-04(EI) | PALOS CCSD 118                   | PALOS PARK     | \$55,000            | 10/29/2019 |
| 07-016-2280-16(00) | BREMEN CHSD 228                  | MIDLOTHIAN     | \$867,702           | 10/04/2019 |
| 07-016-2280-16(EI) | BREMEN CHSD 228                  | MIDLOTHIAN     | \$110,000           | 10/04/2019 |
| 08-043-1190-22(00) | EAST DUBUQUE CUSD 119            | EAST DUBUQUE   | \$171,689           | 10/24/2019 |
| 08-043-2050-26(00) | WARREN CUSD 205                  | WARREN         | \$108,707           | 10/25/2019 |
| 08-089-2030-26(00) | ORANGEVILLE SCHOOL DISTRICT 203  | ORANGEVILLE    | \$90,876            | 10/30/2019 |
| 15-016-9040-90(00) | BETTY SHABAZZ INTERN CHARTER SCH | CHICAGO        | \$130,986           | 10/01/2019 |
| 16-019-4250-26(00) | COMMUNITY UNIT DIST 425          | SHABBONA       | \$145,458           | 10/16/2019 |
| 16-019-4280-26(EI) | DEKALB CUSD 428                  | DE KALB        | \$33,700            | 10/28/2019 |
| 16-019-4320-26(00) | SOMONAUK CUSD 432                | SOMONAUK       | \$163,908           | 10/03/2019 |
| 19-022-0600-02(00) | MAERCKER SD 60                   | WESTMONT       | \$393,390           | 10/25/2019 |
| 19-022-0630-02(00) | COUNTY OF DUPAGE                 | DARIEN         | \$169,181           | 10/11/2019 |
| 20-096-0060-04(00) | COMMUNITY CONSOLIDATED DIST 6    | FAIRFIELD      | \$53,899            | 10/31/2019 |
| 20-096-0170-04(00) | COMMUNITY CONSOLIDATED SD 17     | FAIRFIELD      | \$52,997            | 10/30/2019 |
| 20-096-1000-26(00) | WAYNE CITY CUSD 100              | WAYNE CITY     | \$144,758           | 10/30/2019 |
| 24-047-0660-04(00) | NEWARK CCSD 66                   | NEWARK         | \$55,594            | 10/23/2019 |
| 31-045-1310-22(EI) | SCHOOL DIST 131 KANE CO          | AURORA         | \$455,460           | 10/09/2019 |
| 34-049-0650-02(00) | LAKE COUNTY SCHOOL DISTRICT 65   | LAKE BLUFF     | \$204,633           | 10/30/2019 |
| 34-049-1090-02(00) | DEERFIELD SD 109                 | DEERFIELD      | \$642,469           | 10/17/2019 |
| 34-049-1140-02(00) | FOX LAKE GSD 114                 | SPRING GROVE   | \$180,387           | 10/24/2019 |
| 34-049-1150-16(00) | LAKE FOREST CHSD 115             | LAKE FOREST    | \$357,389           | 10/04/2019 |
| 34-049-1250-13(00) | CONS HIGH SCH DIST 125           | LINCOLNSHIRE   | \$640,509           | 10/29/2019 |
| 35-050-1220-02(00) | LASALLE ESD 122                  | LA SALLE       | \$262,907           | 10/16/2019 |
| 35-050-1400-17(00) | OTTAWA THSD 140                  | OTTAWA         | \$477,593           | 10/25/2019 |
| 35-050-1500-02(00) | MARSEILLES ESD 150               | MARSEILLES     | \$201,822           | 10/25/2019 |
| 35-050-1600-17(00) | SENECA TWP HSD 160               | SENECA         | \$134,963           | 10/24/2019 |
| 35-050-4250-26(00) | LOSTANT CUSD 425                 | LOSTANT        | \$32,685            | 10/17/2019 |
| 35-078-5350-26(00) | PUTNAM COUNTY CU SCHOOL DIST 535 | GRANVILLE      | \$286,090           | 10/30/2019 |
| 39-074-0050-26(00) | BEMENT CUSD 5                    | BEMENT         | \$82,540            | 10/30/2019 |
| 40-056-0050-26(00) | MT OLIVE CUSD 5                  | MOUNT OLIVE    | \$110,821           | 10/29/2019 |
| 40-056-0050-26(EI) | MT OLIVE CUSD 5                  | MOUNT OLIVE    | \$20,561            | 10/29/2019 |
| 40-056-0070-26(00) | GILLESPIE CUSD 7                 | GILLESPIE      | \$299,747           | 10/11/2019 |
| 44-063-0030-03(00) | FOX RIVER GROVE CSD 3            | FOX RIVER GROV | \$104,554           | 10/29/2019 |
| 44-063-0260-04(00) | CARY CCSD 26                     | CARY           | \$688,363           | 10/17/2019 |
| 47-071-2260-26(00) | BYRON COMMUNITY UNIT SD 226      | BYRON          | \$325,872           | 10/18/2019 |
| 50-082-0090-26(00) | LEBANON CUSD 9                   | LEBANON        | \$141,128           | 10/23/2019 |
| 50-082-0700-04(00) | FREEBURG CCSD 70                 | FREEBURG       | \$194,579           | 10/31/2019 |
| 50-082-1300-04(00) | COUNTY OF ST CLAIR SD 130        | SMITHTON       | \$109,483           | 10/30/2019 |
| 50-082-1600-04(00) | MILLSTADT CCSD 160               | MILLSTADT      | \$176,374           | 10/24/2019 |
| 50-082-1880-22(00) | BROOKLYN UD 188                  | LOVEJOY        | \$34,104            | 10/28/2019 |
| 50-082-1960-26(00) | DUPO CUSD 196                    | DUPO           | \$275,767           | 10/28/2019 |
| 54-092-1180-24(EI) | DANVILLE CCSD 118                | DANVILLE       | \$46,904            | 10/02/2019 |
|                    |                                  |                | <b>\$11,437,116</b> |            |



**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:(10/01/2019-10/31/2019)**

**Program: 2020 - 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  | \$343,838         | 10/10/2019           |
|                    |                              |             | <b>\$343,838</b>  |                      |

**Program: 2020 - 4909, Title III - Lang Inst Prog-Limited Eng LIPLEP**

| <u>RCDT</u>        | <u>District Name</u>           | <u>City</u>   | <u>Budget Amt</u>  | <u>Approval Date</u> |
|--------------------|--------------------------------|---------------|--------------------|----------------------|
| 06-016-1020-02(00) | COOK CO SCHOOL DIST 102        | LA GRANGE PAR | \$16,900           | 10/01/2019           |
| 06-016-1030-02(00) | LYONS SD 103                   | LYONS         | \$69,200           | 10/02/2019           |
| 07-016-1090-02(00) | INDIAN SPRINGS SD 109          | JUSTICE       | \$89,364           | 10/21/2019           |
| 07-016-1220-02(00) | COUNTY OF COOK SCHOOL DIST 122 | OAK LAWN      | \$79,700           | 10/01/2019           |
| 07-016-1270-02(00) | WORTH SD 127                   | WORTH         | \$20,577           | 10/02/2019           |
| 07-016-2050-17(00) | THORNTON THSD 205              | SOUTH HOLLAN  | \$28,400           | 10/01/2019           |
| 07-016-2060-17(00) | BLOOM TWP HSD 206              | CHICAGO HEIGH | \$50,600           | 10/04/2019           |
| 28-037-2290-26(00) | KEWANEE CUSD 229               | KEWANEE       | \$12,000           | 10/02/2019           |
| 31-045-1010-22(00) | BATAVIA USD 101                | BATAVIA       | \$34,823           | 10/01/2019           |
| 31-045-1310-22(00) | SCHOOL DIST 131 KANE CO        | AURORA        | \$589,400          | 10/31/2019           |
| 31-045-3030-26(00) | COMMUNITY UNIT SCHOOL DIST 303 | ST CHARLES    | \$76,025           | 10/31/2019           |
|                    |                                |               | <b>\$1,066,989</b> |                      |

**Program: 2020 - 4932, Title II - Teacher Quality**

| <u>RCDT</u>        | <u>District Name</u>         | <u>City</u>   | <u>Budget Amt</u> | <u>Approval Date</u> |
|--------------------|------------------------------|---------------|-------------------|----------------------|
| 01-001-0040-26(00) | MENDON CUSD 4                | MENDON        | \$30,732          | 10/17/2019           |
| 01-005-0010-26(00) | BROWN COUNTY CUSD 1          | MOUNT STERLI  | \$22,266          | 10/29/2019           |
| 01-009-2620-26(00) | A-C CENTRAL CUSD 262         | ASHLAND       | \$10,121          | 10/30/2019           |
| 01-069-0010-26(00) | FRANKLIN CUSD 1              | FRANKLIN      | \$4,834           | 10/15/2019           |
| 01-069-0060-26(00) | WAVERLY CUSD 6               | WAVERLY       | \$10,158          | 10/30/2019           |
| 01-075-0030-26(00) | PLEASANT HILL CUSD 3         | PLEASANT HILL | \$21,806          | 10/01/2019           |
| 01-075-0120-26(00) | WESTERN COMMUNITY UNIT SD 12 | BARRY         | \$26,238          | 10/30/2019           |
| 03-011-0040-26(00) | EDINBURG CUSD 4              | EDINBURG      | \$8,506           | 10/29/2019           |
| 03-011-0080-26(00) | PANA SD 8                    | PANA          | \$83,728          | 10/22/2019           |
| 03-026-2020-26(00) | ST ELMO CUSD 202             | SAINT ELMO    | \$23,233          | 10/29/2019           |
| 04-101-1400-04(00) | ROCKTON SD 140               | ROCKTON       | \$33,224          | 10/30/2019           |
| 05-016-0260-02(00) | RIVER TRAILS SD 26           | MOUNT PROSPE  | \$30,016          | 10/30/2019           |
| 05-016-0370-02(00) | AVOCA SCHOOL DIST 37         | WILMETTE      | \$22,880          | 10/29/2019           |
| 05-016-0590-04(00) | COMMUNITY CONSOLIDATED SD 59 | ELK GROVE VLG | \$171,911         | 10/21/2019           |
| 05-016-0640-04(00) | SCHOOL DIST 64 CONSOLIDATED  | PARK RIDGE    | \$63,866          | 10/29/2019           |
| 05-016-0650-04(00) | EVANSTON C C SCHOOL DIST 65  | EVANSTON      | \$238,478         | 10/29/2019           |
| 05-016-0710-02(00) | NILES ELEM SD 71             | NILES         | \$29,181          | 10/11/2019           |
| 05-016-0720-02(00) | FAIRVIEW SD 72               | SKOKIE        | \$23,238          | 10/11/2019           |
| 05-016-0730-02(00) | EAST PRAIRIE SD 73           | SKOKIE        | \$12,591          | 10/29/2019           |
| 05-016-2140-17(00) | TOWNSHIP HSD 214             | ARLINGTON HTS | \$256,833         | 10/22/2019           |
| 06-016-0855-02(00) | RIVER GROVE SD 85-5          | RIVER GROVE   | \$27,320          | 10/29/2019           |
| 06-016-0930-02(00) | HILLSDIE SD 93               | HILLSDIE      | \$21,007          | 10/17/2019           |
| 06-016-0960-02(00) | RIVERSIDE SCHOOL DIST 96     | RIVERSIDE     | \$35,420          | 10/09/2019           |
| 06-016-1000-02(00) | BOARD OF EDUCATION SD 100    | BERWYN        | \$128,131         | 10/29/2019           |
| 06-016-1010-02(00) | WESTERN SPRINGS SD 101       | WESTERN SPRI  | \$36,017          | 10/22/2019           |
| 06-016-1070-02(00) | PLEASANTDALE SD 107          | BURR RIDGE    | \$21,851          | 10/21/2019           |
| 07-016-1090-02(00) | INDIAN SPRINGS SD 109        | JUSTICE       | \$184,394         | 10/29/2019           |

**ILLINOIS STATE BOARD OF EDUCATION**  
**FUNDING AND DISBURSEMENT SERVICES DIVISION**  
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777  
**Approved Grants Less Than 1 Million**  
**Thru Date:(10/01/2019-10/31/2019)**

|                    |                                  |               |           |            |
|--------------------|----------------------------------|---------------|-----------|------------|
| 07-016-1430-02(00) | SCHOOL DISTRICT 143 COOK COUNTY  | MIDLOTHIAN    | \$72,031  | 10/03/2019 |
| 07-016-1450-02(00) | ARBOR PARK SD 145                | OAK FOREST    | \$37,865  | 10/29/2019 |
| 07-016-1545-02(00) | COOK COUNTY SCH 154 1-2 DIST     | BURNHAM       | \$18,904  | 10/21/2019 |
| 07-016-1550-02(00) | CALUMET CITY SD 155              | CALUMET CITY  | \$68,283  | 10/29/2019 |
| 07-016-1700-02(00) | CHICAGO HEIGHTS SD 170           | CHICAGO HEIGH | \$225,933 | 10/29/2019 |
| 07-016-1720-02(00) | SANDRIDGE SD 172                 | LYNWOOD       | \$43,944  | 10/29/2019 |
| 07-016-1940-02(00) | STEGER SD194                     | STEGER        | \$62,334  | 10/03/2019 |
| 07-016-2060-17(00) | BLOOM TWP HSD 206                | CHICAGO HEIGH | \$193,691 | 10/11/2019 |
| 07-016-2150-17(00) | THORNTON FRACTIONALTHSD 215      | CALUMET CITY  | \$226,125 | 10/18/2019 |
| 07-016-2290-16(00) | OAK LAWN CHSD 229                | OAK LAWN      | \$69,795  | 10/29/2019 |
| 09-010-1300-04(00) | THOMASBORO CCSD 130              | THOMASBORO    | \$23,714  | 10/29/2019 |
| 11-021-3010-26(00) | TUSCOLA CUSD 301                 | TUSCOLA       | \$23,972  | 10/10/2019 |
| 11-021-3050-26(00) | ARTHUR CUSD 305                  | ARTHUR        | \$32,486  | 10/18/2019 |
| 11-023-0030-26(00) | COMMUNITY UNIT DISTRICT 3        | KANSAS        | \$18,030  | 10/22/2019 |
| 11-023-0060-26(00) | COMMUNITY UNIT SCHOOL DIST NO 6  | CHRISMAN      | \$7,018   | 10/18/2019 |
| 12-013-0350-26(00) | FLORA CUSD 35                    | FLORA         | \$60,260  | 10/18/2019 |
| 12-040-0010-26(00) | JASPER COUNTY CUD 1              | NEWTON        | \$57,448  | 10/18/2019 |
| 12-051-0100-26(00) | RED HILL CUSD 10                 | BRIDGEPORT    | \$47,764  | 10/29/2019 |
| 13-014-0010-26(00) | CARLYLE CUSD 1                   | CARLYLE       | \$45,455  | 10/29/2019 |
| 13-014-0120-04(00) | BREESE ELEMENTARY DIST 12        | BREESE        | \$14,478  | 10/21/2019 |
| 13-014-0460-02(00) | WILLOW GROVE SD 46               | CENTRALIA     | \$22,045  | 10/15/2019 |
| 13-014-0570-02(00) | BARTELSD SD 57                   | BARTELSD      | \$3,545   | 10/10/2019 |
| 13-014-0630-02(00) | ALBERS SD 63                     | ALBERS        | \$4,911   | 10/29/2019 |
| 13-041-0800-02(00) | MT VERNON CITY SCHOOL 80         | MOUNT VERNON  | \$139,416 | 10/29/2019 |
| 13-041-1780-04(00) | SPRING GARDEN COMMUNITY          | MOUNT VERNON  | \$22,733  | 10/09/2019 |
| 13-058-0070-04(00) | IUKA COMMUNITY CONSOLIDATED SC   | IUKA          | \$16,686  | 10/03/2019 |
| 13-058-7220-26(00) | ODIN PUBLIC SCHOOL DIST 722      | ODIN          | \$13,006  | 10/03/2019 |
| 13-095-0010-04(00) | OAKDALE C C SCHOOL DISTRICT      | OAKDALE       | \$2,160   | 10/18/2019 |
| 13-095-0110-04(00) | IRVINGTON CCSD 11                | IRVINGTON     | \$6,994   | 10/29/2019 |
| 13-095-0490-04(00) | NASHVILLE CCSD 49                | NASHVILLE     | \$25,975  | 10/02/2019 |
| 15-016-9000-90(00) | HORIZON SCIENCE ACAD-MCKINLEY PK | CHICAGO       | \$64,654  | 10/29/2019 |
| 15-016-9010-90(00) | HORIZON SCIENCE ACAD-BELMONT     | CHICAGO       | \$45,900  | 10/21/2019 |
| 15-016-9040-90(00) | BETTY SHABAZZ INTERN CHARTER SCH | CHICAGO       | \$26,279  | 10/29/2019 |
| 16-019-4280-26(00) | DEKALB CUSD 428                  | DE KALB       | \$427,987 | 10/29/2019 |
| 17-053-006J-26(00) | TRI- POINT CUSD 6-J              | KEMPTON       | \$13,671  | 10/18/2019 |
| 17-053-0080-26(00) | PRAIRIE CENTRAL CUSD 8           | FAIRBURY      | \$85,769  | 10/29/2019 |
| 17-053-0900-17(00) | PONTIAC TWP HSD 90               | PONTIAC       | \$47,141  | 10/29/2019 |
| 17-053-2300-17(00) | DWIGHT TWP HSD 230               | DWIGHT        | \$18,186  | 10/17/2019 |
| 17-053-4290-04(00) | PONTIAC CCSD 429                 | PONTIAC       | \$13,700  | 10/11/2019 |
| 17-053-4380-04(00) | SAUNEMIN CCSD 438                | SAUNEMIN      | \$4,129   | 10/29/2019 |
| 17-054-4040-16(00) | LINCOLN CHSD 404                 | LINCOLN       | \$26,535  | 10/29/2019 |
| 17-064-0030-26(00) | TRI VALLEY CUSD 3                | DOWNS         | \$23,903  | 10/29/2019 |
| 17-064-0040-26(00) | HEYWORTH CUSD 4                  | HEYWORTH      | \$32,616  | 10/21/2019 |
| 19-022-0070-02(00) | WOOD DALE SD 7                   | WOOD DALE     | \$29,378  | 10/18/2019 |
| 19-022-0130-02(00) | BLOOMINGDALE SD 13               | BLOOMINGDALE  | \$22,852  | 10/29/2019 |
| 19-022-0250-02(00) | BENJAMIN SD 25                   | WEST CHICAGO  | \$22,413  | 10/29/2019 |
| 19-022-0440-02(00) | LOMBARD SD 44                    | LOMBARD       | \$105,996 | 10/18/2019 |
| 19-022-0600-02(00) | MAERCKER SD 60                   | WESTMONT      | \$66,232  | 10/15/2019 |
| 19-022-0620-02(00) | GOWER SD 62                      | WILLOWBROOK   | \$17,376  | 10/18/2019 |

**ILLINOIS STATE BOARD OF EDUCATION**  
**FUNDING AND DISBURSEMENT SERVICES DIVISION**  
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777  
**Approved Grants Less Than 1 Million**  
**Thru Date:(10/01/2019-10/31/2019)**

|                    |                                  |               |           |            |
|--------------------|----------------------------------|---------------|-----------|------------|
| 19-022-0880-16(00) | DUPAGE HSD 88                    | ADDISON       | \$110,717 | 10/01/2019 |
| 19-022-2020-26(00) | LISLE CUSD 202                   | LISLE         | \$67,382  | 10/29/2019 |
| 19-022-2040-26(00) | INDIAN PRAIRIE 204               | AURORA        | \$371,090 | 10/29/2019 |
| 20-083-0040-26(00) | ELDORADO CUSD 4                  | ELDORADO      | \$117,428 | 10/22/2019 |
| 20-097-0050-26(00) | CARMI-WHITE COUNTY CUSD 5        | CARMI         | \$63,225  | 10/18/2019 |
| 21-028-0910-04(00) | AKIN CCSD 91                     | AKIN          | \$5,083   | 10/21/2019 |
| 24-047-0880-26(00) | PLANO CUSD 88                    | PLANO         | \$62,903  | 10/17/2019 |
| 26-029-0040-26(00) | SPOON RIVER VALLEY CUSD 4        | LONDON MILLS  | \$10,632  | 10/29/2019 |
| 26-034-3170-04(00) | CARTHAGE ELEMENTARY DISTRICT 317 | CARTHAGE      | \$10,000  | 10/17/2019 |
| 28-006-0990-04(00) | SPRING VALLEY CCSD 99            | SPRING VALLEY | \$25,850  | 10/18/2019 |
| 28-006-3030-26(00) | LAMOILLE CUSD 303                | LA MOILLE     | \$8,557   | 10/18/2019 |
| 28-006-3400-26(00) | BUREAU VALLEY CUSD 340           | MANLIUS       | \$30,740  | 10/11/2019 |
| 28-006-5000-15(00) | PRINCETON TWP HSD 500            | PRINCETON     | \$16,891  | 10/01/2019 |
| 28-006-5020-17(00) | HALL TWP HSD 502                 | SPRING VALLEY | \$33,041  | 10/10/2019 |
| 28-037-2240-26(00) | GALVA CUSD 224                   | GALVA         | \$38,505  | 10/02/2019 |
| 28-037-2260-26(00) | ANNAWAN CUSD 226                 | ANNAWAN       | \$7,873   | 10/04/2019 |
| 30-002-0050-26(00) | EGYPTIAN CUSD 5                  | TAMMS         | \$32,058  | 10/30/2019 |
| 30-039-1650-16(00) | CARBONDALE CHSD 165              | CARBONDALE    | \$78,531  | 10/29/2019 |
| 30-073-1010-16(00) | PINCKNEYVILLE CHSD 101           | PINCKNEYVILLE | \$12,059  | 10/29/2019 |
| 30-077-1010-26(00) | MERIDIAN CUSD 101                | MOUNDS        | \$31,350  | 10/30/2019 |
| 30-091-0160-04(00) | LICK CREEK CCSD 16               | BUNCOMBE      | \$4,387   | 10/29/2019 |
| 30-091-0840-26(00) | SHAWNEE CUSD 84                  | WOLF LAKE     | \$24,511  | 10/29/2019 |
| 31-045-3010-26(00) | CENTRAL CUSD 301                 | BURLINGTON    | \$115,455 | 10/02/2019 |
| 32-038-0090-26(00) | IROQUOIS COUNTY CUSD 9           | WATSEKA       | \$60,935  | 10/30/2019 |
| 32-046-0020-26(00) | HERSCHER CUSD 2                  | HERSCHER      | \$38,682  | 10/10/2019 |
| 32-046-0060-26(00) | GRANT PARK CUSD 6                | GRANT PARK    | \$12,347  | 10/29/2019 |
| 32-046-2590-04(00) | PEMBROKE CCSD 259                | HOPKINS PARK  | \$19,212  | 10/18/2019 |
| 34-049-0010-02(00) | WINTHROP HARBOR SD 1             | WINTHROP HARB | \$17,279  | 10/29/2019 |
| 34-049-0330-02(00) | EMMONS SD 33                     | ANTIOCH       | \$4,648   | 10/29/2019 |
| 34-049-0500-04(00) | WOODLAND CCSD 50                 | GURNEE        | \$138,550 | 10/22/2019 |
| 34-049-1030-02(00) | LINCOLNSHIRE-PRAIRIEVIEW 103     | LINCOLNSHIRE  | \$26,283  | 10/18/2019 |
| 34-049-1090-02(00) | DEERFIELD SD 109                 | DEERFIELD     | \$43,022  | 10/10/2019 |
| 34-049-1140-02(00) | FOX LAKE GSD 114                 | SPRING GROVE  | \$21,371  | 10/21/2019 |
| 34-049-1170-16(00) | ANTIOCH C H S D 117              | ANTIOCH       | \$51,088  | 10/03/2019 |
| 34-049-9010-90(00) | LEARN 9 CAMPUS IN WAUKEGAN       | WAUKEGAN      | \$15,573  | 10/10/2019 |
| 35-050-0010-26(00) | LELAND CUSD 1                    | LELAND        | \$3,208   | 10/09/2019 |
| 35-050-0020-26(00) | COMMUNITY UNIT SCHOOL NO 2       | SERENA        | \$37,750  | 10/18/2019 |
| 35-050-0820-04(00) | DEER PARK CCSD 82                | OTTAWA        | \$4,249   | 10/18/2019 |
| 35-050-1220-02(00) | LASALLE ESD 122                  | LA SALLE      | \$1,152   | 10/15/2019 |
| 35-050-2300-04(00) | RUTLAND CCSD 230                 | OTTAWA        | \$2,408   | 10/22/2019 |
| 35-050-4250-26(00) | LOSTANT CUSD 425                 | LOSTANT       | \$4,984   | 10/30/2019 |
| 35-059-0050-26(00) | HENRY-SENACHWINE CUSD 5          | HENRY         | \$19,017  | 10/10/2019 |
| 41-057-0010-26(00) | ROXANA CUSD 1                    | ROXANA        | \$92,443  | 10/29/2019 |
| 41-057-0150-03(00) | WOOD RIVER-HARTFORD ESD 15       | WOOD RIVER    | \$34,411  | 10/29/2019 |
| 44-063-1560-16(00) | MCHENRY CHSD 156                 | MC HENRY      | \$60,633  | 10/30/2019 |
| 45-067-0030-26(00) | VALMEYER CUSD 3                  | VALMEYER      | \$5,742   | 10/29/2019 |
| 45-067-0050-26(00) | WATERLOO CUSD 5                  | WATERLOO      | \$29,923  | 10/03/2019 |
| 45-079-1400-26(00) | SPARTA CUSD 140                  | SPARTA        | \$65,143  | 10/30/2019 |
| 47-071-1440-03(00) | KINGS CSD 144                    | KINGS         | \$3,507   | 10/29/2019 |

**ILLINOIS STATE BOARD OF EDUCATION  
FUNDING AND DISBURSEMENT SERVICES DIVISION  
100 NORTH FIRST STREET, SPRINGFIELD, IL 62777**

**Approved Grants Less Than 1 Million**

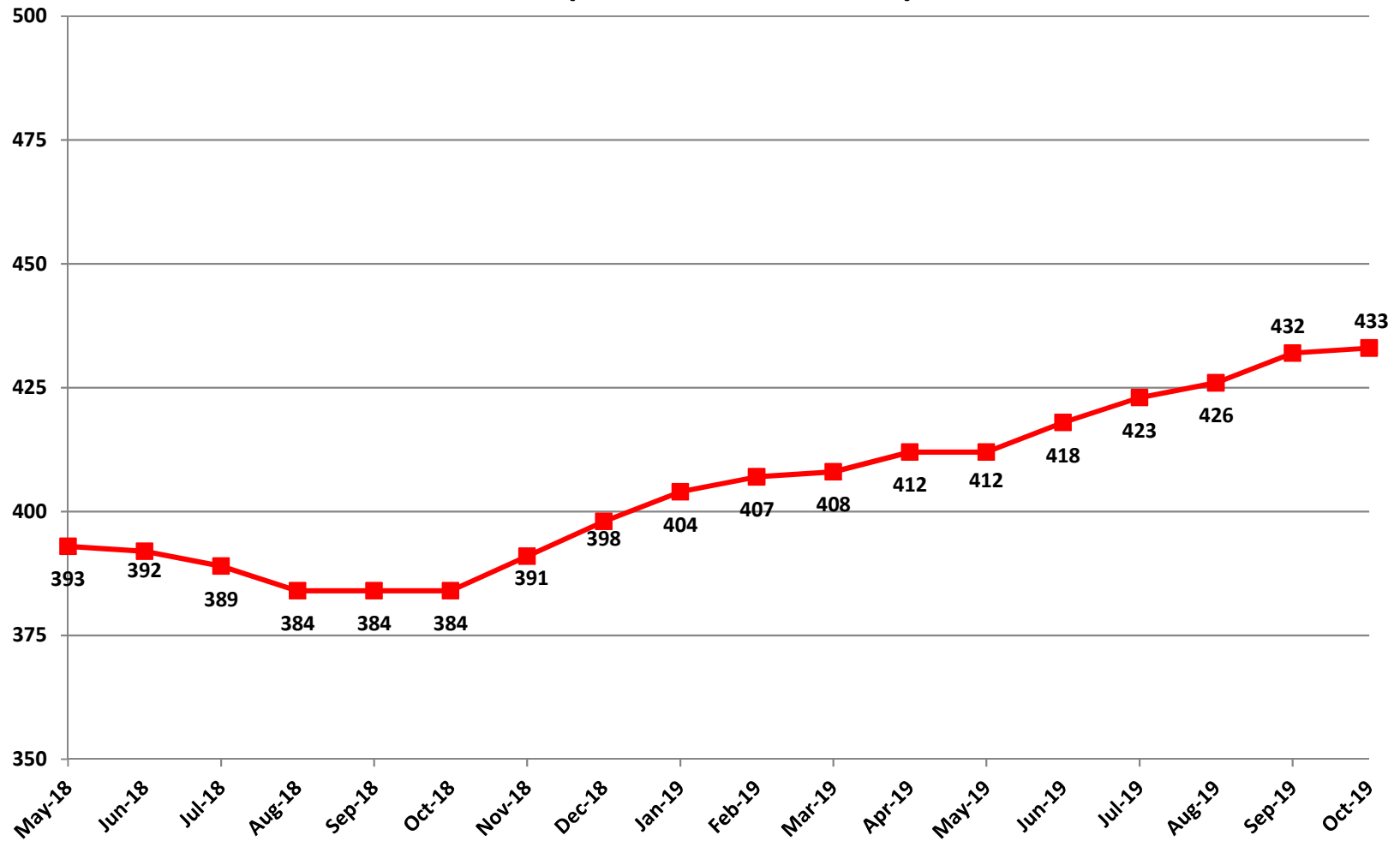
**Thru Date:(10/01/2019-10/31/2019)**

|                    |                                |              |                    |            |
|--------------------|--------------------------------|--------------|--------------------|------------|
| 47-071-2200-26(00) | OREGON CUSD 220                | OREGON       | \$48,270           | 10/10/2019 |
| 47-071-2310-04(00) | ROCHELLE CCD 231               | ROCHELLE     | \$52,051           | 10/29/2019 |
| 47-098-0030-26(00) | PROPHETSTOWN-LYNDON CUSD 3     | PROPHETSTOW  | \$33,258           | 10/01/2019 |
| 47-098-0200-02(00) | EAST COLOMA-NELSON CONS ELEM   | ROCK FALLS   | \$13,648           | 10/29/2019 |
| 47-098-3010-17(00) | WHITESIDE COUNTY SCHL DIST 301 | ROCK FALLS   | \$26,429           | 10/29/2019 |
| 48-072-0700-02(00) | MONROE S D 70                  | BARTONVILLE  | \$2,000            | 10/07/2019 |
| 48-072-3090-26(00) | BRIMFIELD CUSD 309             | BRIMFIELD    | \$13,116           | 10/21/2019 |
| 48-072-3260-26(00) | PRINCEVILLE CUSD 326           | PRINCEVILLE  | \$14,276           | 10/04/2019 |
| 49-081-0290-02(00) | HAMPTON SD 29                  | HAMPTON      | \$8,184            | 10/15/2019 |
| 49-081-0340-02(00) | SILVIS SD 34                   | EAST MOLINE  | \$27,121           | 10/21/2019 |
| 49-081-0400-22(00) | MOLINE-COLE VALLEY COMMUNITY   | MOLINE       | \$238,843          | 10/29/2019 |
| 50-082-0090-26(00) | LEBANON CUSD 9                 | LEBANON      | \$50,603           | 10/16/2019 |
| 50-082-1040-02(00) | CENTRAL SD 104                 | OFALLON      | \$18,226           | 10/01/2019 |
| 50-082-1300-04(00) | COUNTY OF ST CLAIR SD 130      | SMITHTON     | \$11,960           | 10/29/2019 |
| 50-082-1750-02(00) | HARMONY EMGE SD 175            | BELLEVILLE   | \$34,943           | 10/29/2019 |
| 53-090-0520-02(00) | WASHINGTON SD 52               | WASHINGTON   | \$16,325           | 10/21/2019 |
| 53-090-3080-16(00) | WASHINGTON CHSD 308            | WASHINGTON   | \$20,223           | 10/15/2019 |
| 53-102-0110-26(00) | EL PASO-GRIDLEY CUSD 11        | EL PASO      | \$71,020           | 10/15/2019 |
| 53-102-0600-26(00) | ROANOKE BENSON CUSD 60         | ROANOKE      | \$9,600            | 10/15/2019 |
| 53-102-0690-02(00) | GERMANTOWN HILLS SD 69         | GERMANTOWN H | \$22,115           | 10/17/2019 |
| 54-092-0010-26(00) | BISMARCK CUSD 1                | BISMARCK     | \$22,534           | 10/18/2019 |
| 56-099-0170-02(00) | CHANNAHON SD 17                | CHANNAHON    | \$31,809           | 10/17/2019 |
| 56-099-033C-04(00) | HOMER CCSD 33                  | LOCKPORT     | \$56,562           | 10/18/2019 |
| 56-099-0890-02(00) | FAIRMONT SD 89                 | LOCKPORT     | \$15,184           | 10/29/2019 |
| 56-099-0910-02(00) | LOCKPORT SD 91                 | LOCKPORT     | \$15,206           | 10/02/2019 |
| 56-099-1140-02(00) | MANHATTAN SD 114               | MANHATTAN    | \$13,755           | 10/29/2019 |
| 56-099-157C-04(00) | FRANKFORT CCSD 157C            | FRANKFORT    | \$27,752           | 10/01/2019 |
| 56-099-2030-04(00) | ELWOOD CCSD 203                | ELWOOD       | \$6,898            | 10/17/2019 |
|                    |                                |              | <b>\$7,293,437</b> |            |

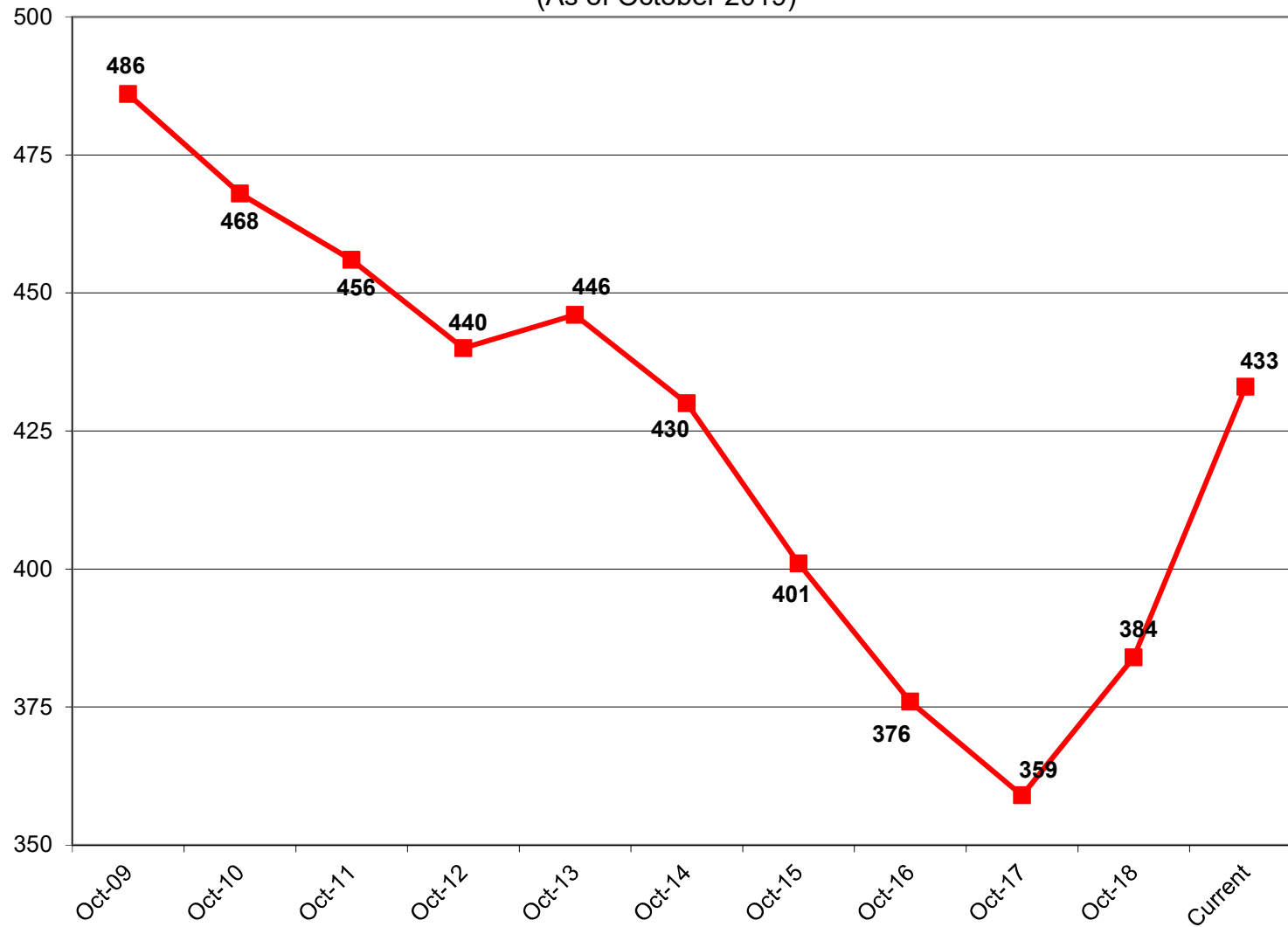
**Program: 2020 - 4935, Title II - Teacher Quality - Leadership Grant**

| <u>RCDT</u>        | <u>District Name</u>           | <u>City</u>  | <u>Budget Amt</u> | <u>Approval Date</u> |
|--------------------|--------------------------------|--------------|-------------------|----------------------|
| 16-000-0000-00(02) | REGIONAL OFFICE OF EDUCATION16 | DEKALB       | \$1,416           | 10/28/2019           |
| 19-000-0000-00(02) | REGIONAL OFFICE OF EDUCATION19 | WHEATON      | \$13,601          | 10/02/2019           |
| 30-000-0000-00(02) | REGIONAL OFFICE OF EDUCATION30 | MURPHYSBORO  | \$1,295           | 10/28/2019           |
| 41-000-0000-00(02) | REGIONAL OFFICE OF EDUCATION41 | EDWARDSVILLE | \$2,859           | 10/02/2019           |
| 49-000-0000-00(02) | REGIONAL OFFICE OF EDUCATION49 | MOLINE       | \$1,638           | 10/23/2019           |
| 50-000-0000-00(02) | REGIONAL OFFICE OF EDUCATION50 | BELLEVILLE   | \$2,872           | 10/02/2019           |
| 51-000-0000-00(02) | REGIONAL OFFICE OF EDUCATION51 | SPRINGFIELD  | \$2,680           | 10/02/2019           |
|                    |                                |              | <b>\$26,361</b>   |                      |

**ILLINOIS STATE BOARD OF EDUCATION  
18-MONTH HEADCOUNT HISTORY  
(As of October 2019)**



**ILLINOIS STATE BOARD OF EDUCATION**  
**10-yr HEADCOUNT HISTORY**  
(As of October 2019)



**ILLINOIS STATE BOARD OF EDUCATION  
AGENCY STAFF DETAIL AS OF OCTOBER 2019**



|   | Mgmt. | Prof. | Support | GRF | Non-GRF | Total |
|---|-------|-------|---------|-----|---------|-------|
| <b>STATE SUPERINTENDENT (001)</b>       |       |       |         |     |         |       |
| 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    |
| <b>FINANCE (002)</b>                    |       |       |         |     |         |       |
| 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       | 10  | 9       | 19    |
| State Funding & Forecasting             | 1     | 2     | 0       | 3   | 0       | 3     |
| School Business Services                | 2     | 7     | 1       | 10  | 0       | 10    |
| Sub-Total                               | 9     | 35    | 7       | 42  | 9       | 51    |
| <b>RESEARCH AND EVALUATION (007)</b>    |       |       |         |     |         |       |
| 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     | 1       | 10  | 0       | 10    |
| Sub-Total                               | 12    | 45    | 4       | 59  | 2       | 61    |
| <b>OPERATIONS (010)</b>                 |       |       |         |     |         |       |
| 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    |
| <b>SAFE &amp; HEALTHY CLIMATE (017)</b> |       |       |         |     |         |       |
| Center Administration                   | 2     | 0     | 1       | 3   | 0       | 3     |
| Wellness                                | 2     | 14    | 1       | 10  | 7       | 17    |
| Nutrition and Wellness Programs         | 2     | 36    | 4       | 3   | 39      | 42    |
| Sub-Total                               | 6     | 50    | 6       | 16  | 46      | 62    |
| <b>Regulatory Services (019)</b>        |       |       |         |     |         |       |
| 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              |
|--|------------------|-------------------|------------------|-------------------|-------------------|--------------------|
| <b>EDUCATION (039)</b>                 |                  |                   |                  |                   |                   |                    |
| Education                              | 1                | 0                 | 1                | 2                 | 0                 | 2                  |
| Instructional Education                | 1                | 0                 | 0                | 1                 | 0                 | 1                  |
| Operation Education                    | 1                | 0                 | 0                | 1                 | 0                 | 1                  |
| Sub-Total                              | 3                | 0                 | 1                | 4                 | 0                 | 4                  |
| <b>Program Services (050)</b>          |                  |                   |                  |                   |                   |                    |
| Early Childhood Education              | 1                | 13                | 2                | 15                | 1                 | 16                 |
| Multilingual Services                  | 0                | 7                 | 1                | 8                 | 0                 | 8                  |
| Program Services                       | 1                | 0                 | 0                | 0                 | 1                 | 1                  |
| Special Education Services             | 3                | 32                | 6                | 0                 | 41                | 41                 |
| Sub-Total                              | 5                | 52                | 9                | 23                | 43                | 66                 |
| <b>TEACHING AND LEARNING (070)</b>     |                  |                   |                  |                   |                   |                    |
| 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                | 23                | 5                | 0                 | 30                | 30                 |
| Sub-Total                              | 5                | 36                | 6                | 11                | 36                | 47                 |
| <b>POLICY AND COMMUNICATIONS (100)</b> |                  |                   |                  |                   |                   |                    |
| Internal Communications                | 1                | 2                 | 0                | 3                 | 0                 | 3                  |
| External Communications                | 1                | 1                 | 0                | 2                 | 0                 | 2                  |
| Legislative Affairs                    | 1                | 2                 | 1                | 4                 | 0                 | 4                  |
| Policy and Communications              | 1                | 0                 | 0                | 1                 | 0                 | 1                  |
| Sub-Total                              | 4                | 5                 | 1                | 10                | 0                 | 10                 |
| <b>INSTRUCTIONAL EDUCATION (102)</b>   |                  |                   |                  |                   |                   |                    |
| Instructional Education (100)          | 0                | 0                 | 1                | 1                 | 0                 | 1                  |
| Sub-Total                              | 0                | 0                 | 1                | 1                 | 0                 | 1                  |
| <b>ESSA (104)</b>                      |                  |                   |                  |                   |                   |                    |
| IL-Empower                             | 1                | 0                 | 0                | 0                 | 1                 | 1                  |
| ESSA                                   | 1                | 0                 | 1                | 1                 | 1                 | 2                  |
| Accountability                         | 1                | 1                 | 0                | 2                 | 0                 | 2                  |
| Sub-Total                              | 3                | 1                 | 1                | 3                 | 2                 | 5                  |
| <b>REGIONAL SERVICES (106)</b>         |                  |                   |                  |                   |                   |                    |
| Regional Services                      | 1                | 0                 | 0                | 1                 | 0                 | 1                  |
| Charter Schools                        | 1                | 2                 | 0                | 3                 | 0                 | 3                  |
| Sub-Total                              | 2                | 2                 | 0                | 4                 | 0                 | 4                  |
| <b>GRAND TOTAL, ALL CENTERS</b>        | <b>73</b><br>17% | <b>306</b><br>71% | <b>54</b><br>12% | <b>277</b><br>64% | <b>156</b><br>36% | <b>433</b><br>100% |



**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**November 22, 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:** October 1-31 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 64 FOIA requests during the month of October. 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: 11/01/2019 12:15 PM

## F000405-100119

| Create Date | Customer Full Name | Company Name | Public Record Desired   |
|-------------|--------------------|--------------|---|
| 10/1/2019   |                    |              | Any and all documents provided by The Segal Company (Midwest) inc.. d/b/a Segal Waters Consulting to the Illinois State Board of Education since May 1st 2019. Any and all documents provided to The Segal Company (Midwest) inc.. d/b/a Segal Waters Consulting by the Illinois State Board of Education since May 1st 2019. An unedited copy of the Salary Market Assessment required to be provided to ISBE by The Segal Company (Midwest) inc.. d/b/a Segal Waters Consulting by September 20, 2019, per the contract signed by ISBE and The Segal Company (Midwest) inc.. d/b/a Segal Waters Consulting. Any and all communications, including emails, to or from any ISBE employee and The Segal Company (Midwest) inc.. d/b/a Segal Waters Consulting from January 1, 2019 to present. |

## F000406-100119

| Create Date | Customer Full Name | Company Name | Public Record Desired   |
|-------------|--------------------|--------------|---|
| 10/1/2019   |                    |              | Any and all communications from Carmen Ayala, Miguel Calderon, Melissa Oller, Edward Graham, Tricia Olsen, Kristen Kennedy, and Stephanie Jones that include the words "salary study", "Segal", "economic", "proposal", "stall" and "delay" from April 20th to present. |

## F000407-100119

| Create Date | Customer Full Name | Company Name | Public Record Desired   |
|-------------|--------------------|--------------|---|
| 10/1/2019   |                    |              | A list of all filled and vacant positions with respective titles (i.e. Executive Directors, Directors, Supervisors, Principal Consultants, Consultants, etc.), name of staff (if filled) and assigned department in the agency (Illinois State Board of Education) as of September 2019. A list of all filled and vacant positions with respective titles (i.e. Executive Directors, Directors, Supervisors, Principal Consultants, Consultants, etc.), name of staff (if filled) and assigned department in the agency (Illinois State Board of Education) as of September 2018. |

## F000408-100119

| Create Date | Customer Full Name           | Company Name                        | Public Record Desired   |
|-------------|------------------------------|-------------------------------------|---|
| 10/1/2019   | Staff Attorney Josephine Lee | Legal Aid Foundation of Los Angeles | A copy of all compliance audits of American Business Institute from January 1, 1986 to December 31, 1991, including but not limited to the compliance audit issued by the Illinois State Board of Education in a letter dated June 8, 1989. |

## F000409-100219

| Create Date | Customer Full Name | Company Name                | Public Record Desired  |
|-------------|--------------------|-----------------------------|--|
| 10/2/2019   | Susie An           | Chicago Public Media (WBEZ) | I'd like data on the number of school staff and faculty that left a district for the academic years of 2016-17, 2017-18, 2018-19. I would like this for all districts in Cook, DuPage, Will and Kane counties. |

## F000410-100219

| Create Date | Customer Full Name | Company Name | Public Record Desired |
|-------------|--------------------|--------------|-----------------------|
|             |                    |              |                       |

**F000410-100219**

| Create Date | Customer Full Name | Company Name | Public Record Desired  |
|-------------|--------------------|--------------|--|
| 10/2/2019   | Brody Ford         | CBS Chicago  | Pursuant to the Illinois Freedom of Information Act., I hereby request the following records: All data used to create the End Of Year Student Discipline Reports for the period of 2015 to 2018 (2015 report: <a href="https://www.isbe.net/Documents/2015-eoy-student-discipline.pdf">https://www.isbe.net/Documents/2015-eoy-student-discipline.pdf</a> ). This should include discipline totals by school district, differentiated by In school suspensions, out of school suspensions, expulsions, as well as Grade, Gender, LEP, Incident Type, and Duration in Day. This data should be an Excel Workbook (xlsx), CSV, or equivalent format, NOT a pdf. Thank you in advance for your anticipated cooperation in this matter. I look forward to receiving your response to this request within 5 business days, as the statute requires. |

**F000411-100219**

| Create Date | Customer Full Name      | Company Name | Public Record Desired  |
|-------------|-------------------------|--------------|--|
| 10/2/2019   | citizen Kevin O'Donnell | N/A          | 1. Information or documentation on the total enrollment in Illinois high schools for the current 2019-2020 year. 2. Information or documentation as of September 30, 2019, on how many students in Illinois high schools have reported getting ill or have been diagnosed with any illness as a result of vaping or using any type of e-cigarette. 3. Information or documentation as of September 30, 2019 on how many students in Illinois schools have received medical care following them reporting an illness connected to the student's usage of e-cigarette products |

**F000412-100319**

| Create Date | Customer Full Name                                   | Company Name                                    | Public Record Desired  |
|-------------|--|---|--|
| 10/3/2019   | FOIA Request- Hyde Park Day School Courtney Stillman | Hauser, Izzo, Petrarca, Gleason & Stillman, LLC | 1. Any and all materials submitted or gathered in connection with, or related to the application of Hyde Park Day School Lemont, Illinois campus for ISBE/GPCRB approval status; and 2. Any and all materials relative to ISBE's post-approval monitoring of the Hyde Park Day School Lemont, Illinois campus. |

**F000413-100319**

| Create Date | Customer Full Name | Company Name | Public Record Desired   |
|-------------|--------------------|--------------|---|
| 10/3/2019   | Lane Hasler        |              | All documents provided in response to FOIA requests by Joseph Varan |

**F000414-100319**

| Create Date | Customer Full Name | Company Name | Public Record Desired  |
|-------------|--------------------|--------------|--|
| 10/3/2019   | Giovanni Francese  |              | Under the Freedom of Information Act, I am requesting: <ul style="list-style-type: none"> <li>o A list of all the status changes that happened to nonpublic special education programs from August 2018 until now</li> <li>o And copies of any reports about those status changes and reasons for status changes</li> <li>o Or, all communications about status change and reasons for status change if there is no report (an email or letter talking about the status change, etc)</li> <li>o Internal correspondence about draft language and/or topics that should or may need to be added to the guidance document currently available on the ISBE website about 401 Rules (it hasn't been updated since January. Is there language in the works? If not, what topics are you talking about adding to it?)</li> <li>o Internal correspondence about current nonpublic special education issues that ISBE needs to come up with a stance about (questions that do not have answers or need to be run through legal – such as who can administer medication in nonpublic special education schools).</li> </ul> |

**F000415-100319**

| Create Date | Customer Full Name | Company Name        | Public Record Desired  |
|-------------|--------------------|---------------------|--|
| 10/3/2019   | Dusty Rhodes       | WUIS / NPR Illinois | 1) Any emails to/from or regarding Children's Habilitation Center sent or received by ISBE staff or administration SY 2017-18 thru present 3) Any emails to/from or regarding Pam Markle sent or received by ISBE staff or administration SY 2017-18 thru present 4) Any emails to/from or regarding Jane Lurquin sent or received by ISBE staff or administration SY 2017-18 to present thru present" |

**F000416-100319**

| Create Date | Customer Full Name | Company Name    | Public Record Desired  |
|-------------|--------------------|-----------------|--|
| 10/3/2019   | Zak Koeske         | Daily Southtown | 1) Any and all communication with and requests for documents sent to Matteson School District 159 and Chicago Public Schools regarding an investigation into District 159's recent hiring of principal Cedric Nolen 2) Any and all documents or correspondence, written or emailed, received from either district in response to ISBE's requests |

**F000417-100419**

| Create Date | Customer Full Name | Company Name | Public Record Desired  |
|-------------|--------------------|--------------|--|
| 10/4/2019   |                    | Ms.          | I've submitted paperwork two isbe for a complaint against Vienna High School, the file that I submit it to Samantha worth I would like a copy of the entire file that I submit it to her on the behalf of my case against Vienna High School |

**F000418-100519**

| Create Date | Customer Full Name               | Company Name           | Public Record Desired   |
|-------------|----------------------------------|------------------------|---|
| 10/5/2019   | Doctoral Candidate Farris Watson | University of Illinois | Annual Reports to the State Superintendent for the Financial Oversight Panel for East St. Louis School District 189. I need the reports for years 2004 through 2019. I made the request earlier and was only sent 1995-2003. The message said that the other reports were forthcoming. However, I have not received them. |

**F000419-100819**

| Create Date | Customer Full Name         | Company Name                | Public Record Desired   |
|-------------|----------------------------|-----------------------------|---|
| 10/8/2019   | Professor Rita Brusca-Vega | Purdue University Northwest | 1. What is the racial composition of Illinois students who come from English-speaking homes (2017-18 year)? 2. What is the racial composition of Illinois students who come from English-speaking homes and who receive special education services by disability, unduplicated count (2017-18 year) ? 3. How many students receive services for limited English proficiency by disability, unduplicated count (2017-18 year)? ? Thank you, Rita Brusca-Vega |

**F000420-100819**

| Create Date | Customer Full Name | Company Name        | Public Record Desired  |
|-------------|--------------------|---------------------|--|
| 10/8/2019   | Ms. Deborah Weiss  | Whitted Takiff, LLC | Please provide the following records 1) Documentation reflecting any ISBE reimbursements and/or payments to Oak Park River Forest High School for tuition at Catalyst, Utah during the time frame of May 1- October 7, 2019. 2) Any guidance, memorandum, correspondence or other records that reflect the ISBE's position on reimbursement to school districts and/or payment for tuition at non-state approved placements when ordered by a hearing officer in a due process hearing . 3) Copies of emails by and between Jennifer Smith, Esq., Stephanie Jones, former General Counsel and/or Tricia Olson current General Counsel during the time frame of January 1 - October 7, 2019. 4) Copies of emails by and between Jennifer Smith, Esq. and Heather Calomese from January 1, 2019 through and including October 7, 2019. |

**F000420-100819**

| Create Date | Customer Full Name | Company Name | Public Record Desired |
|-------------|--------------------|--------------|-----------------------|
|-------------|--------------------|--------------|-----------------------|

**F000421-100819**

| Create Date | Customer Full Name | Company Name                               | Public Record Desired  |
|-------------|--------------------|--|--|
| 10/8/2019   | Camille Respass    | Brechner Center for Freedom of Information | Documents reflecting the number of bullying incidents reported in school years 2016-2017, 2017-2018 and 2018-2019. |

**F000422-100919**

| Create Date | Customer Full Name | Company Name | Public Record Desired   |
|-------------|--------------------|--------------|---|
| 10/9/2019   | Angela Trull       |              | Our organization provides substitute interpreters to area public schools. We are looking for a list of current sign language interpreters with the ISBE endorsement |

**F000423-100919**

| Create Date | Customer Full Name | Company Name | Public Record Desired  |
|-------------|--------------------|--------------|--|
| 10/9/2019   | Harlene Shipley    |              | Please provide me with: 1. The sanction letters that ISBE sent Waukegan Community Unit District as it relates to discipline practices and the overrepresentation, disproportionality in suspensions, expulsions, etc. with minority students/Black students. 2. All letters from District #60 to ISBE in response to these sanction letters. Thank you for your time and effort. |

**F000424-100919**

| Create Date | Customer Full Name                                       | Company Name | Public Record Desired  |
|-------------|--|--------------|--|
| 10/9/2019   | Assistant Principal and Doctoral Student Beckie Gabrenya | 2019         | Good afternoon, I am a doctoral student for education administration and superintendency at Aurora University. For my dissertation, I am requesting information on elementary school teachers in DuPage county. I am requesting information on the total number of elementary school teachers in grade k-5 in the county, the number of non-tenured teachers, the percent of male and female teachers, and percentage of each race identification. |

**F000425-101019**

| Create Date | Customer Full Name | Company Name | Public Record Desired  |
|-------------|--------------------|--------------|--|
| 10/10/2019  | Harlene Shipley    |              | Please send me: 1. The documents, from 2014 -2019, that Waukegan Community Unit School District #60 had to submit to ISBE to verify how the district spent ESSA funds. 2. The documents, from 2014-2019, that was submitted from Waukegan Community Unit District #60 which had to verify that the district was meeting the mandate of 100TH GENERAL ASSEMBLY State of Illinois 2017 and 2018 HB0726. Thank you for your attention to this matter. |

**F000426-101019**

| Create Date | Customer Full Name                       | Company Name                 | Public Record Desired   |
|-------------|--|------------------------------|---|
| 10/10/2019  | Senior Research Associate Sherrie Taylor | Northern Illinois University | We need to display on our web site the number of students by grade, gender, race, ethnicity, and school for PARCC and SAT. It is provided this way on the Illinois Report Card site, but the only total participation numbers in the Report Card file are over all grades, not individual grades. |

**F000426-101019**

| Create Date | Customer Full Name | Company Name | Public Record Desired |
|-------------|--------------------|--------------|-----------------------|
|-------------|--------------------|--------------|-----------------------|

**F000427-101019**

| Create Date | Customer Full Name | Company Name | Public Record Desired  |
|-------------|--------------------|--------------|--|
| 10/10/2019  |                    |              | Hello, I am requesting any and all criminal incidents involving the Exchange Visitor Teacher Program. I am requesting the state write-up, ticket, and report of those criminal incidents that include location, time, where that teacher was placed and what happened to that teacher (visa terminated, etc.). I am also requesting the blank screening documents that teachers fill out to receive placement in this program from the ISBE (background check, other "process of tests" these teachers go through). Finally, I am requesting any and all documents for Miguel Mahiques-Climent, a teacher placed in the Freeport School District for this program. |

**F000428-101019**

| Create Date | Customer Full Name | Company Name | Public Record Desired  |
|-------------|--------------------|--------------|--|
| 10/10/2019  |                    |              | 1) All draft and final versions of the salary study report completed by Segal Waters in 2017 or 2018 examining exempt positions at ISBE. 2) The economic impact of any and all revisions with exempt employee salaries and benefits as a result of the Salary Study completed by Segal Waters in 2017 or 2018 examining exempt employees. 3) The average maternity/paternity/adoption leave provided to exempt employees as of September 2019. |

**F000429-101019**

| Create Date | Customer Full Name | Company Name | Public Record Desired  |
|-------------|--------------------|--------------|--|
| 10/10/2019  |                    |              | A list of exempt positions with title, name of employee (identifying vacancies), stipends (if applicable), bonuses (if applicable) and respective salary on or around September of the following years: 2016, 2017, 2018 and 2019. |

**F000430-101019**

| Create Date | Customer Full Name | Company Name | Public Record Desired   |
|-------------|--------------------|--------------|---|
| 10/10/2019  |                    |              | 1) A list of new exempt positions created by the reorganization of ISBE announced in August of 2019. 2) The total economic impact of new exempt positions (filled or currently vacant) created by the reorganization of ISBE announced in August of 2019. |

**F000431-101019**

| Create Date | Customer Full Name | Company Name | Public Record Desired   |
|-------------|--------------------|--------------|---|
| 10/10/2019  |                    |              | A list of new exempt positions created by the reorganization of ISBE announced in August of 2019 that identifies each salary (NA if vacant and/or conditional upon performance), stipend, potential bonus, and the cost of any fringe benefits. |

**F000432-101019**

| Create Date | Customer Full Name | Company Name | Public Record Desired |
|-------------|--------------------|--------------|-----------------------|
|-------------|--------------------|--------------|-----------------------|

**F000432-101019**

| Create Date | Customer Full Name          | Company Name | Public Record Desired  |
|-------------|-----------------------------|--------------|--|
| 10/10/2019  | Research Assistant Amy Dodd |              | FY18 Annual Financial Report data files (these are usually provided to us using a ftp site and password) FY19 Budget data files (these are usually provided to us using a ftp site and password) ASE used in FY20 EBF calculation FY18 and FY19 Annual Financial Report cell references FY19 and FY20 Budget cell references We would appreciate it if you would send this information to us electronically at: [REDACTED] in Excel. |

**F000433-101019**

| Create Date | Customer Full Name | Company Name | Public Record Desired  |
|-------------|--------------------|--------------|--|
| 10/10/2019  | Kym Wroble         | GFS          | I would like to have a report showing district level and school level data, pertaining to average daily participation rates in the NSLP in Illinois, as well as percent free/reduced/paid lunches that were claimed. |

**F000434-101219**

| Create Date | Customer Full Name       | Company Name                                      | Public Record Desired   |
|-------------|--------------------------|---|---|
| 10/12/2019  | President Troy LaRaviere | Chicago Principals and Administrators Association | Data on principals and assistant principals in all Illinois school districts in a spreadsheet that has data for the following columns. Average salary Median salary Average actual earnings Median actual earnings Average Pension benefits* Median Pension benefits* Average health care benefits* Median health care benefits* Average bonus Median bonus Total compensation (Including salary, bonuses, health and pension benefits) Please provide the above in one spreadsheet for principals and another spreadsheet for assistant principals in all Illinois school districts. It is my understand that ISBE recently responded to a similar request from the Better Government Association that was focused on teacher salaries. See the link below. <a href="https://www.bettergov.org/news/fact-check-are-chicago-public-school-teachers-among-the-nation-s-highest-paid/">https://www.bettergov.org/news/fact-check-are-chicago-public-school-teachers-among-the-nation-s-highest-paid/</a> Thank you. Respectfully, Troy LaRaviere, President Chicago Principals and Administrators Association |

**F000435-101419**

| Create Date | Customer Full Name | Company Name            | Public Record Desired   |
|-------------|--------------------|-------------------------|---|
| 10/14/2019  | Mr. Nadeem Patel   | Northwestern University | Kelly Weston Illinois State Board of Education 100 North First Street Springfield, Illinois 62777-0001 Re: Illinois Freedom of Information Act Request Dear FOIA Officer: Under the Illinois Freedom of Information Act, 5 ILCS 140, I am requesting an opportunity to inspect or obtain copies of public records that provide information of the most recent annual allocations of funds to Chicago Public Schools and the Cook County suburbs. I understand that the Act permits a public body to charge a reasonable copying fee not to exceed the actual cost of reproduction and not including the costs of any search or review of the records. 5 ILCS 140/6. 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 the government and is not primarily in my commercial interest. I am journalism school from Northwestern University, and this information will be used towards educational purposes and reporting. I am willing to pay fees for this request up to a maximum of \$5. If you estimate that the fees will exceed this limit, please inform me first. [Option:] However the law allows you to impose a waiver or reduction of fees when information is sought in the public interest, as is the case for this request. I look forward to hearing from you in writing within five working days, as required by the Act 5 ILCS 140(3). Thank you for considering and responding to this request. Sincerely, Nadeem Patel [REDACTED] Nadeempatel2019@u.northwestern.edu |

**F000436-101419**

| Create Date | Customer Full Name | Company Name | Public Record Desired |
|-------------|--------------------|--------------|-----------------------|
|-------------|--------------------|--------------|-----------------------|

**F000436-101419**

| Create Date | Customer Full Name | Company Name | Public Record Desired   |
|-------------|--------------------|--------------|---|
| 10/14/2019  | Nima Homami        |              | <p>For whom it may concern, This is a request under the Illinois Freedom of Information Act (5 ILCS 140). I ask that an electronic copy of the following documents be provided to me: Any electronic communications sent to or from the Office of Cara Wiley, Director of Wellness at the Illinois State Board of Education, pertaining to a mass email about recent anti-Semitic incidents that was sent to University of Illinois at Urbana-Champaign students, faculty, and staff on Wednesday, October 9, 2019 at around 7:30 PM. Any electronic communications sent to or from the Office of Cara Wiley, Director of Wellness at the Illinois State Board of Education, pertaining to a swastika found in the Foreign Languages Building of the University of Illinois at Urbana-Champaign on Monday, October 7, 2019. Any electronic communications sent to or from the Office of Cara Wiley, Director of Wellness at the Illinois State Board of Education, beginning September 23, 2019 pertaining to a presentation with allegedly anti-Semitic content delivered by a member of student housing staff at the University of Illinois at Urbana-Champaign. In order to help determine my status for the purpose of assessing fees you should know that I am an individual seeking this information for personal use. I am willing to pay fees for this request up to a maximum of \$50. If you estimate that the fees will exceed this limit please inform me first. I also include below a telephone number and email address at which I can be contacted (email is preferred) to discuss any aspect of my request.</p> <p>Sincerely, Nima Homami [REDACTED]</p> |

**F000437-101519**

| Create Date | Customer Full Name | Company Name | Public Record Desired   |
|-------------|--------------------|--------------|---|
| 10/15/2019  | Kalyn Belsha       | Chalkbeat    | <p>October 15W, 2019 Freedom of Information Office Illinois State Board of Education 100 North First Street Springfield, Illinois 62777-0001 Dear FOIA Officer: This is a request for information under the Illinois Freedom of Information Act (5 ILCS 140). I request that a copy of the following records be provided to me, electronically if possible: -A copy of any requests for proposals that were issued in 2019 to operate virtual schools in Illinois, as well as any responses -A copy of any requests for proposals that were issued in 2019 to manage the Illinois Virtual School, as well as any responses -Any and all correspondence between ISBE and the Peoria County Regional Office of Education regarding transition plans or the closure of the Illinois Virtual School -Any budgetary documents for the Illinois Virtual School submitted to ISBE during the 2017-18 and 2018-19 school years In order to help determine my status to assess fees, you should know that I am a representative of the news media affiliated with Chalkbeat. This request is made as part of a news-gathering effort and not for commercial use. 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 public schools in Illinois and is not primarily in my commercial interest. Thank you for your consideration of this request. Sincerely, Kalyn Belsha National Reporter, Chalkbeat [REDACTED]</p> <p>[REDACTED] kbelsha@chalkbeat.org</p> |

**F000438-101519**

| Create Date | Customer Full Name | Company Name | Public Record Desired   |
|-------------|--------------------|--------------|---|
| 10/15/2019  | Steven Rock        | 1954         | <p>I would like to know the locations of the Class D (for music contest) high schools in Illinois in 1972. I am doing a personal research project now that I am retired from teaching for 42 years and have more time to devote to the project. Thank you! Steve Rock</p> |

**F000439-101519**

| Create Date | Customer Full Name                           | Company Name                          | Public Record Desired   |
|-------------|--|---------------------------------------|---|
| 10/15/2019  | Legislative Director<br>Cynthia Riseman Lund | Illinois<br>Federation of<br>Teachers | <p>I would like to request the link to the Board audio for the ISBE Board meeting held on October 15th and October 16th, 2019 in East St Louis.</p> |



**F000439-101519**

| Create Date | Customer Full Name | Company Name | Public Record Desired |
|-------------|--------------------|--------------|-----------------------|
|-------------|--------------------|--------------|-----------------------|

**F000440-101719**

| Create Date | Customer Full Name | Company Name                     | Public Record Desired   |
|-------------|--------------------|----------------------------------|---|
| 10/17/2019  | Dr Blase Masini    | Northeastern Illinois University | Requesting statewide counts of high school graduates at the high school level, segmented by gender. And the same data segmented by race/ethnicity. Please provide from Spring 2010 graduating class to the most current available. We had requested the same data earlier for fewer years. I am attaching the file we received from you in the past. Please follow same format. It was very helpful. Thank you. |

**F000441-101719**

| Create Date | Customer Full Name | Company Name                     | Public Record Desired   |
|-------------|--------------------|----------------------------------|---|
| 10/17/2019  | Dr Blase Masini    | Northeastern Illinois University | Please provide an excel file that matches high school names and CEEB codes. |

**F000442-101819**

| Create Date | Customer Full Name | Company Name           | Public Record Desired   |
|-------------|--------------------|------------------------|---|
| 10/18/2019  | Mr. Gary Lewis     | Champaign - Ford ROE 9 | McKinney-Vento Education for Homeless Children-Lead Area Liaison Program. I would like readers comments and scores for the winning grant application as well as any other ROE that submitted this grant. Thank you. |

**F000443-102119**

| Create Date | Customer Full Name  | Company Name | Public Record Desired  |
|-------------|---------------------|--------------|--|
| 10/21/2019  | Carolina Betancourt |              | Good morning, We represent the Education Reform Project, a non-profit organization committed to the positive transformation of our nation's educational system, placing the needs of students and teachers at the forefront of public policy, and effectuating worthwhile systematic change through innovation, creativity and common sense. One of our chief initiatives is a call to action to sponsor and support legislative efforts to increase teacher salaries nationwide by making income for teachers tax free at the Federal level. This will lead to higher pay for all teachers and allow for the recruiting and retention of talented new teachers who may not even consider entering the profession because of its current low compensation. In order to accomplish this gargantuan task, we require your support. We are requesting that you provide us with the public email addresses of all teachers in your district so that we may contact them directly and petition them for their support in this good fight. This information is public record and pursuant to FOIA law, it is legally required that it be provided to us upon requisition. Still, we want to reassure you that this information will not be sold, traded or otherwise compromised. We merely seek to fight on your behalf to increase teacher salaries across the board and are looking for like-minded teachers to help us in this fight. We believe that the work teachers do is of paramount importance and are fighting, lobbying and working to increase your pay. Thank you, Carolina |

**F000444-102119**

| Create Date | Customer Full Name | Company Name | Public Record Desired   |
|-------------|--------------------|--------------|---|
| 10/21/2019  |                    |              | Any and all communications from Carmen Ayala, Miguel Calderon, Melissa Oller, Edward Graham, Tricia Olsen, Kristen Kennedy, and Stephanie Jones that include the words "salary study" or "Segal" or "economic proposal" from April 20th to present. |

**F000444-102119**

| Create Date | Customer Full Name | Company Name | Public Record Desired |
|-------------|--------------------|--------------|-----------------------|
|-------------|--------------------|--------------|-----------------------|

**F000445-102119**

| Create Date | Customer Full Name | Company Name | Public Record Desired  |
|-------------|--------------------|--------------|--|
| 10/21/2019  |                    |              | Any and all communications from Carmen Ayala, Miguel Calderon, Melissa Oller, Edward Graham, Tricia Olsen, Kristen Kennedy, and Stephanie Jones that include the word(s) "salary study" OR "Segal" OR "economic proposal" from 4/20/19 to present. |

**F000446-102119**

| Create Date | Customer Full Name | Company Name | Public Record Desired  |
|-------------|--------------------|--------------|--|
| 10/21/2019  |                    |              | Any and all communications from Carmen Ayala, Miguel Calderon, Melissa Oller, Edward Graham, Tricia Olsen, Kristen Kennedy, and Stephanie Jones that include the words "stall" OR "delay" from 4/20/19 to present. |

**F000447-102219**

| Create Date | Customer Full Name | Company Name | Public Record Desired   |
|-------------|--------------------|--------------|---|
| 10/22/2019  | Ms. Kathy Gould    |              | I am requesting the latest child count data for students receiving special education services under the category of autism by age group. See attached for file I have received in the past. Thank you Kathy Gould |

**F000448-102319**

| Create Date | Customer Full Name | Company Name | Public Record Desired  |
|-------------|--------------------|--------------|--|
| 10/23/2019  |                    |              | Documentation for diagnoses from special education of Lake County, IL. Copies of test findings 2008-2011 for [REDACTED] mother [REDACTED] All information. |

**F000449-102319**

| Create Date | Customer Full Name         | Company Name | Public Record Desired   |
|-------------|----------------------------|--------------|---|
| 10/23/2019  | Preferred Meals Tom Romano |              | Preferred Meals submits the following FOIA requests. 1. A list of all School Districts that includes the addresses, Food Service providers, contract type (FSMC, Vendor, etc.), contract dollar amount, and contract beginning and end dates. 2. A list of all school districts that includes addresses, grades, enrollment, and free reduced paid and paid percentages |

**F000450-102419**

| Create Date | Customer Full Name | Company Name | Public Record Desired |
|-------------|--------------------|--------------|-----------------------|
|-------------|--------------------|--------------|-----------------------|

**F000450-102419**

| Create Date | Customer Full Name | Company Name             | Public Record Desired  |
|-------------|--------------------|--------------------------|--|
| 10/24/2019  | Hannah Koester     | Crowder & Scoggins, Ltd. | Pursuant to the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq., I hereby request copies of the following: 1. Any and all applications submitted by Great Circle – St. Louis seeking ISBE approval to provide residential services to students with disabilities under Section 14-7.02 of the School Code at any time from January 1, 2018 to the present; 2. Any and all documentation generated relevant to the processing of any such application by ISBE including, but not limited to, all ISBE documentation completed to date relevant to any such applications; 3. Any and all correspondence by and between Great Circle – St. Louis, ISBE, or any other person or entity relevant to any such application and the processing thereof; and 4. Any and all other documentation in any way relevant or otherwise pertaining to any such application or ISBE's processing thereof. Please respond to this request within the timeframe required pursuant to Section 3 of the Freedom of Information Act. |

**F000451-102419**

| Create Date | Customer Full Name | Company Name        | Public Record Desired   |
|-------------|--------------------|---------------------|---|
| 10/24/2019  | Ms. Deborah Weiss  | Whitted Takiff, LLC | 1. Training and/or guidance materials shared with the ISBE's special education impartial hearing officers from January 1, 2017 through and including October 24, 2019. This should include, but not be limited to, the topic of awarding placement in non-401 approved schools. 2. Records reflecting the process(es) to provide reimbursement for a non-401 approved school should it be awarded in a hearing officer decision and revisions to it as well as the applicable regulations or other authorization for this process. 3. Records reflecting the distribution of the records identified in Request No. 2 to school districts, hearing officers, parents and/or state residents. |

**F000452-102519**

| Create Date | Customer Full Name | Company Name | Public Record Desired   |
|-------------|--------------------|--------------|---|
| 10/25/2019  | Sarah Madias       |              | Hello, I am a public policy student at the University of Chicago and am interested in collecting data on teacher pay for a research project. I am requesting EIS data that is currently under revision under the Illinois Freedom of Information Act. In particular, I would like spreadsheets containing the following information for teachers and administrators for each school district in Illinois during each school year between 2000-2001 and 2018-2019: School Year ID Number Position Code Position Last Name First Name Middle Name Gender Race/Ethnicity Employer RCDT Region County Code District Type Employer Employer Category Employer Address Employer City Employer Zip Employer County Grade Level Assignment Primary Working Location RCDTS Primary Working Location Name Primary Working Location Category Primary Working Location Address Primary Working Location City Primary Working Location Zip Primary Working Location County Full Time Equivalent Salary Age Years of In-State Teaching Experience Highest Degree Completed I am also interested in which educators have retired through the Illinois Teacher's Retirement System in each year and whether educators have received additional compensation for summer school or extra duty obligations. If any of this data is not available for the full range of years requested, please include it for those years for which it is available. In addition, if any of this data cannot be released for confidentiality purposes, I am also interested in receiving this information with names masked, as long as I receive some unique identifier that will allow me to compare data for each individual across years. If you need any clarification, feel free to contact me by phone or by email. |

**F000453-102519**

| Create Date | Customer Full Name                                   | Company Name                                    | Public Record Desired   |
|-------------|--|---|---|
| 10/25/2019  | FOIA Request- Hyde Park Day School Courtney Stillman | Hauser, Izzo, Petrarca, Gleason & Stillman, LLC | 1. The initial application of Children's Habilitation Center in Harvey, Illinois for ISBE/GPCRB approval status; 2. Any and all materials relative to ISBE's post-approval monitoring of Children's Habilitation Center; and 3. any and all materials submitted in connection with an application for ISBE/GPCRB approval by Children's Habilitation Center since 2012. |

**F000453-102519**

| Create Date | Customer Full Name | Company Name | Public Record Desired |
|-------------|--------------------|--------------|-----------------------|
|-------------|--------------------|--------------|-----------------------|

**F000454-102819**

| Create Date | Customer Full Name                | Company Name | Public Record Desired   |
|-------------|-----------------------------------|--------------|---|
| 10/28/2019  | Marketing Specialist Erinn Saylor |              | I'm looking for a contact list of all Illinois educators (teachers, principals, administrators) containing all contact information available. |

**F000455-102819**

| Create Date | Customer Full Name | Company Name                | Public Record Desired   |
|-------------|--------------------|-----------------------------|---|
| 10/28/2019  | Susie An           | Chicago Public Media (WBEZ) | I'd like to know the top 20 highest scoring schools in the state for the IAR, and the top 20 highest scoring schools in the state for the SAT. This is based on data from the 10-25-2019 report card public data set. |

**F000456-102819**

| Create Date | Customer Full Name | Company Name             | Public Record Desired  |
|-------------|--------------------|--------------------------|--|
| 10/28/2019  | Hannah Koester     | Crowder & Scoggins, Ltd. | Pursuant to the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq., I hereby request copies of the following: 1. Any and all documents pertaining to any changes in approval status to Great Circle – St. Louis' residential services accreditation at any time from January 1, 2018 to the present; 2. Any and all correspondence by and between Great Circle – St. Louis, ISBE, or any other person and entity relevant to any such change in approval status; and 3. Any and all other documentation in any way relevant or otherwise pertaining to any such changes in approval status. Please respond to this request within the timeframe required pursuant to Section 3 of the Freedom of Information Act. |

**F000457-102819**

| Create Date | Customer Full Name | Company Name | Public Record Desired   |
|-------------|--------------------|--------------|---|
| 10/28/2019  | [REDACTED]         |              | Hi, I would like to know if I can request any records from the school I attended called, BIR Training Center (Chicago, IL), which is permanently closed since 2018. [REDACTED]<br>[REDACTED] Thank you very much! |

**F000458-102919**

| Create Date | Customer Full Name | Company Name    | Public Record Desired  |
|-------------|--------------------|-----------------|--|
| 10/29/2019  | Chris Coates       | Herald & Review | I'm requesting a list of all people who have had licenses suspended by the Illinois State Board of Education under Senate Bill 456. Please include the school district and date of action. |

**F000459-102919**

| Create Date | Customer Full Name  | Company Name   | Public Record Desired  |
|-------------|---------------------|----------------|--|
| 10/29/2019  | wspy news wspy news | nelson e media | Final Determination of suspension of license of all educators whose license was suspended in 2019. This is a news request. |

**F000460-103019**

| Create Date | Customer Full Name                               | Company Name | Public Record Desired   |
|-------------|--|--------------|---|
| 10/30/2019  | Director of Research and Analytics Corinna Crane | ECRA Group   | The data I am looking for includes: 1. 2019 IAR overall ELA and Math proficiency data by school and district (include RCDTS codes please) 2. 2019 SAT ELA and math proficiency by school and district (include RCDTS codes please) 3. 2019 SAT ELA and math average scale score by grade and district (include RCDTS codes please) The publicly available data file for 2019 does not include this information and only includes an aggregate of ELA and math proficiency across IAR, DLM, and SAT combined. For 2017-2018, a file was posted at the following link called "2018 PARCC/SAT Proficiency Report". This is basically what I'm looking for again for 2018-2019. Thanks! <a href="https://www.isbe.net/Pages/Illinois-State-Report-Card-Data.aspx">https://www.isbe.net/Pages/Illinois-State-Report-Card-Data.aspx</a> |

**F000461-103119**

| Create Date | Customer Full Name         | Company Name | Public Record Desired  |
|-------------|----------------------------|--------------|--|
| 10/31/2019  | Consultant Trevaughn Cheek |              | Please provide the December 1 IDEACHild Count data for the 2018-19 School Year for Cook County and the City of Chicago showing the counts of students by Age and Primary Disability. I have sent files which were previously sent to Scott Norton in the Special Education Department and he said that he can provide these files to me (with redaction for less than 10 students) on or before the close of business on November 7, 2019. |

**F000462-103119**

| Create Date | Customer Full Name     | Company Name | Public Record Desired   |
|-------------|------------------------|--------------|---|
| 10/31/2019  | Mr. Abdallah Alsawalha |              | I need to know the last schools that my children were enrolled in |

**F000463-103119**

| Create Date | Customer Full Name   | Company Name | Public Record Desired   |
|-------------|--|--------------|---|
| 10/31/2019  | Assistant Superintendent for Teaching, Learning, and Innovation Scott Schwartz |              | I would like the index ranking of all Illinois schools, with their 2019 designation please. |

**F000464-103119**

| Create Date | Customer Full Name  | Company Name  | Public Record Desired   |
|-------------|---------------------|---------------|---|
| 10/31/2019  | President Ian Flynn | AnthroMed LLC | To whom it may concern, I would like to request, specifically, a list for all educators and related contact information for Speech Language Pathologists currently working for Illinois Public Schools. These would be individuals who have completed Educator Licensure PEL Speech-Language Pathologist (non-teaching) - Pre K - Age 21. For this list, please provide a list broken down by district with first name, last name, phone number, email address, and mailing address. Thank you. |

**F000465-103119**

| Create Date | Customer Full Name  | Company Name  | Public Record Desired   |
|-------------|---------------------|---------------|---|
| 10/31/2019  | President Ian Flynn | AnthroMed LLC | To whom it may concern, I would like to request, specifically, a list for all educators and related contact information for School Psychologists currently working for Illinois Public Schools. These would be individuals who have completed Educator Licensure PEL School Psychologist - Pre K - Age 21. Please provide a list broken down by district with first name, last name, phone number, email address, and mailing address. Thank you. |

**F000465-103119**

| Create Date | Customer Full Name | Company Name | Public Record Desired |
|-------------|--------------------|--------------|-----------------------|
|-------------|--------------------|--------------|-----------------------|

**F000466-103119**

| Create Date | Customer Full Name  | Company Name  | Public Record Desired  |
|-------------|---------------------|---------------|--|
| 10/31/2019  | President Ian Flynn | AnthroMed LLC | To whom it may concern, I would like to request, specifically, a list for all educators in Illinois who have completed Educator Licensure PEL School Social Worker - Pre K - Age 21. For this list, please provide a list broken down by district with first name, last name, phone number, email address, and mailing address. Thank you. |

**F000467-103119**

| Create Date | Customer Full Name  | Company Name  | Public Record Desired   |
|-------------|---------------------|---------------|---|
| 10/31/2019  | President Ian Flynn | AnthroMed LLC | To whom it may concern, I would like to request, specifically, a list for all educators in Illinois who have completed Educator Licensure Special Education Learning Behavioral Specialist 1. For this list, please include individuals on the list with the endorsement for K-Grade 3, Grade K-9, Grade 6-12, and Grade K-12. Please provide a list broken down by district with first name, last name, phone number, email address, and mailing address. Thank you. |

**F000468-103119**

| Create Date | Customer Full Name                                | Company Name | Public Record Desired  |
|-------------|---|--------------|--|
| 10/31/2019  | Social Studies Department<br>Chair Steve Jeretina |              | I'm seeking individual school teacher-principal trust measure scores from the 5Essentials Survey for all schools in Illinois from the 2018-2019 school year. |