

ILLINOIS STATE BOARD OF EDUCATION



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

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

August 14, 2019
10:00 a.m.

I. Roll Call/Pledge of Allegiance

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

II. Public Participation

III. Resolutions & Recognition

- A. Dara Strode, 40 years of service at ISBE

IV. Presentations & Updates

- A. BoardDocs Demonstration
- B. Procurement - (pp. 3-29)
- C. Board Retreat Preparation – (pp. 30-41)

V. Closed Session (as needed) Lunch Session

- A. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. 5 ILCS 120/2(c)(29).
- B. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by section 2.06. 5 ILCS 120/2(c)(21).

VI. 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: May 15, 2019 – (pp. 42-49)
2. Plenary Minutes: June 19, 2019 – (pp. 50-58)
3. Plenary Minutes Closed: October 17, 2018
4. Plenary Minutes Closed: February 26, 2019
5. Plenary Minutes Closed: March 20, 2019
6. Plenary Minutes Closed: May 14, 2019
7. Plenary Minutes Closed: June 19, 2019

B. *Rules for Adoption

1. Part 1 – Public Schools Evaluation, Recognition, and Supervision – (pp. 59-67)
2. Part 25 – Educator Licensure – (pp. 68-206)

C. *Contracts & Grants Over \$1 Million

1. Approval of Contract Amendment for EMC Equipment, Maintenance, Support, and Services – (pp. 207-209)
2. Approval of One-Year Assessment Administration Vendor Contract with NCS Pearson, INC. Utilizing Existing Multi-State Procurement – (pp. 210-213)
3. Approval to Release a Request for Proposal and Award a Sexual Risk Avoidance Education Grant – (pp. 214-217)

D. *Acceptance Item

1. FY17-FY18 Compliance Examination Final Report – (pp. 218-315)

End of Consent Agenda

VII. Discussion Items

A. Updates

1. Budget
2. ESSA
3. Educator Preparation, Support and Success

B. Upcoming Board Actions

1. Removal of Streator Elementary School District from Financial Difficulty Status – (pp. 316-330)
2. Youth Build Illinois Grant – (pp. 331-333)
3. Contract for Statewide Survey of Learning Conditions – (pp. 334-335)

VIII. Announcements & Reports

A. Superintendent's/Senior Staff Announcements

B. Chairperson's Report

1. Board Committees

C. Member Reports

IX. Information Items

A. ISBE Fiscal & Administrative Monthly Reports (available online at isbe.net) – (pp. 336-414)

B. Freedom of Information Act Monthly Report – (pp. 415-437)

C. Phillip Rock Center and School IGA

D. University of Illinois Transition Contract – Special Education Transition Center

X. 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.



Introduction to ISBE Procurement

Board Meeting
August 14, 2019



Agenda

- Defining Procurement
- Goals with Procurement
- Procurement Participants
- Types of Procurements
- The Procurement Process
- Preference Programs
- Challenges and Solutions
- Ethics
- Procurement Communication
- Prohibited Bidders



What Is Procurement?

Series of actions and processes necessary to acquire products or services resulting in a contract for the purchase of goods or services

Transparent, competitive, and fair process that comports with the Illinois Procurement Code



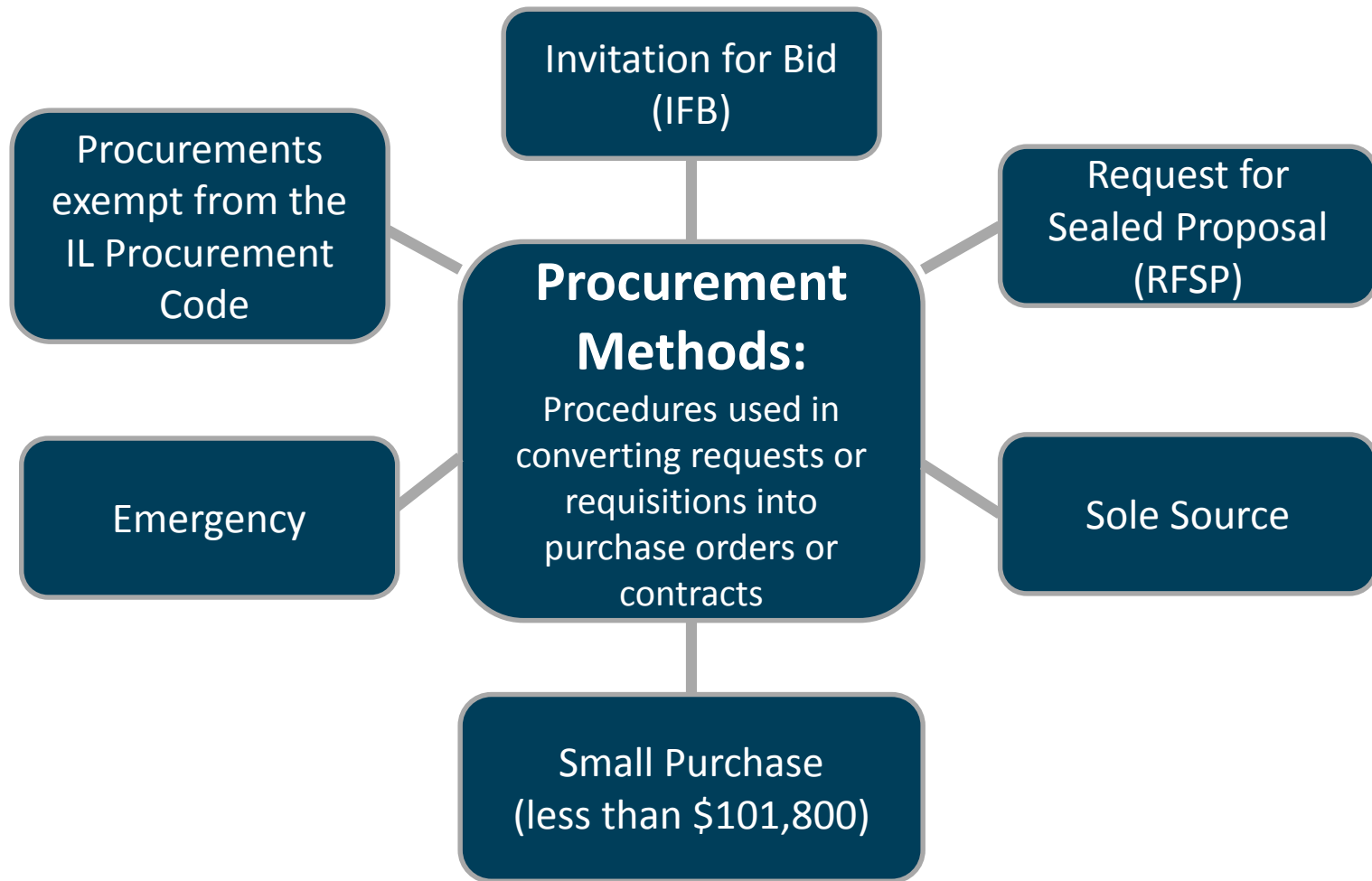


Procurement Participants

Who?	Responsibilities
ISBE	Identifies need, estimates cost, conducts procurement process, monitors impact
Chief Procurement Officer (CPO)	“Gatekeeper” of procurement, state procurement authority, establishes rules and policies related to procurement, maintains oversight of public procurement bulletin BidBuy, maintains oversight of vendor portal Illinois Procurement Gateway (IPG), delegates authority to SPO
State Purchasing Officer (SPO)	Agency-level representative of CPO
Central Management Services (CMS)	Establishes master contracts, manages vendor preference programs
Procurement Policy Board (PPB)	May review or make recommendations on any procurement above the small purchase threshold
Executive Ethics Commission (EEC)	Receives and reviews protests, makes recommendations to CPO



Types of Procurements





Procurement Activity for FY 2019

Procurement Method	Total Count for FY 2019	Total Dollar Value for FY 2019
IFBs	2	\$1,498,500
RFSPs	28	\$32,978,168
Sole Source	7	\$2,411,646
Small Purchase		
• Purchase Orders	564	\$2,276,913
• Contracts	113	\$1,817,328
Exempt from Illinois Procurement Code	78	\$6,470,108
Emergency	0	\$0
Joint Purchases	2	\$21,660,991
Conferences	58	\$163,366



The Procurement Process

Planning Phase

- Identify need and communicate that within agency
- Identify and define scope, timeline, and requirements
- Conduct market research
- Identify procurement method

Solicitation and Selection Phase

- Communicate formal need with vendors through the competitive procurement process
- Evaluate bids or proposals
- Select vendor

Contract Phase

- Negotiate contract
- Execute and manage contract
- Measure outcome



Small Purchase
Up to 3 weeks

Exempt
Up to 6 weeks

Sole Source
Up to 10 weeks

IFB
Up to 12 weeks

RFSP
Up to 26 weeks

Procurement Timelines



Small Purchase -
Up to 3 weeks

Procurements for services or
goods that are estimated to be
less than \$101,800

Standard Procedure

- Identify small businesses registered in BidBuy.
- Request quote and send specifications, specified pricing format, and deadline.
- Award goes to the lowest price.
- If awarding to a registered responsive small business does not appear to be in state's best interest:
 - Complete SBSP waiver. SPO needs to approve.
 - Obtain quotes from at least 3 non-Small Business Set-Aside Program vendors.
 - Award to the lowest price.
 - Document SPO's approval in BidBuy.

Exceptions to Standard Procedure

- Under \$2,000
 - May source single vendor.
- < \$10,000 does NOT require SPO approval.



Exempt
Up to 6 weeks

Procurements exempt from the
Illinois Procurement Code
[30 ILCS 500/1-10(b)]

Grants

- A contract that is grant-funded is exempt from Illinois Procurement Code, often a term or condition of the grant.

Anticipation of Litigation

- It is necessary to prepare for anticipated litigation, enforcement actions, or investigations.
- Must be approved by ISBE General Counsel

Personal Service Contracts

- Hiring of an individual as employee and not as an independent contractor, whether pursuant to an employment code or policy or by contract directly with that individual.

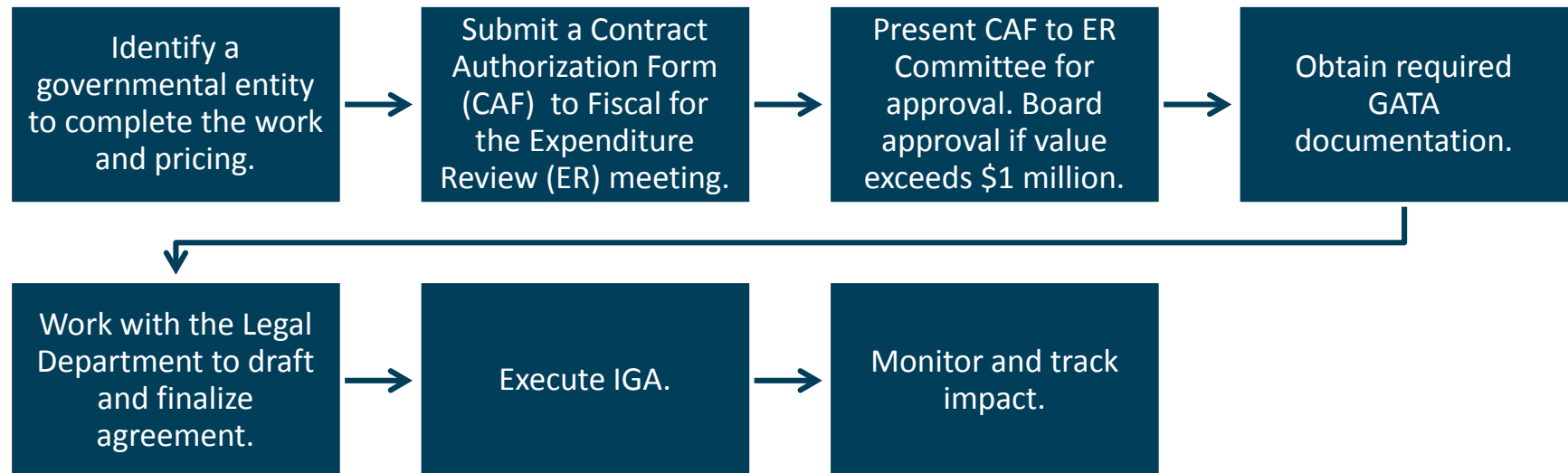


Exempt
Up to 6 weeks

Procurements exempt from the
Illinois Procurement Code
[30 ILCS 500/1-10(b)]

Intergovernmental (IGA) Agreements

- An IGA is contract between the state and another governmental entity.
- They are subject to Grant Accountability and Transparency Act (GATA) requirements: Grant Application, Budget Summary, Programmatic Risk Assessment, and Financial Risk Assessment.





Sole Source –
Up to 10 weeks

Only allowed when good or service is available from a sole supplier or when a single supplier is economically feasible

Only one vendor can provide supply or service

- Sole source that is economically feasible.
- Sole sources historically have one-year term.
- Agency completes Sole Source Justification Form. CPO approves.
- Notice of public hearing to be published in BidBuy 14 days prior to hearing date.
- If no one requests public hearing, the hearing may be canceled.



IFB vs. RFSP

Invitation for Bid (IFB)

- Typically goods
- Solely based on price
- Bid opening
- Lowest responsive bidder wins

Request for Sealed Proposal (RFSP)

- Typically services
- Technical proposal that requires more steps than IFB:
 - Technical Evaluation Team assigns points and comments
 - May also request references, interviews from vendors
 - If vendor passes technical phase, eligible for pricing phase
 - Point value assigned for cost
 - Highest cumulative score wins



Invitation for Bid (IFB) –
Up to 12 weeks

Procurements for services or
goods more than \$101,800

Preferred Procurement Method [30 ILCS 500/20-5]

- Competitive sealed bidding
- Public bid opening after 14-day posting period
- Award based solely on best price



Request for Sealed Proposal (RFSP)
Up to 26 weeks

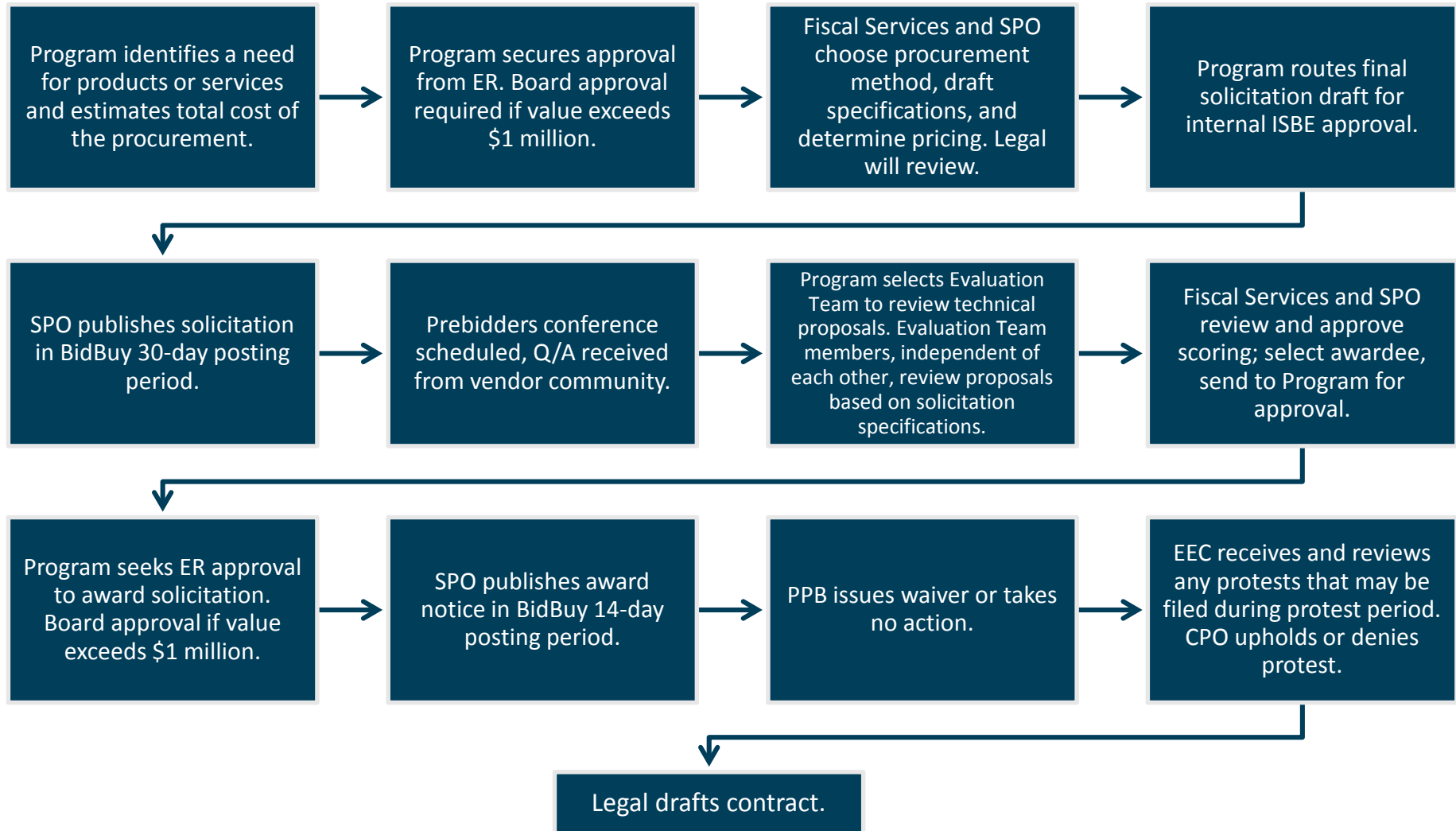
Procurements for services or
goods more than \$101,800

When IFB is not practicable or not advantageous to the state [30 ILCS 500/20-15(a)]

- Evaluation Team ranks proposals by criteria predetermined by Program.
- Pricing evaluated after all technical proposals have been scored and ranked.



What is the RFSP Process?





Protests

Who can protest?

- Anyone can file protest related to the notice of procurement.
- Anyone who submitted a bid may protest an award decision.

By the numbers

- FY 2017
 - Two protests filed. Both denied by CPO.
- FY 2018
 - None filed.
- FY 2019
 - Four protests filed. Three denied, one upheld by CPO.



Joint Purchase

Governmental Joint Purchase

- Lead entity conducting solicitation is governmental unit.
 - Federal agency/General Services Administration
 - Consortiums

Nongovernment Joint Purchase

- Lead entity conducting solicitation is **not** a governmental unit.
- State use vendors

“Piggybacks” – Cooperative purchasing where entity will be extended same contract pricing and terms as lead entity.



Preference Programs for Vendors

BEP

Business Enterprise Program

SBSP

Small Business Set-Aside Program

VOSB

Veteran-Owned Small Business Program

SDVOSB

Service Disabled Veteran-Owned Small Business



Business Enterprise Program (BEP)

BEP Act declared state policy is to promote and encourage economic development of minority- and woman-owned business.

Aspirational goal of no less than 20%.

Business must be 51% owned and controlled by minority, woman, or disabled person.

Owner must be a U.S. citizen.

Annual gross sales must be less than \$75 million.

FY 2019 Spend: \$3,069,987 / 3%




Small Business Set-Aside



Goal is to award at least 10% of state contracts to small businesses.




Business must not be dominant in its field of operation.




Retail/services cannot exceed \$8 million.



National Institute of Government Purchasing Codes set aside for small businesses.



All awards under \$101,800 set aside.



Agency can request waiver if no small business responds or procurement is only available through larger businesses.



FY 2019 Spend: \$19,852,168 / 20%



VOSB and SDVOSB

- Aspirational goal of no less than 3%.
- Business must be 51% owned and controlled by veteran.
- Owner must be a U.S. citizen.
- Owner must have valid Discharge Certificate (DD214).
- Home office must be in Illinois.
- FY 2019 Spend: \$18,886 / 2%



Challenges and Solutions

Preference Programs

- No BEP reciprocity with Chicago or Cook County. Vendor still needs to register with the state.
- Only 2,100 BEP-eligible businesses are registered.
- There is a lack of downstate outreach.

Vendor Community

- There is reluctance to register in two different systems - BidBuy and Illinois Procurement Gateway (IPG).
- Only 1,600 small businesses are registered in IPG.
- There is reluctance to bid as state is behind on paying bills.

What is ISBE doing?

- We are placing BEP goals on nontraditional procurements like IGAs.
- We are encouraging and offering technical assistance for vendors to register in both IPG and BidBuy.
- We are encouraging vendors to register with BEP and Small Business Set-Aside Program.



Ethics

Conflict of Interest Review [30 ILCS 500/50-35]

- Determines whether certain relationships create biases or influence the award of a contract.
- Must be reviewed by CPO and PPB prior to contract award.

Conflict of Interest Review [5 ILCS 420/3A-35]

- Unlawful for appointed Board member or immediate family member to have or acquire a direct pecuniary interest in a contract with the state during appointment and one year after conclusion of appointment.



Procurement Communication

What gets reported to PPB?

- Any written or oral communication received by a state employee who, by the nature of his or her duties, has the authority to participate personally and substantially in the decision to award a state contract [30 ILCS 500/50-39]

What doesn't get reported to PPB?

- Statements
 - Made in a public forum
 - Regarding procedure and practice
 - By a state employee to agency head, other agency employees, EEC employees, other agency employees involved in the procurement
 - Unsolicited communications providing general information
 - Responses to solicitations, including Requests for Information
 - Clarification regarding a solicitation so long as there is no competitive advantage to the person or business and the Q&A is posted to BidBuy




Prohibited Bidders

What makes someone a prohibited bidder?

- Any person or business who assists an employee of the State of Illinois by reviewing, drafting, directing, or preparing any invitation for bids, a request for proposal, or request of information
- No person or business shall submit specifications to a state agency unless requested to do so by an employee of the state [30 ILCS 500/50-10.5]

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 14, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Board Retreat Preparation

Expected Outcome: To provide Board members preparatory information for the September 17, 2019 retreat

Materials: Power Point

Staff Contact(s): Dr. Carmen I. Ayala

Purpose of Agenda Item

Board members will receive data information that will prepare and help guide the work during the September 16th Board Retreat.

Background Information/History

Current ISBE goals are written as aspirational. Taking each of those goals, identifying the metric and looking at historical data will provide a way to develop goals that can be annually assessed. A Power point is attached that includes the following format for each of the goals: (Note that the first two slides of the Power Point provide overall information about the student population in Illinois.)

Current goal

Metric: What instrument did we use to measure the goal?

Historical Trend Data: Where possible, there are four years of data. (KIDS assessment has only two years of data because it has been given for only two years.)

Predictive growth: Represents the amount of growth that has occurred.

Expected growth: Represents a reasonable amount of growth that is possible occur.

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

This is a first step as we examine current Strategic Plan Goals. The current goals are aspirational and as stated, do not lend themselves to annual growth expectations. While the current goals give us a vision of where we would like to be, they need to be further expanded to include how we will reach them. This can be accomplished by establishing annual growth expectations.

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

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

Recommendations:

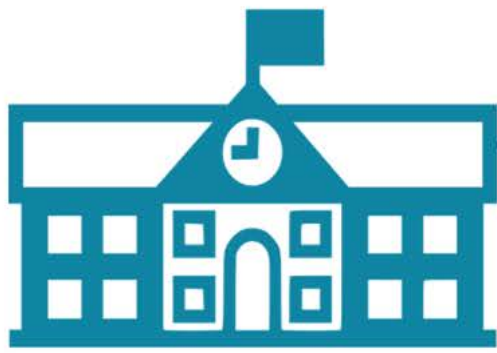
This item is for informational purposes only. No action will be taken



Illinois State Board of Education

What is the Illinois educational landscape?

A brief data presentation will be provided during our meeting next week in order to prepare you for further conversation on 9/17.

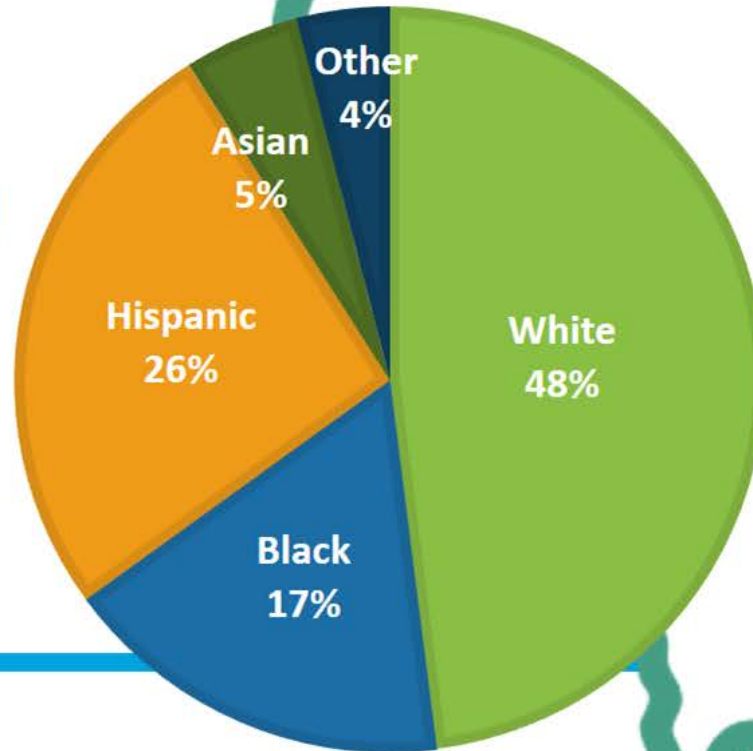
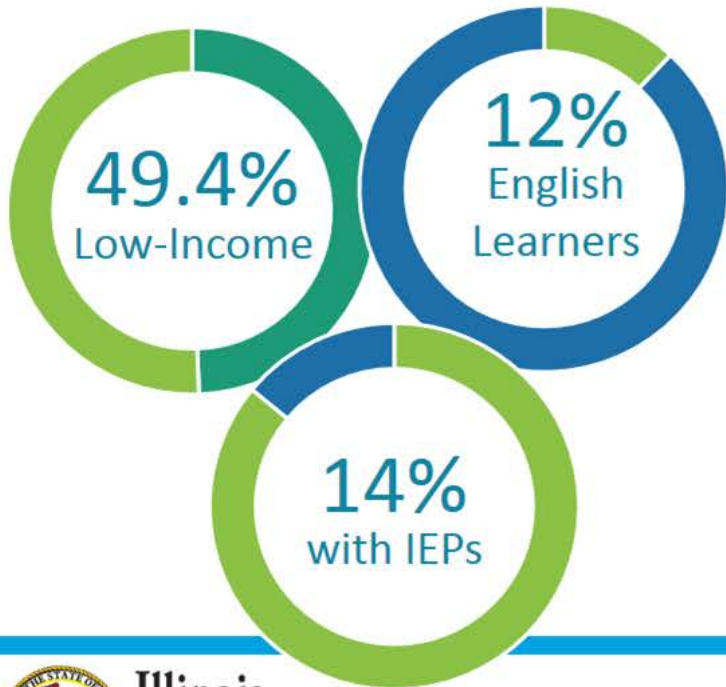


852 Districts

H.S., Elementary, Unit

3,888 Schools

2 Million Students | **180 Languages**



Ohio CHSD
35 students

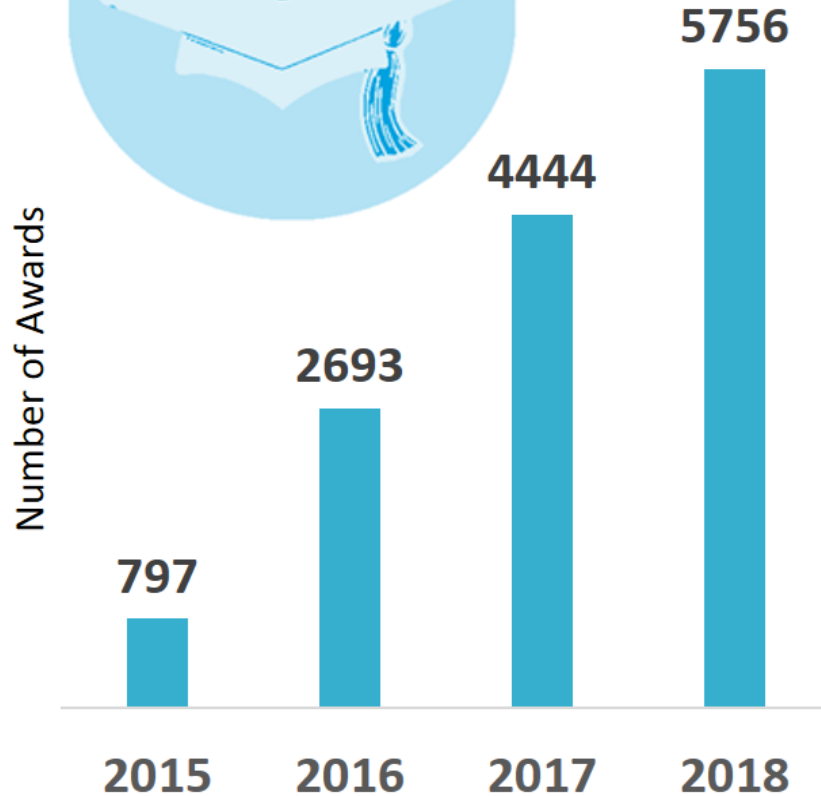
Chicago
Public
Schools
372,000 students

390 Miles



Illinois
State Board of
Education

State Seal of Biliteracy



AP GROWTH

15%

2008

27.3%

2018

Percentage of the
Graduating Class
Scoring a 3 or Higher
on an AP Exam

47



Districts in
Competency
Pilot



Illinois
State Board of
Education

Goal: All Kindergarteners Are Assessed for Readiness

4

Metric: Percent of Students Taking KIDS

Historical Trend Data		
Year	2017	2018
KIDS participation rate	80.6	89.5

Predictive Growth: 2% per year

Goal: Ninety Percent or More of Third-Grade Students Are Reading at or Above Grade Level

5

Metric: Grade 3 ELA State Assessment

Historical Data				
Year	2015	2016	2017	2018
% of Proficient Students	35.3	35.5	36.2	37.0

Predictive Growth: 1% per year
Expected Growth: 2-3% per year

Goal: Ninety Percent or More of Fifth-Grade Students Meet or Exceed Expectations in Mathematics

6

Metric: Grade 5 Math State Assessment

Historical Data				
Year	2015	2016	2017	2018
% of Proficient Students	26.9	31.7	29.6	30.8

Predictive Growth: 1% per year
Expected Growth: 2-3% per year

Goal: Ninety Percent or More of Ninth-Grade Students Are on Track to Graduate with Their Cohort

7

Metric: Freshmen on Track

Historical Data					
Year	2014	2015	2016	2017	2018
% of Freshmen on Track	87.4	83.4	82.4	87.1	86.8

Predictive Growth: 1% per year

Goal: Ninety Percent or More of Students Graduate from High School Ready for College and Career

8

Metric: Percent of Graduates Enrolled in Remedial Courses at Illinois Community Colleges

Historical Data				
Year	2015	2016	2017	2018
% of Students Taking Remedial Courses	48.7	49.4	46.8	45.7

Predictive Reduction: 1% per year

Goal: All Students Are Supported by Highly Prepared and Effective Teachers and School Leaders

9

Metric: 5Essential Survey – Effective Teacher and Instructional Leadership

Historical Data				
Year	2016	2017	2018	2019
Average of 5Essential Score	49.6	48.9	50.3	49.5

Predictive Growth: 1% per year

Goal: Every School Offers a Safe and Healthy Learning Environment for All Students

Metric: 5Essential Survey – Safe and Supportive Learning Environment

Historical Data				
Year	2016	2017	2018	2019
Average of 5Essential Score	51.5	55.3	53.7	60.4

Predictive Growth: 1% per year

Next Steps

11

THANK YOU!



Illinois
State Board of
Education

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

**ROLL CALL/PLEDGE
OF ALLEGIANCE**

Members present in Springfield:

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

Chairman Reisberg brought the meeting to order at 9 a.m. Roll call was taken and a quorum was present.

**CLOSED
SESSION**

No closed session.

PRESENTATIONS

Every Student Succeeds Act (ESSA)

Dr. Jason Helfer, deputy superintendent of Teaching and Learning, presented on ESSA Academic/Accountability. Three points were covered:

ACADEMIC

ACCOUNTABILITY

- 1) The first amendment includes a timeline, stakeholder engagement, and methods for redistributing weight between those indicators that are not yet operational within the accountability system and those indicators that are.
- 2) Eliminating the Grade for Growth.
- 3) The scope and timeline for the collection of stakeholder input for a possible second amendment, which would be submitted in October to the U.S. Department of Education.

Site-Based Expenditure Reporting

Sara Shaw, senior manager of Fiscal and Academic Solvency, presented on ESSA Site-Based Expenditure Reporting. The main difference from previous laws is that the state has not previously collected school-level data. This law sets up a new level of reporting. There is much left open to interpretation at the state level. ISBE determined to keep itself grounded in the law for the first year of implementation.

The Board's vice chairperson, Dr. Leak, asked whether schools that serve prekindergarten through eighth grade need to disaggregate their spending by grade bands. Ms. Shaw indicated that they would need to follow how they report on the Illinois Report Card to maintain alignment. Dr. Leak remarked that taking a look at middle schools across the state would be tricky. Ms. Shaw indicated that it is easier to look at the intra-district allocations, which has been the focus of ISBE and advisory group implementation efforts.

Ms. Shaw stated that the target audiences for this reporting are district leaders, principals, teachers, parents and families, and community members. Portions of the Report Card will be updated accordingly. District finances already are reported on the Report Card. Two new webpages will be created to show site-based expenditure data on the District Report Card and the School Report Card. The design of these pages is based on the original value proposition and its focus on resource allocation, equity, and the relationship between financial investments and student outcomes.

Dr. Ayala stated that a look at the Evidence-Based Funding (EBF) model shows that we have the three student populations for which schools are specifically given more resources: low-income students, English Learners (ELs), and students with disabilities. There is a direct connection between EBF, this ESSA site-based expenditure reporting, and the Illinois Report Card. The field needs to see the connections. She thanked Ms. Shaw for making those connections.

Dr. Pacione-Zayas, secretary of the Board, asked how ISBE is explicitly inviting the inquiry desired for this reporting. Ms. Shaw spoke about including prompts for districts in the data collection tool, releasing webinars for district leaders to use with their stakeholders, and eventually producing a “leveling-up document” for use by any audience, including parents.

A guidance document has been released and conference presentations with the Illinois Association of School Business Officials, the Illinois Association of School Administrators (IASA), and the Illinois Association of School Boards have been positive. ISBE hopes that the implementation process will replicate throughout ISBE. Feedback regarding the level of stakeholder feedback has been very positive. Many teams within ISBE have engaged in implementation, including standout work from the School Business Services Division.

Chairperson Reisberg complimented the excellent presentation and thanked the whole team. He noted that the Board acted on the contract with Northern Illinois University (NIU) regarding the Report Card and asked how NIU was engaged in the proposed Report Card changes for this reporting. Ms. Shaw stated that the Report Card team was imperative. Team members made the visualization mock-ups to show what proposals would look like and were overall great partners.

Dr. Leak thanked Ms. Shaw for the webinar that is already available as a resource for districts.

PUBLIC PARTICIPATION

Dr. Terri Bresnahan, superintendent of Berkeley District 87; Dr. John Burkey, executive director of the Large Unit District Association; Dr. Steve Cordogan, chairman of the State Assessment Review Committee (SARC); Dr. Clark, executive director of Illinois Association of School Administrators (IASA), Dr. Art Fessler, superintendent of Community Consolidated School District 59; and Tony Sanders, superintendent of District Unit 46, met with Dr. Ayala a few weeks ago regarding the ESSA State Plan.

Dr. Burkey said it was recognized that No Child Left Behind was flawed, and it was very simple and clear cut. He said superintendents feel positive about ESSA, but it is very complicated. This is the beginning of an ongoing discussion, he said, and thanked the Board for the opportunity to contribute.

Mr. Sanders feels that the EL policy should be changed so that new students in this country should not have to take the Illinois Assessment of Readiness (IAR) the first year. Secondly, he would like to see the promotion of biliteracy and dualism within the ESSA State Plan.

Dr. Bresnahan said that the time is right to review, re-evaluate, and improve summative designations. She said we also must look at success indicators.

Dr. Fessler said that Illinois is one of four states that have the most stringent cut scores. He said that we want accountability and rigor, but the cut scores are not favorable.

Dr. Cordogan – said that the new cut scores label most schools as substandard.

Dr. Ayala appreciated the group meeting with her a few weeks ago. It reinforces a need to have a full evaluation of our assessment system, which includes various components. She is hopeful that the assessment evaluation will be done next year.

A Board member asked what the distinctions were between PARCC and IAR. The staff will provide an update with that information at the June meeting.

Dr. Leak stated that there must be a true sense of urgency and that this is the only public data that people go to since they do not go to MAP scores.

Chief Counsel Stephanie Jones commented that IAR was developed with PARCC items and that the data should correlate. We are using the same basis for testing as we continue to develop the longitudinal data.

Josh Kaufmann, executive director of Teach Plus Illinois, spoke about ESSA and work regarding policy, which involved teachers when creating the system; accountability as a school improvement tool; multiple measures of accountability; measurements for both growth and attainment; and the accountability in general. There are five indicators in school quality that schools should be judged by besides cut scores. They are:

1. College and Career Readiness
2. School Environment
3. 9th Grade on Track
4. Access to the Arts
5. Gym/PE

The arts are key to a holistic education. We have great indicators, but we need to use them as school improvement tools, not punitive ones.

The superintendents who spoke covered the testimony of Cynthia Reisman Lund of the Illinois Federation of Teachers (IFT). EL students are taking the ACCESS test along with IAR and it's creating a sense of concern for our students. They also ask that the parents and teachers be given models to work with. IFT stands ready to help work with you.

Mindy Sjoblom, dean of the Relay Graduate School of Education, spoke about the teacher shortage. She feels her organization can help close that gap. She shared that it is not for profit and fully accredited to license teachers in 11 areas. It includes special education, math, and sciences. The alternative licensure program allows participants to earn salaries while obtaining their degree. Relay's models are personal and online.

Chairperson Reisberg asked what the admission requirements are. The requirements are to pass the basic skills test, a 3.0 cumulative GPA, required coursework, and passing a content test.

Chairperson Reisberg asked what the barriers to expansion to serve districts in other areas of the state are. Ms. Sjoblom stated that there are geographical boundaries. It's not a full university from a financial aspect.

Dr. Leak asked if other states have a model in place to help them branch out. Ms. Sjoblom stated that they had done work online in Rochester, N.Y. Chairperson Reisberg commented that the Board needed to take some risks to tackle the teacher shortage problem.

Beth Crider from Peoria ROE 48 is the regional superintendent of the Illinois Virtual School. It provides courses, professional development, and credit recovery for students. She said the school allows rural communities to take classes they could not otherwise offer. We look forward to our continued partnership.

Doug Russell of the Data Recognition Corp. (DRC) said he feels that ISBE should not approve an assessment administration vendor contract and that ISBE needs to adhere to the proper procurement process. DRC was awarded the contract in September 2018. In January, the Board approved a temporary emergency contract for Pearson. ISBE is asking for up to a two-year agreement with them. Stability can still be maintained while following the procurement process.

Several Board members felt that they need to take a closer look at this because it doesn't seem fair and doesn't feel right. State Superintendent Ayala stated that a one-year contract with Pearson should be granted so that we don't create more change and impact on the schools.

Dr. Erika Hunt of Illinois State University distributed books that were the result of contributions from 65 writers. She went on to explain that Illinois is the only state to have an endorsement from the P12 Reading Endorsement Program. She said the new Professional Standards for Educational Leaders provide guideposts that will help school leaders make a difference. She said that she supports revisiting principal preparation and looks forward to collaboration. This was a five-year process working with 800-plus stakeholders. She thanked the Board for its support.

APPROVAL OF THE ESSA STATE PLAN AMENDMENT 1

Approval of ESSA State Plan Amendment 1: Adjusting for indicator Not Ready for Implementation

Ms. Quinlan made motion that the State Board of Education hereby authorizes the State Superintendent to submit an amendment of its ESSA State Plan to the U.S. Department of Education regarding the proportional adjustment of indicators not ready for implementation. This impacts the 2019 Report Card only.

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

ACTION TO HALT IMPLEMENTATION OF GRADES FOR GROWTH

Mrs. Morrison made motion that the State Board of Education hereby authorizes the State Superintendent to halt the calculation and reporting of Grades for Growth for schools as a part of its accountability system on the Illinois Report Card.

Ms. Latimer seconded the motion. The motion passed by unanimous roll call vote.

BREAK FOR LUNCH

Time: 12:11 - Back 12:47

SUPERINTENDENT'S REPORT/CONSENT AGENDA

Dr. Leak moved that the State Board of Education hereby approve the Consent Agenda removing D.2 as presented.

Ms. Morrison seconded motion. The motion passed with a unanimous voice vote.

Approval of Minutes

Plenary Minutes: March 20, 2019

Plenary Minutes: April 17, 2019

Rules for Initial Review

Part 1 (Public Schools Evaluation, Recognition and Supervision)
(Asthma Inhaler Medications in Schools)

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

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

Rules for Adoption

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

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

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

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

Part 1 (Public Schools Evaluation, Recognition and Supervision) (Competency-Based Pilot Program)

Contracts & Grants Over \$1 Million

Request for Six Month IGA – Illinois Virtual School

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

Approval to Release Invitation for Bid for Teacher Performance Assessment

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

End of Consent Agenda

APPROVAL OF THE RFP FOR MCKINNEY- VENTO HOMELESS CHILDREN AND YOUTH GRANT PROGRAM

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

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

There is one full-time person who manages the grant. We do have demographic information that includes different areas, such as ELs and special education, according to Jeff. Aranowski, executive director of Safe and Healthy Climate for ISBE. Dr. Pacione-Zayas said that, according to a Risk and Reach report, southern counties have a higher number of kindergarten students listed as homeless based on the information reported to the liaisons. Mr. Aranowski stated that it's how well we are identifying that really matters. There will be a census in 2020 and we could use the liaison to identify these children. Mr. Aranowski indicated that the federal definitions for housing differ. He said 82 percent of our homeless children are doubled up. We can look at how we can make this more seamless. Ms. Latimer asked if the outcomes are more relative to the grant or student performance.

DISCUSSION ITEMS

Appeal for Program Approval for American Intercontinental University

American Intercontinental University (AIU) is requesting program approval by ISBE but has been denied by the State Educator Preparation and Licensure Board and ISBE due to questionable requirements. AIU feels it has met all of the requirements needed. The school is an innovative, for-profit institution, and the instruction is online. Cost of the AIU program is \$15,000; financial aid is offered to obtain a master's degree and an endorsement of 48 quarter hours. This program caters to people who have full-time jobs who otherwise wouldn't be able to go to a brick-and-mortar school. The staff believes that the recommendation of the licensure board is appropriate at this time.

Dr. Helfer mentioned specific concerns about the questionable alignment of the standards and teaching of adult learners.

Several Board members asked questions and more information is needed. The Board will be provided more information as is available. This item has been tabled and will be brought back at June's Board meeting.

Legislative Update

Large ticket items remain for the rest of the session.

Charter commission: The commission will be dissolved as of July 2020 and appeals will move back to the State Board. ISBE requested a hearing officer. The Board would have the final say for granting. This is currently in operation with charter schools only. Eleven charters would come under ISBE, and the agency can charge them up to 3 percent to help fund efforts.

- HB 423: This eliminates the test of basic skills. It's on third reading in the Senate.
- SB 28: – Instructional day legislation is on third reading in the House.
- SB 456: A sexual misconduct bill includes changes in interviewing students and creates a task force.
- HB 3053: – A consolidation bill creates a commission to set tax rates, etc. We have extreme concerns and writing 200 consolidations is not

feasible. The Senate Pensions Committee was receptive to our concerns. Creating 10 local commissions is being discussed.

- SB 1049 – gender-based violence – good intent, have concerns about the amount of work on districts and whether or not it will add to the confusion.

Dr. Pacione-Zayas, secretary of the Board, asked whether ISBE has considered issuing guidance regarding gender-based violence to protect these students. Alternatively, she would like to see an assessment of what districts already do.

Amanda Elliott, director of Legislative Affairs, responded that the task force required by SB 456 will continue efforts to work with schools.

Dr. Leak asked if it was clarified in SB 449 who the perpetrator might be. The language is ambiguous.

General Counsel Jones said the amendment by the management alliance did not cover transfers between districts, only within districts.

ANNOUNCEMENTS AND REPORTS

Superintendent's/Senior Staff Announcements

The ESSA amendment Listening Tour starts tomorrow in Wheaton and we are looking forward to stakeholder feedback. Regional meetings were well attended. We need to come up with way to provide a way to answer questions. A lot of ESSA questions came up. Dr. Ayala also visited several schools, including Morton East High School for its Seal of Biliteracy and Joliet Central High School for its Kermes Festival. That event helps provide scholarships for Dreamer students. A state bilingual conference was attended by 1,300 parents. Dr. Ayala visited Sugar Creek Elementary School in Normal to observe social/emotional learning strategies. She appreciates having the opportunity to visit districts and schools.

Chairperson's Report

Chairperson Reisberg offered the Board an opportunity to attend the National Association of State Boards of Education New Member Institute on June 13 and 14. Dr. Benson offered to attend.

Member Reports

Dr. Leak thanked Ms. Elliott for all of her hard work with the General Assembly.

Ms. Morrison and Dr. Lett attended a meeting in Bloomington. Ms. Morrison said she wanted to thank the IASA for affording Dr. Ayala the opportunity to speak there. She also thanked Dr. Ayala for the great job she did and reported that she was warmly and well received. It was a joy and pleasure to hear her speeches.

Chairperson Reisberg informed the Board that a Senate resolution passed in March designating May 15 as Trauma Informed Awareness Day. There are efforts for the major agencies in the state to get the word out and develop resources about it.

Dr. Pacione-Zayas said the Illinois adverse childhood experience collaborative is pushing the effort to raise awareness. The information is based on science and research as to what trauma does to the brain and how it affects readiness to learn. Resources were shared to possibly explore.

Dr. Pacione-Zayas is a part of Chicago Mayor-elect Lori Lightfoot's transition team.

Dr. Pacione-Zayas is a member of the Student Committee for the 2020 Census Complete Count Task Force of Chicago. This is a great opportunity for the Board and school districts to be a source of information.

Dr. Pacione-Zayas has also been a part of the Illinois Risk and Reach Report. This report is a curated set of data indicators about child well-being in relationship to state investments to support well-being. She distributed a copy of the report to the Board and there are presentation and support resources.

INFORMATION ITEMS

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

Freedom of Information Act Monthly Report

**MOTION FOR
ADJOURNMENT**

Dr. Benson moved that the meeting adjourn.

Ms. Quinlan seconded, and the motion passed with a unanimous voice vote at 2:20 p.m.

Respectfully Submitted,

Cristina Pacione-Zayas, Ph.D.
Board Secretary

Darren Reisberg
Chairman

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

**ROLL CALL/PLEDGE
OF ALLEGIANCE**

Chairman Reisberg brought the meeting to order at 10:05 a.m. Roll call was taken, and a quorum was present with nine members.

Members Present in Springfield

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

**RESOLUTIONS &
RECOGNITIONS**

Chairperson Reisberg and Board members wanted to express their appreciation to Mark Jontry, co-chair of the Illinois Association of Regional Superintendents of Schools (IARSS) with a Resolution of Appreciation. Dr. Benson read the resolution.

Resolution of Appreciation

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

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

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

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

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

Therefore, be it resolved that the Illinois State Board of Education extends its sincere appreciation and gratitude to Mr. Mark Jontry for his dedication to the field of education and to Illinois students and educators.

Dr. Benson made the motion that the State Board of Education approve the Resolution of Appreciation honoring Mr. Jontry.

Susie Morrison seconded the motion and it passed by unanimous voice vote.

VOTE ON MOTION

Mr. Jontry thanked the Board and said he appreciated its support and its work with IARSS.

PRESENTATION AND UPDATES

Evidence-Based Funding Update

Board member Dr. David Lett thanked Dr. Ayala for allowing him to introduce the topic of Evidence-Based Funding (EBF). He also thanked certain people and organizations, such as Bob Spatz, Brian Battles, and Mike Jacoby from the Illinois Association of School Business Officials (IASBO) and Ben Wore from Advance Illinois. They were contributors to the design of EBF, as were Advance Illinois, the Illinois Association of School Administrators, IASBO, and Equity First Superintendents. Lastly, Senator Andy Manar and Representative William Davis were thanked for having listened to the passion of superintendents regarding EBF and their efforts to help economically disadvantaged students while leveling the playing field for all of our children.

ISBE Chief Financial Officer Robert Wolfe shared an update on Evidence-Based Funding. The presentation was as follows:

- How does the formula work? (Three Stages)
 - Stage One – Determining a District's Adequacy Target
 - (Building the Denominator)
 - Stage Two – Determining a District's Local Resources
 - (Building the Numerator)
 - Stage Three – Distribution of New State Funding
- What were the results? A review of the fiscal year 2019 statistics:
 - FY 2019 Results Statistics
 - FY 2019 – Making Progress in Tier 1
 - Staff Estimate \$4.8 Billion Cost to Move All Districts to 90% of Adequacy
 - EBF Introduces Stability to Education Funding
 - The Impact of EBF
 - Annual Spending Plan
- What will change in FY 2020? A review of annual changes to data:
 - Data That Changes Annually
 - Will there be other Changes?
- Next Steps

Chairperson Reisberg welcomed Senator Manar and Representative Davis and said that he appreciated that they made took the time to attend the Board meeting. Ms. Morrison thanked both of them for helping bring EBF to fruition.

Senator Manar thanked State Board of Education staff members for their work in bringing stability to the system of funding.

Representative Davis thanked the Board for the opportunity to attend the meeting and spoke about the historical progression of EBF. He also thanked ISBE staff, particularly Mr. Wolfe, Dr. Jason Helfer, and Amanda Elliott. He commented on the need to continue EBF and making a significant leap forward.

Ann Whalen and Melissa Figueira, policy director and senior policy associate, respectively, for Advance Illinois, thanked the Board for the opportunity to participate in public comment. They shared a handout that provided information on "New K-12 Funding Formula Making Progress for Students, But Our Work Is Not Done." They also provided data on the work Advance Illinois is doing within districts to help provide adequate funding for all students.

EBF interview videos from District 1 in Cairo and District 89 in Maywood were presented.

Dr. Andrea Evers is superintendent of Cairo School District 1. The district is 98 percent black or mixed race and 2 percent Caucasian. The equity base model has helped to provide for smaller class sizes, allowed for the addition of a part-time guidance counselor, and enabled retired teachers to be hired to provide electives for high school students. EBF has helped the district partner with colleges. Moving forward, EBF will help provide additional opportunities to prepare students to be career ready when they leave Cairo.

Dr. David Negron is superintendent of School District 89. It consists of 60 percent Latino, 32 percent black, 54 percent low income, and 30 percent English Learners. EBF has helped the district provide emotional learning that focuses on the whole student. It has added a behavior intervention specialist, added a social worker per grade level, and updated curriculum. The wise use of EBF has given students chances to improve academically.

GENERAL PUBLIC PARTICIPATION

Mark Kleisner, executive director of West 40's Intermediate Service Center and president-elect of IARSS, also thanked Mr. Wolfe, Dr. Helfer, and Ms. Elliott for their work on EBF. He wants to continue being a liaison to support and keep building a relationship between IARSS and ISBE.

Mr. Jontry, past president IARSS, concluded that every year his organization presents the Friends of Education award. Mary Reynolds, executive director of Innovation and Secondary Transformation at ISBE, will be recognized with the award this year for being her efforts. She will receive the award at a banquet on July 10.

Cynthia Reisman Lund of the Illinois Federation of Teachers (IFT) expressed the federation's concerns regarding American Intercontinental University (AIU). In conclusion, she stated that the IFT supports the State Superintendent's recommendation to deny AIU's appeal.

Nicole Wills of the Illinois Education Association had concerns about AIU as well. Her organization also supports the State Superintendent's recommendation to deny AIU's appeal.

Marchelle Kassebaum and Susan Rhodes of the Advanced Learners organization thanked the State Board for the engagement provided for all students in the State of Illinois. They offered a packet of historical information about the Accelerated Placement Act, current requirements, suggestions, and next steps regarding gifted and accelerated students.

ENTER INTO CLOSED SESSION

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

Meetings held to discuss the appointment, employment, and dismissal of employees of the public body or legal counsel of the public body. Public organizations may also consider the compensation, discipline, and performance of specific employees or legal counsel in closed sessions. The Act also permits closed meetings to hear testimony on a complaint lodged against an employee or legal counsel to determine its validity; Section 2 (C) (1)

Dr. Benson seconded the motion and it passed by a unanimous voice vote.

APPROVAL OF THE SUPERINTENDENT PERFORMANCE GOALS

Dr. Leak made the motion that the State Board of Education approve the Superintendent Performance Goals.

Ms. Robbins seconded the motion and it passed by unanimous voice vote.

**APPROVAL OF THE
BOARD LEGACY
STATEMENT AND
PROTOCOLS**

Dr. Lett made the motion that the State Board of Education approve the Board Legacy Statement and Protocols.

Dr. Pacione-Zayas seconded the motion and it passed by unanimous voice vote.

**APPROVAL OF THE
BOARD MEETING
CALENDAR FOR
FISCAL YEAR 2019-
20**

Dr. Pacione-Zyas made the motion that the State Board of Education approve the Calendar for Fiscal Year 2019-20.

Dr. Lett seconded the motion and it passed by unanimous voice vote.

**WAPPROVAL OF THE
BOARD BYLAWS
AND CONFLICT OF
INTEREST POLICY**

Ms. Morrison made the motion that the State Board of Education approve the Board Bylaws and Conflict of Interest Policy.

Ms. Robbins seconded the motion and it passed by unanimous voice vote.

**DENY THE
APPROVAL OF THE
AMERICAN
INTERCONTINENTAL
UNIVERSITY APPEAL**

Ms. Quinlan made the motion that the State Board of Education deny the approval of American Intercontinental University's appeal.

Dr. Benson seconded the motion and it passed by unanimous voice vote.

CONSENT AGENDA

Ms. Robbins made motion that the State Board of Education approve the Consent Agenda.

Dr. Lett seconded the motion the motion passed by unanimous roll call vote.

Approved Minutes
Plenary Minutes: May 14, 2019

Rules for Initial Review
Part 155 (Electronic Transfer of Funds)

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

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

Contracts & Grants Over \$1 Million

An intergovernmental agreement (IGA) with Sangamon–Menard Regional Office of Education #51 for school support managers was approved IL-EMPOWER is the state

support system for schools identified for improvement. The system, inclusive of school support managers and vendor learning partners, is outlined in the Illinois Every Student Succeeds Act (ESSA) Support and Accountability Plan, which was approved by the U.S. Department of Education (ED) on August 30, 2017. Approval of this IGA ensures continued compliance with the Illinois ESSA Plan. Consequently, any changes to this course of action necessitate a proposed amendment of the plan that must be submitted to ED.

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

<i>Description</i>	<i>Total Amount</i>	
1. Approval of the IGA with Sangamon-Menard Regional Office of Education #51 for school support managers pp. 96-98	\$ 946,181	Fec Imj

Progress Report on the Comprehensive Strategic Plan for Elementary and Secondary Education

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

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

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

Approval of National Association of State Boards of Education Dues

Board Services requests the Board to authorize the State Superintendent to pay the membership dues for the National Association of State Boards of Education (NASBE) for 2020. Each year NASBE invites all 50 states to renew their membership in the association for the coming year.

The Board Services Office has received the NASBE invoice for the FY 2020 association dues. NASBE is offering the option of contributing to a professional development account for the explicit purpose of State Board professional development provided by NASBE. This professional development account is a way of helping members access the professional development critical to success.

End of Consent Agenda

Legislative Update

DISCUSSION ITEMS

Ms. Elliott, co-director of Legislative Affairs at ISBE, presented an overview of the legislative process.

The General Assembly adjourned on June 2. There were several topics that affect education:

- The budget passed.

- The bill eliminating the basic skills test is awaiting the Governor's signature.
- An effort to discontinue use of the edTPA and changes to the content test didn't move forward.
- The Property Tax Relief Task Force was created to study the issue more in depth. We will need to support the task force and we are in touch with legislators to see how that support will be provided.
- The Charter Commission will dissolve in July of 2020 so this year will be a transition year during which we will be planning how the work will be coming back to the agency. We won't be hearing any new appeals, but we will oversee the renewals for the 11 current state-authorized charter schools. If a district doesn't renew a current district authorized charter school, it will be able to come before the Board to support the appeal.

The General Assembly has assigned several task forces for the agency to work through, They include:

- Make Sexual Abuse and Severe Physical Abuse Extinct Task Force working through September 2020
- School Construction Law Tax Task Force working through March 2020
- Property Tax Relief Task Force
- Black History Task Force
- The Social-Emotional Learning Task Force
- Emotional Intelligence Task Force

Rules for initial review at the August Board meeting will be:

- Part 100 - Accounting

Rules for adoption at the August Board meeting will be:

- Part 1 – Public Schools Evaluation, Recognition, and Supervision
- Part 25 – Educator License
- Part 235 - Preschool Expulsion

A Board member asked that with the elimination of the Basic skills test there was also the ACT and the SAT cut scores. What's going to happen with them?

The statute has eliminated a test of Basic skills and the school board has defined it as the TAP, ACT or SAT and will no longer be required.

Budget Update

Mr. Wolfe presented an overview of the budget. He spoke about the breakdown of funding.

- FY 2020 General Revenue Fund appropriations for pre-K-12 appropriations-- \$8.883 billion increase
- Evidence-Based Funding -- \$375 million increase
- Regional Offices of Education and Intermediate Service Center programs -- \$13 million increase
- Vocational Transportation -- \$26 million increase
- Early Childhood Education -- \$50 million increase
- Advanced Placement Low-Income Test Fee -- \$2 million increase
- YouthBuild – \$2.5 million increase
- Parent Education Pilot - \$175,000
- STEM Programs - \$200,000
- Art Institute Chicago - \$30,000 appropriation
- Mental Health Services - \$1 million
- Mobile Tolerance Education Center - \$ 1 million

The capital budget for ISBE is as follows:

- \$244 million for school maintenance
- \$248 million for school additions/new schools construction
- \$6.5 million for building maintenance at the Philip J. Rock Center and School

ESSA Update

Dr. Helfer reported on the Listening Tour. Five meetings were held throughout the State of Illinois. Tour stops were made in Mount Vernon, Rockford, Arlington Heights, Joliet, and Chicago. Four topics were covered at each stop:

- Weighting of required academic indicators
- Student success quality indicators
- Individual indicators for high school growth
- English Learner policy

Allison Sherman updated the Board with information concerning IL-EMPOWER, which was established in 2018 to provide structure of support for schools. Three components are key to IL-EMPOWER: ISBE school support managers, peer and vendor learning partners, and school and district staff. There are two categories of schools -- those identified as lowest-performing that have a support manager assigned to them and underperforming that receive targeted support through a hotline, guidance materials online, and the Regional Offices of Education.

Teacher Shortage Update

There are three short-term approaches: subsequent basic endorsement changes, short-term approval extensions, and assignability allowances.

The long-term approaches are: elevating the profession and recruitment and alternative avenues of entry into the profession.

Sexual Risk Avoidance Education Grant

Jeff Aranowski, executive director of Safe and Healthy Climate at ISBE, presented information to the Board about the Sexual Risk Avoidance Education Grant, which was awarded in 2016 by Health and Human Services. The purpose of the grant is to support a single entity that will subgrant 15 entities in a public and nonpublic abstinence program. AMTC and Associates received the contract. More information is forthcoming at the August Board meeting.

Information Systems CDW LLC Amendment

Nancy Diefenback, director of ISBE Technology Support and Infrastructure, explained how a contract with CDW would allow for more storage space for our growing data environment in Springfield and Chicago. The storage need is due to the increased amount of data ISBE maintains, such as is required by ESSA, EBF, and the Report Card. In the future, ISBE is looking at storage not only in servers, but also in cloud platforms.

Assessment Update – Illinois Assessment for Readiness

We have a one-year contract for the assessment platform so as to not to interrupt FY 2020 state assessments in the spring. We will need an evaluation of our current system to inform a Request for Sealed Proposals for spring 2021 to have a vendor ready to move forward.

Doug Russell, senior vice president for Education Programs for DRC, presented closing comments. He discussed his company's information processes and the history of their procurement process with ISBE. The company would like ISBE to consider working with it after the one-year extension of Pearson's contract was granted.

Lisa Lepic, senior vice president at Pearson, presented information to the Board about how it can better serve Illinois students with assessments and limit the amount of change that would be required by a move to DRC.

Chicago Public Schools Special Education Compliance Update

A complaint regarding early childhood special education transportation and the steps needed to be taken by June 7 was discussed. Chicago Public Schools (CPS) needed to provide a training plan and policy language as to how their policies would be changed to be in compliance. CPS did provide ISBE a letter by June 7, but it was out of compliance with respect to policy language. CPS will be receiving a second letter that will provide the policy language it needs to adopt. CPS will be meeting with ISBE on a quarterly basis to make sure that special education transportation is being properly administered.

Special Education Monitor

Support AP teams will work with schools that are struggling with planning for training for principals and parents. CPS is identifying the students in need based on the identification made by the Individualized Education Program teams. Letters went out to parents of students who were eligible. There will be trainings for administrators and the case managers before school starts.

SUPERINTENDENT REPORT

Dr. Ayala reported that Sara Shaw, senior manager of Fiscal and Academic Solvency, will present on Illinois' work on site-based expenditure reporting at the 2019 Forum on Educational Policy in Denver Colorado. Illinois was one of three states cited for having an innovative, inclusive, and value-driven process.

Dr. Ayala also recognized Stephanie Jones for having served the agency for two years as general counsel.

She also thanked Nkosi Shangwa, our Project 55 Fellow, for the work he has done for the agency this past year.

The Transitional Math Implementation Plan will be released at the end of the month.

ANNOUNCEMENTS AND REPORTS

Chairperson's Report

NASBE asked for ISBE to participate in the Civic Engagement Champions program that honors middle school teachers. Illinois had the highest number of submissions. Chairperson Reisberg will be in attendance at NASBE's Annual Conference in October.

Chairperson Reisberg congratulated Board member Dr. Jane Quinlan on her retirement as regional superintendent for the Champaign-Ford Counties ROE and praised the work she has done with the ROE throughout her career.

Board Vice Chairperson Leak attended the Joliet regional meeting and commended Dr. Ayala for having attended all the meetings and for informing the public about where we as an agency are headed. She would also like for meetings like this to continue.

Chairperson Reisberg also commended Dr. Ayala and other Board members for having attended the meetings. He said the work was well done in such a short period of time.

Board member Cynthia Latimer attended the NASBE New Board Member Institute. She said she most enjoyed the parliamentary procedures and learning how to leverage your voice as a Board member. The ability to network with other members in other states is a great benefit for our Board. Our impact is to create a strong system where each student is able to thrive.

Board member Dr. Benson said that we are at a crossroads with ESSA, along with other states. She stated that we really need take this opportunity. If not, we may run the risk of seeing more policies and regulations put before us.

Board member Dr. Lett made a motion to adjourn.
Vice Chair Leak seconded the motion, which passed by unanimous vote.

MOTION FOR ADJOURNMENT

Chairman Reisberg adjourned the meeting at 3:30 p.m.




Respectfully Submitted,

Dr. Cristina Pacione-Zayas
Board Secretary

Darren Reisberg
Chairman

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 14, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Chief Education Officer 
Trisha Olson, Chief Legal Officer 

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

Expected Outcome: Approval to adopt Part 1 rules

Materials: Appendix A: Public Comment Summary and Analysis of Public Comment
Appendix B: Part 1 Proposed Rules

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
Emily Fox, Director, Educator Effectiveness
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to approve the amendments to Part 1 and adopt the proposed rulemaking.

Background Information/History

This rulemaking is the result of two Public Acts that necessitate clarification in existing rules. Please note the following:

Public Act 100-0596 -- PA 100-0596 added a provision in Section 21B-20 that created short-term substitute teaching licenses that are valid until June 30, 2023. This rulemaking will add provisions clarifying that a short-term substitute teacher may hold the short-term substitute teacher license. An individual who has a valid and active educator license with stipulations endorsed for paraprofessional educator and at least an associate degree may serve as a short-term substitute teacher without obtaining the license. The following provisions of the Public Act are reinforced in Part 1:

- No short-term substitute may be employed for more than five consecutive days per licensed teacher.
- A school district may not hire an individual holding a short-term substitute teaching license for teacher absences lasting six or more days per licensed teacher who is under contract.
- All individuals who sub on a short-term substitute teaching license must complete the required training, but nothing prohibits school boards from requiring substitute teachers who are working on other licenses to also complete the training.
- A school board with a substitute teacher training program in place prior to PA 100-0596 may utilize that program to satisfy this requirement.

Public Act 100-0813 -- Additionally, this rulemaking will add provisions per PA 100-0813, which provided that the State Board of Education shall implement a program and adopt rules to allow school districts to supplement their substitute teacher recruitment for elementary and secondary schools with the use of recruiting firms.

The proposed amendments were first published in the Illinois Register on May 3, 2019, to elicit public comment. ISBE received one public comment letter. A summary and analysis of the public comment, along with any recommendations for changes in the proposed rulemaking as a result of the public comment, is attached.

- **Current Status:** The State Board of Education approved releasing proposed Part 1 rules for public comment at its December 12, 2018 meeting. The proposed amendments were first published in the Illinois Register on May 3, 2019 to elicit public comment. The public comment period for the proposed rules ended on June 17, 2019 and the agency received one public

comment. The rules have already been approved by the State Board of Education and are pending Board adoption.

- **Relevant Data:** N/A
- **Pros and Cons:** Approving the Part 1 amendments will align the Illinois Administrative Code with statutory changes that occurred in 2018. Not approving the amendments will cause the agency to be out of compliance with statutory changes.

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

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

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

Financial Background

N/A

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

Policy Implications: See "*Background Information/History*" on previous page.

Budget Implications: N/A

Legislative Action: N/A

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

Pros and Cons of Various Actions

Pros: Approving the Part 1 amendments will allow Illinois Administrative Code to be aligned with legislative changes that were made in 2018.

Cons: Not approving the amendments will cause the agency to be out of compliance with statutory changes.

Board Member(s) Who Will Abstain: Unknown

Recommendations:

I recommend that the following motion be adopted

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

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

Date of Board Action: 8/14/2019

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

The agency received one letter of public comment. A summary and analysis are below.

Comment

The Talent Office at the Chicago Public Schools (CPS), submitted by Lauren Clair-McClellan, expressed agreement with the short-term substitute teaching license. CPS suggested the agency evaluate short-term substitute teaching data in 2023 and consider extending its deadline if it has helped districts find more qualified substitute teachers. The talent office also suggested that all short-term subs be on a path to become a paraprofessional or full-time teacher prior to their short-term sub license expiring in 2023.

Analysis

ISBE appreciates the idea to evaluate the short-term license's success and utilization prior to the 2023 deadline to determine if the data warrants an extension. The agency cannot mandate that all holders of the short-term sub license work toward a paraprofessional or teaching license, but districts could certainly encourage this route.

Recommendation

No changes will be made in response to this comment.

Appendix B: Part 1 Proposed Rules
23 Ill. Adm. Code 1: Public Schools Evaluation, Recognition, and Supervision

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

PART 1
PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section

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

SUBPART B: SCHOOL GOVERNANCE

Section

- 1.210 Approval of Providers of Training for School Board Members under Section 10-16a of the School Code
- 1.220 Duties of Superintendent (Repealed)
- 1.230 Board of Education and the School Code (Repealed)
- 1.240 Equal Opportunities for all Students
- 1.242 Temporary Exclusion for Failure to Meet Minimum Academic or Attendance Standards
- 1.245 Waiver of School Fees
- 1.250 District to Comply with 23 Ill. Adm. Code 180 (Repealed)

- 1.260 Commemorative Holidays to be Observed by Public Schools (Repealed)
- 1.270 Book and Material Selection (Repealed)
- 1.280 Discipline
- 1.285 Requirements for the Use of Isolated Time Out and Physical Restraint
- 1.290 Absenteeism and Truancy Policies

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section

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

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section

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

SUBPART E: SUPPORT SERVICES

Section

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

SUBPART F: STAFF LICENSURE REQUIREMENTS

Section

- 1.610 Personnel Required to be Qualified

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

SUBPART G: STAFF QUALIFICATIONS

Section

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

- 1.APPENDIX A Professional Staff Educator Licensure
- 1.APPENDIX B Competency-Based High School Graduation Requirements Pilot Program Criteria for Review
- 1.APPENDIX C Glossary of Terms (Repealed)
- 1.APPENDIX D State Goals for Learning
- 1.APPENDIX E Evaluation Criteria – Student Performance and School Improvement Determination (Repealed)
- 1.APPENDIX F Criteria for Determination – Student Performance and School Improvement (Repealed)

1.APPENDIX G	Criteria for Determination – State Assessment (Repealed)
1.APPENDIX H	Guidance and Procedures for School Districts Implementing the Illinois Global Scholar Certificate

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 24-24, 26-13, 27-3.5, 27-6, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5].

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 Ill. Reg. 17766, effective November 5, 1985; emergency amendment at 10 Ill. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010, effective November 17, 1992; expedited correction at 17 Ill. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 Ill. Reg. 8159, effective June 21, 2001; amended at 25 Ill. Reg. 16073, effective November 28, 2001; amended at 26 Ill. Reg. 1157, effective January 16, 2002; amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 Ill. Reg. 11811, effective July 13, 2005; amended at 29 Ill. Reg. 12351, effective July 28, 2005; amended at 29 Ill. Reg. 15789, effective October 3, 2005; amended at 29 Ill. Reg. 19891, effective November 23, 2005; amended at 30 Ill. Reg. 8480, effective April 21, 2006; amended at 30 Ill. Reg. 16338, effective September 26, 2006; amended at 30 Ill. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533, effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective October 28, 2010; amended at 35 Ill. Reg. 1056, effective January 3, 2011; amended at 35 Ill. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011; amended at 35 Ill. Reg. 16743, effective September 29, 2011; amended at 36 Ill. Reg. 5580, effective March 20, 2012; amended at 36 Ill. Reg. 8303, effective May 21, 2012; amended at 38 Ill. Reg. 6127, effective February 27, 2014; amended at 38 Ill. Reg. 11203, effective May 6, 2014; amended at 39 Ill. Reg. 2773, effective February 9, 2015; emergency amendment at 39 Ill. Reg. 12369, effective August 20, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 13411, effective September 24, 2015; amended at 40 Ill. Reg. 1900, effective January 6, 2016; amended at 40 Ill. Reg. 2990, effective January 27, 2016; amended at 40 Ill. Reg. 4929, effective

March 2, 2016; amended at 40 Ill. Reg. 12276, effective August 9, 2016; emergency amendment at 40 Ill. Reg. 15957, effective November 18, 2016, for a maximum of 150 days; amended at 41 Ill. Reg. 126, effective December 27, 2016; amended at 41 Ill. Reg. 4430, effective April 5, 2017; amended at 41 Ill. Reg. 6924, effective June 2, 2017; emergency amendment at 41 Ill. Reg. 8932, effective June 28, 2017, for a maximum of 150 days; amended at 41 Ill. Reg. 14044, effective November 3, 2017; amended at 42 Ill. Reg. 11512, effective June 8, 2018; amended at 43 Ill. Reg. _____, effective _____

SUBPART G: STAFF QUALIFICATIONS

Section 1.792 Short-Term Substitute Teacher

- a) To serve as a short-term substitute teacher, an individual shall hold a valid short-term substitute teaching license issued pursuant to Section 21B-20(4) of the School Code [105 ILCS 5].
- b) Any individual who holds a valid and active educator license and at least an associate degree may serve as a short-term substitute teacher without having to also hold the short-term substitute teaching license.
- c) In accordance with Section 21B-20(4) of the School Code, a short-term substitute teacher shall be employed no more than five consecutive days per licensed teacher under contract.
- d) All individuals must complete the training required pursuant to Section 10-20.67 of the School Code prior to serving as a short-term substitute teacher.
- e) All short-term substitute teaching licenses shall expire June 30, 2023.

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

Section 1.794 Substitute Teachers; Recruiting Firms

- a) School districts may supplement their substitute teacher recruitment for elementary and secondary schools with the use of recruiting firms (see Section 2-3.173 of the School Code) [105 ILCS 5].
- b) To qualify for this program, a district not organized under Article 34 of the School Code shall demonstrate to the State Board, using a form designed by the State Board for this purpose, verifying that it has been unable to find an adequate number of substitute teachers and has exhausted all other efforts.
- c) A district organized under Article 34 of the School Code must provide assurance to the State Board, using a form designated by the State Board, for this purpose, verifying:

- 1) The district is unable to find an adequate number of substitute teachers and has exhausted all other efforts;
 - 2) The district has prioritized existing substitute teachers over substitute teachers from recruiting firms;
 - 3) Copies of all substitute teacher contracts will be filed with the district's regional office of education, acting as an extension of the State Board of Education, in an electronic or paper format; and
 - 4) Each recruiting firm contracted by the district shall file an annual report with the district that includes the number of substitute teachers placed in the district, the total cost of the contract to the district, and the percentage of substitute teacher openings that were filled.
- d) Substitute teachers provided by recruiting firms must meet all mandated State laws, rules, and screening requirements for substitute teachers, as well as additional requirements outlined in Section 2-3.173 of the School Code.
- e) A recruiting firm may enter into an agreement with a labor organization that has a collective bargaining agreement with a school district [105 ILCS 5/2-3.173].




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

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 14, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Chief Education Officer 
Trisha Olson, Chief Legal Officer 

Agenda Topic: Part 25 (Educator Licensure)

Expected Outcome: Approval to adopt Part 25 rules

Materials: Appendix A: Public Comment Summary and Analysis of Public Comment
Appendix B: Part 25 Proposed Rules with Adjusted Changes Per Public Comment

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
Emily Fox, Director, Educator Effectiveness
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Rules Coordinator

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to approve the amendments to Part 25 and adopt the proposed rulemaking.

Background Information/History

This rulemaking is the result of several Public Acts and necessitates clarification in existing rules. Please note the following:

Public Act 100-0596 – PA 100-0596 made several changes to Article 21B of the School Code:

- An educator licensed in another state or country may qualify for a Professional Educator License upon presenting evidence of a bachelor's degree (or a master's degree for administrative or most school support personnel endorsements) and a valid and comparable out-of-state license. Since the aforementioned requirements now result in a Professional Educator License, the Educator License with Stipulations endorsed for provisional educator (ELS-PEDU) is no longer necessary and has been removed from statute. Staff recommends that such references be removed from rules (25.25);
- A Short-Term Substitute Teaching License may be issued to individuals who hold an associate degree or have completed 60 semester hours of coursework from a regional accredited institution of higher learning (25.525);
- Requirements for educators seeking subsequent teaching endorsements on a Professional Educator License have been modified (25.100);
- Provisions were added for the utilization of professional development;
- Changes were made to professional development auditing (25.860); and
- New requirements have been established for earning early childhood and elementary education endorsements (25.96; 25.97).

Public Act 100-0750 – PA 100-0750 allows a national school psychologist credential to be used for an Illinois educator licensure (25.230).

Public Act 100-0872 – PA 100-0872 removes provisions that prohibit individuals in default on a student loan from receiving educator licensure (25.489).

Public Act 100-0780 – PA 100-0780 expands acceptable teaching experience for the principal endorsement to include experience earned in the Illinois Department of Corrections (25.337).

Public Act 100-0822 – PA 100-0822 allows experiences and roles in particular preschool education programs the ability to meet requirements set forth for alternative preparation programs (25.60).

Public Act 100-0932 – PA 100-0932 requires the test of basic skills immediately prior to student teaching (25.720).

This rulemaking further provides the following clarifications:

- Applicants who already hold a bachelor's degree and an educator license from another state or country do not need to provide evidence of student teaching prior to earning the Professional Educator License;
- "World language" replaces the previous "foreign language" terminology;
- Licenses that are not registered will lapse Jan. 1 of the next fiscal year (not within six months of issuance);
- Individuals who hold a short-term substitute teaching license can serve as a paraprofessional;
- Specific circumstances in which an educator may be paid as a student teacher have been removed;
- Any entity offering professional development must register annually with ISBE;
- Requirements for approved provider audits conducted by the State Board of Education are outlined; and
- General perfunctory cleanup of this section of the rules.

The proposed amendments were first published in the *Illinois Register* on April 12, 2019, to elicit public comment. ISBE received 427 public comment letters. A summary and analysis of the public comments, along with any recommendations for changes in the proposed rulemaking as a result of public comment, are attached.

- **Current Status:** The Board authorized the Part 25 proposed rules to be posted for public comment in December 2018. The public comment period for these rules ended on May 27, 2019. The agency received 427 public comments. The rules have already been approved by the State Board of Education and are pending Board adoption.
- **Relevant Data:** N/A
- **Pros and Cons:** Approving the Part 25 amendments will align the Illinois Administrative Code with statutory changes that occurred in 2018. Policy changes unrelated to legislation include allowing student teachers to be paid during their student teaching experience and multiple provisions that are aimed at helping alleviate teacher shortages across the state. Approving the Part 25 amendments will allow individuals to obtain endorsements by meeting fewer requirements than in the past, which may be viewed by some as "lowering standards."

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

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

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

Financial Background

N/A

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

Policy Implications: See “*Background Information/History*” on first page of document.

Budget Implications: N/A

Legislative Action: N/A

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

Pros and Cons of Various Actions

Pros: Approving the Part 25 amendments will allow Illinois Administrative Code to be aligned with legislative changes that were made in 2018. Policy changes unrelated to legislation include allowing student teachers to be paid during their student teaching experience and multiple provisions that are aimed at helping alleviate teacher shortages across the state.

Cons: Approving the Part 25 amendments will allow individuals to obtain endorsements by meeting fewer requirements than in the past, which may be viewed by some as “lowering standards.”

Board Member(s) Who Will Abstain: Unknown.

Recommendations:

I recommend that the following motion be adopted

The State Board of Education hereby authorizes the State Superintendent to adopt the proposed rulemaking for Part 25: Educator Licensure.

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

Date of Board Action: _____ 8/14/2019 _____

Appendix A: Summary and Analysis of Public Comment
23 III. Adm. Code 25: Educator Licensure

The agency received 427 letters of public comment. Some letters included more than one comment. A summary and analysis are below.

Comment

The agency received 265 comments that expressed concerns with lessening the integrity of deaf and hard of hearing licensure by allowing teachers to obtain the deaf and hard of hearing (DHH) endorsement by passing a test or completing 18 semester hours of coursework. Commenters were opposed to eliminating field experiences, specialized knowledge, and skills to address shortages. Commenters stated that intense coursework, fieldwork, specialized knowledge (such as using assistive technology), and skills in communication strategies (such as sign language) are essential. Some commenters suggested alternative approaches to combating the DHH teacher shortage, such as scholarships, loan forgiveness, tuition/living expense waivers for teachers in high-need subject areas, working with current DHH-approved programs across the state to offer coursework for the DHH endorsement through cohorts, and eliminating barriers for retired educators to return to the profession. Some commenters stated that a similar reduction in coursework several decades ago implemented to address shortages did not prove beneficial to children who were deaf or hard of hearing. Commenters recommended the proposed changes to acquiring the DHH endorsement be withdrawn.

Comments were received from the following individuals and organizations:

- Cooperative Association for Special Education submitted by Jamie Davidson, Jill L. Dircks Kolany, Jill Lauer, Mindy Long, Robin Mina, and Melinda V. Smith
- Illinois Advocates for the DeafBlind submitted by Krista Bohl
- Exceptional Learners Collaborative submitted by Aimee Fehmi
- Child's Voice submitted by Corinna Bussa, Rollen M. Cooper, Kathy Knudsen, and Jessica Pearlman
- Mid Valley Special Education Cooperative submitted by Sharon Jenkins
- Illinois Hands & Voices submitted by Andrea Marwah
- Northwest Suburban Special Education Organization submitted by Gloria Ellenbaum
- Illinois Teachers of Deaf and Hard of Hearing submitted by Kayla Mattus
- Chicago Hearing Care submitted by Alejandra Ullauri
- Champaign Federation of Teachers submitted by Jen White
- Illinois Alliance of Administrators of Special Education submitted by Linda Lenoff and Kathlene Shank
- Illinois Association of the Deaf Executive Board submitted by Corey Axelrod, Tom Bruhn, Suzanna Laskowski, and Darci Zook
- Edie Adams
- Lindsey Adamson
- Tracy Aleckson
- Brittany Alexander
- Nikki Alter
- Heather Anderson
- Tori Appl
- Gene Appleby
- Kay Ariano
- Etta Avila
- Vanessa Baier
- Kelly Baitman
- Annie Bardelas

- Laura Bauer
- Nicole Bayan
- Katie Benedict
- Dale Berger-Daar
- Tiara Bertrand
- Mary Biddle
- Kathryne Boone
- Melissa Bourn
- Briana Bowen
- Celesta Bowers
- Julie Bowles
- Sandy Boyd
- Teres Brawner
- Kaity Bricker
- Jen Buckley-Thompson
- Donna Cairy
- Madison Callahan
- Robin Carey-Boyd
- Maureen Carroll
- Eliza Cattani
- Quennetta Chambers
- Kate Citti
- Maddie Claggett
- Sarah Clemens
- Cora Colon
- Yulia Cook
- Katy Cook
- Jessica Corzine
- Rachel Cowle-Healy
- Tina A. Cowser
- Jennifer Curran
- Madeleine Daley
- Lynn Darrah
- Kirt Davis
- Amy Deegan
- Christine Delgado
- Anita Donoho-Ott
- Samantha Dorsey
- Tonya Duke
- Kathleen Durkin-Mirabella
- Danika Duvall
- Lisa Dyas
- Courtney Eacker
- Taylor Edmonds
- Lucia Espinoza
- S. Farias
- Carol Fawcett
- Stephanie Fellingner
- Heidi Feltgen

- Jennie Ferkaluk
- Kiersten Flynn
- Lindsay Ford
- Haylee Ford
- Kathy Fox
- Mary Gagen
- Robert Gagen
- Georgette Gagen
- Gabby Geiger
- Heather Gibson
- Karla Giese
- Greer Gilmore
- Alex Giosta
- Tracy Giunta
- Sara Glover
- Theresa Green
- Tina M. Grieco-Calub
- Karen M. Gross
- Kelly Grudzinski
- Debbie Hall
- Lisa Hallbick
- Susan Hamlink
- Thais Haran
- Liz Harter
- Brooke Hausmann
- Kelly Hemesath
- Erin Herman
- Erin Herman
- Sarah Hlade
- Kathleen Hughes
- Veronica Hutchins
- Christina Ithal
- Rebecca J. Reeder
- Catherine J. Kruse
- Kim Janssen
- Melissa Jensen
- Mary Jo Lynch
- Sheryl Kaiser
- Claudia Kantola
- Tina Karagiannis
- Beth Keen
- Kelly Keller
- Jill Kelly
- Michelle Kendzora
- Tara Kinder
- Allison Koch
- Kristi Koester
- Deb Koll
- Laura Kostomiris

- Dana Krella
- Catherine J. Kruse
- Sibby Kruse
- Kenneth G. Lamberty
- Adrian Lamkin
- Elizabeth Lamkin
- Dana Lamkin
- Maya Lane
- Bri Langley
- Tierney Larson
- Maribeth Lartz
- Shannon LeClair
- Madison Leman
- Christina Locher
- Abigail Long
- Kelly Looney
- Kathy M. Dmochowski
- Stacey Mackey
- Melissa Malzahn
- Shontelle Mapson
- Claire Martin
- Catherine Martinez
- Heather Martinez
- Rachel Mateyka
- Kayla Mattus
- Dawn A. Mayerak
- Jill McCue
- Jessie McMeen
- Ginger Menees
- Maureen Meyer
- Kathy Miller
- Mary Mitchell
- Monica Mockus
- Carrie Morfoot
- Sandy Morgan
- Dave Muehlbauer
- Katie Muehlbauer
- Reverend Joseph A. Mulcrone
- E. Mulvey
- Carla Nelson
- Kristina Neville
- Nathan Noel
- Christen Nolfi
- Samuel Nowadzky
- April O'Connell
- Gene Olsen
- Tris Ottolino
- Melissa Padovano
- Colleen Pasteris

- Neal Patterson
- Michaela Pattie
- Kristen Pavlak
- Jamie Pawlowski
- Michelle Perry
- Rebecca Plummer
- Carrie Ponitz
- Audra Power
- Andrea Praught
- Casey Praught
- Brenda Ray
- Ruth Ready
- Katie Reed
- Rebecca J. Reeder
- Julie C. L. Robinson
- Dan Roche
- MaryBeth Rosell
- Marta Salazar
- Sara Sargent
- Michelle Sator
- Amy Savage
- Marty Schaefer
- Tricia Schaefer
- Jan Scherfling
- Melissa Schmidt
- Brenda Schmidt
- Megan Schuttrow
- Kelly Scullans
- G.V. Rosie Setina
- Zainab Sheth
- Barbara Siegel
- Carrie Sluga
- Keri Smaistrila
- Jaime Snider
- Megan St. Peters
- Jim Staff
- Lindsey Staff
- Savannah Staff
- Sam Stalter
- Katie Stegner
- Anabel Stelmaszek
- Dawn Stirrett
- Alyssa Stockwell
- Diana Stolberg
- Jamie Stone
- Shelley Strnad
- Tiffany Strolis
- Raven Stromek
- Melissa Swanson

- Michele T.
- Katelyn Talbert
- Karen Theis
- Ashley Thomas
- Caitlin Thompson
- Christine Tisor-Leab
- Taylor Tonioni
- Ellie Trunk
- Caity Ugel
- Jaclyn Urbanski
- Jennifer Vera
- Carolyn Viereckl
- Alexandra Vignos
- Melissa Villegas
- Griselda Villegas
- Mireya Villegas
- Rita Waller
- Jennifer Washington
- Rebecca Wasilewski
- Pamela Wechman-Mueller
- Amy Whelan
- Taylor Williams
- Lynette Williams
- Lauren Witt
- Michelle Wolfe
- Bess Wolff
- Gail Wright
- Linsey Wypych
- Natasha Zeller
- Kris (last name unknown)
- Unknown name

Analysis

ISBE believes that redundant requirements for existing teachers who wish to earn a subsequent endorsement should be removed. In large part, this belief is due to the teacher shortage. Also, since ISBE requires that all programs leading to an initial license are aligned to state standards, it does not make sense for an individual to complete both coursework and the content test. However, ISBE appreciates the comments from the deaf and hard of hearing community. Further, ISBE believes that, due to the nature of the training and skillset that are necessary to support students who are deaf and hard of hearing, passing a content test is not sufficient evidence to ensure that an individual can earn a subsequent endorsement to teach this population of students.

Recommendation

ISBE will remove the “test only” option for obtaining the deaf and hard of hearing endorsement. Already-licensed teachers will complete a full or focused program to obtain an endorsement in deaf and hard of hearing, (This is the requirement that is currently in place.)

Comment

The agency received 54 comments that expressed concerns with diminishing the quality of the blind and visually impaired (BVI) endorsement by passing a test or completing 18 semester hours of coursework. Commenters voiced a need for clinical experience with children who are blind or visually impaired and stated that minimized coursework would be detrimental to students. Commenters expressed concern for omission of coursework aligned to Council for Exceptional Children national standards and stated that skills in braille, using optical and non-optical devices, and assisted learning techniques could not be measured through a test. Some commenters proposed modifying the required 18 semester hours of coursework to include a braille reading/writing proficiency exam before clinical experiences and coursework in the following areas: anatomy and pathology of the human eye; assistive and accessibility to technology for students who are blind or visually impaired; orientation and mobility, including activities of daily living for individuals who are blind or visually impaired; assessment for students who are blind or visually impaired, including instruction in functional vision and learning media assessment; educational planning, including the Expanded Core Curriculum, the continuum of services, and considerations when students have multiple impairments and are blind or visually impaired; and clinical experience/internship/mentoring with students who are blind or visually impaired. Other commenters suggested alternative approaches to combating teacher shortages, such as helping colleges increase publicity of the BVI field, airing of public service announcements for these professions, recruiting teachers at the high school level, providing scholarships, and writing newspaper articles about the opportunity for employment after college and need for BVI teachers. Furthermore, commenters feared that sending teachers without training into positions as teachers of students who are blind or visually impaired may increase teacher attrition and exacerbate the teacher shortage.

Comments were received from the following individuals and organizations:

- Cooperative Association for Special Education submitted by Terra Knowles, Mindy Long, Robin Mina, and Jill Lauer
- Delta Gamma Center for Children with Visual Impairments submitted by Anne Silea
- Illinois Vision Leadership Council submitted by Terri Hill
- The Northwestern Illinois Association submitted by Jon Malone and Kathy Reuter
- Dale Berger-Daar
- Mary Biddle
- Casey Byrne
- Rebecca Curry
- Mary Jo Erickson
- Georgette Gagen
- Mary Gagen
- Robert Gagen
- Patricia M. Hall
- Kathleen Hughes
- Mary Guimon-Warren
- Jackie Jackson
- Sharon Lang
- Amy Lund
- Dave Muehlbauer
- Neal Patterson
- Zainab Sheth
- Amy Simpson
- Paula A. Sprecher
- Tiffany Stolis
- Elyce Tecktiel
- Taylor Williams
- Lauren Witt

- Gaylen Kapperman
- Joanne Iuro
- Tina Erickson
- Christine Galfano
- Rachel Strubinger
- Gail Wright
- Kenneth G. Lamberty
- Celesta Bowers
- Catherine Martinez
- Kathryne Boone
- Katie Muehlbauer
- Melissa Malzahn
- Heather Martinez
- Christine Tisor-Leab
- Donna Cairry
- Etta Avila
- Robin Carey-Boyd
- Melissa Bourn
- Kiersten Flynn
- Kristie Koester
- Casey Praught
- Amy Whelan
- Kristina Neville

Analysis

ISBE appreciates the comments from the blind and visually impaired community. Further, ISBE believes that, due to the nature of the training that is necessary to support students who are blind and visually impaired, passing a content test is not sufficient evidence to ensure that an individual can earn a subsequent endorsement to teach this population of students. ISBE appreciates the suggestions provided by commenters for combating the teacher shortage.

Recommendation

ISBE will remove the “test only” option for obtaining the blind and visually impaired endorsement. Already-licensed teachers will complete a full or focused program to obtain an endorsement in teaching students who are blind and visually impaired. (This is the requirement that is currently in place.)

Comment

One commenter, Michelle Parker-Katz, shared a dislike for the 18 semester hour option and indicated that deaf educators should have an option to obtain an LBS I endorsement to be dual certified. The commenter states, *“This will better prepare deaf educator for the types of complex and very specific students arriving in deaf programs across the state, including deaf-plus learners.”*

Analysis

ISBE thanks the commenter for sharing her perspective. Dual licensure could occur in these areas should an institution of higher education propose and have received state approval for such a program.

Recommendation

No changes will be made in response to this comment.

Comment

Five commenters expressed support for passing the proposed amendments to the blind and visually impaired endorsement. One commenter stated that there is an extreme shortage of blind and visually impaired teachers in downstate Illinois. The commenter stated that students are being instructed by substitute teachers or not receiving service at all, and allowing currently licensed teachers (particularly those already endorsed in special education) will benefit Illinois.

Comments were received from the following individuals:

- Tom Akers
- AC Anders
- Antoine Bellamy
- Christopher Dvorak
- Tyra Terrell

Analysis

ISBE appreciates the support for the proposed rules. ISBE believes that, due to the nature of the training that is necessary to support students who are blind and visually impaired, passing a content test is not sufficient evidence to ensure that an individual can earn a subsequent endorsement to teach this population of students.

Recommendation

ISBE will remove the “test only” option for obtaining the blind and visually impaired endorsement. Already-licensed teachers will complete a full or focused program to obtain an endorsement in teaching students who are blind and visually impaired. (This is the requirement that is currently in place).

Comment

One commenter, Susan Power, voiced concern with the American Sign Language skill of a recent graduate and stated teachers should be hired based on an in-depth study of the language and deaf culture. The commenter opposed the modifications to the deaf and hard of hearing endorsement and recommended the state instead offer a pay scale to recruit qualified teachers.

Analysis

ISBE appreciates the comment and suggestion.

Recommendation

No changes will be made in response to this comment.

Comment

One commenter, Kim Janssen, expressed concerns with Part 25 amendments and stated the rigorous path that DHH and BVI teachers take to help students in need must be kept in place. The commenter also stated a need for an educational path in Illinois to allow individuals to obtain DeafBlind licensure, with the rationale that DHH and BVI teachers are often utilized for these roles.

Analysis

The “deafblind specialist” endorsement is an available LBS II endorsement in Illinois. Unfortunately, no institutions of higher education in Illinois have developed and sustained programs for this endorsement.

Recommendation

The current requirements for earning the deaf and hard of hearing endorsement and blind and visually impaired endorsement will remain (completing a full or focused program for acquisition of the endorsement). No changes will be made in response to this comment.

Comment

The agency received 62 comments that expressed concerns with allowing educators to receive any special education endorsement by passing the applicable content test or completing “minimal” coursework. Commenters said the proposal required “little or no preparation” and that content tests were not designed to be the sole indicators of readiness to teach in these areas. Commenters said this “quick fix” or “shortcut” would be detrimental to students. Commenters also expressed concern that reduction in special education coursework would return to pre-Corey H litigation times of underprepared special educators. The commenters stated that knowledge, skills, and fieldwork experiences obtained through intense coursework are essential for teachers of students with sensory disabilities. Additionally, commenters urged the state to avoid a “quick fix” to teacher shortages and to instead lift state restrictions (such as the test of basic skills) that are a barrier to program entry. The commenters also suggested alternative approaches to combating the special education teacher shortage, such as offering scholarships, loan forgiveness, tuition/living expense waivers for teachers in high-need subject areas, working with current approved programs across the state to offer coursework for special education endorsements through cohorts, and eliminating barriers for retired educators to return to the profession. The commenters recommended that the short-term emergency approval in special education continue to be utilized through its scheduled sunset date of June 30, 2020.

Comments were received from the following individuals and organizations:

- Augustana College submitted by Susan Kramer and Michael Scarlett
- Cooperative Association for Special Education submitted by Jane Ruge, Rachel Conley, and Mary M. Furbush
- DePaul University submitted by Amy Feiker Hollenbeck, Eva Patrikakou, James Wolfinger, and Joby Gardner
- Illinois Alliance of Administrators of Special Education submitted by Kathlene Shank and Linda Lenoff
- Illinois Federation of Teachers submitted by Daniel J. Montgomery
- Illinois Teacher Education Division submitted by unknown
- Loyola University-Chicago submitted by Eilene A. Edejer
- MacMurray College submitted by Bradley Walkenhorst and Donald Aubry
- Northeastern Illinois University submitted by Sandra Beyda-Lorie and Dr. A. Nauman
- Roosevelt University submitted by Maria Earman Stetter
- Saint Xavier University submitted by Margaret Kelly Carroll
- Southern Illinois University-Edwardsville submitted by Stephen Marlette, Jo Vonna Noble, and Paul Rose
- University of Illinois at Chicago submitted by Michelle Parker-Katz and Alfred W. Tatum
- University of St. Francis submitted by Maureen Hunt, John Gambro, Cindy Sloan, Melissa Rolinitis, Erin Evans, Dr. Keith Pain, Sharna Wilkerson, and Amy J. Schroeder
- Chasity Alexander
- Paul Bialek
- Janice Biegel
- John Bruner
- Quennetta Chambers
- Denise Claessens
- Dennis Close
- Jessica Corzine
- Georgette Gagen
- Kelly Gagen

- Mary Gagen
- Robert Gagen
- Laurie Guilfoyle
- Nick Gulino
- Bev Johns
- Karin Lee
- Linda Lenoff
- Donna Mau
- Gene Olsen
- Sally Parry
- Neal Patterson
- Lindy Pasiewicz
- Dawn Stewart-Walker
- Kelsey K. Swan
- Tamara Ward
- Lisa White-McNulty
- Darlene Zamansky
- J. Zamansky

Analysis

ISBE appreciates the comments from the special education community. Further, ISBE believes that, due to the nature of the training that is necessary to support students with exceptional needs, passing a content test is not sufficient to ensure that an individual can earn a subsequent endorsement to teach special education.

Recommendation

ISBE will remove the “test only” option for obtaining all special education endorsements (Learning Behavior Specialist I, DHH, BVI, Early Childhood Special Education, and all Learning Behavior Specialist II areas.) Already-licensed teachers will complete a full or focused program or -- for the LBS I endorsement, specific areas of special education coursework -- to obtain an endorsement in teaching any area of special education. (These are the requirements that are currently in place.) Moreover, ISBE appreciates the commenters’ identification of the teacher shortage and ways of combating it. ISBE believes that continuing to provide a structured means through which one can obtain full LBS I licensure is essential to ensuring special education classrooms are staffed with qualified teachers. To this end, and in alignment with modifications to 25.430, the sunset date for the special education short-term approval will be extended through June 30, 2023. Doing so will allow the agency time to study the number of educators employed on a full endorsement versus short-term credential.

Comment

The agency received 19 comments that expressed concerns with allowing subsequent teaching endorsements to be earned by passing the applicable content test. The commenters collectively stated that the skills, dispositions, experiences, and knowledge earned through coursework cannot be replaced by tests and are essential to the development and retention of effective teachers. Commenters expressed concerns with individuals obtaining endorsements in areas in which they have had no specific content coursework, pedagogy, or clinical experiences, and said this approach would be a disservice to the students being served. One commenter expressed concern that for-profit entities could potentially train individuals who desire a license or endorsement to pass the test and circumvent preparation programs, which would undermine the quality of training done by higher education institutions to prepare qualified teachers. Another commenter recommended that the proposed changes should be put on hold until “The Opportunity Myth” report, which was recently released by the New Teacher Project, is reviewed and its issues are addressed at a state and local level. An additional commenter stated a “test-only” option would not benefit teachers of color, who typically struggle with licensure tests.

Comments were received from the following individuals and organizations:

- DePaul University submitted by Amy Feiker Hollenbeck, Eva Patrikakou, James Wolfinger, and Joby Gardner
- Trinity Christian College submitted by Joy Meyer
- Trinity International University submitted by Karen A. Wrobbel
- University of St. Francis submitted by Maureen Hunt, John Gambro, Cindy Sloan, Melissa Rolinitis, Erin Evans, Dr. Keith Pain, Sharna Wilkerson, and Amy J. Schroeder
- Kelli Appel
- Elliott Lenoff
- Jeanne Lizik
- William Lizik Jr.
- Jenny Parker

Analysis

The agency appreciates the comments and will remove the “test only” option for obtaining a subsequent teaching endorsement.

Recommendation

ISBE will remove the “test only” option for obtaining a subsequent endorsement and allow already-licensed teachers to complete 18 semester hours of coursework and the licensure content test to obtain an additional teaching endorsement.

Comment

Illinois College, submitted by Todd D. Oberg, voiced disagreement with allowing 18 semester hours of coursework to be used to obtain additional teaching endorsements. The commenter questioned if 18 semester hours were enough preparation to impact student learning. The commenter specifically mentioned the mathematics endorsement and said an individual could find 18 semester hours of mathematics coursework without high-level math courses that would prepare them for teaching mathematics conceptually and to teach applied problem-solving skills. The commenter asked how “safeguards” would be put in place to ensure coursework completed will truly prepare educators to teach mathematics effectively and appropriately in middle and secondary schools.

Analysis

ISBE appreciates the comment. Illinois licensure content tests are aligned with all state and national standards for the content area being covered by the test. ISBE believes passing the content test will ensure teachers possess adequate knowledge across the curriculum of a subject and believes the test and 18 semester hours of coursework will demonstrate educator proficiency.

Recommendation

ISBE will require 18 semester hours and a passing score on the applicable content test to ensure that teachers who add subsequent endorsements are fully prepared to teach both introductory and advanced subject matter that spans the state and national standards.

Comment

One commenter, AC Anders, expressed support for changes to endorsements in special education and urged ISBE to pass the amendment. No rationale for the support of the proposed rules was provided.

Analysis

However, ISBE appreciates the comments from stakeholders. Further, ISBE believes that demonstrating content knowledge in all areas except special education and driver's education is a way for teachers to

prove competence in a content area for the interim (on a short-term approval), while continuing to fulfill coursework requirements for the full endorsement.

Recommendation

ISBE will remove the “test only” option for obtaining all endorsements. The short-term emergency approval in special education and the short-term approval for teachers of all grade levels will be expanded through June 30, 2023, to allow the agency time to study the number of educators employed on a full endorsement versus short-term credential.

Comment

Two commenters expressed support for the Part 25 amendments and stated the changes will ensure critical need areas are addressed.

Comments were received from the following organizations:

- The Menta Group submitted by Dr. Elizabeth Conran
- Regional Office of Education # 35 (LaSalle, Marshall, & Putnam Counties) submitted by Vanessa Norman

Analysis

ISBE appreciates the support.

Recommendation

No changes will be made in response to this comment.

Comment

Trinity International University, submitted by Karen A. Wrobbel, expressed concern with requiring 18 semester hours of LBS I coursework for the LBS I endorsement, rather than an unspecified number of coursework across four topic areas (the current requirement) when there is a teacher shortage.

Analysis

ISBE thanks the commenter for sharing its perspective. The agency agrees that no changes should be made to the current requirements for the LBS I endorsement.

Recommendation

Requirements for the LBS I endorsement will remain unchanged.

Comment

Two commenters, Michelle Parker-Katz and Erin Evans, expressed concerns with allowing educator licenses from other states to be used to obtain an Illinois Professional Educator License without proof of completing the edTPA.

Analysis

This change to rule is a result of PA 100-0596, which was signed into law on June 29, 2018.

Recommendation

PA 100-0596 includes provisions for obtaining an Illinois teaching license for individuals from out of state. Not providing regulatory authority for these changes would place ISBE in a position of non-compliance with statute. No changes will be made in response to this comment.

Comment

Two commenters, Sally Parry and Jenny Parker, expressed a concern with teacher attrition and asked ISBE to reconsider putting individuals who have not been appropriately trained into classrooms with students who need supports and services beyond the scope of a regular teacher. Commenters collectively stated that teachers who lack the requisite skills and knowledge in special education will likely leave the position and leave education all together. They recommended the agency examine reasons for teacher attrition not related to licensing, such as inadequate salaries, lack of supplies and support, often having teachers function as social workers, and attacks from the media.

Analysis

ISBE believes that, due to the nature of the training that is necessary to support students with exceptional needs, passing a content test is not sufficient evidence to ensure that an individual can earn a subsequent endorsement to teach special education.

Recommendation

ISBE will remove the “test only” option for obtaining all special education endorsements (Learning Behavior Specialist I, DHH, BVI, Early Childhood Special Education, and all Learning Behavior Specialist II areas.) Already-licensed teachers will complete a full or focused program to obtain an endorsement in teaching any area of special education. (This is the requirement that is currently in place.)

Comment

The Ounce of Prevention Fund, submitted by Ireta Gasner, expressed support for incorporating language from PA 100-0822 that allows “qualified equivalents” of school principals to serve in community-based early childhood settings into Section 25.60 of Illinois Administrative Code.

Analysis

ISBE appreciates the support.

Recommendation

No changes will be made in response to this comment.

Comment

The Ounce of Prevention Fund, submitted by Ireta Gasner, expressed opposition to allowing an early childhood education endorsement to be obtained through passing the content test. The commenter said the test alone does not sufficiently prepare teachers with the content knowledge or instructional strategies required to engage and support early learners. The commenter recommended individuals seeking an early childhood education endorsement instead be required to take 18 semester hours of required coursework and that ISBE recommend districts provide on-site mentoring or grade-level partnerships to support new early childhood teachers who did not have an experiential component within an early childhood education setting during their initial preparation.

Analysis

ISBE appreciates the comments from the early childhood education community and will remove the “test only” option from rules for endorsements.

Recommendation

ISBE will remove the “test only” option for obtaining all endorsements (including the early childhood education endorsement.)

Comment

Illinois Action for Children, submitted by Samir Tanna, expressed support for removing the provisions that only allowed paid student teaching in specific instances (25.620), but recommended that ISBE explicitly state compensation allowances. The commenter stated that district and community-based partners are more likely to support paid student teaching when there is explicit and affirmative language in rule.

Analysis

ISBE appreciates the comment and will add explicit and affirmative language to 25.620 that allows for paid student teaching experiences. However, it is outside the purview of ISBE to state specific compensation allowances due to regional differences in wages.

Recommendation

The following language will be added to 25.620(f): "School districts or institutions of higher education may offer salaries or stipends to candidates for student teaching."

Comment

One commenter, Samir Tanna, opposed the omission of 25.620 (student teaching) and stated the deletion suggests that candidates can no longer be paid for student teaching. The commenter opposes the change for individuals who hold an educator license with stipulations endorsed for transitional bilingual educator and others who meet state conditions outlined in this section.

Analysis

ISBE appreciate the comment and will add explicit and affirmative language to 25.620 that allows for paid student teaching experiences.

Recommendation

The following language will be added to 25.620(f): "School districts or institutions of higher education may offer salaries or stipends to candidates for student teaching."

Comment

One commenter, Kelli Appel, expressed concern with allowing educators with comparable out-of-state educator licenses to gain Illinois licensure without verification of a student teaching experience. The commenter said that student teaching helps ensure adequate preparation for teaching.

Analysis

This change to rule is a result of PA 100-0596. Not providing regulatory authority for these changes would place ISBE in a position of non-compliance with statute.

Recommendation

ISBE is required to update its administrative rules to be in compliance with PA 100-0596. No changes will be made in response to this comment.

Comment

One commenter, Kelli Appel, recommended that ISBE track the credentials of teachers endorsed as a result of the enacted rule changes so the field can evaluate the effects of decisions on children on an ongoing basis.

Analysis

ISBE agrees that data of awarded credentials as a result of the rule change must be tracked to determine teacher effectiveness.

Recommendation

ISBE will track issuance of all subsequent teaching endorsements, short-term approvals, and short-term emergency approvals issued between the date the rules become effective through June 30, 2021. The agency will analyze data for teacher effectiveness to determine what, if any, changes are warranted for endorsement and short-term credential acquisition and validity periods.

Comment

One commenter, Mindy Long, expressed concern with the proposed changes to earn a deaf and hard of hearing endorsement, fearing that the integrity of the endorsement would be weakened. The commenter recommended that ISBE's current screening and licensing process needs to be revised to counteract shortages and that the following approaches that other states have adopted should be taken: ISBE should ease the burden for out-of-state graduates who want to teach deaf education (there are only two DHH programs in Illinois, so the pool of qualified educators with this endorsement is very small); ISBE should accept the Praxis exams toward the endorsement; ISBE should create a reciprocal endorsement process for applicants to teach in other states; and ISBE should add a grace period to allow teachers new to Illinois one or two years to work in a school prior to obtaining an Illinois license, with the thought that out-of-state teachers may not want to go through the Illinois licensure process if they are not guaranteed a job in Illinois.

Analysis

ISBE appreciates the ideas. PA 100-0596 allows individuals with valid, out-of-state licenses to obtain a comparable educator license and endorsements in Illinois via reciprocity.

Recommendation

No changes will be made in response to this comment.

Comment

One commenter, name unknown, opposed eliminating focused programs (25.37), but no rationale was given.

Analysis

ISBE thanks the commenter for the feedback, but cannot further analyze the comment since no rationale was provided.

Recommendation

The agency will allow focused programs to remain in the areas of special education. Additional teaching endorsements will be earned through completion of 18 semester hours of coursework and passing the licensure content test.

Comment

One commenter, name unknown, stated opposition to eliminating the early childhood special education endorsement in Section 25.42 and retaining the early childhood special education approval. No rationale or supporting details were provided.

Analysis

The early childhood special education endorsement is still required in Section 25.43. (Section 25.42 is repealed, so the agency assumes the commenter is referring to Section 25.43.) The change to Section 25.43 was technical; the endorsement language was stricken from one line and moved up a line.

Recommendation

No changes will be made in response to this comment.

Comment

One commenter, Linda Lenoff, objected to the LBS I endorsement no longer being issued as of June 30, 2020 (25.43(e)).

Analysis

ISBE believes the commenter misunderstood the intended change. The proposed rule states that June 30, 2020, is the last date that the LBS I endorsement, earned via current coursework, would be issued. However, as a result of stakeholder public comment, these changes will not be made and the current requirements for the LBS I endorsement will remain.

Recommendation

The change in question has been withdrawn and current requirements to earn an LBS I endorsement will remain in place.

**Appendix B: Part 25 Proposed Rules with Adjusted
Changes Per Public Comment
23 Ill. Adm. Code 25: Educator Licensure**

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 25

EDUCATOR LICENSURE

SUBPART A: DEFINITIONS

Section

25.10 Accredited Institution

SUBPART B: LICENSES

Section

25.11 New Certificates (February 15, 2000) (Repealed)
25.15 Types of Licenses; Exchange
25.20 Requirements for the Elementary Certificate (Repealed)
25.22 Requirements for the Elementary Certificate (2004) (Repealed)
25.25 Requirements for the Professional Educator License
25.30 Endorsement in Teacher Leadership (Through December 31, 2012) (Repealed)
25.32 Teacher Leader Endorsement ~~(Beginning September 1, 2012)~~
25.35 Acquisition of Subsequent Certificates; Removal of Deficiencies (Repealed)
25.37 Acquisition of Subsequent ~~Teaching~~ Endorsements on a Professional Educator License
25.40 Grade-Level Endorsements
25.42 Requirements for the Special Certificate (2004) (Repealed)
25.43 Endorsements for Special Education Teachers
25.45 Standards for the Initial Special Preschool-Age 12 Certificate – Speech and Language Impaired (Repealed)
25.46 Special Provisions for the Learning Behavior Specialist I Endorsement
25.47 Special Provisions for the Learning Behavior Specialist I Approval
25.48 Short-Term Emergency Approval in Special Education
25.50 General Certificate (Repealed)
25.60 Alternative Educator Licensure Program for Teachers (Beginning January 1, 2013)
25.65 Alternative Educator Licensure ~~(Repealed)~~
25.67 Alternative Route to Teacher Licensure ~~(Repealed)~~
25.70 Endorsement for Career and Technical Educator

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

25.72	Endorsement for Provisional Career and Technical Educator
25.75	Part-time Provisional Certificates (Repealed)
25.80	Endorsement for Part-time Provisional Career and Technical Educator
25.82	Requirements for the Early Childhood Certificate (2004) (Repealed)
25.85	Special Provisions for Endorsement in Foreign Language for Individuals Currently Certified (Repealed)
25.86	Special Provisions for Endorsement in Foreign Language for Individuals Prepared as Teachers But Not Currently Certified (Repealed)
25.90	Endorsement for Transitional Bilingual Educator
25.92	Endorsement for Visiting International Educator
25.95	<u>World</u> Language Endorsement for the Transitional Bilingual Educator
25.96	Endorsement for Early Childhood Education (Birth through Grade 2)
25.97	Endorsement for Elementary Education (Grades 1 through 6)
25.99	Endorsement for the Middle Grades (Grades 5 through 8)
25.100	Teaching Endorsements on the Professional Educator License
25.105	Temporary Substitute Teaching Permit (Repealed)

SUBPART C: APPROVING PROGRAMS THAT PREPARE PROFESSIONAL
EDUCATORS IN THE STATE OF ILLINOIS

Section	
25.110	Definitions
25.115	Educator Preparation Providers
25.120	Initial Approval of Educator Preparation Programs by the State Board of Education
25.125	Accreditation of Educator Preparation Providers and Approval of Educator Preparation Programs through CAEP
25.127	Reporting; Review of State Reauthorized Educator Preparation Providers and Individual Programs; and Entitlement Audits
25.130	Interventions by the State Board of Education and State Educator Preparation and Licensure Board
25.135	Interim Provisions for Continuing Accreditation and Approval – July 1, 2000, through Fall Visits of 2001 (Repealed)
25.136	Interim Provisions for Continuing Accreditation – Institutions Visited from Spring of 2002 through Spring of 2003 (Repealed)
25.137	Interim Provisions for Continuing Accreditation and Approval – July 1, 1999, through June 30, 2000 (Repealed)
25.140	Requirements for the Institution's Educational Unit Assessment Systems (Repealed)
25.142	Assessment Requirements for Individual Programs (Repealed)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

- 25.145 Approval of New Programs Within Recognized Institutions (Repealed)
25.147 Approval of Programs for ~~World~~Foreign Language
25.150 The Periodic Review Process (Repealed)
25.155 Procedures for the Initial Recognition of an Institution as an Educator Preparation Institution and Its Educational Unit (Repealed)
25.160 Notification of Recommendations; Decisions by State Board of Education
25.165 Discontinuation of Programs

SUBPART D: SCHOOL SUPPORT PERSONNEL

- Section
25.200 Relationship Among Endorsements in Subpart D
25.210 Requirements for the Certification of School Social Workers (Repealed)
25.215 Endorsement for School Social Workers
25.220 Requirements for the Certification of Guidance Personnel (Repealed)
25.225 Endorsement for School Counselors
25.227 Interim Approval for School Counselor Interns
25.230 Nationally Certified School Psychologist
25.235 Endorsement for School Psychologists
25.240 Standard for School Nurse Endorsement (Repealed)
25.245 Endorsement for School Nurses
25.250 Standards for Non-Teaching Speech-Language Pathologists
25.252 Endorsement for Non-Teaching Speech-Language Pathologists
25.255 Interim Approval for Speech-Language Pathologist Interns
25.260 Endorsement for School Marriage and Family Therapists
26.265 Interim Approval for School Marriage and Family Therapist Interns
25.275 Renewal of the Professional Educator License Endorsed for School Support Personnel (Repealed)

SUBPART E: REQUIREMENTS FOR THE LICENSURE OF
ADMINISTRATIVE AND SUPERVISORY STAFF

- Section
25.300 Relationship Among Credentials in Subpart E
25.310 Definitions (Repealed)
25.311 Alternative Route to Superintendent Endorsement (Beginning January 1, 2013)
25.313 Alternative Route to Administrative Endorsement (Through August 31, 2013) (Repealed)
25.314 Alternative Route to Administrative Certification for Teacher Leaders (Repealed)
25.315 Renewal of Administrative Endorsement (Repealed)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

25.320	Application for Approval of Program (Repealed)
25.322	General Supervisory Endorsement (Repealed)
25.330	Standards and Guide for Approved Programs (Repealed)
25.333	General Administrative Endorsement (Repealed)
25.335	General Administrative Endorsement (Through June 30, 2016)
25.337	Principal Endorsement (2013)
25.338	Designation as Master Principal (Repealed)
25.344	Chief School Business Official Endorsement (Repealed)
25.345	Endorsement for Chief School Business Official
25.355	Endorsement for Superintendent (Beginning September 1, 2016)
25.360	Endorsement for Superintendent (Through August 31, 2019)
25.365	Endorsement for Director of Special Education

SUBPART F: GENERAL PROVISIONS

Section

25.400	Registration of Licenses; Fees
25.405	Military Service; Licensure
25.410	Reporting Requirements for Revoked or Suspended Licenses; License Application Denials
25.411	Voluntary Removal of Endorsements
25.415	Credit in Junior College (Repealed)
25.420	Psychology Accepted as Professional Education (Repealed)
25.425	Individuals Prepared in Out-of-State Institutions
25.427	Limitation on Evaluation or Entitlement
25.430	Short-Term Approval for Teachers at All Grade Levels
25.435	School Service Personnel Certificate – Waiver of Evaluations (Repealed)
25.437	Equivalency of General Education Requirements (Repealed)
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25.442	Illinois Teacher Corps Programs (Through August 31, 2013) (Repealed)
25.444	Illinois Teaching Excellence Program
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25.450	Lapsed Licenses
25.455	Substitute Certificates (Repealed)
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AUTHORITY: Implementing Articles 21 and 21B and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21, Art. 21B, and 2-3.6].

SOURCE: Rules and Regulations to Govern the Certification of Teachers adopted September 15, 1977; amended at 4 Ill. Reg. 28, p. 336, effective July 16, 1982; amended at 7 Ill. Reg. 5429, effective April 11, 1983; codified at 8 Ill. Reg. 1441; amended at 9 Ill. Reg. 1046, effective January 16, 1985; amended at 10 Ill. Reg. 12578, effective July 8, 1986; amended at 10 Ill. Reg. 15044, effective August 28, 1986; amended at 11 Ill. Reg. 12670, effective July 15, 1987; amended at 12 Ill. Reg. 3709, effective February 1, 1988; amended at 12 Ill. Reg. 16022,

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effective September 23, 1988; amended at 14 Ill. Reg. 1243, effective January 8, 1990; amended at 14 Ill. Reg. 17936, effective October 18, 1990; amended at 15 Ill. Reg. 17048, effective November 13, 1991; amended at 16 Ill. Reg. 18789, effective November 23, 1992; amended at 19 Ill. Reg. 16826, effective December 11, 1995; amended at 21 Ill. Reg. 11536, effective August 1, 1997; emergency amendment at 22 Ill. Reg. 5097, effective February 27, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 11767, effective June 25, 1998; amended at 22 Ill. Reg. 19745, effective October 30, 1998; amended at 23 Ill. Reg. 2843, effective February 26, 1999; amended at 23 Ill. Reg. 7231, effective June 14, 1999; amended at 24 Ill. Reg. 7206, effective May 1, 2000; emergency amendments at 24 Ill. Reg. 9915, effective June 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12930, effective August 14, 2000; peremptory amendment at 24 Ill. Reg. 16109, effective October 12, 2000; peremptory amendment suspended at 25 Ill. Reg. 3718, effective February 21, 2001; peremptory amendment repealed by joint resolution of the General Assembly, effective May 31, 2001; emergency amendments at 25 Ill. Reg. 9360, effective July 1, 2001, for a maximum of 150 days; emergency expired November 27, 2001; emergency amendments at 25 Ill. Reg. 11935, effective August 31, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 16031, effective November 28, 2001; amended at 26 Ill. Reg. 348, effective January 1, 2002; amended at 26 Ill. Reg. 11867, effective July 19, 2002; amended at 26 Ill. Reg. 16167, effective October 21, 2002; amended at 27 Ill. Reg. 5744, effective March 21, 2003; amended at 27 Ill. Reg. 8071, effective April 28, 2003; emergency amendments at 27 Ill. Reg. 10482, effective June 26, 2003, for a maximum of 150 days; amended at 27 Ill. Reg. 12523, effective July 21, 2003; amended at 27 Ill. Reg. 16412, effective October 20, 2003; emergency amendment at 28 Ill. Reg. 2451, effective January 23, 2004, for a maximum of 150 days; amended at 28 Ill. Reg. 8556, effective June 1, 2004; emergency amendments at 28 Ill. Reg. 12438, effective August 20, 2004, for a maximum of 150 days; emergency expired January 16, 2005; amended at 29 Ill. Reg. 1212, effective January 4, 2005; amended at 29 Ill. Reg. 10068, effective June 30, 2005; amended at 29 Ill. Reg. 12374, effective July 28, 2005; emergency amendment at 29 Ill. Reg. 14547, effective September 16, 2005, for a maximum of 150 days; amended at 29 Ill. Reg. 15831, effective October 3, 2005; amended at 30 Ill. Reg. 1835, effective January 26, 2006; amended at 30 Ill. Reg. 2766, effective February 21, 2006; amended at 30 Ill. Reg. 8494, effective April 21, 2006; amended at 31 Ill. Reg. 10645, effective July 16, 2007; amended at 32 Ill. Reg. 3413, effective February 22, 2008; amended at 32 Ill. Reg. 13263, effective July 25, 2008; emergency amendment at 32 Ill. Reg. 18876, effective November 21, 2008, for a maximum of 150 days; amended at 33 Ill. Reg. 5462, effective March 24, 2009; amended at 34 Ill. Reg. 1582, effective January 12, 2010; amended at 34 Ill. Reg. 15357, effective September 21, 2010; amended at 35 Ill. Reg. 4315, effective February 23, 2011; peremptory amendment at 35 Ill. Reg. 14663, effective August 22, 2011; amended at 35 Ill. Reg. 16755, effective September 29, 2011; amended at 36 Ill. Reg. 2191, effective January 24, 2012; amended at 36 Ill. Reg. 12455, effective July 23, 2012; emergency amendment at 36 Ill. Reg. 12903, effective July 24, 2012, for a maximum of 150 days; amended at 37 Ill. Reg. 199, effective December 19, 2012; amended at 37 Ill. Reg. 8379, effective June

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12, 2013; amended at 37 Ill. Reg. 16729, effective October 2, 2013; amended at 38 Ill. Reg. 11261, effective May 6, 2014; amended at 38 Ill. Reg. 18933, effective September 8, 2014; amended at 38 Ill. Reg. 21788, effective November 3, 2014; amended at 39 Ill. Reg. 6649, effective April 27, 2015; amended at 39 Ill. Reg. 13722, effective October 5, 2015; amended at 40 Ill. Reg. 4940, effective March 2, 2016; amended at 40 Ill. Reg. 12346, effective August 9, 2016; amended at 41 Ill. Reg. 8813, effective June 28, 2017; emergency amendment at 41 Ill. Reg. 8949, effective June 28, 2017, for a maximum of 150 days; amended at 41 Ill. Reg. 14075, effective November 3, 2017; amended at 42 Ill. Reg. 8830, effective May 21, 2018; amended at 43 Ill. Reg. _____, effective _____.

SUBPART B: LICENSES

Section 25.15 Types of Licenses; Exchange

Article 21B of the School Code [105 ILCS 5] establishes a new system of educator licensure to be implemented on or before July 1, 2013 that will replace the system of certification set forth in Article 21 of the School Code. The requirements of this Section apply to the initial exchange of Illinois teaching, special, administrative, school service personnel and other types of educator certificates for the corresponding license and endorsement authorized under Article 21B of the School Code and this Part.

- a) The system of licensure to be established shall consist of the following licenses as set forth in Section 21B-20 of the School Code. The license that corresponds to each teaching, special, administrative, school service personnel or other types of educator certificates or approvals previously issued by the State Board of Education is as follows.
 - 1) Professional Educator License
Any individual holding an initial, standard or master teaching certificate, special certificate, administrative certificate or school service personnel certificate prior to July 1, 2013 shall have that certificate converted to a professional educator license upon implementation of the new system of licensure.
 - A) Certificates subject to exchange are listed in Appendix C.
 - B) The current renewal and registration status of an individual's certificate (i.e., valid and active, valid and exempt, lapsed), as well as any sanctions (i.e., suspended or revoked) imposed on the certificate at the time of the exchange, shall be noted in the State

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Board of Education's electronic Educator Licensure Information System (ELIS) when the applicable endorsement is added to the professional educator license.

- C) Each endorsement on a teaching or special certificate shall be recorded on the professional educator license issued pursuant to this Section.
 - i) Any individual holding an Illinois teaching certificate with approval in bilingual education, English as a Second Language or English as a New Language issued pursuant to 23 Ill. Adm. Code 1.780 (Standards for Teachers in Bilingual Education Programs) shall have that approval recorded on the professional educator license as a comparable endorsement indicating the grade levels to be served and, as applicable, the transitional bilingual language of instruction.
 - ii) Any individual holding an Illinois teaching certificate with approval issued under 23 Ill. Adm. Code 226.810 (Special Education Teaching Approval) for Learning Behavior Specialist I, early childhood special education or bilingual special education shall receive an approval letter that indicates the grade levels and age ranges of the students to be served.
 - iii) Any individual holding an Illinois teaching certificate and short-term emergency certification issued under Section 25.48 shall receive a short-term emergency approval letter.
 - iv) Any individual holding an Illinois teaching certificate and approval under 23 Ill. Code 226.820 for school social worker, school psychologist or school nurse intern shall receive an approval letter indicating the school support personnel area of approval.
- D) Each administrative or school service personnel certificate for which an endorsement will be issued pursuant to Section 21B-25 of the School Code shall be recorded on the professional educator license issued pursuant to this Section. As applicable, each

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endorsement issued on the administrative or school service personnel certificate also shall be recorded as a separate endorsement on the professional educator license.

- E) Any individual holding a master certificate issued under Section 21-2 of the School Code shall be issued a professional educator license with a National Board for Professional Teaching Standards (NBPTS) master teacher designation. (See 105 ILCS 5/21B-65.) An NBPTS master teacher designation shall not qualify a licensee to teach in a particular field except as provided in this subsection (a)(1)(E).

i) *Any individual who, on or after July 1, 2012, has been issued a Master Certificate pursuant to Section 21-2 of the School Code or a National Board for Professional Teaching Standards designation on a Professional Educator License pursuant to Section 21B-65 of the School Code may work as a teacher only in an area for which he or she also holds the Illinois endorsement required for that position. (Section 21B-65 of the School Code) Therefore, after July 1, 2012, the area of NBPTS certification obtained by an individual shall be noted on the master certificate as a "NBPTS master teacher designation", rather than an Illinois endorsement, and that designation shall automatically transfer to the professional educator license.*

ii) *Any individual who, prior to June 30, 2012, has been issued an endorsement for a particular area on a Master Certificate may work as a teacher in that area even without having been issued the Illinois endorsement required for that position. (Section 21B-65 of the School Code) An Illinois endorsement placed on a master certificate previous to July 1, 2012 will be shown as an endorsement on the professional educator license.*

- 2) Educator License with Stipulations
Any individual holding a provisional, alternative provisional (i.e., teaching or administrative), resident teacher, provisional vocational, temporary provisional vocational, transitional bilingual or visiting international certificate or holding approval to serve as a paraprofessional shall have

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that certificate or approval converted to an educator license with stipulations upon implementation of the new system of licensure. An educator license with stipulations shall be endorsed with one or more endorsements authorized under Section 21B-20(2) of the School Code. Each endorsement shall correspond to the certificate or approval that the individual held prior to July 1, 2013. That is:

- A) An individual holding a provisional certificate issued under Section 21-10(B) of the School Code shall be issued an educator license with stipulations endorsed for "provisional educator" and the area of endorsement (i.e., teaching, administrative or school support personnel) and, as applicable, for the grade levels and subject areas that are listed on the provisional certificate. In accordance with Section 21B-20(2)(A) of the School Code, *a provisional educator endorsement for principals may not be issued, nor may any person with a provisional educator endorsement serve as a principal in a public school in this State.*
- B) An individual holding an alternative provisional teaching certificate issued under Section 21-5b or 21-5c of the School Code shall be issued an educator license with stipulations endorsed for "alternative provisional educator" and for the content areas and grade levels currently on the alternative provisional teaching certificate.
- C) An individual holding an alternative administrative certificate issued under Section 21-5d of the School Code shall be issued an educator license with stipulations endorsed for "alternative provisional superintendent".
- D) An individual holding a resident teacher certificate issued under Section 21-11.3 of the School Code shall be issued an educator license with stipulations endorsed for "resident teacher" and for the content areas and grade levels on the resident teacher certificate.
- E) An individual holding a provisional vocational certificate issued under Section 21-10(C)(1) of the School Code shall be issued an educator license with stipulations endorsed for "career and technical educator" and for the content areas and grade levels on the provisional vocational certificate.

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- F) An individual holding a temporary provisional vocational certificate issued under Section 21-10(C)(2) of the School Code shall be issued an educator license with stipulations endorsed for "provisional career and technical educator" and for the content areas and grade levels on the temporary provisional vocational certificate.
- G) An individual holding a transitional bilingual certificate issued under Section 14C-8 of the School Code shall be issued an educator license with stipulations endorsed for "transitional bilingual educator", as well as for the transitional bilingual language and grade levels indicated on the transitional bilingual certificate.
- H) An individual holding a visiting international teacher certificate issued under Section 25.92 shall be issued an educator license with stipulations endorsed for "visiting international educator", as well as for the transitional bilingual language, content area and ~~world~~foreign language on the visiting international teacher certificate.
- I) An individual holding a paraprofessional approval letter issued under Section 25.510 of this Part who either has an associate degree or has a minimum of 60 semester hours of college credit from a regionally accredited institution of higher education, or who has passed a test of basic skills required under Section 21B-30 of the School Code shall be issued an educator license with stipulations endorsed for "paraprofessional educator".
- J) An individual holding paraprofessional approval issued under Section 25.510 who has fewer than 60 semester hours of college credit or has not passed a test of basic skills shall receive a paraprofessional approval letter issued by the State Superintendent of Education.
- 3) Substitute Teaching License
Any individual holding a substitute teaching certificate issued under Section 21-9 of the School Code shall be issued a substitute teaching license.

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- 4) An individual holding an interim certificate endorsed in a school support personnel area pursuant to Subpart D shall not be issued a license but shall receive an approval letter issued by the State Superintendent.
- 5) An individual holding an educational interpreter approval at the standard or master level issued pursuant to Section 25.550 shall receive an educational interpreter approval. An individual holding an educational interpreter approval at the initial level shall be issued an interim approval, which shall be valid for the period of time remaining in the validity period of the initial approval issued and shall not be renewed.
- b) The applicable license, any endorsements on that license and the status of those endorsements (see Section 25.15(a)(1)(B)) shall be recorded in ELIS (see <https://www.isbe.net/Pages/Licensure.aspx>~~<https://www.isbe.net/Pages/Educator-Licensure-Information-System.aspx>~~). The licensee may view the certificate exchange in the ELIS; no paper copies of his or her license will be issued.
- c) The professional educator license or the educator license with stipulations received under this Section shall be valid for the period of time remaining in the validity period of the Illinois certificate that was exchanged for the license. After this initial validity period, provided that any conditions for renewal of the license are met:
 - 1) *all professional educator licenses are valid until June 30 immediately following five years of being issued* (Section 21B-20(1) of the School Code); and
 - 2) each educator license with stipulations is valid for the period of time set forth in Section 21B-20(2) of the School Code for the specific endorsement.
- d) Applicability
 - 1) The provisions of subsection (c) do not apply to:
 - A) A NBPTS' master designation on a professional educator license, which shall remain valid for the length of time that an individual's NBPTS certification is in effect (see Section 25.832);

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- B) A substitute teaching license issued under this Section, which shall be valid until June 30, 2018, and may be renewed upon application and payment of the fee required by Section 21B-40 of the School Code to register the license;
 - C) An educator license with stipulations endorsed for provisional career and technical educator issued under this Section, which shall be valid until June 30, 2018, and may be renewed for one, five-year period provided the licensee *has completed a minimum of 20 semester hours of coursework from a regionally accredited institution* and as otherwise provided in Section 21B-20(2)(F) of the School Code and Section 25.72 of this Part;
 - D) Any educator license with stipulations endorsed for paraprofessional educator shall be valid until June 30 following five years of the license being issued pursuant to this Section.
- 2) An educator educational interpreter approval shall be valid until June 30 following five years of the approval being issued pursuant to this Section; this subsection (d)(2) does not apply to any interim approval issued.

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

Section 25.25 Requirements for the Professional Educator License

The requirements of this Section shall apply to the issuance of professional educator licenses. All professional education and content-area coursework that forms part of an application for licensure, endorsement or approval submitted under this Part must have been passed with a grade no lower than "C-" or equivalent in order to be counted towards fulfillment of the applicable requirements.

- a) Each applicant shall:
 - 1) hold a bachelor's degree; and
 - 2) one of the following:
 - A) have completed an approved Illinois educator preparation program for the type of endorsement (i.e., teaching, administrative or school support personnel) sought on the professional educator license (see

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Subpart C). (Thirty-two semester hours in the endorsement area sought is required for teaching endorsements.) Each applicant must complete coursework addressing:

iA) *the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled* (Section 21B-20(1) of the School Code [105 ILCS 5]), which shall focus on the characteristics and methods of instruction for cross-categorical special education students so that all teachers:

•i) understand the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provide opportunities that support the intellectual, social and personal development of all students;

•ii) understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners; and

•iii) understand instructional planning and design instruction based on knowledge of the discipline, students, community and curriculum goal;

iiB) *methods of reading and reading in the content area* (Section 21B-20(1) of the School Code), which for teachers and administrators shall address each of the following standards:

•i) varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency and strategy used in the content areas;

•ii) the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text and the purpose of the reading situation;

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•iii) communication theory, language development and the role of language in learning;

•iv) the relationships among reading, writing and oral communication and understanding how to integrate these components to increase content learning;

•v) the design, selection, modification and evaluation of a wide range of materials for the content areas and the reading needs of the student;

•vi) variety of formal and informal assessments to recognize and address the reading, writing and oral communication needs of each student; and

•vii) varied instructional approaches that develop word knowledge, vocabulary, comprehension, fluency and strategy use in the content areas;

iiiE) *methods of reading and reading in the content area* (Section 21B-20(1) of the School Code), which for school support personnel shall address each of the following standards:

•i) understands how students acquire reading competency;

•ii) understands reading deficits and reading levels, and how they contribute to a student's ability to succeed in kindergarten through grade 12;

•iii) understands the correlation of behavior and classroom culture (discipline, management, control, influence on engagement) on reading development and reading acquisition; and

•iv) uses the skills and strategies specific to their school support personnel specialty to support or enhance reading skill development, as applicable; and

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- ~~ivD)~~ complete a program satisfaction survey on the State Board of Education's Educator Licensure Information System (ELIS) before receiving his or her professional educator license; or
- ~~B3)~~ pursuant to Section 21B-35 of the School Code, hold a valid, comparable certificate or license in another state or country ~~(if seeking a teaching endorsement)~~, or have completed a comparable teaching or administrative preparation program in another state or country (see Section 25.425 of this Part), including:
- ~~iA)~~ coursework *in the methods of instruction of the exceptional child* (Section 21B-35(a)(3) of the School Code) in cross-categorical special education that meets the requirements of subsection (a)(1)(A);
- ~~iiB)~~ coursework *in methods of reading and reading in the content area* (Section 21B-35(a)(4) of the School Code) that meets the requirements of subsection (a)(1)(B); and
- ~~iiiC)~~ coursework *in instructional strategies for English language learners* (Section 21B-34(a)(5) of the School Code), which shall address bilingual education, English as a Second Language or English as a New Language methods; or
- 34) pursuant to Section 21B-35 of the School Code, hold a valid, comparable certificate or license in another state or country, or have completed a comparable school support personnel preparation program in another state or country (see Section 25.425), including college coursework in:
- A) *the methods of instruction of the exceptional child* (Section 21B-35(a)(3) of the School Code) in cross-categorical special education, which shall meet the requirements outlined in subsection (a)(1)(A);
- B) *the methods of reading and reading in the content area* (Section 21B-35(a)(4) of the School Code), which shall meet the requirements outlined in subsection (a)(1)(C); and

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- C) *instructional strategies for English language learners* (Section 21B-35(a)(5) of the School Code), which shall align to standards for addressing second language acquisition and the diverse learner set forth in the Standards for the Speech-Language Pathologist (23 Ill. Adm. Code 28.230) or, for other school support personnel, the applicable standards in 23 Ill. Adm. Code 23 (Standards for School Support Personnel Endorsements).
- b) Each applicant for a professional educator license endorsed in a teaching field shall have completed student teaching in conformance with the requirements of Section 25.620, except in the following circumstances:
- 1) Applicants awarded credit in student teaching on a transcript issued by a regionally accredited institution of higher education need not complete another student teaching experience.
 - 2) One full year's teaching experience on a valid certificate or license in the public schools shall be accepted in lieu of student teaching.
 - 3) Applicants holding a bachelor's degree and a valid, comparable certificate or license from another state or country do not need to provide evidence of student teaching.
- c) For the purposes of this Part:
- 1) a "valid, comparable certificate or license" means a current (not expired) certificate or license endorsed in the specific content area teaching field and grade levels for which Illinois licensure is sought that is equivalent to an ~~educator license with stipulations endorsed for provisional educator or~~ an Illinois professional educator license; and
 - 2) "one full year's teaching experience" means the equivalent of two semesters of scheduled full-time teaching, which may, however, be accumulated in any combination of increments. That is, it need not be accumulated through full-time teaching.
- d) Evidence of teaching experience, as may be required under this Part, may be satisfied in one of the following ways:

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- 1) For teachers employed in Illinois public schools, verification of the teacher's experience obtained from ELIS may be used.
 - 2) The chief administrator or other designated official of the employing school district or nonpublic school (or other employing entity, if applicable to the holder of a professional educator license endorsed for early childhood; also see subsection (d)(4)) may submit a letter documenting the nature and duration of the applicant's teaching.
 - 3) A letter signed by an official of the state education agency in another state may be substituted for an employer's letter when the latter cannot be secured.
 - 4) Early childhood teaching experience shall be understood as contributing to the fulfillment of this requirement if gained in a position for which a professional educator license endorsed for early childhood was required pursuant to the rules of the State Board of Education at 23 Ill. Adm. Code 235 (Early Childhood Block Grant).
 - 5) Experience gained while teaching in a home school shall not be applicable to the fulfillment of this requirement.
- e) Each applicant for a professional educator license endorsed in an administrative or school support personnel field shall meet the applicable requirements of Subpart D or E, respectively.
 - f) The professional educator license shall be endorsed in accordance with this Part.
 - g) Each applicant shall be required to pass the tests required for the professional educator license as specified in Section 21B-30 of the School Code and Section 25.720 of this Part.
 - h) ~~Nothing in this Section is intended to preclude an applicant from seeking the issuance of an educator license with stipulations endorsed for provisional educator in specific fields (i.e., teaching, administrative or school support personnel) and, as applicable, content areas and grade levels under Section 21B-20 of the School Code in the event that the individual has failed to meet one or more of the requirements for a professional educator license in his or her area of endorsement. Only one educator license with stipulations endorsed for provisional educator may~~

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~~be issued to an educator; subsequent endorsements may be added but will have the same expiration date as the license.~~

hi) If a candidate has completed all of the requirements for an Illinois-approved educator preparation program at an Illinois institution of higher education as listed in subsection (hi)(1), but has not successfully passed a teacher performance assessment (TPA), the candidate may be entitled for an educator license with stipulations endorsed for a provisional in-State educator by the institution where the program was completed.

- 1) The candidate must have:
 - A) at least a bachelor's degree;
 - B) completed all components of an approved educator preparation program, excluding passing the TPA;
 - C) passed a test of basic skills and applicable content test, as required by Section 21B-30 of the School Code; and
 - D) attempted a TPA and received a minimum score on that assessment, as established by the State Board in consultation with the State Educator Preparation and Licensure Board.
- 2) The provisional in-State educator endorsement on an educator license with stipulations is valid for one full fiscal year after the date of issuance and may not be renewed.

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

Section 25.32 Teacher Leader Endorsement ~~(Beginning September 1, 2012)~~

The Section establishes the requirements for the receipt of a teacher leader endorsement valid for prekindergarten through grade 12 and for approval of educator preparation programs to provide the program required for receipt of the endorsement. The teacher leader endorsement is intended to increase the quality of leadership, as well as teaching and learning practices, and recognize the critical importance that leadership by teachers brings to the overall school improvement mission of the school and its personnel. The teacher leader endorsement will create a career path to retain and develop high-performing teachers for leadership roles; formalize, define, and build the competencies necessary for high-quality leadership to improve student learning; and recognize

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and encourage shared leadership and decision-making in schools to maximize outcomes for children.

- a) For the purposes of this Section, a teacher leader is defined as an individual with the capacity and skills to:
 - 1) harness the collective knowledge of teachers to have a positive impact on teaching and learning and school and student success;
 - 2) promote shared governance and leadership in schools by working effectively with the principal and other adults in the school, with a consistent focus on student learning and achievement;
 - 3) model excellence in teaching with a strong foundation in improving the climate of the school and classroom, curriculum, instruction, assessment and intervention;
 - 4) provide guidance, coaching, mentoring, influence, direction and support to teachers to improve the effectiveness of teaching and learning; and
 - 5) promote and influence change to improve school and student outcomes.
- b) A teacher leader may serve in a variety of roles within the school district, including but not limited to:
 - 1) curriculum specialist (i.e., identifying, designing and implementing curriculum and school and district improvement);
 - 2) coach (i.e., providing coaching to other teachers and staff on instructional practice and methods);
 - 3) mentor teacher (i.e., providing mentoring to new teachers or others in need of assistance);
 - 4) department chair or lead teacher;
 - 5) content specialist (i.e., leading instructional programs in a specific content area);

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- 6) teacher leaders responsible for supervising others, provided that a supervisory endorsement is not required pursuant to 23 Ill. Adm. Code 1.705 (Requirements for Supervisory and Administrative Staff) for the position to which the teacher leader is assigned;
 - 7) program leaders (i.e., relative to the climate of the school and classroom, curriculum, instruction or assessment); and
 - 8) other areas of responsibility as identified by school districts.
- c) ~~Beginning September 1, 2012, a~~ teacher leader endorsement on a professional educator license will be available to persons who fulfill the requirements of Section 21B-25(2)(E) of the School Code [105 ILCS 5/~~21B-25(2)(E)~~] and this Section. In order to receive a teacher leader endorsement, a candidate holding a professional educator license shall:
- 1) have obtained a master's degree or higher from a regionally accredited institution;
 - 2) have passed the test of basic skills pursuant to Section 25.720; and
 - 3) have completed a program that meets the requirements set forth in this Section.
- d) Only institutions of higher education and not-for-profit entities that have been recognized under Subpart C to conduct educator preparation programs may apply to the State Board of Education for approval to offer a teacher leader endorsement program. Each program shall address at least the coursework listed in Section 21B-25(2)(E) of the School Code and this subsection (d).
- 1) Leadership, to address:
 - A) knowledge of leadership frameworks and models of shared governance;
 - B) understanding teacher evaluation models and training;
 - C) ability to hold self and others accountable for results; and
 - D) ability to lead teams in setting goals and achieving results.

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- 2) Designing professional development to meet teaching and learning needs, to include:
 - A) understanding, applying and evaluating the specific needs of new teachers for induction and mentoring;
 - B) ability to coach teachers and staff;
 - C) ability to understand, apply and evaluate models of effective professional development; and
 - D) ability to observe instruction and provide coaching, mentoring or professional development feedback to teachers.
 - 3) Building school culture that focuses on student learning, to address:
 - A) understanding diverse learners (including students with Individualized Education Programs, English language learners, students who are underrepresented in the school population, and other at-risk students) and their families and communities;
 - B) ability to analyze and interpret data around school culture, working and learning conditions, and climate;
 - C) understanding the impact of instructional models and practices on improving learning, as well as the culture and climate of the school and classrooms; and
 - D) ability to understand and apply to the learning environment the Illinois Social and Emotional Learning Standards set forth at 23 Ill. Adm. Code 555.Appendix A.
 - 4) Using assessments to improve student learning and foster student achievement.
 - 5) Building collaboration with teachers and stakeholders.
- e) A request for program approval shall be submitted to the State Superintendent for consideration in accordance to the requirements of Section 25.145.

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- f) Actions following upon the recommendation of the State Educator Preparation and Licensure Board shall be as described in Section 25.160.
- g) An approved teacher leader program shall be subject to the review process set forth in 23 Ill. Adm. Code 25.Subpart C.

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

Section 25.37 Acquisition of Subsequent ~~Teaching~~ Endorsements on a Professional Educator License

The provisions of this Section shall apply when an individual who already holds a professional educator license with one or more teaching endorsements wishes to receive an additional endorsement in a teaching field or a grade level.

- a) The ~~individual candidate~~ who wishes to add ~~subsequent~~~~other~~ content ~~area~~ endorsements ~~orto teach in the~~ grade levels ~~to a professional educator license currently authorized by the license~~ shall meet the applicable requirements of Section 25.100 specific to the content area of the endorsement sought, and provide evidence of having passed the applicable content-area test required under Section 25.720.
- b) A candidate not meeting the criteria of subsection (a) who wishes to receive ~~an additional subject~~subsequent content area endorsement in an area of special education (i.e. Learning Behavior Specialist I, Learning Behavior Specialist II, Deaf or Hard of Hearing, Blind or Visually Impaired, or Early Childhood Special Education), reading specialist, or gifted education specialist ~~or one who is seeking an additional grade level endorsement (i.e., early childhood, elementary, middle, secondary, special K-12)~~ shall submit his or her official transcripts and evidence of teaching experience to an Illinois institution of higher education operating a program approved pursuant to Subpart C that prepares candidates for the endorsement sought.
 - 1) The institution may, at its discretion, compare the coursework and clinical experiences already completed by the applicant to the standards for the endorsement sought and, based on this comparison, may identify for the candidate a "focused program" consisting of coursework and experiences that he or she must complete in order to meet those standards.

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- A) In formulating this type of program, the institution shall ensure that the candidate has broad and deep knowledge of the subject matter, develops the knowledge and skills that are needed to work with students in the age and grade ranges encompassed by the endorsement sought, and is knowledgeable about pedagogical approaches that are suitable for that age group.
 - B) The institution may revise an individual's focused program to include additional or fewer components as it may deem appropriate based upon the results of internal performance assessments that form part of the institution's assessment system (see Section 25.120) or other assessments that are directly related to the standards for the endorsement sought.
 - C) Each institution shall make available a description of the method to be used by the educational unit in assessing the degree to which the work previously completed by candidates for focused programs has addressed relevant standards and in identifying the coursework and experiences these candidates will be required to complete in order to qualify for subsequent endorsements. An institution that uniformly requires all candidates seeking subsequent teaching endorsements to complete certain coursework or field experiences, or to complete a full program without acknowledgment of prior courses or experiences, shall publish and make available a written statement to this effect, describing those requirements.
- 2) A candidate who completes a focused program shall be considered as having completed the institution's approved program for the endorsement sought and shall be eligible to be recommended for the endorsement by entitlement, signifying that the candidate has met all applicable standards.
 - 3) The requirements of this subsection (b) do not apply to a candidate who has received an elementary education endorsement issued pursuant to Section 25.97 and who wishes to receive a middle grades endorsement issued pursuant to 23 Ill. Adm. Code 1.720(b), provided he or she meets the relevant requirements on or before January 31, 2018.
- c) An individual not meeting the criteria of subsection (a) or (b) may provide evidence of holding a valid, comparable out-of-state license in the endorsement area and grade range sought. An individual~~A candidate who holds a professional~~

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~~educator license with one or more teaching endorsements and who wishes to obtain an endorsement for Learning Behavior Specialist II, reading specialist, a school support personnel area listed in Subpart D or any of the administrative positions outlined in Subpart E shall:~~

~~1) complete a "full" educator preparation program approved under Subpart C that consists of coursework and experiences that he or she must complete in order to meet the standards relative to the endorsement being sought and passage of the applicable tests required pursuant to Section 21B-30 of the School Code and Section 25.720 of this Part; or~~

~~2) provide evidence of holding the required degree and a valid, comparable out-of-state license in the endorsement area sought.~~

c) An individual who holds a professional educator license endorsed in a school support personnel area listed in Subpart D or any of the administrative positions outlined in Subpart E and who wishes to obtain a teaching endorsement shall meet the requirements of Section 25.100(e)(2)(C).

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

Section 25.40 Grade-Level Endorsements

a) Each professional educator license ~~or educator license with stipulations~~ issued under this Subpart B shall be endorsed for the particular grade levels and content areas for which a licensee qualifies; based on the individual's type of educator preparation program, out-of-state license, or subsequent endorsement coursework, or passage of the applicable tests required by Section 21B-30 of the School Code and Section 25.720 of this Part. ~~that the individual completed and the grade-level test passed.~~

b) The grade-level endorsement shall take precedence over content-area endorsements when determining if a licensee is eligible to be assigned to a particular position (also see 23 Ill. Adm. Code 1.Subpart G).

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

Section 25.43 Endorsements for Special Education Teachers

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- a) ~~An endorsement~~~~The professional educator license endorsed~~ in special education shall be available to individuals who:
- 1) meet the requirements of Section 25.25 and meet the requirements of subsection (b); or
 - 2) hold a professional educator license endorsed in a teaching field and meet the requirements of subsection (f).
- b) The applicable special education endorsement on a professional educator license shall be issued ~~only~~ to an individual who completes an approved program and demonstrates that he or she meets the relevant standards by passing the test required pursuant to Section 25.720 applicable to endorsement as:
- 1) Learning Behavior Specialist I (23 Ill. Adm. Code 28.200);
 - 2) Teacher of Students who are Blind or Visually Impaired (23 Ill. Adm. Code 28.210);
 - 3) Teacher of Students who are Deaf or Hard of Hearing (23 Ill. Adm. Code 28.220); and/or
 - 4) Early Childhood Special Education (23 Ill. Adm. Code 28.240). Speech-Language Pathologist (23 Ill. Adm. Code 28.230; also requires a master's degree); and/or
 - 5) ~~Early Childhood Special Education (23 Ill. Adm. Code 28.240).~~
- c) A holder of an LBS I endorsement on the professional educator license ~~endorsed for special preschool-age 2+~~ shall not serve students in early childhood special education programs unless he or she has also acquired an early childhood special education approval pursuant to 23 Ill. Adm. Code 226.810(f) (Special Education Teaching Approval). This requirement shall not apply to teachers of students who are blind or visually impaired or deaf or hard of hearing or to speech-language pathologists.
- d) ~~An endorsement for early childhood special education shall be issued to an individual who completes an approved program and demonstrates that he or she meets the standards set forth at 23 Ill. Adm. Code 28.240.~~

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de) ~~A subsequent~~An additional endorsement (Learning Behavior Specialist II (LBS II)) shall be available to holders of the professional educator license endorsed for any of the endorsements set forth in subsections (b)(1) through (4). This shall be an optional credential issued to candidates who complete programs approved in accordance with Subpart C and who meet the standards applicable to one or more of the areas of specialization identified in 23 Ill. Adm. Code 28.310 through 28.370 or by completing 18 semester hours of coursework in the endorsement areas sought or to individuals who successfully pass the test required by Section 25.720:

- 1) LBS II/Transition Specialist;
- 2) LBS II/Technology Specialist;
- 3) LBS II/Bilingual Special Education Specialist;
- 4) LBS II/Deaf-Blind Specialist;
- 5) LBS II/Behavior Intervention Specialist;
- 6) LBS II/Curriculum Adaptation Specialist; and/or
- 7) LBS II/Multiple Disabilities Specialist.

ef) ~~Until August 31, 2020, an~~An individual who holds a valid professional educator license ~~or an educator license with stipulations endorsed for provisional educator~~ with an early childhood, elementary, middle grades, secondary or special teaching endorsement, or a valid educator license with stipulations endorsed for transitional bilingual educator shall receive a PK-age 21~~n~~ LBS I endorsement to teach in special education if he or she has successfully completed college-level coursework addressing each of the following areas and demonstrates that he or she meets the relevant standards by passing the test required pursuant to Section 25.720:

- 1) Survey of exceptional children;
- 2) Characteristics of special education students;
- 3) Methods of teaching special education; and

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- 4) Psychological assessment for children with disabilities.

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

Section 25.46 Special Provisions for the Learning Behavior Specialist I Endorsement

- a) The LBS I endorsement shall ultimately be "unlimited," i.e., valid for serving students with any of the disabilities (or any combination of the disabilities) enumerated in the Individuals with Disabilities Education Act (20 USC 1401 et seq.) and the rules of the State Board of Education for Special Education (23 Ill. Adm. Code 226), except those who are deaf or hard of hearing, blind or visually impaired, or speech- or language-impaired and except as limited by the provisions of Section 25.43(c) of this Part.
- b) Prior to July 1, 2012, the LBS I endorsement of an individual to whom subsection (a) ~~of this Section~~ did not apply shall originally be considered "limited" according to the recipient's pre-existing endorsements. As of July 1, 2012, limited LBS I endorsements shall no longer be available. An individual with a limited LBS I endorsement may be assigned to teach only students with the disabilities covered by the pre-existing endorsements, except that the individual may serve students with one additional disability at the same time as he or she is serving students whose disabilities are reflected in the limitations on his or her LBS I endorsement. An individual who held a pre-existing endorsement for either EMH or TMH but not both shall be considered to be using the extra assignment capacity afforded by this subsection (b) if he or she is assigned to serve students with an expanded range of severity of mental retardation, and students with yet another disability beyond the pre-existing endorsements shall not be assigned to such an individual in that instance. (That is, a teacher holding an LBS I endorsement limited to mental retardation that was based on a pre-existing endorsement for EMH may be assigned to teach students with mental retardation ranging from mild to very severe. If the teacher is so assigned, he or she may not also be assigned to teach students with any other disability. On the other hand, if such a teacher is assigned to students whose mental retardation is in the mild range only, students with an additional disability may also be assigned to that teacher.) The limited LBS I endorsement on the professional educator license shall originally be stated in any of the following ways, or in combinations thereof.
- 1) LBS I/Limited – Learning Disabilities

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- 2) LBS I/Limited – Social/Emotional Disorders
 - 3) LBS I/Limited – Mental Retardation
 - 4) LBS I/Limited – Physically Handicapped
- c) Each individual receiving a limited LBS I endorsement shall make a transition to an "unlimited" endorsement.
- 1) Professional Educator License
Once the holder of a professional educator license begins teaching on the LBS I endorsement, the limitations shall apply through the June 30 that concludes the third consecutive year of licensure. That is, intermittent use of the license shall not delay the expiration of the limitations. However, the limitations shall expire in any case no later than the June 30 that concludes the seventh year of ~~licensure~~certification as an LBS I.
 - 2) Special Education Administrators
The limitations on an LBS I endorsement held by an individual who is serving as an administrator in a special education program shall persist for three years after the issuance of that endorsement and shall expire on the June 30 that concludes the third year of ~~licensure~~certification, calculated from the date of issuance.
 - 3) Individuals whose LBS I endorsements become unlimited shall thereupon be assignable to teach the groups of students referred to in subsection (a) ~~of this Section~~.
- d) An individual who wishes to remove the limitations on a limited LBS I endorsement prior to the time of their automatic expiration may:
- 1) complete college coursework covering the characteristics of students with one of the disabilities referred to in subsection (a) ~~of this Section~~ that are not reflected in the individual's pre-existing endorsements, as well as methods appropriate for teaching students with that disability, such that the combination of the individual's endorsements, approvals, and coursework covers the combination of disability areas required for an unlimited endorsement as set forth in subsection (a)(1) ~~of this Section~~; or

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- 2) pass the content-area test relevant to one of the areas of disability not already encompassed by his or her pre-existing endorsements or approvals, such that the combination of the individual's endorsements, approvals, and examinations passed covers the combination of disability areas required for an unlimited endorsement as set forth in subsection (a) ~~of this Section; or~~
 - 3) demonstrate that he or she qualifies for an additional endorsement or for approval under 23 Ill. Adm. Code 226.810(b) in one of the additional areas of disability and receive the additional endorsement or approval through the relevant application process, such that the resulting combination of the individual's endorsements and approvals complies with the specifications of subsection (a) ~~of this Section; or~~
 - 4) demonstrate that he or she meets the standards for the LBS I endorsement by passing the content-area test for that endorsement; ~~or~~
 - 5) demonstrate, by submitting a signed verification form supplied by the State Board of Education, that he or she meets the criteria established by the State Board and set forth on the verification form for experience in teaching students with one of the disabilities relevant to the combination discussed in subsection (a) ~~of this Section~~ but missing from the individual's pre-existing credentials; or
 - 6) demonstrate, by submitting a signed verification form supplied by the State Board of Education, that he or she meets the criteria established by the State Board and set forth on the verification form for experience in teaching students with autism or traumatic brain injury.
- e) An individual who has completed any of the options outlined in subsection (d) ~~of this Section~~ shall use a format provided by the State Board of Education to notify the State Superintendent of this fact and shall furnish any applicable transcripts or supporting documentation. The State Superintendent shall thereupon add to the individual's professional educator license an LBS I endorsement and notify the regional superintendent of schools to this effect. The licensee shall be eligible for assignment as discussed in subsection (a) ~~of this Section~~.

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

Section 25.48 Short-Term Emergency Approval in Special Education

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~~Beginning July 1, 2020, the~~ short-term emergency approval shall ~~no longer be issued~~be available until June 30, 2023. The provisions of this Section shall apply to school districts, special education cooperatives and joint agreements, regional superintendents of schools, nonpublic special education facilities approved by the State Board of Education pursuant to 23 Ill. Adm. Code 401 (Special Education Facilities Under Section 14-7.02 of the School Code) and certain other facilities pursuant to 23 Ill. Adm. Code 405 (Payments to Certain Facilities under Section 14-7.05 of the School Code).

- a) An individual who wishes to receive a short-term emergency approval shall:
- 1) hold a valid professional educator license ~~or an educator license with stipulations endorsed for a provisional educator~~ with an early childhood, elementary, middle grades, secondary or special teaching endorsement, or a valid educator license with stipulations endorsed for transitional bilingual educator (which need not be valid for the grade levels to be taught under the temporary emergency approval as otherwise required by Appendix A to 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision) ~~valid for teaching a different grade range than the grade range sought~~);
 - 2) present evidence of having completed college-level coursework encompassing a "survey of exceptional children" as well as any one of the three other areas required pursuant to ~~Section 23 Ill. Adm. Code~~ 25.43(f); and
 - 3) submit the required fee along with an application to the State Board of Education, on a form designed by the State Superintendent, including:
 - A) a description of a plan for the individual's acquisition of an LBS I endorsement ~~valid for the grade range to be taught~~ by completing college-level coursework addressing the following areas:
 - i) characteristics of special education students;
 - ii) methods of teaching special education; and
 - iii) psychological assessment for children with disabilities; and

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- B) a description of the supervision the individual will receive from an individual who holds a professional educator license endorsed for special education supervision pursuant to Section 25.497.
- b) Each applicant's plan shall be validated by an authorized representative of the employing entity. The employing entity shall provide the following:
 - 1) a statement of assurance that supervision will be provided by an individual who holds a professional educator license endorsed for special education supervision pursuant to Section 25.497.
 - 2) a statement of assurance that the employing entity has exhausted all recruitment efforts and has been unable to secure the services of an individual who is appropriately licensed for the teaching position in question.
- c) Approval of an individual's application shall be specific to the teaching assignment and employer described in the application but shall be transferrable to a new employer, provided that the conditions of subsection (b) are met by the new employer.
- d) Upon approval of an application by the State Superintendent of Education, the individual shall have three full fiscal years, ~~beginning with the next academic term,~~ in which to complete the coursework described in subsection (a)(3)(A) and receive the LBS I endorsement under Section 25.43 following passage of the content-area test required for the endorsement. This three-year period shall not include intervals during which any of the following circumstances apply:
 - 1) serious illness or the onset or exacerbation of a disability;
 - 2) care of an immediate family member during serious illness or disability;
 - 3) destruction of the licensee's dwelling; or
 - 4) other circumstances that cause the time the individual could otherwise devote to acquiring additional credentials to be taken up with other responsibilities that cannot be avoided without serious financial hardship or other family disruption (e.g., death of a spouse that results in the need to take a second job or assume operation of a business).

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- e) An individual who experiences any of the circumstances discussed in subsection (d) may submit information to the State Superintendent of Education describing the situation. This information shall be accompanied by relevant evidence, such as a physician's statement, insurance claim or other applicable documentation of the facts. The State Superintendent shall issue a response indicating the period of time for which the three-year deadline shall toll, which shall take into account the relationship of the academic term to the individual's circumstances.
- f) The short-term emergency approval for a holder of an educator license with stipulations endorsed for transitional bilingual educator will not expire when the transitional bilingual educator endorsement expires; however, for the short-term approval to remain in effect, the holder must hold a valid~~have either an educator license with stipulations endorsed for provisional educator or a~~ professional educator license.
- g) The short-term emergency approval shall not be renewed. An individual who does not obtain the LBS I endorsement within the time allotted shall not be assigned to a special education teaching position.
 - 1) ~~An individual who does not obtain the LBS I endorsement within the time allotted shall not be assigned to a special education teaching position.~~
 - 2) ~~An individual who does obtain the LBS I endorsement shall become subject to the provisions of Section 25.47.~~

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

Section 25.60 Alternative Educator Licensure Program for Teachers (Beginning January 1, 2013)

This Section establishes requirements in addition to those set forth in Section 21B-50 of the School Code [105 ILCS 5] for an institution of higher education or a not-for-profit entity recognized and approved to offer educator preparation programs under Subpart C to provide an alternative approach to obtaining a professional educator license.

- a) General Requirements
Each alternative educator licensure program shall:
 - 1) Include a program of study that addresses the content enumerated in Section 21B-50(b)(1) of the School Code. For purposes of this subsection

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(a)(1), instruction relative to special education and reading shall meet the criteria set forth in Section 25.25(a)(1) of this Part and, for English language learners, the criteria found in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers).

- 2) Provide two years of residency pursuant to Section 21B-50(b)(2) and (3) of the School Code during which the candidate is assigned to teach full time for two school years as the teacher of record or a co-teacher.

A) During the first school year of the residency, the program shall assign a mentor teacher to each candidate.

i) The mentor shall:

- i) hold a professional educator license and be employed by the school district where the candidate is serving his or her residency;
- ii) have three years of full-time teaching experience in the 10 years immediately preceding his or her assignment as a mentor; and
- iii) have achieved a performance evaluation rating of proficient or higher in his or her two most recent evaluations.

ii) In a preschool educational program that meets the criteria established in Section 2-3.71 of the School Code, each candidate shall be assigned a mentor or qualified equivalent of a mentor.

B) During the second year of residency, the program shall assign a teacher who meets the requirements of subsection (a)(2)(A) to serve as a coach for each candidate, providing consultation and support, as needed.

- 3) Involve a partnership of the institution or not-for-profit entity offering the alternative educator program with a public school district or nonpublic school that meets the criteria set forth in Section 21B-50(d) of the School Code or a preschool educational program that meets the criteria

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established in Section 2-3.71 of the School Code. Candidates also may serve:

- A) in the case of early childhood endorsements, in a position for which a professional educator license endorsed for early childhood is required pursuant to the rules of the State Board of Education at 23 Ill. Adm. Code 235 (Early Childhood Block Grant); or
 - B) in a facility operated by a provider approved by the State Superintendent to contract with school districts for the provision of special education services pursuant to Section 14-7.02 of the School Code and 23 Ill. Adm. Code 401 (Special Education Facilities Under Section 14-7.02 of the School Code); or
 - C) in a charter school.
- 4) At the conclusion of the second year of residency, each program shall administer a comprehensive assessment to gauge the candidate's teaching effectiveness. The assessment shall be~~that is~~ conducted by the principal, or in a preschool educational program that meets the criteria established in Section 2-3.71 of the School Code, a principal or qualified equivalent, of the school to which the candidate is assigned and the coordinator of the alternative educator program appointed by the institution or not-for-profit entity. (See Section 21B-50(b)(4) and (d) of the School Code.)

b) Candidate Qualifications

- 1) In order to enroll in the program, each candidate shall pass Illinois' test of basic skills and the content-area test for which licensure is sought, as required under Section 21B-30 of the School Code and Section 25.720. (See Section 21B-50(c)(5) of the School Code.)
- 2) In order to participate in the first year of residency, the candidate shall:
 - A) apply for an educator license with stipulations endorsed for provisional alternative educator, which shall be issued upon the presentation of evidence of having met the requirements set forth in Section 21B-50(c) of the School Code and payment of the fee required under Section 21B-40 of the School Code; and

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- B) complete the course of study required under subsection (a)(1).
- 3) In order to participate in the second year of residency, the candidate shall:
 - A) complete any additional coursework relative to the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) and the content-area standards for the teaching field of the endorsement, as required under Section 25.120;
 - B) pass ~~a teacher performance assessment~~the Teacher Performance Assessment (TPA) no later than the end of the first semester of the second year of residency; and
 - C) be recommended for second year of residency in accordance with the program's process established pursuant to subsection (c)(6)(C).
- c) Proposal Requirements
 - 1) Each proposal shall describe the role and responsibilities of the institution or not-for-profit entity and of the school district or nonpublic school with which the institution or entity will partner. The proposal also shall identify the program coordinator to be assigned by the institution or entity to oversee the candidates in the alternative program.
 - A) The proposal shall include a plan to ensure that the program coordinator visits the classroom in which each candidate is placed for an average of one day a week during the school year.
 - B) Any program coordinator assigned to the candidates under this subsection (c)(1) shall meet the requirement for training under subsection (c)(7).
 - 2) Each proposal shall demonstrate how the program will evaluate the congruence of a candidate's baccalaureate education, his or her employment experience in a field requiring application of that education, and the teaching area for which the candidate seeks preparation and licensure.
 - 3) For candidates who have not completed a major in the particular content area of the endorsement sought, as required under Section 21B-50(c) of

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the School Code, the institution or not-for-profit entity shall describe the process and criteria it will use to determine whether the coursework the candidate completed aligns to the standards for the content area of the endorsement and represents at least 32 semester hours of credit in that content area.

- A) Any transcript evaluation the program conducts pursuant to this subsection (c)(3) shall be provided to the State Superintendent for his or her approval no later than 45 days before the candidate is to be admitted into the program.
 - B) For candidates seeking an endorsement in early childhood, elementary or special education, a *major in the content area of one of the sciences* (Section 21B-50(c)(3) of the School Code) shall be understood to mean any of the biological, physical or social sciences.
- 4) Each proposal shall provide an assurance that all candidates will be required to pass a teacher performance assessment~~the TPA~~ no later than the end of the first semester of their second year of residency.
- 5) Each proposal shall describe the proposed course of study.
- A) Each proposal shall demonstrate how candidates will acquire knowledge of content and skills equivalent to the content and skills contained in a preparation program approved pursuant to Subpart C with regard to:
 - i) *instructional planning*;
 - ii) *instructional strategies, including those meeting the criteria for instruction relative to special education, reading and English language learning set forth in Section 25.25(b)*;
 - iii) *classroom management*; and
 - iv) *the assessment of students and use of data to drive instruction.* (Section 21B-50(b)(1) of the School Code)

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- B) Each proposal shall include provisions for determining the amount of time individual candidates will need in order to complete the proposed course of study, based upon factors, such as their experience and the type of program offered.
 - C) Each proposal shall describe the field experiences in which candidates will participate before beginning their first year of residency.
 - D) Each program shall include a preservice assessment of each candidate's performance, to be conducted by the institution or not-for-profit entity responsible for the program at the conclusion of the course of study in order to determine the candidate's readiness for the two-year teaching assignment. Each proposal shall state the criteria for the institution's or entity's determination of candidates' readiness.
- 6) Each proposal shall describe the proposed arrangements for candidates' teaching assignments under this Section and shall provide for these to be set forth in a formal, written agreement between the participating entity responsible for the program and the school districts, early childhood or nonpublic special education facility, or charter school where candidates will practice. Each agreement shall address:
- A) the nature and intensity of the support to be provided to candidates by the mentor, as well as any experienced teachers and other staff members of the district, including:
 - i) the qualifications and experience of the mentor and any of the assisting teachers and staff;
 - ii) the estimated amount of time the mentor and any assisting teachers and staff will devote to advising and assisting candidates; and
 - iii) the specific roles of the mentor and any assisting teachers and staff;
 - B) provisions enabling candidates to compensate for teaching time lost due to emergencies; and

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- C) the process and criteria to be used by the principal, or qualified equivalent, of the school where the candidate is placed and the program coordinator to recommend the candidate's placement in a second year of residency. (Section 21B-50(b)(2) of the School Code)
- 7) Each proposal shall describe the proposed method of comprehensively assessing candidates' teaching performance at the conclusion of the second year of residency, which shall at a minimum meet the requirements set forth in 23 Ill. Adm. Code 50.120 (Professional Practice Components for Teachers) and be conducted by an individual who has successfully completed the prequalification process and passed the required assessment authorized by Section 24A-3 of the School Code. The assessment methods shall be set forth in a formal, written agreement between the participating entity responsible for the program and the school districts where candidates will practice. Each agreement shall describe:
- A) the roles of the principal and program coordinator who will participate in the evaluation of candidates;
 - B) assessment methods capable of demonstrating whether a candidate is:
 - i) knowledgeable about specific subject matter and strategies for teaching that subject matter to students with differing needs; and
 - ii) skilled in managing and monitoring students' learning; and
 - C) the professional development process to be used either for those candidates who receive a "needs improvement" rating at the conclusion of the assessment process or in instances when the principal and program coordinator cannot agree, which shall address the candidate's weaknesses and deficiencies identified during the assessment and assist the candidate in making improvement during the third year of residency relative to those weaknesses and deficiencies. The option for professional development and a third year of residency shall not be afforded to any candidate who receives "unsatisfactory" ratings from both the

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principal and program coordinator or for anyone who receives an "unsatisfactory" rating from either the principal or program coordinator and a "needs improvement" rating from either the principal or program coordinator.

- 8) Each proposal shall delineate any criteria, in addition to a candidate's receiving a rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(7), by which candidates will be recommended for the professional educator license endorsed in the content area and grade level of the candidate's residency practice by the participating entity responsible for the program.
- 9) Proposals shall be submitted to the State Board of Education and addressed as follows:

Alternative Educator Licensure Program
100 North First Street
Springfield, Illinois 62777

- d) Program Approval
Proposals for the establishment of alternative programs for teacher licensure meeting the specifications of this Section and Section 21B-50 of the School Code shall be approved by the State Superintendent pursuant to the requirements set forth in Section 25.120, in consultation with the State Educator Preparation and Licensure Board.
- e) *Successful completion of the program shall be deemed to satisfy any other practice or student teaching and content matter requirements established by law.*
[105 ILCS 21B-50(b)] A candidate successfully completing the program shall receive a professional educator license endorsed in the content area and grade levels of his or her residency practice upon application and payment of the fee required under Section 21B-40 of the School Code.
- f) Each alternative program established pursuant to this Section shall be subject to the review process and reporting requirements described in Subpart C.

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

Section 25.65 Alternative Educator Licensure (Repealed)

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~~Section 21-5b of the School Code [105 ILCS 5/21-5b] sets forth the admission and completion dates for candidates seeking professional educator licenses endorsed in one or more teaching fields in accordance with the provisions of this Section. Applications for approval of an alternative education program under this Section shall not be accepted after December 31, 2012.~~

- a) ~~Section 21-5b of the School Code [105 ILCS 5/21-5b] provides for the issuance of educator licenses with stipulations endorsed for alternative provisional educator to eligible candidates, as defined in that Section, who successfully complete a program consisting of:~~
 - 1) ~~a course of study approved by the State Board of Education;~~
 - 2) ~~one year of full-time teaching on the educator license with stipulations endorsed for alternative provisional educator:~~
 - A) ~~in the public schools; or~~
 - B) ~~in a nonpublic school, provided that:~~
 - i) ~~the nonpublic school meets the recognition criteria set forth in rules governing Voluntary Registration and Recognition of Nonpublic Schools (23 Ill. Adm. Code 425);~~
 - ii) ~~as of July 1, 2014, the majority of individuals who provide non-religious instruction to students hold a valid Illinois professional educator license endorsed in a teaching field in accordance with Article 21B of the School Code [105 ILCS 5/Art. 21B] and this Part;~~
 - iii) ~~the individual who serves as the principal holds a valid Illinois professional educator license endorsed either for general administrative or principal in accordance with Article 21B of the School Code and this Part; and~~
 - iv) ~~as of January 1, 2010, the school has a written policy stating that all new teachers hired to provide non-religious instruction to students will hold a valid Illinois professional educator license endorsed in a teaching field in accordance with Article 21B of the School Code and this Part; or~~

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- ~~C) in the case of the early childhood endorsement, in a position for which a professional educator license endorsed for early childhood was required pursuant to the rules of the State Board of Education at 23 Ill. Adm. Code 235 (Early Childhood Block Grant); or~~
 - ~~D) in a facility operated by a provider approved by the State Superintendent to contract with school districts for the provision of special education services pursuant to Section 14-7.02 of the School Code [105 ILCS 5/14-7.02] and 23 Ill. Adm. Code 401 (Special Education Facilities Under Section 14-7.02 of the School Code); or~~
 - ~~E) in a charter school authorized under Article 27A of the School Code; and~~
- ~~3) a comprehensive assessment of the candidate's teaching performance, culminating in a favorable recommendation by the entity responsible for the course of study.~~
- b) Proposals seeking to establish programs meeting the specifications of subsection (a) shall be addressed as follows:
 - ~~State Board of Education
Alternative Educator Licensure Program
100 North First Street
Springfield, Illinois 62777-0001~~
- ~~e) Each proposal shall indicate the maximum number of teaching candidates to be served by the proposed program in each of its sessions.~~
- ~~d) Each proposal, simultaneously with State Board of Education staff's review, will be reviewed by the State Educator Preparation and Licensure Board, which shall provide its recommendation to the State Board of Education so that the State Board of Education may comply with the timeline set forth in Section 21-5b of the School Code.~~
- e) A proposed course of study will be approved by the State Board of Education if the proposal demonstrates how candidates will acquire the knowledge of the content and the skills equivalent to the content and skills contained in the participating entity's preparation program approved pursuant to Subpart C with

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~~regard to:~~

- ~~1) educational theory;~~
 - ~~2) instructional methods; and~~
 - ~~3) practice teaching.~~
- ~~f) The assessment of the candidate's teaching performance for the year referred to in this Section shall include components that are designed to demonstrate that the candidate is:~~
- ~~1) knowledgeable about specific subject matter and strategies for teaching that subject matter to students with differing needs; and~~
 - ~~2) skilled in managing and monitoring students' learning.~~

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

Section 25.67 Alternative Route to Teacher Licensure (Repealed)

~~Section 21-5c of the School Code [105 ILCS 5/21-5c] sets forth the admission and completion dates for candidates seeking professional educator licenses endorsed in one or more teaching fields in accordance with the provisions of this Section. Applications for approval of an alternative education program under this Section shall not be accepted after December 31, 2012.~~

- ~~a) Section 21-5c of the School Code [105 ILCS 5/21-5c] provides for the issuance of an educator license with stipulations endorsed for alternative provisional educator in a teaching field to eligible candidates, as defined in that Section, who successfully complete an intensive course of study approved by the State Board of Education.~~
- ~~b) Section 21-5c of the School Code further provides for the issuance of professional educator licenses endorsed in a teaching field to candidates who, after completing the course of study referred to in subsection (a), complete an alternative program that also includes:~~
 - ~~1) one year of full-time teaching on the educator license with stipulations endorsed for alternative provisional educator, in accordance with the requirements set forth in Section 25.65(a)(2)(B); and~~

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- 2) ~~a comprehensive assessment of the candidate's teaching performance, culminating in a favorable recommendation by the entity responsible for the course of study.~~
- e) ~~Proposals for the establishment of programs meeting the specifications of subsections (a) and (b) shall be approved if they comply with Section 21-5c of the School Code and this Section. Proposals shall be addressed as follows:~~

~~State Board of Education
Alternative Educator Licensure Program
100 North First Street
Springfield, Illinois 62777-0001~~

- d) ~~Proposal Requirements~~
 - 1) ~~Each proposal shall describe the role and responsibilities of the sponsor of the alternative program.~~
 - 2) ~~Each proposal shall demonstrate how the program will evaluate the congruence of a candidate's baccalaureate education, his or her employment experience in a field requiring application of that education, and the teaching area for which the candidate seeks preparation and educator licensure.~~
 - 3) ~~Each proposal shall state that all candidates must:~~
 - A) ~~pass the test of basic skills required pursuant to Section 21B-30 of the School Code [105 ILCS 5/21B-30] and Section 25.720 prior to beginning the proposed course of study; and~~
 - B) ~~pass the content area test required pursuant to Section 21B-30 of the School Code and Section 25.720 prior to beginning the teaching assignment that is a part of the alternative program.~~
 - 4) ~~Each proposal shall describe the proposed course of study.~~
 - A) ~~Each proposal shall demonstrate how candidates will acquire knowledge of content and skills equivalent to the content and skills contained in a preparation program approved pursuant to Subpart~~

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~~C) with regard to:~~

- ~~i) educational theory;~~
- ~~ii) instructional methods; and~~
- ~~iii) practice teaching.~~

~~B) Each proposal shall include provisions for determining the amount of time individual candidates will need in order to complete the proposed course of study, based upon factors, such as their experience and the type of program offered. In all cases, the amount of time needed shall be less than that required to complete the entity's preparation program approved pursuant to Subpart C.~~

~~C) Each program shall include a preservice assessment of each candidate's performance, to be conducted by the entity responsible for the program at the conclusion of the course of study in order to determine the candidate's readiness for the year-long teaching assignment. Each proposal shall state the criteria for the entity's determination of candidates' readiness.~~

5) Each proposal shall describe the proposed arrangements for candidates' teaching assignments under this Section and shall provide for these to be set forth in a formal, written agreement between the participating entity responsible for the program and the school districts where candidates will practice. Each agreement shall address:

A) the nature and intensity of the support to be provided to candidates by experienced teachers and other staff members of the district, including:

- i) the qualifications and experience of the assisting teachers and staff;
- ii) the estimated amount of time assisting teachers and staff will devote to advising and assisting candidates; and
- iii) the specific roles of the assisting teachers and staff; and

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- ~~B) provisions enabling candidates to compensate for teaching time lost due to emergencies.~~
- ~~6) Each proposal shall describe the proposed method of assessing candidates' teaching performance for the year referred to in this Section and shall provide for these methods to be set forth in a formal, written agreement between the participating entity responsible for the program and the school districts where candidates will practice. Each agreement shall describe:~~
 - ~~A) the roles of all parties who will participate in the evaluation of candidates; and~~
 - ~~B) assessment methods capable of demonstrating whether a candidate is:~~
 - ~~i) knowledgeable about specific subject matter and strategies for teaching that subject matter to students with differing needs; and~~
 - ~~ii) skilled in managing and monitoring students' learning.~~
- ~~7) Each proposal shall delineate the criteria by which candidates will be recommended for the professional educator license by the participating entity responsible for the program.~~
- ~~e) Each alternative program established pursuant to this Section shall be subject to the requirements set forth in Section 25.115.~~

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

Section 25.95 World Language Endorsement for the Transitional Bilingual Educator

The requirements of this Section apply to individuals holding an educator license with stipulations endorsed for transitional bilingual educator who ~~also~~ wish to apply for a world language endorsement on that license. The requirements of Section 25.100, rather than the requirements of this Section, apply for individuals seeking to add a world~~foreign~~ language endorsement on a professional educator license.

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- a) In accordance with Section 21B-20(2)(H) of the School Code [105 ILCS 5/~~21B-20(2)(H)~~], each applicant for world language endorsement on his or her educator license with stipulations shall:
- 1) demonstrate proficiency in the language for which the endorsement will be issued by passing the applicable foreign language test (see Section 25.710 ~~of this Part~~) in the non-English language in which world foreign language endorsement is sought; and
 - 2) have passed a test of basic skills, as required under Section 21B-30 of the School Code and Section 25.720 of this Part.
- b) The educator license with stipulations shall be endorsed for a language in the specific world foreign language for which proficiency was demonstrated pursuant to subsection (a)(1) ~~of this Section~~. The world language endorsement shall be valid for the same validity period as the license transitional bilingual educator endorsement and shall expire when that license endorsement expires.
- c) An individual holding an educator license with stipulations endorsed for world language shall be qualified to teach the world foreign language of the endorsement in any of prekindergarten through grade 12.

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

Section 25.96 Endorsement for Early Childhood Education (Birth through Grade 2)

The requirements set forth in this Section apply to the receipt of an early childhood education endorsement (valid for teaching self-contained general education) issued for birth to grade 2.

- a) The endorsement for ~~self-contained general education for~~ early childhood education shall be affixed to the professional educator license.
- b) Each candidate for a professional educator license endorsed in an early childhood education ~~endorsement~~ shall complete the requirements set forth in Section 25.25a 32 semester hour major in early childhood offered by an Illinois program approved for the preparation of early childhood education teachers pursuant to Subpart C. Illinois approved programs ~~The program~~ shall include:
- 1) coursework that addresses at least three areas of the sciences (i.e., physical, life, and earth and space); and

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- 2) coursework that addresses at least four areas of the social sciences (i.e., (history, geography, civics and government, and economics of Illinois, the United States and the world).
- c) Each candidate enrolled in an Illinois approved program shall complete field experiences and student teaching, as required under Section 25.620, that includes opportunities to work in at least two of the three early childhood age groupings of birth through age 3, age 3 through 5 years, and age 5 through 8 years.
- d) Any candidate completing an early childhood education program that meets the requirements of 23 Ill. Adm. Code 26.110(d) is eligible for a Gateways ECE Level 5 credential for two years after completing the program and may apply for the credential by using the process set forth at <http://www.ilgateways.com/en/credentials>. Candidates are not required to obtain the Gateways ECE Level 5 credential in order to receive the early childhood education endorsement under this Section.
- e) An individual who holds a valid professional educator license with an elementary education, middle grades, secondary or special teaching endorsement shall receive an early childhood education endorsement if he or she has successfully completed 18 semester hours of college-level coursework addressing each of the following areas specific to or inclusive of early childhood education and/or by demonstrating that he or she meets the relevant standards by passing the test required by Section 25.720. Additional coursework addressing topics in subsection (e)(2) or (e)(3) shall be taken if needed to total 18 semester hours.
 - 1) Child growth and development.
 - 2) Planning and assessment.
 - 3) Methods and content pedagogy.
 - 4) Literacy methods.
 - 5) Collaborative relationships with family or communities.~~Each candidate shall be required to pass the applicable tests, as required by Section 21B-30 of the School Code, subject to the provisions of Section 25.720 of this Part.~~

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

Section 25.97 Endorsement for Elementary Education (Grades 1 through 6)

The requirements of 23 Ill. Adm. Code 1.710 (Requirements for Elementary Teachers) shall apply to the preparation of any candidate who completes a program approved in accordance with those provisions before September 1, 2018 and applies for or is entitled (that is, the approved ~~program~~programs, the basic ~~skill~~skill and content-area testing, and ~~practicum~~practica that are involved) for the elementary education endorsement by September 1, 2019. For candidates prepared in a program approved using the standards set forth at 23 Ill. Adm. Code 20 (Standards for Endorsements in Elementary Education), as well as those completing programs on or after September 1, 2018, the requirements of this Section shall apply.

- a) The endorsement for self-contained general elementary education in grades 1 through 6 shall be affixed to ~~the~~ professional educator license.
- b) Each candidate for ~~a professional educator license endorsed~~an endorsement in self-contained general elementary education shall complete ~~the requirements set forth in Section 25.25a 32 semester-hour major in elementary education offered by an Illinois program approved for the preparation of elementary education teachers pursuant to Subpart C. Illinois approved programs~~The program shall include:
 - 1) coursework that addresses at least three areas of the sciences (i.e., physical, life, and earth and space); ~~and~~
 - 2) coursework that address at least four areas of the social sciences (i.e., (history, geography, civics and government, and economics of Illinois, the United States and the world).; ~~and~~
 - 3) ~~a student teaching experience that meets the requirements of Section 25.620 for those candidates who will be receiving the professional educator license for the first time.~~
- c) An individual who holds a valid professional educator license endorsed for provisional educator with an early childhood education, middle grades, secondary, or special teaching endorsement shall receive a self-contained general elementary education endorsement if he or she has successfully completed college-level coursework addressing each of the following areas specific to or inclusive of elementary education or by demonstrating that he or she meets the relevant

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standards and by passing the test required by Section 25.720. Additional coursework addressing topics in subsection (e)(3) shall be completed if needed to total 18 semester hours.

- 1) Growth and development.
- 2) Planning and assessment.
- 3) Methods and content pedagogy.
- 4) Literacy methods.
- e) ~~Each candidate shall be required to pass the applicable tests, as required by Section 21B-30 of the School Code, subject to the provisions of Section 25.720 of this Part.~~
- d) ~~Additional elementary endorsements (e.g., elementary mathematics, elementary reading) may be added to the professional educator license endorsed for self-contained elementary education in accordance with the provisions of Section 25.37.~~

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

Section 25.99 Endorsement for the Middle Grades (Grades 5 through 8)

The requirements of 23 Ill. Adm. Code 1.720 (Requirements for Teachers of Middle Grades) shall apply to the preparation of any candidate who completes the requirements set forth in Section 1.720 and has the endorsement issued on or before January 31, 2018. For candidates prepared in a program approved using the standards set forth at 23 Ill. Adm. Code 21 (Standards for Endorsements in the Middle Grades), as well as those completing programs on or after February 1, 2018, the requirements of this Section shall apply.

- a) A subject-specific~~The~~ endorsement for the middle grades of 5 through 8 shall be affixed to a~~the~~ professional educator license.
- b) General Requirements
 - 1) Each candidate for a professional educator license endorsed an endorsement for the middle grades shall complete the requirements set forth in Section 25.25.a~~a 32 semester hour major in middle grades~~

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~~education offered by an Illinois program approved for the preparation of teachers in the middle grades pursuant to Subpart C.~~

- 2) As applicable to the specific middle-grades ~~subject~~content area of the endorsement, ~~an Illinois approved program~~the course of study required under subsection (b)(1) shall include the following:
- A) for a middle-grades math endorsement, 24 hours of math content, which shall include three hours of content-specific methods focused on the middle grades; ~~or~~
 - B) for a middle-grades literacy endorsement, 24 hours of literacy content, which shall include three hours of content-specific methods focused on the middle grades; ~~or~~
 - C) for a middle-grades science endorsement, 24 hours of science content (including three hours of content-specific methods focused on the middle grades) to include coursework in each of the following areas:
 - i) physical sciences;
 - ii) life sciences; and
 - iii) earth and space sciences; ~~or~~
 - D) for a middle-grades social science endorsement, 24 hours of social science content (including three hours of content-specific methods focused on the middle grades) to include coursework in each of the following areas, in relation to Illinois, the United States and the world:
 - i) history;
 - ii) geography;
 - iii) civics and government; and
 - iv) economics; or

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- E) for content areas other than those specified in this subsection (b), 24 hours of content specific to the endorsement sought, which shall include three hours of content-specific methods focused on the middle grades.
- ~~3) Each candidate who will be receiving the professional educator license for the first time shall complete a student teaching experience that meets the requirements of Section 25.620 specific to his or her content area of endorsement.~~
- ~~e) Each candidate shall be required to pass the applicable tests, as required by Section 21B-30 of the School Code, subject to the provisions of Section 25.720 of this Part.~~
- ~~cd) Additional content-area endorsements (e.g., health education, physical education, family and consumer sciences) may be added to the professional educator license endorsed for the middle grades upon completion of the coursework specified in subsection (e) and by passing the test required by Section 25.720 in accordance with the provisions of Section 25.37.~~
- ~~de) A licensee holding the middle-grades endorsement instead of the elementary education endorsement on the professional educator license may teach in grades 5 or 6 in a self-contained general education setting provided that he or she has a minimum of six semester hours of coursework in each content area to be taught for which the licensee does not hold a content-area endorsement issued under subsection (b).~~
- ~~e) An individual who holds a valid professional educator license with an early childhood education, elementary education, secondary, or special teaching endorsement shall receive a content-specific middle grades endorsement if he or she has successfully completed 18 semester hours of college-level coursework addressing each of the following areas specific to or inclusive of the middle grades or by demonstrating that he or she meets the relevant standards by passing the test required by Section 25.720:~~
- ~~1) Content-specific methods; and~~
 - ~~2) Content coursework specific to the content area sought.~~

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

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Section 25.100 Teaching Endorsements on the Professional Educator License

Beginning July 1, 2013, the structure of teaching endorsements available on the Illinois professional educator license is changed. Appendix E provides a list of the available endorsements and shows for each endorsement the related endorsements that were previously issued. Any semester hours of credit presented toward fulfillment of the requirements of this Section shall be posted on the candidate's official transcript and may be taken in on-line or electronically-mediated courses, provided that college credit is provided for the coursework by a regionally accredited institution of higher education. All professional education and content-area coursework that forms part of an application for licensure, endorsement or approval that is received on or after February 1, 2012, must have been passed with a grade no lower than "C-" or equivalent and be posted on the individual's official transcript in order to be counted towards fulfillment of the applicable requirements.

- a) Content-specific endorsements (e.g., science – biology, social science – economics) shall be required in conjunction with some endorsements, as shown in Appendix E. Except in the case of worldforeign language, a licensee shall be authorized to teach all the subjects encompassed by a particular endorsement, regardless of the content-specific endorsement or endorsements received in conjunction with that endorsement. However, a licensee may not teach honors courses, as these are defined by the employing district, or Advanced Placement courses in a subject for which he or she does not hold the content-specific endorsement. For example, a secondary science teacher with a content-specific endorsement for science – biology may not teach honors physics or chemistry unless he or she holds a content-specific endorsement in science – physics or science – chemistry.
- b) The provisions of subsection (a) do not apply to endorsements in a particular content area available prior to July 1, 2004 that were not exchanged for the endorsement currently available. Individuals holding these endorsements shall teach only the specific content encompassed by the endorsement issued. For instance, an individual who holds an endorsement in biology (rather than "sciences" with a content-area endorsement in science – biology) shall teach only biology and no other science content. An individual who wishes to teach other subjects in the same field or grade levels shall be required to apply for the relevant new endorsement in keeping with Section 21B-40 of the School Code [105 ILCS 5] and meet the applicable requirements of this Section.
- c) Endorsements at Time of Issuance of the Professional Educator License

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- 1) Pursuant to Section 21B-25 of the School Code, each professional educator license *shall be specifically endorsed by the State Board of Education for each content area and grade-level range for which the holder of the license is qualified to teach and for which application has been made.*
- 2) The professional educator license issued shall be endorsed in keeping with the program completed and the related content-area test passed by the candidate and for any other subject in which the individual:
 - A) meets the requirements of subsection (d), (f), (g), (h), (i), (j) or (k);
~~or~~
 - B) has accumulated 1824 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education; ~~or, with at least 12 semester hours at the upper division or graduate level, as defined by the institution offering the coursework,~~ and has passed the applicable content-area test.
 - ~~C) has passed the applicable content area tests required by Section 25.720.~~
- d) Certain endorsements or content-specific endorsements listed in Appendix E have no corresponding content-area test (see Section 25.710). The provisions of this subsection (d) shall apply to the issuance of these endorsements and content-specific endorsements.
 - 1) For an applicant who is receiving an Illinois professional educator license endorsed for a teaching field, the institution that offered the approved program completed by the applicant shall indicate that the applicant has met the standards applicable to the endorsement or the particular content-specific endorsement, except that the requirements of subsection (~~h~~k) shall apply to the issuance of endorsements in safety and driver education beginning with applications received on or after February 1, 2012.

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- 2) An applicant prepared out of state, or an applicant who is already licensed in Illinois and is seeking to add a new endorsement or a content-specific endorsement in one of these subjects, other than an endorsement in safety and driver education, shall:
 - A) ~~Pass the applicable test required by Section 25.720 present verification from an institution with an approved educator preparation program that he or she is prepared in the area covered by the endorsement or content-specific endorsement sought; or~~ and
 - B) present evidence of completion of ~~18~~24 semester hours of coursework (subject to further limitations as set forth in this Section) in the area covered by the endorsement or content-specific endorsement sought.
- 3) An applicant prepared out of state or an applicant who is already licensed in Illinois and is seeking to add a new endorsement in safety and driver education shall be subject to the requirements set forth in subsection (~~h~~k).
- e) Addition of Endorsements to Currently Held Professional Educator Licenses
~~An individual who holds a valid professional educator license~~Individuals seeking to endorse currently held professional educator licenses shall apply for additional~~the~~ endorsements, using the Educator Licensure Information System (ELIS); and pay the fee required under Section 21B-40 of the School Code.
 - 1) When an applicant qualifies for an endorsement, its issuance shall be reflected on ELIS.
 - 2) An endorsement will be issued for any subject in which the individual:
 - A) holds a valid professional educator license with an early childhood, elementary, middle grades, secondary, or special teaching endorsement and meets the requirements of subsection (d), (~~f~~), (~~fg~~), (~~h~~), (~~gi~~), (~~j~~) or (~~hk~~); or
 - B) for other content areas not referenced in subsection (e)(2)(A), holds a valid professional educator license with an early childhood, elementary, middle grades, secondary, or special teaching endorsement and:

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- i) has accumulated 1824 semester hours of college credit demonstrably related to the subject area, ~~either as a subset of an approved program at an Illinois institution or~~ from one or more regionally accredited institutions of higher education; or and (with at least 12 semester hours at the upper division or graduate level, as defined by the institution offering the coursework, for secondary endorsements) and
 - ii) has passed the applicable content-area test; ~~any coursework to be considered (whether undergraduate or graduate level) shall be posted on the individual's official transcript.~~
- C) An individual who holds a professional educator license endorsed for an area outside of teaching shall receive any of the teaching endorsements identified in this Part by:
 - i) passing the tests required by Section 25.720;
 - ii) completing a State-approved program in the subject area sought or a comparable program, as defined in Section 25.425(a), offered out of state;
 - iii) completing a student teaching experience that meets the requirements of Section 25.620; and
 - iv) completing applicable subject area requirements outlined in this Section.
- f) ~~Special provisions shall apply to the issuance of endorsements in the sciences and social sciences. The requirements of subsections (f)(1) through (4) relate to endorsements and content-specific endorsements in these fields based on the standards found at 23 Ill. Adm. Code 27.140 through 27.260. (See Appendix E.)~~
 - 1) ~~An individual seeking to add an endorsement and a content-specific endorsement in either of these fields who does not already hold that endorsement with one of its other available content-specific endorsements shall be required to pass the content-area test for the content-specific endorsement sought and either:~~

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- ~~A) be recommended for the endorsement and the content-specific endorsement by an institution with an approved program in the subject area based on having completed coursework sufficient to address the applicable content-area standards; or~~
 - ~~B) present evidence of having accumulated 32 semester hours of college coursework in the field, from one or more regionally accredited institutions, that meets the following requirements:
 - ~~i) at least 12 semester hours of credit must have been earned in the subject area of the content-specific endorsement sought; and~~
 - ~~ii) some portion of the coursework completed must have addressed at least two additional content-specific endorsements within the field; and~~
 - ~~iii) in the case of the sciences, the coursework completed must have included both biological and physical science.~~~~
- ~~2) The requirement stated in subsection (f)(1) shall apply whenever an individual seeks to add his or her first endorsement in one of these fields.~~
- ~~3) An individual may receive a subsequent content-specific endorsement in the same field if he or she has:
 - ~~A) passed the applicable content-area test and completed 12 semester hours of coursework in the subject area of the content-specific endorsement; or~~
 - ~~B) completed a major in the content area of the content-specific endorsement.~~~~
- ~~4) An individual who holds an endorsement in the sciences or social sciences under the structure that was in effect prior to July 1, 2004 may receive an endorsement and a content-specific endorsement in that field under the new structure by passing the content-area test for the content-specific endorsement sought and completing 12 semester hours of coursework in the subject area of the content-specific endorsement. He or she may then~~

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~~qualify for additional content specific endorsements in the field pursuant to subsection (f)(3).~~

~~fg)~~ Special provisions shall apply to the issuance of endorsements for reading teachers and reading specialists. A reading teacher is a teacher whose assignment involves teaching reading to students. A reading specialist is a teacher whose assignment involves the provision of technical assistance and/or professional development to other teachers and may also include teaching reading to students.

1) Reading Teacher

This endorsement shall not be issued alone as an individual's first teaching credential. An individual who holds an Illinois professional educator license and who receives an endorsement for some teaching field other than reading shall be eligible to receive this additional endorsement on that license when he or she presents evidence of:

A) having passed the applicable content-area test (i.e., reading teacher or reading specialist) ~~required by Section 25.720 and having been recommended for the endorsement by virtue of completing an approved reading teacher preparation program based on the standards set forth at 23 Ill. Adm. Code 27.110 that requires at least 24 semester hours of graduate or undergraduate coursework in reading (as posted on the individual's official transcript), including a practicum involving clinical experience with two or more students and at two or more grade levels, at an institution that is recognized to offer teacher preparation programs in Illinois;~~ or

B) ~~having passed the applicable content-area test and~~ having completed ~~18~~24 semester hours of graduate or undergraduate coursework in reading (as posted on the individual's official transcript), including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed:

- i) foundations of reading;
- ii) content-area reading;
- iii) assessment and diagnosis of reading problems;

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- iv) developmental and remedial reading instruction, ~~and support, materials and resources; and~~
- ~~v) developmental and remedial materials and resources; and~~
- ~~vii)~~ literature appropriate to students across all grade ranges.

2) Reading Specialist

- A) Each candidate for the reading specialist endorsement ~~shall hold an Illinois professional educator license or an educator license with stipulations endorsed for provisional educator. The candidate also~~ shall present evidence of two years of teaching experience either on an educator license in an Illinois school or on a comparable out-of-state certificate or license valid for teaching at any of the grade levels of early childhood, elementary, middle, secondary or special K-12. Each candidate shall be eligible to receive the reading specialist endorsement on the professional educator license when he or she presents evidence of having completed the teaching experience required under this subsection (fg)(2)(A).
- B) Each candidate shall hold a master's degree or higher awarded by a regionally accredited institution of higher education.
- C) Each candidate ~~for a professional educator license endorsed for reading specialist~~ shall have completed a K-12 reading specialist preparation program approved pursuant to Subpart C, or a comparable program, as defined in Section 25.425(a), offered out of state, that includes clinical experiences with five or more students at both the elementary (i.e., kindergarten through grade 8) and secondary levels and leads to the issuance of a master's or higher degree, provided that a person who holds one master's degree shall not be required to obtain a second one. For purposes of the clinical experiences, a candidate shall work with at least one student enrolled in elementary grades and at least one student enrolled in secondary grades and may work with students one on one or in a group. Each candidate shall have been recommended for the endorsement by the institution offering the program.

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- D) Each candidate ~~for a professional educator license endorsed for reading specialist shall meet the requirements set forth in Section 25.25 shall be required to pass the content-area test for reading specialist.~~
- E) ~~An individual who is licensed pursuant to subsection (e)(2)(A) or (e)(2)(B) shall receive the reading specialist endorsement if he or she has successfully completed 18 semester hours of coursework addressing each of the following areas or by passing the test required by Section 25.720:~~
- ~~1) foundations of reading;~~
 - ~~2) content area reading;~~
 - ~~3) assessment and diagnosis of reading problems;~~
 - ~~4) developmental and remedial reading instruction, support, materials, and resources; and~~
 - ~~5) literature appropriate to students across all grade ranges.~~
- F) ~~An individual who is licensed in an area outside of teaching shall be eligible to receive a reading teacher endorsement by meeting the applicable clinical experience outlined in subsection (f)(2)(C).~~
- h) Special provisions shall apply to endorsements and content specific endorsements in foreign languages.
- ~~1) For individuals who are seeking a professional educator license for the first time, an endorsement for a specific foreign language may be placed on the license when an individual has completed a major area of concentration in the language, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript and passed the applicable content area test.~~
 - ~~2) For individuals who currently hold professional educator licenses with at least one endorsement for a foreign language, an endorsement for a different foreign language may be added when an individual has passed the applicable content area test.~~

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- 3) ~~For individuals who currently hold professional educator licenses endorsed in teaching fields other than foreign language, an endorsement for a foreign language may be added upon completion of 24 semester hours of college credit in the language, either as an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and passage of the applicable content area test. The endorsement issued shall be for only the grade levels for which the individual's professional educator license currently is endorsed. This subsection (h)(3) also is applicable to candidates seeking a professional educator license for the first time to be endorsed in a teaching field other than foreign language.~~
- 4) ~~Section 25.95 sets forth additional provisions for licensure in foreign languages under specified circumstances.~~

g) Requirements for Early Childhood, Elementary, Middle Grades and Bilingual Education

- 1) The requirements of Section 25.97, rather than the requirements of this Section, shall apply to credentials and assignments in the elementary grades.
- 2) The requirements of Section 25.99, rather than the requirements of this Section, shall apply to credentials and assignments in the middle grades, except that Section 25.99 shall be read in conjunction with this Section with respect to reading teacher, reading specialist, gifted education teacher, gifted education specialist, and library information specialist assignments in the middle grades.
- 3) The requirements of 23 Ill. Adm. Code 1.780, 1.781 and 1.782, rather than the requirements of this Section, shall apply to credentials and assignments in the areas of bilingual education and English as a Second ~~(New)~~ Language.
- 4) The requirements of Section 25.96, rather than the requirements of this Section, shall apply to credentials and assignments in early childhood education.

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- j) ~~An additional endorsement for "technology specialist" shall be issued only upon presentation of evidence that the applicant has completed at least 24 semester hours of college coursework demonstrably related to the subject area at one or more regionally accredited institutions of higher education that is aligned to 23 Ill. Adm. Code 27.470 (Technology Specialist), and has passed the relevant content area test.~~
- hk) An endorsement in safety and driver education shall be issued when the applicant provides evidence of having completed 1824 semester hours of college credit in the field, ~~with at least 12 semester hours at the upper division or graduate level (as posted on the individual's official transcript), as defined by the institution offering the coursework,~~ distributed as follows:
- 1) 3 semester hours in injury prevention or general safety;
 - 2) 9 semester hours in driver education that include:
 - A) Driving task analysis (introduction to driver education);
 - B) Teaching driver education in the classroom;
 - C) Teaching the laboratory portion of the driver education course, including on-street teaching under the supervision of a qualified driver education teacher, advanced driver education, and emergency evasive driving maneuvers; and
 - 3) 642 semester hours chosen from at least ~~two~~four of the following areas:
 - A) First aid;
 - B) Psychology of adolescents or young adults;
 - C) Any safety-related issue relevant to driver education;
 - D) Advanced driver education in the use of simulation and multiple car programs;
 - E) Health and wellness;
 - F) Care and prevention of injuries;

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- G) Issues related to alcohol or drug abuse; or
- H) Driver education for students with disabilities.

i4) Special provisions shall apply to the issuance of endorsements for gifted education teachers and gifted education specialists. A gifted education teacher is a teacher whose assignment involves teaching gifted students. A gifted education specialist is a teacher whose assignment involves the provision of technical assistance and/or professional development to other teachers and may also include teaching gifted students.

1) Gifted Education Teacher

This endorsement shall not be issued alone as an individual's first teaching credential. An individual who holds an Illinois professional educator license endorsed at any of the grade levels of early childhood, elementary, middle, or secondary, or for special teaching, shall be eligible to receive this additional endorsement on that license when he or she presents evidence of:

A) having passed the applicable content-area test ~~required by Section 25.720 and having been entitled for the endorsement by virtue of completing an approved gifted education teacher preparation program that aligns to the standards set forth at 23 Ill. Adm. Code 27.490 (Gifted Education Teacher) that requires at least 24 semester hours of undergraduate or graduate coursework in gifted education at an institution that is recognized to offer teacher preparation programs in Illinois pursuant to Subpart C; or~~ and

B) ~~having passed the applicable content area test and~~ having completed ~~18~~24 semester hours of undergraduate or graduate coursework in gifted education (as posted on the individual's official transcript), including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed:

- i) characteristics of the field of gifted education as it pertains to gifted children, including their cognitive, creative and affective development;

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- ii) the wide range of ways in which a child is gifted; issues and practices in identifying and serving gifted children; and the manner in which assessment data shape decisions about identification, learning progress and outcomes; and
 - iii) theoretical and research-based data necessary for the development of programs, curriculum and instructional sequences for gifted children, especially those serving gifted students from diverse populations.
- 2) Gifted Education Specialist

Each candidate for the gifted education specialist endorsement shall hold a professional educator license endorsed at any of the grade levels of early childhood, elementary, middle or secondary, or for special, and have at least two years of teaching experience on that license, or on a comparable out-of-state certificate or license, involving the education of gifted students. ~~Each candidate shall be eligible to receive this endorsement on the professional educator license when he or she presents evidence of having completed the required teaching experience.~~

 - A) Each candidate shall hold a master's degree or higher degree awarded by a regionally accredited institution of higher education.
 - B) Each candidate shall have completed a gifted education specialist preparation program for prekindergarten through grade 12 approved pursuant to Subpart C, or a comparable program, as defined in Section 25.425(a), offered out of state, that aligns to the standards set forth at 23 Ill. Adm. Code 27.495 (Gifted Education Specialist). The program shall ~~consist of 18 semester hours of coursework and~~ include clinical experiences with five or more students in both prekindergarten through grade 8 and grades 9 through 12 and lead to the issuance of a master's or higher degree, provided that a person who holds one master's degree shall not be required to obtain a second one. For purposes of the clinical experiences, a candidate shall work with at least one student enrolled in prekindergarten through grade 8 and at least one student enrolled in grades 9 through 12 and may work with a student one on one or in a group. The clinical experience shall also include coaching or mentoring one or more teachers on the topic of

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gifted education. Each candidate shall have been entitled for the endorsement by the institution offering the program.

- C) Each candidate shall be required to pass the content-area test for gifted education specialist.
- D) An individual who qualifies for the gifted education specialist endorsement may receive the endorsement on his or her professional educator license for assignment in any of prekindergarten through grade 12.

jmm) Each individual, who is first assigned to teach a particular subject on or after July 1, 2004 based on completion of the minimum requirements for college coursework in that subject that are set forth at 23 Ill. Adm. Code 1.737(b), 1.745(b)(3), or 1.755(c), as applicable, but who has not met the requirements of this Section for an endorsement in that subject area, shall have three years after the date of first assignment to meet those requirements and receive the relevant endorsement. An individual who does not do so shall become ineligible to teach the subject in question in any subsequent semester, unless he or she later receives the endorsement.

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

SUBPART C: APPROVING PROGRAMS THAT PREPARE PROFESSIONAL
EDUCATORS IN THE STATE OF ILLINOIS

Section 25.147 Approval of Programs for WorldForeign Language

- a) State reauthorization of programs for foreign language shall not be specific to individual languages. That is, an institution with an approved program in any language shall be considered as having approval for any combination of languages, subject to the provisions of this Section.
 - 1) An institution with an approved foreign language program may add one or more languages to that program at the discretion of the EPP, provided that the institution shall notify the State Superintendent of Education to this effect in writing no later than three months before instruction in that language is to begin, except when notification is required further in advance under subsection (a)(2). The State Superintendent shall provide this information to SEPLB at the next available meeting of SEPLB.

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- 2) An institution that intends to add one or more languages to its approved program for which no test is listed in Section 25.710 shall notify the State Superintendent of Education no later than six months before instruction in that language is to begin, in order to allow time for the identification of an appropriate language proficiency test if needed.
 - 3) An institution that intends to delete one or more languages from its approved foreign language program shall be subject to the requirements of Section 25.165(a).
 - 4) An institution without an approved program in foreign language may apply for approval of a new program under Section 25.120. The application for approval shall indicate which languages the program will initially offer. After initial approval of the program, the institution may add or delete languages as provided in this Section.
- b) Each foreign language program shall, as a requirement for program completion, require its candidates for licensure, other than candidates in Latin and Classical Greek, to complete the Oral Proficiency Interview described in "ACTFL Proficiency Guidelines 2012 – Speaking" (2012), published by the American Council on the Teaching of Foreign Languages (ACTFL), 1001 North Fairfax Street, Suite 200, Alexandria VA 22314 and posted at <http://actflproficiencyguidelines2012.org/> (no later amendments to or editions of these standards are incorporated) and to attain a score at the "intermediate high" level. As an alternative to the ACTFL interview, a program may administer another measure of oral proficiency, provided that approval for that measure is first obtained from the State Board of Education based on evidence that it permits identification of proficiency equivalent to the "intermediate high" level on the ACTFL interview.
- c) Pursuant to the standards set forth in 23 Ill. Adm. Code 27.340 (Foreign Language), each approved preparation program in foreign language shall lead to candidates' eligibility for a special K-12 endorsement on a professional educator license.

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

Section 25.160 Notification of Recommendations; Decisions by State Board of Education

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- a) The Secretary of State Educator Preparation and Licensure Board (SEPLB) shall notify an affected institution in writing not later than 10 days after action has been taken of the recommendation from SEPLB pursuant to the provisions of this Subpart C and, except as provided in this subsection (a), shall await the institution's response (see subsection (b) and (c)) prior to forwarding that recommendation to the State Board of Education. The Secretary of SEPLB shall not await a response from an institution if, as applicable to the nature of the review:
 - 1) SEPLB has recommended the initial recognition of the institution and EPP under Section 25.115, and the approval of all of its proposed programs under Section 25.120;
 - 2) SEPLB has recommended continuing the recognition of the EPP and the approval of all the EPP's existing preparation programs under Section 25.130(b) or (c)(2)(A);
 - 3) SEPLB has recommended approval of each proposed new preparation program under Section 25.120(b)(1); or
 - 4) SEPLB has recommended continuing approval of a preparation program under Section 25.120(b) or (c)(2)(A).
- b) Within 10 days after receipt of written notification from the Secretary of SEPLB, an affected institution may either submit a notice of objection to SEPLB's recommendation or withdraw its application for approval. The institution's narrative explanation of its objections shall conform to the requirements for rejoinders stated in Section 25.115(h) but may also be based upon an objection to SEPLB's review. This narrative and any supporting documentation shall be submitted to the State Superintendent not later than 30 days after the institution submits its notice of objection.
- c) The State Superintendent shall forward to the State Board of Education for consideration at its next available meeting the recommendation made by SEPLB and the institution's narrative explanation of its objections and shall inform SEPLB that these materials have been submitted for the State Board's consideration. The State Board ~~of Education~~ may accept, modify or reverse a recommendation of SEPLB.
- d) No more than 30 days after the State Board ~~of Education~~ makes its decision, the

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State Superintendent shall notify the institution in writing of the State Board's action.

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

SUBPART D: SCHOOL SUPPORT PERSONNEL

Section 25.215 Endorsement for School Social Workers

- a) Each candidate for the school support personnel endorsement for school social worker shall hold a master's or higher degree in social work with a specialization in school social work awarded by a graduate school of social work accredited by the Council on Social Work Education.
- b) Each candidate shall have completed an Illinois program approved for the preparation of school social workers pursuant to Subpart C or a comparable approved program in another state or country or hold a comparable certificate or license issued by another state or country (see Section 25.425).
- c) Each candidate shall have completed both a supervised field experience of at least 400 contact hours, supervised by a field instructor holding a master's or higher degree in social work, and a school social work internship of at least 600 contact hours in a school setting or have one year of professional experience as a school social worker on a valid, comparable out-of-state school social work certificate or license that allows the holder to work as a school social worker in that state's public schools, or an Illinois educator license with stipulations for provisional educator with a school support personnel endorsement for school social worker.
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills, subject to the provisions of Section 25.720 and the timeline for the passage of each test set forth in Section 21B-30 of the School Code [105 ILCS 5]. (See also 23 Ill. Adm. Code 23.140.)
- e) ~~Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code in the event that the individual has failed to meet one or more of the requirements for a professional educator license endorsed for school social worker.~~

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

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Section 25.225 Endorsement for School Counselors

- a) Each applicant for the school support personnel endorsement for school counselor shall hold a master's or higher degree awarded by a regionally accredited institution of higher education in school counseling.
- b) Each applicant shall have completed an Illinois program approved for the preparation of school counselors pursuant to Subpart C or a comparable approved program in another state or country or hold a comparable certificate or license issued by another state or country (see Section 25.425).
- c) Each candidate shall have completed a supervised counseling practicum of at least 100 clock hours that provided interaction with individuals and groups of school age and included at least 40 hours of direct service work. Except as provided in subsection (e), each applicant shall have completed a structured and supervised internship that is part of an approved program.
 - 1) The internship shall be of a length that is determined by the approved program to be adequate to enable candidates to meet the standards set forth at 23 Ill. Adm. Code 23.110 but shall entail at least 600 hours and last no less than one semester, during which the candidate shall engage in the performance of various aspects of the counseling role and shall be gradually introduced to the full range of responsibilities associated with that role. However, the internship for an individual with at least two years of teaching experience may, at the discretion of the institution offering the approved program, consist of no fewer than 400 hours. In each case at least 240 hours of the internship shall involve direct service work with individuals and groups of school age.
 - 2) The internship shall occur in a school setting except that, at the discretion of the institution, a maximum of one-third of the hours required may be credited for experiences in other related settings such as hospitals or day care settings that, in the judgment of the institution, expose the candidate to the needs of school-aged children and prepare the candidate to function as a school counselor.
- d) Except as provided in subsections (e) and (f), each applicant shall either:

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- 1) hold or be qualified to hold a professional educator license endorsed for teaching; or
- 2) have completed, as part of an approved program, coursework addressing:
 - A) the structure, organization and operation of the educational system, with emphasis on P-12 schools;
 - B) the growth and development of children and youth, and their implications for counseling in schools;
 - C) the diversity of Illinois students and the laws and programs that have been designed to meet their unique needs; and
 - D) effective management of the classroom and the learning process.
- e) An applicant who holds another state's certificate or license in school counseling shall not be subject to the requirements of subsection (c) or subsection (d) if he or she presents evidence of at least one year of full-time experience as a school counselor on a valid, comparable out-of-state school counseling certificate or license that allows the holder to work as a school counselor in that state's public schools or on an Illinois educator license with stipulations endorsed for provisional educator with a school support personnel endorsement for school counselor.
- f) An applicant who has completed an approved school counseling program in another state that includes an internship meeting the requirements of subsection (c) shall not be subject to the requirements of subsection (d).
- g) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills, subject to the provisions of Section 25.720 and the timeline for the passage of each test set forth in Section 21B-30 of the School Code [105 ILCS 5]. (See also 23 Ill. Adm. Code 23.110.)
- h) ~~Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code [105 ILCS 5] in the event that the individual has failed to meet one or more of the requirements for a professional educator license endorsed for school counselor.~~

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

Section 25.230 Nationally Certified School Psychologist

An individual who is a Nationally Certified School Psychologist may qualify for a school support endorsement for school psychologist under ~~the requirements of~~ this Section, rather than the requirements set forth in Section 25.235 (Endorsement for School Psychologists). ~~a)~~ Each candidate shall hold a valid Nationally Certified School Psychologist (NCSP) credential~~national certification~~ issued by the National Association of School Psychologists (<http://www.nasponline.org/index.aspx>) that allows the holder to work as a school psychologist in public schools.

- ~~b) Each candidate shall meet the requirements for the professional educator license issued pursuant to Section 21B-20(1) of the School Code [105 ILCS 5] and Section 25.25.~~
- ~~c) Each candidate shall be required to pass the applicable content area test (see Section 25.710), as well as the test of basic skills, subject to the provisions of Section 25.720. (See also 23 Ill. Adm. Code 23.130.)~~

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

Section 25.235 Endorsement for School Psychologists

- a) Each candidate for the school support personnel endorsement for school psychologist shall hold a master's or higher degree in psychology or educational psychology with a specialization in school psychology.
- b) Each candidate shall have completed an Illinois program approved for the preparation of school psychologists pursuant to Subpart C or a comparable approved program in another state or country or hold a comparable certificate or license issued by another state or country (see Section 25.425).
- c) Each candidate shall have completed both a supervised field experience of at least 250 hours in a school setting and/or child study center and either:
 - 1) a one-year, full-time internship under the direction of an intern supervisor;
or

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- 2) one year of full-time work experience as a school psychologist on a valid, comparable out-of-state school psychology certificate or license that allows the holder to work as a school psychologist in that state's public schools or on an Illinois educator license with stipulations endorsed for provisional educator with a school support personnel endorsement for school psychologist.
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 ~~of this Part~~), as well as the test of basic skills, subject to the provisions of Section 25.720 and the timeline for the passage of each test set forth in Section 21B-30 of the School Code [105 ILCS 5]. (See also 23 Ill. Adm. Code 23.130.)
- e) ~~Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code in the event that the individual has failed to meet one or more of the requirements for a professional educator license endorsed for school psychologist.~~

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

Section 25.252 Endorsement for Non-Teaching Speech-Language Pathologists

Certain individuals may qualify for a school support personnel endorsement for non-teaching speech-language pathologist, as provided in Section 14-1.09b of the School Code [105 ILCS 5].

- a) Each applicant shall hold one of the licenses identified in Section 14-1.09b(b)(1) of the School Code.
- b) Each applicant shall hold a master's or doctoral degree earned through completion of a program that meets the requirements of Section 14-1.09b(b)(2) of the School Code. For the purposes of this subsection (b), *a course of study or program approved or accredited* (Section 14-1.09b(b)(2) of the School Code) includes those courses of study or programs that hold either accreditation or the status of "accreditation candidate" issued by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association at the time that the applicant completed the program.
- c) Each applicant shall have met the requirements of Section 14-1.09b(b)(3) of the School Code.

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- 1) *A program of study that meets the content-area standards for speech-language pathologists approved by the State Board of Education in consultation with the SEPLB is a relevant preparation program that has been approved pursuant to Subpart C.*
- 2) A comparable out-of-state program is one that leads to qualification as either a teaching or a non-teaching speech-language pathologist.
- 3) A comparable out-of-state license or certificate is one authorizing employment in the public schools in either capacity. If no educational credential is issued by the state's Board of Education, a credential issued by a state professional association or organization in speech language pathology can be used.
- 4) The required 150 clock hours of supervised, school-based professional experience shall consist of activities related to the aspects of practice that are addressed in the content-area standards for speech-language pathologists (see Section 25.250 and 23 Ill. Adm. Code 28 (Standards for Certification in Special Education)) with respect to:
 - A) planning and intervention;
 - B) the learning environment;
 - C) service delivery;
 - D) professional conduct and ethics; and
 - E) facilitation and advocacy.
- 5) The required evidence of completion for the 150 clock hours of supervised, school-based professional experience shall be a letter signed by the chief administrator or other designated official of the employing school district or nonpublic school documenting the nature and duration of the individual's experience with students with disabilities in a school setting. This letter shall indicate how the experience related to the knowledge and/or performance aspects of each of the standards identified in subsection (c)(4).

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- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills, subject to the provisions of Section 25.720 and the timeline for the passage of each test set forth in Section 21B-30 of the School Code.
- e) ~~Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code in the event that the individual has failed to meet one or more of the requirements for a professional educator license endorsed for non-teaching speech-language pathologists.~~

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

Section 25.260 Endorsement for School Marriage and Family Therapists

- a) Each candidate for school family therapist personnel endorsement for school marriage and family therapist shall hold a master's or higher degree in marriage and family therapy awarded by a regionally accredited institution of higher education.
- b) Each candidate shall have completed an Illinois program approved for the preparation of school marriage and family therapists pursuant to Subpart C or hold a comparable certificate or license issued by another state or country (see Section 25.425).
- c) Each candidate shall have completed a supervised marriage and family therapist practicum of at least 100 clock hours that provided interaction with individuals and groups of school age and included at least 40 hours of direct service work. Except as provided in subsection (d), each applicant shall have completed a structured and supervised internship, as part of an approved program.
 - 1) The internship must occur in a school setting and include at least 600 clock hours and last no less than one semester, during which the candidate shall engage in the performance of various aspects of the marriage and family therapist role and shall be gradually introduced to the full range of responsibilities associated with that role. However, the internship for an individual with at least two years of teaching experience may, at the discretion of the institution offering the approved program, consist of no fewer than 400 hours. In each case, at least 240 hours of the internship

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shall involve direct service work with individuals and groups of school age and may include students' families.

- 2) The internship shall occur in a school setting, except that, at the discretion of the institution, a maximum of one-third of the hours required may be credited for experiences in related settings outside the schools that, in the judgment of the institution, expose the candidate to the needs of school-aged children and prepare the candidate to function as a marriage and family therapist.
- d) An applicant shall not be subject to the requirements of subsection (c) if he or she presents evidence of holding a valid and comparable out-of-state license that is valid for serving as a marriage and family therapist in the public schools of that state or provides evidence of at least one year of full-time experience as a school marriage and family therapist on an Illinois educator license with stipulations endorsed for provisional educator with school support personnel endorsement for school marriage and family therapist.
- e) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills, subject to the provisions of Section 25.720 and the timeline for the passage of each test set forth in Section 21B-30 of the School Code [105 ILCS 5]. (See also 23 Ill. Adm. Code 23.140.)
- f) ~~Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code in the event that the individual has failed to meet one or more of the requirements for a professional educator license endorsed for school marriage and family therapist.~~

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

SUBPART E: REQUIREMENTS FOR THE LICENSURE OF
ADMINISTRATIVE AND SUPERVISORY STAFF

Section 25.335 General Administrative Endorsement (Through June 30, 2016)

This endorsement, to be affixed to a professional educator license, is required for principals, assistant principals, assistant or associate superintendents, and staff filling other similar or related positions as indicated in 23 Ill. Adm. Code 1.705. (See also 23 Ill. Adm. Code 29.120.) No candidates currently are being admitted to general administrative endorsement programs (see

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Section 21B-25(2)(A) of the School Code). For candidates who have completed a program on or before September 1, 2014, a general administrative endorsement shall be issued in accordance with the deadlines set forth at Section 21B-25(2)(A) of the School Code.

- a) Each candidate for the general administrative endorsement shall hold a master's degree or equivalent awarded by a regionally accredited institution of higher education. For the purposes of this subsection (a), "equivalent" shall mean the completion of a degree beyond the bachelor's degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).
- b) Each candidate shall have completed either:
 - 1) an Illinois program approved for the preparation of administrators pursuant to Subpart C; or
 - 2) a comparable approved program in another state or country or hold a comparable certificate or license issued by another state or country (see Section 25.425).
- c) Each candidate shall have two years of full-time teaching or school support personnel experience in public schools, schools under the supervision of the Department of Corrections, schools under the administration of the Department of Human Services, or nonpublic schools recognized by the State Board of Education, pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), or meeting comparable out-of-state recognition standards.
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills pursuant to Section 25.720, except that individuals who received their initial teaching or school support personnel certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.
- e) A candidate who receives the general administrative endorsement on or before June 30, 2016 may continue to be employed in the positions listed in this Section after July 1, 2016. (Also see Section 25.337(d).)
- f) ~~Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code in the event that the individual has~~

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~~failed to meet one or more of the requirements for a professional educator license in his or her area of endorsement, subject to the restrictions provided at Section 25.15(a)(2) regarding employment as a principal or assistant principal. All deficiencies identified shall be satisfied within the timelines specified at Section 21B-25(2)(A) of the School Code.~~

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

Section 25.337 Principal Endorsement (2013)

- a) This endorsement is required for principals and assistant principals.
- b) A principal endorsement shall be affixed to a professional educator license provided that the candidate holds a master's degree or equivalent (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)) and either successfully completes each of the requirements specified in 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois) or meets each of the requirements specified in Section 21B-35(b-5) of the School Code [105 ILCS 5] (also see Section 25.425 of this Part).
- c) Each candidate shall have *4 total years of teaching or 4 total years of working in the capacity of school support personnel in an Illinois public school or nonpublic school recognized by the State Board of Education in accordance with 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), in a school under the supervision of the Illinois Department of Corrections, or in an out-of-state public school or out-of-state nonpublic school meeting out-of-state recognition standards comparable to those approved by the State Superintendent of Education* [105 ILCS 5/21B-25].
- d) For the purposes of Section 21B-25(2)(B) of the School Code, a candidate may qualify for the principal endorsement with *fewer than 4 years of experience* upon presentation of certain performance evaluation ratings that incorporate data and indicators of student growth (see Article 24A of the School Code and 23 Ill. Adm. Code 50 (Evaluation of Educator Licensed Employees under Articles 24A and 34 of the School Code)).
 - 1) A candidate may qualify with three years of experience if he or she has received at least a "proficient" performance evaluation rating in his or her three annual performance evaluations conducted.

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- 2) A candidate may qualify with two years of experience if he or she has received an "excellent" performance evaluation rating in his or her two annual performance evaluations conducted.
- e) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills, pursuant to Section 25.720, except that individuals who received their initial teaching or school support personnel certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.
- f) An individual holding a general administrative endorsement issued pursuant to Section 25.335 may have that endorsement converted to a principal endorsement in accordance with the process set forth in Section 21B-25 of the School Code.

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

Section 25.345 Endorsement for Chief School Business Official

This endorsement is required for chief school business officials. (See also 23 Ill. Adm. Code 29.110.)

- a) Each candidate for the chief school business official's endorsement shall hold a master's degree or equivalent awarded by a regionally accredited institution of higher education. For the purposes of this subsection (a), "equivalent" shall mean the completion of a degree beyond the bachelor's degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).
- b) Each candidate, other than a candidate whose master's degree was earned in *business administration, finance, accounting or public administration* (Section 21B-25(2)(C) of the School Code [105 ILCS 5]), shall have completed 24 semester hours of graduate coursework in an Illinois program approved for the preparation of school business officials pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate or license issued by another state or country (see Section 25.425 of this Part) and either have:
 - 1) *two years' full-time administrative experience in school business management* (Section 21B-25(2)(C) of the School Code); or
 - 2) *two years of university-approved practical experience.*

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- c) Each candidate whose master's degree was earned in *business administration, finance, accounting or public administration* shall complete *an additional six semester hours of internship in school business management from a regionally accredited institution of higher education* (Section 21B-25(2)(C) of the School Code) that is conducted under the supervision of an individual who holds a current Illinois endorsement for chief school business official or who serves as the school district's chief financial officer. Institutions may consider a candidate's work experience in a school business office that is comparable to the responsibilities of a chief school business official as meeting a portion or all of the six-semester-hour internship requirement. For purposes of this subsection (c), one semester hour shall be equivalent to a minimum of 15-clock hours of experience that a candidate documents as completing.
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills pursuant to Section 25.720, except that individuals holding a professional educator license who received their initial teaching, school support personnel or administrative certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.
- e) Educator License with Stipulations. ~~1) Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20(2)(A) of the School Code in the event that he or she has failed to meet one or more of the requirements for a professional educator license endorsed for chief school business official. 2) — A candidate who does not meet the requirements of Section 25.25(a) regarding coursework pertaining to the exceptional child and reading may apply for an educator license with stipulations endorsed for chief school business official by meeting the requirements set forth either in subsection (b) or (c) of this Section. (Also see Section 21B-20(2)(K) of the School Code.)~~ An individual holding an educator license with stipulations endorsed for chief school business official shall be considered fully qualified to serve as a chief school business official provided he or she meets any renewal requirements set forth in Subpart J.

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

Section 25.355 Endorsement for Superintendent (Beginning September 1, 2016)

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The requirements of this Section apply to individuals seeking a superintendent endorsement on or after September 1, 2016.

- a) This endorsement is required for superintendents and assistant superintendents.
- b) A superintendent endorsement shall be affixed to a professional educator license provided that the candidate holds a master's degree or equivalent (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)) and either successfully completes each of the requirements specified in 23 Ill. Adm. Code 33 (Programs for the Preparation of Superintendents in Illinois) or meets each of the requirements specified in Section 21B-35(b-5) of the School Code [105 ILCS 5] (see Section 25.425).
- c) In accordance with Section 21B-25(2)(D) of the School Code, each candidate shall hold an Illinois professional educator license and have two years of full-time administrative or supervisory experience in a general administrative position or as a principal, director of special education or chief school business official either:
 - 1) on the Illinois general administrative, principal, director of special education or chief school business officer endorsement in:
 - A) an Illinois public school; or
 - B) a nonpublic school recognized under 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) whose chief administrator is required to hold a professional educator license endorsed for general administrative or principal and when a majority of the teachers employed in the school are required to hold a professional educator license endorsed in the teaching field specific to each teacher's assignment; or
 - 2) while holding a credential required by the employing state in order to serve as principal, director of special education or chief school business official that is comparable *in validity and educational and experience requirements* (Section 21B-25(2)(D) of the School Code) to the applicable Illinois endorsement, if the candidate completed a comparable out-of-state program for the applicable credential held. (See also Section 25.425 of this Part.)

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- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills pursuant to Section 25.720, except that individuals who received their initial teaching, school support personnel or administrative certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.
- e) ~~Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code in the event that he or she has failed to meet one or more of the requirements for a professional educator license endorsed for superintendent.~~

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

Section 25.360 Endorsement for Superintendent (Through August 31, 2019)

This endorsement, to be affixed to a professional educator license, is required of school district superintendents. (See also 23 Ill. Adm. Code 29.130.) Applicants for an endorsement issued under this Section shall apply for, and have the endorsement issued, no later than September 1, 2019.

- a) Each candidate for the superintendent's endorsement shall hold a master's degree or equivalent awarded by a regionally accredited institution of higher education. For the purposes of this subsection (a), "equivalent" shall mean the completion of a degree beyond the bachelor's degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).
- b) Each candidate shall have completed an Illinois program approved for the preparation of superintendents pursuant to Subpart C or have met the requirements specified in Section 21B-35(b-5) of the School Code (also see Section 25.425 of this Part).
- c) In accordance with Section 21B-25(2)(D) of the School Code, each candidate shall hold an Illinois professional educator license and have two years of experience working full-time in a general administrative position or as a principal, director of special education or chief school business official either:
 - 1) on the Illinois general administrative, principal, director of special education or chief school business officer endorsement in:

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- A) an Illinois public school; or
 - B) a nonpublic school recognized under 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) whose chief administrator is required to hold a professional educator license endorsed for general administrative or principal and when a majority of the teachers employed in the school are required to hold a professional educator license endorsed in the teaching field specific to each teacher's assignment; or
- 2) while holding a credential required by the employing state in order to serve as principal, director of special education or chief school business official that is comparable in validity and educational and experience requirements (Section 21B-25(2)(D) of the School Code) to the applicable Illinois endorsement, if the candidate completed a comparable out-of-state program for the applicable credential held. (See also Section 25.425 of this Part.)
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills pursuant to Section 25.720, except that individuals who received their initial teaching, school support personnel or administrative certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.
- e) ~~Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code in the event that he or she has failed to meet one or more of the requirements for a professional educator license endorsed for superintendent.~~

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

Section 25.365 Endorsement for Director of Special Education

This endorsement, to be affixed to a professional educator license, shall be required for directors and assistant directors of special education beginning July 1, 2005.

- a) Each candidate for the director of special education endorsement shall hold a master's degree or equivalent awarded by a regionally accredited institution of higher education. For the purposes of this subsection (a), "equivalent" shall mean

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the completion of a degree beyond the bachelor's degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).

- b) Each candidate shall:
 - 1) have completed an Illinois program approved for the preparation of directors of special education pursuant to Subpart C or a comparable approved program specific to directors of special education in another state or country or hold a comparable certificate or license issued by another state or country, provided that the requirements met by the applicant for the out-of-state program or certificate or license included completion of at least one course each in:
 - A) special education law;
 - B) special education finance;
 - C) supervision of programs for children with disabilities; and
 - D) cross-categorical special education methods; or
 - 2) submit, along with the application for the endorsement and the applicable fee, a copy of a letter of approval as an administrator of special education issued by the State Board of Education at any time; or
 - 3) submit, along with the application for the endorsement and the applicable fee, evidence of holding an administrative certificate or a professional educator license endorsed for an administrative position and having completed 30 semester hours of coursework, distributed as specified in this subsection (b)(3).
 - A) at least one course in each of the areas described in subsection (b)(1); and
 - B) additional coursework to reach the required total of 30 semester hours, chosen from the areas of:
 - i) curricular adaptations/modifications and assistive technology;

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- ii) facilitation of the least restrictive environment for all students;
 - iii) characteristics of students with disabilities;
 - iv) collaboration with parents and school personnel;
 - v) transition services for students with disabilities; and
 - vi) educational and psychological diagnosis and remedial techniques.
- c) Each candidate shall have two years' full-time experience providing special education services:
 - 1) in the public schools, as a special education teacher, a speech-language pathologist, a school social worker, or a school psychologist; or
 - 2) in a nonpublic school, if the candidate holds the appropriate corresponding Illinois professional educator license endorsed in a special education teaching field or for school support personnel as speech-language pathologist, school social worker, school psychologist, school counselor, school nurse or marriage and family therapist.
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills pursuant to Section 25.720, except that individuals who received their initial teaching or school support personnel certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.
- e) ~~Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code in the event that he or she has failed to meet one or more of the requirements for a professional educator license endorsed for director of special education.~~

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

SUBPART F: GENERAL PROVISIONS

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Section 25.400 Registration of Licenses; Fees

Section 21B-40 of the School Code [105 ILCS 5] requires the registration of an individual's educator license (i.e., professional educator license, educator license with stipulations or substitute teaching license) and establishes the amount of the registration fee to be paid for each full or partial year in the license's validity period. An individual shall register the license immediately (i.e., ~~before no later than~~ January 1 of the next fiscal year) after the date on which the license initially was issued and between April 1 and June 30 in the last year of each 5-year renewal cycle. (See Sections 21B-40(a)(4) and 21B-45(k) of the School Code.) Registration fees and requirements applicable in specified situations shall be as set forth in this Section.

- a) An individual shall pay a separate fee to register each license held (i.e., professional educator license, educator license with stipulations or substitute teaching license) for the license's period of validity (i.e., the time period during which the license is valid). An individual who does not hold an educator license but who has an approval issued pursuant to this Part is not subject to the requirements of this Section.
- b) An individual is required to register his or her license in each region where he or she teaches or in any county of the State, if the individual is not yet employed, but is required to pay a registration fee in only one region. Therefore, an individual who moves from one region to another after paying a registration fee for a particular period of time:
 - 1) shall be required to register his or her license in the new region; but
 - 2) shall not be required to pay any additional registration fee.
- c) When a registration fee is paid, the amount due shall be the amount required to register the license for its entire period of validity.
- d) Pursuant to Section 25.450, a licensee may immediately reinstate the license if it has lapsed (i.e., ~~become invalid for employment~~~~been expired for a period of six months or more~~ due to failure to register the license) by payment of all accumulated registration fees and either payment of the penalty or completion of the coursework required under Section 21B-45 of the School Code. The amount due for each year in the renewal cycle shall be the fee that was in effect at that time, rather than the annual amount applicable at the time when the fees are paid.

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- e) The provisions of subsection (d) do not apply to individuals who are ineligible to register their licenses due to the renewal requirements set forth in Section 21B-45 of the School Code and Subpart J not being met by September 1 of the year in which the license expired. A license subject to this subsection (e) shall be ~~immediately (i.e., within six months)~~ reinstated:
- 1) upon payment of all accumulated registration fees;
 - 2) either payment of the penalty or completion of the coursework required under Section 21B-45 of the School Code, the latter of which shall not be counted as both satisfying the penalty and meeting the professional development owed; and
 - 3) completion of any outstanding professional development activities required for renewal.
- f) The amount of the fee that was in effect for any given year shall remain in effect for that year, regardless of when the fee is paid.
- g) In accordance with Section 21B-45(e)(5) of the School Code, *a licensee working in a position that does not require a professional teaching license or an educator license with stipulations or working in a position for less than 50 percent of full-time equivalency for any particular school year is considered to be exempt and shall be required to pay only the registration fee in order to renew and maintain the validity of the license.*
- h) In accordance with Section 21B-45(e)(6) of the School Code, a licensee with a license in retired status *shall not be required to pay registration fees until returning to a position that requires educator licensure, at which time the licensee shall immediately pay a registration fee and complete renewal requirements for that year.* (See Subpart J regarding renewal requirements.) The requirements of this subsection (h) do not apply to a licensee whose license is in retired status, who holds a professional educator license, and who works only as a substitute teacher for less than 50 percent of full-time equivalency for any particular school year.
- i) *An unregistered license is invalid after September 1 for employment and performance of services in an Illinois public or State-operated school or cooperative and a charter school.* (Section 21B-45(a) of the School Code)

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- j) The other provisions of this Section notwithstanding, no fee paid in connection with the registration of one or more licenses shall have the effect of extending the period of validity of any other license that is subject to additional renewal requirements that have not been met.

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

Section 25.405 Military Service; Licensure

- a) The provisions of subsection (b) shall apply to any individual who:
- 1) holds a professional educator license endorsed for teaching, school support personnel, or an administrative area; and
 - 2) is unavailable for employment on that license due to military service, including service in any reserve capacity.
- b) For any individual as described in subsection (a), the period of validity of any license held shall be tolled during the period of his or her unavailability.
- 1) The time remaining on any license held, and the time when the individual can continue to hold any type of license held, shall be the same when he or she becomes available for employment on the license as was the case when he or she became unavailable under this subsection (b).
 - 2) An individual subject to this subsection (b) shall not owe a fee for any period of time when his or her license's validity is tolled pursuant to this subsection (b).
 - 3) An individual subject to this subsection (b) shall give written notification to the appropriate regional superintendent of schools that he or she has been called to active military service and shall enclose a copy of the military order. Upon return from active duty, the individual shall provide written notification of his or her availability and shall enclose a copy of the release order. This information shall be used to establish the tolling period.
- c) An active member of the U.S. Armed Forces or any reserved component of the U.S. Armed Forces or the National Guard of any state, commonwealth, or territory of the United States or District of Columbia, as well as a spouse of such

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an individual, who meets the requirements of Section 21B-20(2)(A) of the School Code [105 ILCS 5] may obtain a professional educator license by meeting the requirements of Section 25.25 of this Part~~an educator license with stipulations endorsed for provisional educator without first passing Illinois' test of basic skills or the applicable content-area test.~~

- 1) ~~The individual shall be required to pass the tests referred to in this subsection (c), as well as complete any other deficiencies identified, during the two-year validity period of the educator license with stipulations before he or she may apply for and be eligible to receive a professional educator license.~~
- 2) ~~The educator license with stipulations shall not be renewed. (See Section 21B-20(2)(A) of the School Code.)~~

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

Section 25.425 Individuals Prepared in Out-of-State Institutions

- a) In accordance with Section 21B-35 of the School Code [105 ILCS 5], an applicant who has completed *a comparable state-approved education program* of another state or country may be granted an Illinois professional educator license endorsed in the area (i.e., teaching, administrative or school support personnel) that corresponds to the completed program if he or she meets all the generally applicable requirements of Article 21B of the School Code (e.g., age and good character) and the requirements for the license and the endorsement sought, as specified in the applicable Sections of this Part. As used in each of those Sections, a "comparable program" is one that leads to eligibility for service in the same specific capacity in the public schools of the state where the program was completed and is aligned to the standards set forth in Section 25.115(e). A program completed in the United States shall be considered comparable only if it was offered by a regionally accredited institution of higher education or a not-for-profit entity recognized under Subpart C.
 - 1) The individual shall hold a bachelor's *degree* or higher *from a regionally accredited institution of higher education*. (Section 21B-35(a)(2) of the School Code)
 - 2) Each applicant for an Illinois professional educator license endorsed in a teaching field *who has not been entitled by an Illinois-approved institution*

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of higher education or completed an Illinois approved program must hold a valid, comparable out-of-state license or have completed a program that met the following requirements.

- A) For those who have completed traditional preparation programs, these requirements include:
 - i) college coursework in professional education, including pre-student teaching clinical experiences or equivalent experience, and student teaching or equivalent experience;
 - ii) coursework *in the methods of instruction of the exceptional child* in cross-categorical special education (Section 21B-35(a)(3) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(A) of this Part;
 - iii) *coursework in the methods of reading and reading in the content area* (Section 21B-35(a)(4) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(B) of this Part; and
 - iv) coursework *in instructional strategies for English language learners*, which shall address bilingual education, English as a Second Language or English as a New Language methods (Section 21B-35(a)(5) of the School Code).
- B) For those who have completed preparation programs in a school support personnel field listed in Subpart D, these requirements include college coursework in:
 - i) professional education, including an internship or equivalent experience;
 - ii) *the methods of instruction of the exceptional child* in cross-categorical special education (Section 21B-35(a)(3) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(A) of this Part;

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- iii) *the methods of reading and reading in the content area* (Section 21B-35(a)(4) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(C); and
 - iv) *instructional strategies for English language learners* (Section 21B-35(a)(5) of the School Code), which shall align to standards for addressing second language acquisition and the diverse learner set forth in the Standards for the Speech-Language Pathologist (23 Ill. Adm. Code 28.230) or, for other school support personnel, the applicable standards in 23 Ill. Adm. Code 23 (Standards for School Support Personnel Endorsement).
- C) For those who are seeking an endorsement for principal, the applicant's preparation shall be evaluated in accordance with the criteria specified in Section 25.337.
 - D) For those who are seeking an endorsement for superintendent, the applicant's preparation shall be evaluated in accordance with the criteria specified in Section 25.360.
 - E) For those who are seeking an endorsement for chief school business official, the applicant's preparation shall be evaluated in accordance with the criteria specified Section 25.345.
 - F) For those who are seeking an endorsement for director of special education, the applicant's preparation shall be evaluated in accordance with the criteria specified in Section 25.365.
 - G) For those who have completed alternative certification or licensure programs, these requirements include graduation from a regionally accredited institution, either an intensive course of study approved by that state for this purpose or a valid, comparable out-of-state license, and student teaching or another structured teaching experience that forms part of the approved alternative program, as well as the coursework specified in subsection (a)(2)(A).

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- 3) Each out-of-state applicant shall have passed each of the tests required for the professional educator license and the endorsement sought, as set forth in Section 21B-30 of the School Code and Section 25.720.
- 4) In accordance with Section 21B-30(f) of the School Code, beginning July 1, 2015, each applicant who has not been entitled by an Illinois-approved institution of higher education for a professional educator license endorsed in a teaching field shall pass the TPA (see Section 25.720(e) of this Part). Any applicant who completed student teaching by August 31, 2015 may pass the Assessment of Professional Teaching (APT) instead (see Section 25.720(d)). If the applicant has not met the requirement to pass the TPA and is not eligible to take the APT, he or she may:
 - A) apply for an educator license with stipulations endorsed for the grade levels and content area of the endorsement sought, provided he or she holds a valid, comparable certificate or license from another state and has passed the test of basic skills and applicable content-area test required by Section 21B-30 of the School Code and Section 25.720 of this Part, and complete the TPA while employed as a teacher in an Illinois school district; or
 - B) enroll in the student teaching portion of an educator preparation program offered by an Illinois institution of higher education approved to offer a program pursuant to Subpart C, during which time the TPA shall be completed; or
 - C) for purposes of meeting both the requirements of Section 21B-30(f) of the School Code and this subsection (a)(4), an applicant who provides evidence with his or her application of having at least one year of full-time teaching experience and having achieved a "proficient" or higher rating, or the equivalent, on his or her most recent performance evaluation shall not be required to pass the TPA.
- b) An individual may receive additional endorsements on a professional educator license endorsed for teaching by meeting the applicable requirements of Sections 25.37 and 25.100.
- c) A candidate whose credentials were earned at an institution outside the United States shall submit the documents prepared by the foreign institution to a service

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whose evaluations are accepted by the State Board pursuant to subsection (d) to determine if the candidate has met the requirements of Section 21B-35(b) of the School Code, including the coursework required under subsection (a)(2)(A).

- 1) After reviewing the documents submitted, the service shall provide to the State Superintendent of Education a statement identifying the degree held by the individual and indicating whether or not the individual has been prepared as an educator. The service shall also provide a list of the courses completed, with the credits earned equated to semester hours.
 - 2) The transcript provided by the service pursuant to subsection (c)(1) shall be reviewed to determine whether the individual qualifies for a professional educator license and the endorsements for which application was made; if so, he or she shall receive the license and the endorsements indicated by the coursework completed.
 - 3) If the review of the individual's transcript indicates that he or she does not qualify for a professional educator license and the endorsements for which application was made, he or she shall receive a notification of the deficiencies for the license and the endorsement requested.
- d) Evaluation services shall be approved to review foreign credentials for purposes of Illinois licensure if they demonstrate experience working on behalf of either the National Association of Foreign Student Affairs or the American Association of Collegiate Registrars and Admissions Officers. However, the State Board may discontinue acceptance of evaluations from any service based on evidence of material inconsistencies in reviews. The State Board shall maintain an up-to-date list of all organizations whose reviews are being accepted and shall make this list readily available.
- e) ~~If either a candidate who has not been entitled by an Illinois approved institution of higher education or an applicant from another country has not met one or more of the criteria to receive a professional educator license and endorsements for which he or she has applied, the candidate may apply and qualify for an educator license with stipulations endorsed for provisional educator if he or she meets the requirements of Section 21B-20(2)(A) of the School Code, including passage of the Illinois test of basic skills and any Illinois content area test required for each endorsement sought, as required by Section 21B-30 of the School Code and Section 25.720 of this Part, either prior to or within one year after issuance of the~~

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~~educator license with stipulations endorsed for provisional educator. (See Section 21B-20(2)(A) of the School Code.)~~

- 1) ~~Applicants who have not been entitled by an Illinois approved educator preparation program at an Illinois institution of higher education shall not receive a provisional educator endorsement on the educator license with stipulations if the person completed an alternative licensure program in another state, unless the program has been determined to be equivalent to Illinois program requirements. (Section 21B-20(2)(A) of the School Code)~~
- 2) ~~Applicants shall be eligible for an educator license with stipulations endorsed for provisional educator, principal or superintendent, provided that they meet the requirements of Section 21B-35(b-5)(1) and (3) of the School Code regarding completion of a program approved by another state or country and issuance of a certificate or license in a teaching field.~~
- 3) ~~The educator license with stipulations endorsed for provisional educator shall be issued only once, valid until June 30 immediately following two years after the license being issued, unless the licensee, during the time in which he or she held the provisional endorsement:~~
 - A) ~~passed the test of basic skills and the applicable content area test, as required under Section 21B-20(2)(A)(ii) of the School Code and Section 25.720 of this Part; and~~
 - B) ~~did not work in a public school or nonpublic school recognized by the State Board of Education pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) at any time during the validity period of the educator license with stipulations endorsed for provisional educator.~~
- 4) ~~An applicant may request one or more endorsements when he or she initially applies for the professional educator license and pays only one fee required under Section 21B-40 of the School Code. Applications shall be evaluated for only those endorsements requested by the applicant. For those individuals not qualifying for the professional educator license, additional endorsements may be requested following issuance of the educator license with stipulations upon application and payment of the fee required under Section 21B-40; however, the date of approval of any~~

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~~additional endorsements shall not extend the validity period of the educator license with stipulations.~~

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

Section 25.430 Short-Term Approval for Teachers at All Grade Levels

Subject to the provisions of this Section, an individual holding a professional educator license ~~or an educator license with stipulations endorsed for provisional educator~~ may receive short-term approval for assignment in a position in which he or she does not hold necessary qualifications. Nothing in this Section is intended to modify existing endorsement requirements pursuant to Section 25.100.

a) Applicability

- 1) The short-term approvals described in this Section shall be available until June 30, 202~~30~~³⁰ with respect to:
 - A) individuals who lack full qualifications in a content area;
 - B) individuals who lack the required grade level endorsements for an assignment; or
 - C) positions in which there is not a content~~-~~area test for the endorsement.
- 2) The short-term approval shall be available in situations in which the employing entity's need for short-term authorization has arisen due to the unforeseen departure of a teacher who was fully qualified for the assignment in question.
- 3) The short-term authorization described in this Section shall not be available with respect to:
 - A) special education teaching positions; or
 - B) driver's education positions.

b) Application Procedures and Validity

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- 1) A licensed teacher seeking short-term approval under this Section shall file an application in the Educator Licensure Information System.
 - 2) The application for short-term approval shall be approved by the State Superintendent if the applicant provides proof of completion of nine semester hours of college coursework in the content area of assignment or provides proof of passing the content-area test for the assignment.
 - 3) Short-term approvals issued pursuant to this Section shall expire on June 30 immediately following the third full fiscal year after the approval was issued and shall not be renewed.
 - 4) Prior to expiration of the approval, individuals must apply for and receive the applicable endorsement pursuant to Section 25.100 to continue teaching in the assigned area.
- c) Filing of Information by School Districts
The employing entity hiring an individual under this Section shall file the following with the regional superintendent in a format designed by the State Superintendent:
- 1) a description of the vacant position, including the subject area and the grade level;
 - 2) a description of the entity's inability to fill the position with a fully qualified individual;
 - 3) a statement of assurance that the employing entity has not honorably discharged anyone in the past year who was fully qualified for the position;
 - 4) a statement of assurance that the district will provide the teacher to be employed with mentoring and high-quality professional development each year in the subject area to be taught.
- d) Each regional superintendent overseeing the entity that employs an individual for a position under this Section shall upload the information specified in subsection (b)(1) through (4), on a form supplied by the State Superintendent, into the Educator Licensure Information System account of the employed individual within 10 business days after the individual is hired.

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

Section 25.450 Lapsed Licenses

- a) A lapsed license is a professional educator license or an educator license with stipulations endorsed for career and technical educator or chief school business official for which renewal requirements have not been completed by September 1 of the year in which it expired, or a professional educator license that has not been registered for a period of six or more months since the expiration of its last registration, or was not registered by January 1 of the fiscal year following its initial issuance. For purposes of this Section, the licenses listed in subsections (a)(1) through (3) do not lapse.
 - 1) A professional educator license exchanged for a certificate that was issued between July 1, 1929 and July 1, 1951.
 - 2) A substitute teaching license issued under Section 21B-20(3) of the School Code [105 ILCS 5].
 - 3) An educator license with stipulations issued under Section 21B-20(2) of the School Code endorsed in an area other than career and technical educator or chief school business official.
- b) In accordance with Section 21B-45(a) of the School Code, a lapsed license shall be ~~immediately (i.e., within six months)~~ reinstated if the individual pays any back fees, including all registration fees, that he or she owes and either:
 - 1) pays a \$500 penalty; or
 - 2) provides evidence of *completing nine semester hours of coursework from a regionally accredited institution of higher education in the content area that most aligns with one or more of the educator's endorsement areas* [105 ILCS 5/21B-45(b)]. For the purposes of this subsection (b)(2):
 - A) coursework shall not be counted as both satisfying the penalty and meeting any professional development owed under subsection (b)(3);

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- B) coursework may include content or methods classes for cross-categorical special education, reading, English language learners (i.e., bilingual education, English as a Second Language or English as a New Language); and
- C) the validity period for any coursework used for license reinstatement shall expire on September 1 immediately following the fifth full year after the date of the coursework's completion. ~~or~~
- ~~c3)~~ ~~Licensees for these licensees~~ whose licenses lapsed on September 1 due to failure to complete renewal requirements ~~must complete~~ ~~completes~~, all outstanding professional development activities required for renewal.
- ~~de)~~ The penalty referenced in subsection (b)(1) cannot be paid in advance of the individual's license lapsing. In other words, once the license expires due to failure to pay registration fees or complete license renewal requirements, the individual has the option of:
 - 1) if the license expired due to failure to pay registration fees and the license has not yet lapsed: ~~;~~
 - A) waiting until the license lapses on January 1 of the next fiscal year ~~six months~~ before paying the penalty or presenting evidence of completing the coursework required under subsection (b)(2); or
 - B) paying all registration fees owed; or
 - 2) if the license expired due to failure to complete renewal requirements and the license has not yet lapsed, completing the applicable renewal requirements and/or paying all registration fees owed.

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

Section 25.489 Licensure of Persons Who Are in Default on Student Loans (Repealed)

~~Pursuant to Section 21B-75(b) of the School Code, a license may be suspended for failure to establish satisfactory repayment on an educational loan guaranteed by the Illinois Student Assistance Commission. Accordingly, each applicant for the issuance, registration, reinstatement or renewal of an Illinois professional educator license, educator license with stipulations or substitute teaching license or for the addition of another credential (e.g.,~~

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~~endorsement, approval, designation), including any credential issued under Subpart G of this Part, shall be required to indicate on the relevant form whether he or she is in default on an Illinois student loan for which no satisfactory repayment plan has been established with the Commission. Each individual providing an affirmative response to this question shall be ineligible to receive, register, reinstate or renew a license or to receive an additional credential until he or she provides to the State Superintendent of Education a statement from the Commission, issued on the Commission's letterhead, indicating that the individual has entered into a satisfactory payment plan.~~

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

SUBPART G: PARAPROFESSIONALS; OTHER PERSONNEL

Section 25.510 Endorsement for Paraprofessional Educators

- a) The term "paraprofessional" educator shall be used to refer to the non-certificated personnel authorized by Sections 10-22.34 and 34-18 of the School Code [105 ILCS 5/~~10-22.34 and 34-18~~] to be employed to assist in instruction and who are required under Section 21B-20(2)(J) of the School Code to hold an educator license with stipulations endorsed for paraprofessional educator, except that the following individuals are not subject to this Section:
- 1) Any individual whose paraprofessional approval was continued after June 30, 2013, in accordance with the provisions of Section 25.15 (Types of Licenses; Exchange), subject to any limitations of his or her approval;
 - 2) Any individual who holds an educator license indicative of completion of at least a bachelor's degree; ~~and~~
 - 3) Any individual who holds an educator license with stipulations endorsed for career and technical educator (see Section 25.70); ~~and-~~
 - 4) Any individual who holds a short-term substitute teaching license (see Section 25.525).
- b) Beginning July 1, 2013, each paraprofessional educator shall be of good character, as defined in Section 21B-15 of the School Code. Each paraprofessional educator shall be subject to that portion of Section 24-5 of the School Code [~~105 ILCS 5/24-5~~] that requires physical fitness and freedom from communicable disease, including evidence of freedom from tuberculosis as may

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be required under rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 696 (Control of Tuberculosis Code). To receive an educator license with stipulations endorsed for paraprofessional educator, an individual shall:

- 1) present evidence of having completed a minimum of 60 semester hours of college credit at a regionally accredited institution of higher education, which shall not include any remedial or developmental coursework that the applicant has taken; or
 - 2) hold an associate degree from a regionally accredited institution of higher education; or
 - 3) hold a high school diploma or its recognized equivalent and pass the ParaPro test offered by the Educational Testing Service (ETS) with at least the score identified by the State Board of Education in consultation with the SEPLB; or
 - 4) hold a high school diploma or its recognized equivalent and pass the WorkKeys[®] assessment offered by ACT with at least the score identified by the State Board of Education in consultation with the SEPLB.
- c) Revocation or Suspension of Approval or Licensure or other Permissible Sanction
- 1) Revocation, suspension or other permissible sanction may be initiated by the State Superintendent with respect to a paraprofessional approval or an educator license with stipulations endorsed for paraprofessional educator for any of the bases set forth in Section 21B-75(b) of the School Code ~~[105 ILCS 5/21B-75(b)]~~ and any of these actions shall be governed by, and conducted in accordance with, 23 Ill. Adm. Code 475 (Contested Cases and Other Formal Hearings). The State Superintendent's decision shall be considered an "administrative decision" for purposes of the Administrative Review Law [735 ILCS 5/Art. III].
 - 2) When the State Superintendent of Education receives information indicating that an individual who holds approval as a paraprofessional or an educator license with stipulations endorsed for paraprofessional educator has been convicted of any offense as defined in Section 21B-80 of the School Code ~~[105 ILCS 5/21B-80]~~, the State Superintendent shall forthwith revoke the individual's approval or license. The State

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Superintendent's decision shall be considered an "administrative decision" for purposes of the Administrative Review Law.

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

Section 25.520 Substitute Teaching License

- a) A substitute teaching license may be issued to an applicant who has met the requirements of Section 21B-20(3) of the School Code [105 ILCS 5].
- b) A substitute teaching license is valid until June 30 immediately following five years after the license was issued and may be renewed upon application and payment of the fee required under Section 21B-40 of the School Code to register the license.
- c) ~~If an individual has had his or her professional educator license or educator license with stipulations suspended or revoked or has not met the renewal requirements for licensure under Subpart J or Section 25.70, then that individual is not eligible to obtain a substitute teaching license. (Section 21B-20(3) of the School Code)~~

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

Section 25.525 Short-Term Substitute Teaching License

- a) Until June 30, 2023, a short-term substitute teaching license shall be issued to an applicant who has met the requirements of Section 21B-20(4) of the School Code [105 ILCS 5].
- b) A short-term substitute teaching license is valid until June 30, 2023, regardless of date issued, and shall not be renewed.
- c) Prior to utilizing the short-term substitute teaching license, individuals shall complete the training required by Section 10-20.67 of the School Code.

Section 25.560 Approval of Interveners for Students Who Are Deaf-Blind

Each intervener who serves students with Deaf-Blindness in the public schools shall be of good character, as defined in Section 21B-15 of the School Code [105 ILCS 5]. Each intervener shall be subject to that portion of Section 24-5 of the School Code that requires physical fitness and

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freedom from tuberculosis as may be required under rules of the Illinois Department of Public Health (77 Ill. Adm. Code 696; Control of Tuberculosis Code). Each intervener shall hold ~~a high school diploma or its recognized equivalent and~~ a statement of approval from the State Superintendent of Education, which shall be identified as a valid intervener. Each individual who is required to hold a statement of approval shall submit an application to the State Superintendent, accompanied by the fee required by Section 21B-40 of the School Code and evidence that he or she meets the requirements applicable to the type of approval sought.

a) Approval Criteria

1) Each applicant for approval as an intervener shall:

- A) have completed 60 semester hours of college credit from one or more regionally accredited institutions of higher education;
- B) hold an associate's degree issued by a regionally accredited institution of higher education; or
- C) hold a high school diploma or its recognized equivalent and have achieved the score identified as passing by the State Board of Education on one of the examinations for paraprofessionals discussed in Section 25.510(b).

2) Each applicant for intervener shall also demonstrate nationally recognized intervener knowledge and skills competencies by holding a National Intervener Credential/Certificate.

b) Validity; Renewal

Approval shall be valid for five years, subject to the provisions of Section 21B-20 of the School Code, and shall be renewable upon presentation of evidence that, during the five-year period of the approval's validity, the individual has completed 50 professional development (PD) hours. The number of PD hours to be awarded for completion of specific activities shall be as set forth in Section 25.875 of this Part, as applicable. The approval shall be renewed between April 1 and June 30 of each renewal cycle. If the approval is not renewed during this time period, it will expire.

c) Continuing Professional Development

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- 1) An individual may accrue units of PD in accordance with the provisions of Section 25.875(k) by participating in conferences, workshops, institutes, seminars, symposia or other similar events that:
 - A) are designed to improve the skills and knowledge of interveners; or
 - B) are organized by an entity that is approved pursuant to Section 25.855 or 25.860 and address educational concerns.
- 2) An individual may accrue the required credit for professional development in accordance with the provisions of Section 25.875(i) by completing college coursework that is part of an intervener training program offered by a regionally accredited institution of higher education or an Illinois community college.
- 3) Evidence of Completion
 - A) Along with his or her statement of approval, each individual who will be required to complete PD as a condition of renewal shall record activities completed in ELIS. For any activity completed under subsection (c)(1), the individual shall present the attendance form provided by the entity organizing the event.
 - B) As evidence of completion for college coursework, the individual shall present a grade report or official transcript issued by the institution indicating that he or she has passed the course or courses.
- d) Revocation or Suspension of Approval or Other Permissible Sanction
The provisions of Section 25.510(e) shall apply to the revocation or suspension of approval or other permissible sanctions for interveners.

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

SUBPART H: CLINICAL EXPERIENCES

Section 25.620 Student Teaching

- a) The SEPLB recognizes and accepts student teaching only when it is earned during the candidate's final year of his or her educator preparation program and

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conducted in a public school, a nonpublic school recognized or seeking recognition pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), or an out-of-state or international school.

- b) Student teaching shall be structured as part of comprehensive field experiences and clinical practice, as a supervised part of a teacher preparation program approved pursuant to Subpart C, and in accordance with the standards referred to in Section 25.115(d).
- c) Student teaching shall be completed within the grade range and in the area of specialization appropriate to the endorsement sought on the professional educator license. Additional student teaching may occur in areas for which the candidate meets the relevant requirements related to staff qualifications in 23 Ill. Adm. Code 1.
- d) Beginning with student teaching conducted in the 2014-15 school year, student teaching must be done under the active supervision of a cooperating teacher who is licensed and qualified to teach in the area, has three years of teaching experience, has received a proficient or above performance rating in his or her most recent evaluation, and is directly engaged in teaching subject matter or conducting learning activities in the area of student teaching. The requirements of this subsection (d) do not apply in cases in which the student teacher:
 - 1) is serving on an educator license with stipulations endorsed for transitional bilingual educator; or
 - 2) is working in a school that is not legally required to employ teachers with licensure and either has two years of teaching experience at that school or presents to the employer the evidence described in Section 25.25(b) documenting that he or she has two years of teaching experience in one or more other schools in which the chief administrator is required to hold a professional educator license endorsed for either general administrative or principal and the majority of teachers are required to hold a professional educator license endorsed for the grade levels and in the content area in which they are employed; or
 - 3) holds a substitute teaching license and is not subject to the limitations of Section 21B-20(3) of the School Code [105 ILCS 5].
- e) In order for a recognized Illinois teacher education institution to award credit for

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student teaching, the following requirements must be met.

- 1) The student teacher must be enrolled in a student teaching course at the institution.
- 2) The school district or nonpublic school and the institution of higher education shall jointly agree to the student teaching placement and the responsibilities of each person to be involved.
- 3) The school district or nonpublic school shall ensure the requirements of Section 2-3.25o, 10-21.9 or 34-18.5, as applicable to the school district or nonpublic school, have been met.

f) School districts or institutions of higher education may offer salaries or stipends to candidates for student teaching. ~~An individual may receive credit for student teaching or pre-student teaching clinical experiences that are completed during the time for which the individual is paid as a teacher only when the individual:~~

- 1) ~~holds no educator license issued pursuant to Article 21B of the School Code and performs the student teaching or pre-student teaching clinical experiences in a charter school established under Article 27A of the School Code or a nonpublic school recognized or seeking recognition pursuant to 23 Ill. Adm. Code 425;~~
- 2) ~~is subject to the authorization for payment stated in Section 25(g) of the Grow Your Own Teacher Education Act [110 ILCS 48/25(g)];~~
- 3) ~~has at least one year of experience in a school or community-based early childhood setting and the student teaching is conducted with his or her current employer and meets the requirements of his or her preparation program;~~
- 4) ~~holds an educator license with stipulations endorsed for transitional bilingual educator, career and technical educator, or provisional career and technical educator and works in a school district; or~~
- 5) ~~holds only a substitute teaching license and, as an employee of a school district operating under Article 34 of the School Code, is not subject to the limitations of Section 21B-20(3) of the School Code regarding the number of days a substitute teacher may be employed.~~

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

SUBPART I: ILLINOIS LICENSURE TESTING SYSTEM

Section 25.720 Applicability of Testing Requirement and Scores

- a) It is the individual's responsibility to take the appropriate tests. Upon request, the State Board of Education shall assist individuals in identifying appropriate tests.
- b) Basic Skills Test
Except as provided in subsections (b)(1) and (2), each candidate seeking an initial Illinois license (professional educator license or certain educator licenses with stipulations) shall be required to pass a test of basic skills authorized under Section 21B-30 of the School Code [105 ILCS 5]. Further, Section 21B-30(c) of the School Code requires candidates in teacher preparation or school support personnel preparation programs to pass this test prior to *starting their student teaching or starting the final semester of their internship*.
 - 1) A passing score on the Illinois test of basic skills may not be used as admission criteria for entry into a preparation program. A person who has passed another state's or country's test of basic skills as a condition of educator certification or licensure in that state or country or admission to a teacher preparation program approved by that state or country shall not be required to take the Illinois basic skills test before receiving a license. (See Section 21B-35 of the School Code.)
 - 2) A person who has passed the Illinois test of basic skills and has been issued an Illinois educator license or any subsequent endorsement on the basis of the test shall not be required to retake the basic skills test when seeking any subsequent endorsements or other educator licenses.
 - 3) A person who has passed another state's or country's test of basic skills as a condition of educator certification or licensure in that state or country or admission to a teacher preparation program approved by that state or country shall not be required to take the Illinois basic skills test before receiving a license. (See Section 21B-35 of the School Code.)
 - 42) The Illinois test of basic skills will be administered as four separate subtests: reading comprehension, language arts, mathematics and writing.

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- A) Individuals may take all four subtests or any combination of the individual subtests during a single test administration.
- B) Scores on basic skills subtests can be "banked", and an individual will not be required to take a subtest again once he or she has achieved a passing score on that subtest.

53) In lieu of passing the Illinois test of basic skills, a candidate in an Illinois educator preparation program or applicant for an educator license may submit for consideration his or her composite score either from the ACT[®] or the SAT[®], provided that either test must include a writing component.

- A) The State Superintendent shall announce and post on the State Board's website the minimum composite score on each test that will be accepted under this subsection (b)(5).
 - i) The minimum composite score to be used for the ACT[®] shall be the average of the college-readiness benchmarks established by ACT[®], rounded up to the next whole number, or at least 22.
 - ii) The minimum writing score for the ACT[®] administered no later than August 31, 2015 shall be the combined English/Writing score of at least 19. For tests administered September 1, 2015 through September 9, 2016, a writing score shall be a minimum of 16. The minimum writing score shall be 6 on tests administered September 10, 2016 or later.
 - iii) Before March 5, 2016, the minimum composite score for the SAT[®] shall be 1030 and the minimum writing score shall be 450.
 - iv) On and after March 6, 2016, the minimum composite score (evidence-based reading and writing plus mathematics) for the SAT[®] shall be 1110 and the minimum writing and language test score shall be 26.

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- B) The candidate or applicant may apply to the State Board of Education for consideration of his or her ACT[®] or SAT[®] results, using a form provided by the State Superintendent of Education for this purpose. The candidate or applicant shall direct ACT[®] or the College Board to send an official score report of his or her composite score and English/Writing or single writing score, as applicable, to the address provided on the application form.
 - C) A minimum composite score for either the ACT[®] or SAT[®] may be achieved by combining multiple subscores from one or multiple test administrations.
- 4) In lieu of passing the test of basic skills, applicants for career and technical educator license and provisional career and technical educator license renewal may pass the WorkKeys[®] assessment offered by ACT with at least the score identified by the State Board in consultation with the State Educator Preparation and Licensure Board.
- c) Content-Area Tests
- 1) Each candidate seeking an Illinois professional educator license or endorsement on that license, whether his or her first license or endorsement or a subsequent license or endorsement, shall be required to pass a content-area test for each endorsement area for which there is an applicable test (see Section 21B-30(d) of the School Code; also see Section 25.710). Further, Section 21B-30(d) of the School Code requires passage of this test before a candidate begins student teaching or begins serving as a teacher of record. A person who has passed another state's or country's content test as a condition of educator certification or licensure in that state or country or admission to a teacher preparation program approved by that state or country shall not be required to take the Illinois content test before receiving the license or endorsement. (See Section 21B-35 of the School Code.)
 - 2) A person who has passed a test of language proficiency, authorized under Section 21B-30 of the School Code, in order to qualify for an educator license with stipulations endorsed for transitional bilingual educator, and received that license shall not be required to retake that test in order to qualify for a bilingual education credential on another professional educator license received later. A person who has passed a test of

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language proficiency as a condition of admission to an Illinois preparation program also shall not be required to retake that test.

- d) Assessment of Professional Teaching (APT) (Through August 31, 2020)
In order to complete an educator preparation program, each candidate or out-of-state applicant who has completed his or her student teaching by August 31, 2015 and is seeking his or her first Illinois professional educator license endorsed in a teaching field shall be required to pass the APT relevant to the endorsement sought (see Section 25.710) or, in lieu of passing the APT, may provide evidence of meeting the requirements of subsection (e).
- e) Teacher Performance Assessment (TPA)
Beginning September 1, 2015, each candidate or out-of-state applicant completing an educator preparation program in a teaching field shall be required to pass the TPA, except as otherwise provided in subsection (d) (see Section 21B-30(f) of the School Code). The TPA is a performance-based assessment designed to measure an educator's knowledge, skills and preparedness.
 - 1) Each recognized institution offering approved teacher preparation programs shall administer the TPA during a candidate's student teaching experience.
 - 2) A person who has *successfully completed an evidence-based assessment of teacher effectiveness*, as required under this subsection (e), *at the time of initial certification or licensure in another state or country shall not be required to complete the TPA.* (See Section 21B-35 of the School Code.)
- f) Subject to registration in accordance with the provisions of this Subpart I and the provisions of Section 25.755(g)(1), an individual who has taken a paper-and-pencil test may retake that test during any subsequent, regularly scheduled administration of that test in paper-and-pencil format and may retake that test by computer during any subsequent computer-based test administration.
- g) Subject to registration in accordance with the provisions of this Subpart I and the provisions of Section 25.755(g)(1), an individual who has taken a computer-based test or subtest of the Illinois test of basic skills may retake that test or specific subtest by computer after no fewer than 30 days but also may retake that test or specific subtest during any subsequent, regularly scheduled administration of the test or subtest in paper-and-pencil format.

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

SUBPART J: RENEWAL OF PROFESSIONAL EDUCATOR LICENSES

Section 25.800 Professional Development Required (Beginning July 1, 2014)

- a) Pursuant to Section 21B-45 of the School Code [105 ILCS 5], renewal of professional educator licenses endorsed in a teaching, administrative or school support personnel field or an educator license with stipulations endorsed for chief school business official (see Section 21B-20 of the School Code) is contingent upon licensees' presentation of proof of professional development activities. For the purposes of this Subpart J, "5-year renewal cycle" for any license shall include July 1 following the license's issuance through June 30 following five years of the license being issued and every five years thereafter, regardless of whether the total validity period exceeds five years. Any portion of an additional year beyond five years that is included in the 5-year renewal cycle shall not increase the amount of professional development that a licensee is required to complete. If a licensee earns more than the required number of professional development hours during a renewal cycle, the additional hours earned between April 1 and June 30 of the last year of the renewal cycle may be carried over and applied to the next renewal cycle. Illinois Administrators' Academy courses or hours earned in those courses may not be carried over.
- b) Except as provided in Section 25.880 and in subsection (c) of this Section, renewal of an individual's professional educator license shall require the licensee's completion of professional development activities sufficient to satisfy the requirements of Section 21B-45 of the School Code. Professional development hours used to fulfill minimum required hours for a renewal cycle shall be applied to one renewal cycle only. Each licensee shall:
 - 1) enter the information required by Section 21B-45(e) of the School Code into the Educator Licensure Information System (ELIS) prior to renewal for each activity completed; and
 - 2) present the evidence of completion upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Subpart J.
- c) Professional Educator License Endorsed for School Support Personnel

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- 1) Any licensee who holds a professional educator license endorsed for school support personnel *who is employed and performing services in Illinois public schools and who holds an active and current professional license issued by the Department of Financial and Professional Regulation related to* his or her school support personnel endorsement area or national certification board may renew his or her professional educator license by paying only the registration fees required under Section 21B-40 of the School Code. (See Section 21B-45(l) of the School Code.) For purposes of this subsection (c), "related to" a school support personnel area shall be:
 - A) for a school counselor, a license issued under the Professional Counselor and Clinical Professional Counselor Licensing and Practice Act [225 ILCS 107];
 - B) for a marriage and family therapist, a license issued under the Marriage and Family Therapist Licensing Act [225 ILCS 55];
 - C) for a school psychologist, a license issued under the Clinical Psychologist Licensing Act [225 ILCS 15];
 - D) for a school speech and language pathologist (school support personnel endorsement only (i.e., nonteaching)), a license issued under the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110];
 - E) for a school nurse, a license issued under the Nurse Practice Act [225 ILCS 65]; and
 - F) for a school social worker, a license issued under the Clinical Social Work and Social Work Practice Act [225 ILCS 20].
- 2) Upon application for renewal of a professional educator license endorsed in school support personnel, the licensee shall indicate in ELIS whether he or she holds a current and active professional license listed in subsection (c)(1) and electronically sign an assurance that the professional development requirements for that license were met.
- 3) Any licensee who holds the professional educator license endorsed for school support personnel and does not hold one of the other professional

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licenses listed in subsection (c)(1) shall complete 120 hours of professional development activities and meet all other requirements for educator licensure renewal set forth in this Subpart J.

- 4) Any licensee who holds a professional educator license endorsed in a teaching field and for speech-language pathologist but does not hold a school support personnel endorsement shall complete 120 hours of professional development activities and meet all other requirements for educator licensure renewal set forth in this Subpart J regardless of whether he or she also holds a current and active professional license identified in subsection (c)(1)(D).
- d) **Credit for CPDUs Earned Prior to July 1, 2014**
Any licensee who earned continuing professional development units (CPDUs) by completing any of the activities listed in Section 25.875 prior to July 1, 2014 shall have those CPDUs converted to clock hours as set forth in this subsection (d) and have those CPDUs credited to the 5-year renewal cycle during which the CPDUs were completed. For each subsequent 5-year renewal cycle, the licensee shall meet the applicable requirements of Section 25.805. Any licensee who earned CPDUs prior to July 1, 2014 and has not entered those into ELIS shall do so by using the conversion set forth in this subsection (d).
 - 1) One CPDU earned shall equal one clock hour of professional development activities.
 - 2) One semester hour of college coursework related to education from a regionally accredited institution (i.e., completion of an advanced degree, receipt of a subsequent endorsement, completion of coursework in an undergraduate or graduate program) shall equal 15 clock hours of professional development activities.
 - 3) Except as provided in subsection (e)(7) or (e)(8), if the total credit received in the conversion from CPDUs to clock hours is fewer than 120 clock hours, the licensee shall complete a sufficient number of professional development activities, as required under Section 21B-45 of the School Code and this Subpart J, as may be necessary to reach 120 clock hours before the end of his or her 5-year renewal cycle.
- e) **Credit for Certain Activities Completed Prior to September 1, 2014**

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Certain activities completed before August 31, 2014 shall qualify a licensee as meeting all or a portion of the 120 clock hours of professional development required and shall be attributed to the 5-year renewal cycle in which the activity was completed. For each subsequent 5-year renewal cycle, the licensee shall meet the applicable requirements of Section 25.805. Any licensee who earned credit for activities completed prior to September 1, 2014 shall enter his or her completed credit into ELIS by noting the activity completed and the credit earned, as set forth in this subsection (e).

- 1) Completion of all requirements for an advanced degree from a regionally accredited institution in an education-related field may be used to fulfill 120 clock hours of professional development. The degree must be conferred no later than December 31, 2014 in order to qualify under this subsection (e)(1).
- 2) Completion of all required activities in pursuit of certification or recertification by the National Board for Professional Teaching Standards (NBPTS) may be used to fulfill 120 clock hours of professional development.
- 3) Receipt of a subsequent Illinois endorsement on a professional educator license may be used to fulfill 120 clock hours of professional development. The endorsement must be issued no later than December 31, 2014 to qualify under this subsection (e)(3).
- 4) Becoming "highly qualified" in an additional teaching area may be used to fulfill 120 clock hours of professional development. The criteria applicable to Illinois teachers and the required evidence of completion shall be as set forth in Appendix D. Each individual using this option shall have completed at least some portion of the requirements in the additional field during the 5-year renewal cycle to which the professional development credit is attributed.
- 5) Successful completion of four semester hours of graduate-level coursework on the assessment of one's own performance in relation to the Illinois Professional Teaching Standards may be used to fulfill 120 hours of professional development, provided that the coursework was approved by the State Superintendent of Education; offered by a regionally accredited institution of higher education, either in partnership with a teachers' association or union or with a regional office of education, or by

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another entity authorized to issue college credit; and included demonstration of performance through the activities listed in this subsection (e)(5) for each of the Illinois Professional Teaching Standards set forth in 23 Ill. Adm. Code 24 (Standards for Illinois Teachers).

- A) Observation, by the course instructor or another experienced teacher, of the teacher's classroom practice for the purpose of identifying and describing how the teacher:
 - i) made content meaningful for students;
 - ii) motivated individuals and the group and created an environment conducive to positive social interactions, active learning and motivation;
 - iii) used instructional strategies to encourage students' development of critical thinking, problem-solving and performance;
 - iv) communicated using written, verbal, nonverbal and visual communication techniques; and
 - v) maintained standards of professional conduct and provided leadership to improve students' learning.
- B) Review and analysis by the course instructor or another experienced teacher of written documentation prepared by the teacher for at least two lessons that provides evidence of classroom performance related to the Illinois Professional Teaching Standards, with an emphasis on how the teacher:
 - i) used his or her understanding of students, assessment data and subject matter to determine learning goals;
 - ii) designed or selected activities and instructional materials and aligned instruction to the relevant Illinois Learning Standards set forth in 23 Ill. Adm. Code 1. Appendix D;
 - iii) adapted or modified curriculum to meet individual students' needs; and

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- iv) sequenced instruction and designed or selected student assessment strategies.
 - C) Demonstration of professional expertise on the part of the teacher in reflecting on his or her practice in terms of teaching strengths, weaknesses and implications for improvement according to the Illinois Professional Teaching Standards.
- 6) Successful completion of four semester hours of graduate-level coursework in preparation for meeting the requirements for certification by the National Board for Professional Teaching Standards (NBPTS) may be used to fulfill 120 clock hours of professional development, provided that the coursework was approved by the State Superintendent of Education; offered by a regionally accredited institution of higher education, either in partnership with a teachers' association or union or with a regional office of education, or by another entity authorized to issue college credit; and addressed the five core propositions of NBPTS and relevant standards through the activities described in subsection (e)(5), except that references to the Illinois Professional Teaching Standards shall be understood to mean NBPTS.
- 7) A licensee who holds a master's degree in an education-related field reduces the 120 clock hours of professional development required by 40 clock hours.
- 8) A licensee who holds a second master's degree, an education specialist or a doctorate in an education-related field or who has attained NBPTS master teacher designation reduces the 120 clock hours of professional development required by 80 clock hours.
- 9) A licensee with a school support personnel endorsement who holds one of the certifications specified in this subsection (e)(9) shall be deemed to have satisfied the continuing professional development requirements.
- A) Nationally Certified School Psychologist from the National School Psychologist Certification Board;
 - B) Nationally Certified School Nurse from the National Board for Certification of School Nurses;

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- C) Nationally Certified Counselor from the National Board for Certified Counselors; or
- D) Certificate of Clinical Competence from the American Speech-Language-Hearing Association.
- f) Holders of a professional educator license who are working solely in a substitute teaching capacity are not subject to the requirements of Section 21B-45 of the School Code or this Subpart J.
- g) The ending date of the licensee's 5-year renewal cycle in effect on July 1, 2014 is not changed by the provisions of this Subpart J.
- h) A licensee must complete one Illinois Administrator Academy course within one year after entering a position requiring an administrative endorsement.

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

Section 25.860 Reporting by and Audits of Providers

Each provider listed under Section 25.855(b) or approved under Section 25.855(c) is subject to the requirements of this Section.

- a) During an audit, each~~Each~~ provider shall submit to the State Board of Education by June 30 annually a list of the subcontractors used in the previous 12 months for professional development activities for which credit was provided in accordance with this Subpart J. For each subcontractor, the provider shall submit the name, date, and summary of each activity provided, and the outcomes anticipated; including the dates the activity occurred.
- b) Each provider shall submit to the State Board of Education, as part of its audit, any data and other information that responds to the requirements of Section 21B-45(j)(2) of the School Code [105 ILCS 5]. The following materials must be provided for each selected activity by the timelines specified in subsection (c):~~provider shall submit to the State Board by June 30 annually any data and other information that responds to the requirements of Section 21B-45(j)(2) of the School Code.~~
 - 1) Attendance rosters, including educator name and IEIN;

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- 2) Evaluation for Workshop, Conference, Seminar form data;
 - 3) Approved Professional Development Provider Activity Summary form;
 - 4) Approved Provider Report;
 - 5) Additional documentation deemed necessary by the State Board.
- c) An audit of each provider shall be conducted at least once every five years in accordance with Section 21B-45(j)(3) of the School Code. Regional offices of education and intermediate service centers shall conduct audits of school districts and cooperatives within their regions. Data and information from the audits, as well as collected pursuant to subsections (a) and (b) of this Section, shall be used to determine if the provider has met the requirements of Section 21B-45 of the School Code and this Subpart J.
- 1) In the event that a determination is made that applicable standards have not been met, the State Board may withdraw approval for one or more types of activities or of the provider.
 - 2) A licensee may not receive credit for any professional development activity that is designed for entertainment, promotional or commercial purposes; that is solely inspirational or motivational; or that addresses purposes other than those listed in Section 25.855(d)(3), and the State Board may disapprove any activity found to be of this nature.
 - A) When an activity is disapproved under this subsection (c), the provider may continue to offer the activity but shall not provide to any participants the standard form referred to in Section 25.865 and shall immediately revise all relevant notices and advertisements to indicate the nature of the activity. The provider shall be required to state in each notice or advertisement that the activity generates no credit applicable to license renewal. Individuals who complete the activity once it is accurately described shall not claim credit for it.
 - B) Individuals who have completed an activity that is later disapproved under this subsection (c) shall not be penalized with respect to professional development credit accrued for that activity.

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- 3) Providers that do not conduct professional development activities in the year prior to an audit shall be considered discontinued and must reapply to be a professional development provider in accordance with Section 25.855 (Approval of Professional Development Providers).
- 4) Each provider being audited under this Subpart J shall submit a list of all professional development activities, including date of occurrence, that were offered within the last 12 months. The State Board shall select a sample of activities for the audit.
- 5) Each provider being audited under this Subpart J shall submit requested documentation to the State Board within four weeks after the request is made.
- 6) State Board staff may attend an activity at any time with one day's advance notice and ask to speak with participants, speakers or activity organizers.
- 7) All documentation must be submitted in a format specified by the State Board.
- 8d) The State Board will audit the regional offices of education and intermediate service center to review the data and information collected.

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 14, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Contract Amendment for EMC Equipment, Maintenance, Support, and Services (MY152210)

Expected Outcome: Board approval to purchase increased storage/RAM capacity to meet agency needs

Materials: None

Staff Contact(s): Nancy Diefenback, Director, Technology Support and Infrastructure
David Williams, Infrastructure Manager
John Shake, Director, Information Systems

Purpose of Agenda Item

The Technology Support and Infrastructure Division requests the Board to authorize the State Superintendent to amend the current contract with CDW to provide ISBE with greater Hyperconverged Infrastructure data storage and RAM to meet ISBE's expanding data needs and provide a better end user experience. The amendment requests moving \$29,000 in remaining fiscal year 2019 funds to FY 2020, and adding \$160,000 to the existing \$50,000 of FY 2020 funds for a total FY 2020 expenditure amount not to exceed \$239,000. The total contract value will not exceed \$3,511,373 over the six-year term.

Background Information/History

ISBE purchased EMC Equipment, Maintenance, Support, and Services that met storage, backup/recovery, and disaster recovery needs via a previously awarded FY 2015 contract with CDW. The current CDW contract continues through June 30, 2020, and includes renewal terms not to exceed 10 years.

The concept of hyperconvergence has recently become prominent in the IT infrastructure industry, specifically a Hyperconverged Infrastructure (HCI). With HCI, computing, storage, networking, virtualization resources, and other technologies are tightly integrated into a purpose-built box. Under this contract, ISBE upgraded its infrastructure to HCI to improve performance, increase capacity, increase throughput, and provide additional savings in both energy and equipment costs.

ISBE refreshed the storage area network infrastructure at both our primary and disaster recovery datacenters in June/July of 2015 based on vendor and ISBE analysis of past annual data growth and storage needs between 2010 and 2014. However, unprecedented growth in and acceptance of our virtual desktop platform, usage of the Data Warehouse, and other initiatives have increased our storage needs beyond our carefully calculated growth projections. Recent growth has been extraordinary: ISBE experienced a 20 percent increase in one year (2018-19), far surpassing the 5 percent growth rate that had been projected.

ISBE must collect additional education data to meet requirements of the Every Student Succeeds Act and other continually changing federal and state mandates. In addition, ISBE's effort to improve utilization of education data, as with the implementation of Ed360, has greatly fueled our data storage needs. We engaged Exchange Cache Mode, increasing Outlook response times. We added additional database servers to improve support for ISBE's special education databases, including the Special Education Monitoring System to facilitate state-sponsored Individual Education Programs. But unquestionably, one of the largest drivers of ISBE data storage needs is attributable to new ISBE Data Warehouse projects.

The ISBE Data Warehouse expansion has increased the amount of data ISBE maintains. Last year, ISBE began supporting in-house production of the Illinois Report Card in addition to maintaining millions of records in the Data Warehouse. To create the Report Card, ISBE takes data snapshots from the Data Warehouse to "freeze" data at a point in time, thus allowing report summaries to map back to the snapshot and establish our "source of truth." In the past, data solutions were created using live data, which was not always repeatable or auditable. Data snapshots from the ISBE Data Warehouse are crucial to ISBE's accountable and deliberate use of data.

In addition to these outlined data storage needs, ISBE must also provide sufficient disaster recovery data solutions. We must essentially double the space required to meet the state's education data needs to account for full backups of all data required for data recovery purposes. ISBE's IT teams are working with Data Strategies and Analytics and other agency divisions to better identify and estimate data growth; however, requests for new data solutions must continually be accommodated.

The additional funding of \$160,000, when combined with existing funds (for a FY 2020 funding total of \$239,000), will allow ISBE to purchase necessary storage and RAM in late summer. We are optimistic that this storage will meet our needs in the coming year as we prepare for our next infrastructure shift to cloud technology. Approval of this funding request and contract amendment will support our increasing data storage needs.

- **Current Status:** Existing storage and RAM are not sufficient to meet agency needs.
- **Relevant Data:** This purchase would expand available storage by 53 percent and available RAM by 102 percent to meet the increased demand agencywide, facilitate code-level upgrades, and ensure high availability.
- **Pros and Cons:**
 - Pro:** Additional storage and RAM will allow division usage to grow, meet all reporting needs, and provide sufficient backup redundancy in the event of a host failure.
 - Con:** Without the amendment and should the existing growth rate continue, we will soon face a time when divisional requests for new programs/systems or additional reporting must be denied as network capacity will be maxed.

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

The contract addresses ISBE's infrastructure needs. It will allow staff to continually work on all ISBE goals using technology that is faster, more secure, and flexible while reducing our carbon footprint.

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

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

Financial Background

The current contract, initially awarded in 2015 with one previous amendment, provides up to \$3,351,373 for EMC Equipment, Maintenance, Support, and Services, of which \$3,272,230 has been expended. A total of \$29,000 remains allocated for FY 2019, and \$50,000 remains allocated for FY 2020 needs. Additional FY 2020 funds are needed to combine with these remaining funds to purchase greater HCI data storage and RAM to better serve ISBE business and collection needs and create a better experience for all ISBE Outlook and web applications users. FY 2020 total authorized spending will be increased by \$160,000 for potential further data storage needs. ISBE's Budget and Financial Management Office has determined that FY 2019 and FY 2020 expenditures will be made from a combination of state General Revenue Fund and federal Longitudinal Data System (LDS) grant funding. The financial background of this contract/grant is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY15	\$611,476.61					\$611,476.61
FY16	\$693,927.06					\$693,927.06
FY17	\$7,200.00					\$7,200.00
FY18	\$1,938,768.78					\$1,938,768.78
FY19		\$50,000.00			\$(29,000.00)	\$21,000.00
FY20	\$50,000.00				\$189,000.00	\$239,000.00
Total	\$3,301,372.45	\$50,000.00			\$160,000.00	\$3,511,372.45

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

Policy Implications: None.

Budget Implications: The remaining \$29,000 from FY 2019 will be moved to FY 2020. That \$29,000, the \$50,000 previously approved for FY 2020, and the additional request of \$160,000 will all be spent in early FY 2020. The FY 2020 expenditure will not exceed \$239,000. New funding will utilize federal LDS funds. The total contract amount will not exceed \$3,511,373.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

Pros: Unexpected growth in ISBE data collections and systems means that our current storage needs are not being met. This purchase would expand the storage and RAM to meet the increased demand, facilitate code-level upgrades, and ensure high availability.

Cons: Each host server must be isolated in maintenance mode in order to install the latest updates. All data is moved to other host machines and the patches are installed during maintenance mode. The host is rebooted, and then the storage is rebalanced across all hosts. We currently do not have enough space to perform this procedure. The hosts cannot be updated to the latest code levels until new storage is procured. In addition, if one of our host machines was to fail, there would not be enough space available across the remaining hosts to keep the virtual servers on the failed host powered on. Finally, if our data growth continues, there will be time when we will have no additional space available to increase database capacity.

Board Member(s) Who Will Abstain: None.

Recommendations:



I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into a contract amendment with CDW to move \$29,000 in previously approved funding from FY 2019 to FY 2020 and increase spending by \$160,000 in FY 2020 to provide for increased ISBE data storage and RAM. The total contract amount will not exceed \$3,511,373.

Date of Board Action: August 14, 2019

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 14, 2019

TO: Illinois State Board of Education

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

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

Expected Outcome: Approval of a contract for administration services for the statewide accountability assessment

Materials: None

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

Purpose of Agenda Item

The Division of Assessment and Accountability requests the Board to authorize the State Superintendent to execute a contract for administration services for the statewide 3-8 accountability assessment. This is a one-year contract beginning from date of execution through August 30, 2020. Illinois is a party to a joint competitive procurement led by the District of Columbia, which awarded a contract to NCS Pearson Inc. The contract is open to affiliated states to provide for the administration of the federally required accountability assessments of English/language arts and mathematics and may be customized to individual state needs. The contract amount is not to exceed \$22,382,992.

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

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

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

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

Background Information

The Every Student Succeeds Act (ESSA) requires that all states receiving federal Title I funds administer a set of high-quality, standards-aligned academic assessments of English/language arts and mathematics annually in grades 3 through 8. Substantial work occurs in the months preceding the administration of the test in the spring. District and schools require time to prepare a secure testing environment so that there will be a successful administration of the tests. Accommodated test forms, including braille, large print, and Spanish test forms, need to be developed, ordered, printed, and delivered to districts¹. Illinois provides its administration vendor a roster of all schools and students in the state that need to test, so that schools can be loaded into the management system, test sessions built, and students rostered. Students need opportunities to engage with the delivery platform, ideally integrated meaningfully into ongoing instruction. An assessment administration services contract must ideally be executed before the start of the school year so that this preparatory work can be concluded in time for a spring administration.

¹ The majority (~90%) of tests are delivered online, including the majority of tests with accommodations, but taking a paper test is itself an accommodation that can be provided to individual students. Braille materials, large-print materials, and reader scripts all require paper materials.

The use of the joint procurement led by the District of Columbia addresses several critical needs.

- First, it ensures that preparatory work can be concluded in time for spring 2020 (fiscal year 2020).
- Second, it will allow ISBE to:
 - Maintain continuity in how it assesses the Illinois Learning Standards,
 - Maintain comparability with previous years' reporting of student proficiency and growth, and
 - Enable Illinois to continue to track progress through its new multi-measures accountability system.
- Third, stable contracting under the terms procured by the District of Columbia permits incremental improvements to reporting, the timely return of results, and other systematic improvements in line with the State Superintendent's vision and of benefit to students.

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

Timeline of Past Procurements

In 2017, Illinois helped facilitate the transition away from the constraints of a consortium model² to a flexible content licensing model that provided states new flexibility in accessing, developing, and using high-quality content as a part of their operational summative accountability assessments. It allows states to choose different administration vendors or create state-customized tests using common, high-quality content. This separated a single test into two contracts, one for content development and management that is operational through the end of FY 2020 and one for test administration services. This system creates powerful opportunities, but it also creates certain procurement risks.

ISBE released a Request for Sealed Proposals (RFSP) in May 2018 to procure an administration vendor for the Illinois Assessment of Readiness. The RFSP included development work identified as a priority for Illinois in addition to the test administration services, including returning machine-scored results of the assessment within one week and human-scored results within one month of the end of the testing window, transitioning the test design to a computer adaptive design, developing true native language mathematics assessment options, and having the option of bringing all accountability assessments onto a single administration and management platform. The procurement was intended to provide bidders with flexibility in the solutions that could be proposed, while ensuring the same outcomes were achieved.

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

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

Even after the Board approved the one-year option, ISBE was fully engaged in attempting to resolve the protest and bring the procurement to successful execution. A BAFO was drafted by ISBE and reviewed and approved by the CPO. Notifications were sent to Pearson and DRC on February 11, 2019, with a due date for responses of February 20, 2019. An objection to the terms of the BAFO by DRC resulted in an

² A consortium model of assessment means all states give the exact same test, using the same administration vendor. In 2017, seven states were part of the PARCC consortium making this change.

extension of the BAFO deadline to Friday, March 1, 2019. When a second set of objections was submitted by DRC, the CPO finally directed ISBE to cancel its procurement.

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

Impact of Delayed Procurement on the Field

, The delay meant ISBE was not able to provide paper testing materials and online testing materials at the same time during the 2018-19 school year, which created redundant work for districts. The paper window and paper-accommodated testing could not begin until two weeks after the online window, creating significant scheduling challenges for districts that are used to being able to test all students at the same time. Even the online environment and digital materials, such as manuals, reference sheets, and other resources, were made available with the bare minimum of lead time. Schools had to adjust their calendars with little time to prepare their environments or their students for testing. School and district administrators, particularly those newly testing online or those with less technology infrastructure and central office support, were impacted the most. Authorizing this contract at this time will prevent similar delays in the 2019-20 school year.

Financial Background

The District of Columbia contract price is \$12 per student per subject, plus annual fixed costs of \$350,000. This includes all administration, customer support, scoring, and reporting services necessary for the successful administration of the state's accountability assessment. The contract also includes no more than 10 percent paper testing and other state-specific administration requirements and psychometric analyses. There are an estimated 890,000 students in grades 3 through 8 who will take this assessment. The financial background of this contract with NCS Pearson Inc. is illustrated in the table below. The contract value in FY 2020 is not to exceed \$22,382,992.

	Current Contract State Funding	Current Contract Federal Funding	Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY20	\$0	\$0	\$11,191,496	\$11,191,496	\$22,382,992
Total	\$0	\$0	\$11,191,496	\$11,191,496	\$22,382,992

Business Enterprise Program

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

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

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

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

Legislative Action: None.

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

Pros and Cons of Various Actions

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

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

Board Member(s) Who Will Abstain: None.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into a contract from the date of execution to August 30, 2020, to administer, score, and report the Illinois Assessment of Readiness in English/language arts and mathematics in grades 3 through 8 for a total amount not to exceed \$22,382,992.

Approval Date: _____ 8/14/2019 _____

Next Steps

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 14, 2019

TO: Illinois State Board of Education

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



Agenda Topic: Requesting Authorization of the FY 2020 Title V Sexual Risk Avoidance Education Grant Exceeding \$1 Million

Expected Outcome: Approval of Request for Proposal release and award for the Sexual Risk Avoidance Education Grant

Materials: None

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

Purpose of Agenda Item

The Division of Regulatory Support and Wellness requests the Board to authorize the State Superintendent to approve the release of a Request for Proposals (RFP) and to award a Sexual Risk Avoidance Education (SRAE) Grant in the amount of \$1.8 million in fiscal year 2020.

Background Information/History

The purpose of the SRAE program is to fund an entity to implement sexual risk avoidance education that teaches participants how to voluntarily refrain from non-marital sexual activity. SRAE programs also teach the benefits associated with self-regulation; success sequencing for poverty prevention; healthy relationships; goal-setting; resisting sexual coercion; averting dating violence; and avoiding other youth risk behaviors, such as underage drinking or illicit drug use, without normalizing teen sexual activity.

The Title V Abstinence Education Grant was first awarded to the State of Illinois through the Illinois Department of Human Services in 2017. The Governor's Office directed that ISBE manage the grant award. This federal funding has since provided abstinence education to more than 17,000 youth ranging from ages 10 to 20 in Illinois. This outreach has been led by a single grantee, AMTC & Associates (AMTC).

AMTC was first selected as the awardee of the state Title V Abstinence Education Grant in September 2017. It was awarded funds totaling \$5,324,559 for federal fiscal years 2017 and 2018. AMTC was able to implement two years of programming in a one-year timeframe.

- Served 17,262 youth, 10 -20 years of ages, and 483 parents.
- Provided educator training to representatives from 198 Illinois schools (158 public schools; 40 non-public schools)
- Administered abstinence curricula from a partner, Abstinence and Marriage Resources, that included a parent/ student discussion component,
- Facilitated sessions where, on average, 95.3 percent of attendees were youths.

AMTC, along with Abstinence and Marriage Resources, worked together with contractor Next Level Insights to divide the state into 12 regions, with about the same number of school districts in each region. Coordinators were assigned to each region. The grant called for up to 15 subgrantees, but only seven subgrantees were operationalized. The coordinators then recruited teachers from their assigned regions to facilitate the appropriate curricula by establishing relationships and providing additional information on the program and its requirements. AMTC reviewed survey findings by researcher Stan Weed and then modified its outreach efforts to focus on low-income, minority Chicago neighborhoods.

Service Regions and Regional Coordinators

Region(s)	Geographic Boundaries	Regional Coordinator
Regions 1 and 2	Northwestern IL and Northern IL	Palmer Education Services
Regions 3 and 4	Central Cook County Suburbs and Southwest Cook County Suburbs	Worldview Resources
Regions 5 and 7	Eastern IL and Southwestern IL	Propel, LLC
Region 6	Southern IL	Pregnancy Care Clinic
Region 8	Central IL	Phronesis, LLC
Region 9	Western IL	Pregnancy Resource Ctr-Rushville
Regions 10, 11 & 12	Northern, Central & Southern Chicago	Academia de la Familia

Service Levels

A total of 17,262 youth and 483 parents in 198 schools (158 public schools; 40 non-public schools) were reached in previous implementation years as seen in the chart below, provided by AMTC. (November 2018)

	Ages 10-13 by Gender	Ages 14-16 by Gender	Ages 17-20 by Gender	Youth Served by Gender	Parents Served by Gender	Total Served by Gender
FEMALES	4,065	4,519	238	8,822	272	9,094
MALES	3,822	4,410	208	8,440	211	8,651
Total Served	7,887	8,929	446	17,262	483	17,745
Race/Ethnicity						
Asian	Black	Hispanic	Native American	Native Hawaiian	White	Other
1.4%	14.0%	11.8%	0.3%	0.2%	70.1%	2.2%

Students Served per Region

Region	Number served
Region 1	792 served
Region 2*	881 served
Regions 3 and 4*	1,767 served
Region 5**	3,317 served
Region 6	916 served
Region 7	1,053 served
Region 8***	1,925 served
Region 9	767 served
Regions 10-12	5,844 served
*covered portions of Cook County	
** shared portion of Will County	
***shared portion of Clay County	

Outcome Objectives of Sexual Risk Avoidance Grant

Outcome objectives are defined as follows:

- Reach intended target populations that hold the greatest risk and vulnerability.
- Provide programming that normalizes the optimal health behavior of avoiding non-marital sexual activity and other risky behaviors.
- Demonstrate the ability to utilize effective strategies to educate youth on how to navigate risks that could lead to teen pregnancy.
- Link program participants to services with local community partners and other agencies that support the health, safety, and well-being of program participants.
- Provide information in a manner that prevents negative, unintended consequences, such as trauma or ostracism, for youth that have engaged in consensual and/or non-consensual sex.
- Target youth ages 10-19.
- Increase the proportion of youth who:

- Identify benefits of resisting sex outside of a committed relationship, as in marriage.
- Identify as having skills to resist pressure to have sex.
- Have skills to set goals with a plan for the future.
- Report desire to delay engagement in sexual activity.
- Report increased awareness of effective relationship strategies.
- Identify increased skill set to resolve conflict.
- Identify increased understanding of components of success planning's role in avoiding poverty.

We currently do not have measurable behavioral outcomes based on the last known report received from AMTC; however, consultants within the Division of Regulatory Support and Wellness have surveyed those public school districts that participated in the FY 2018 Sexual Risk Avoidance Grant to determine whether they found the program to be of benefit. To date, 147 calls have been made and 148 emails have been sent. Twenty-two responses have been received from participating public schools. Twenty-one of those respondents found the program to be beneficial; one entity did not find benefit in the program.

- **Current Status:** The Division of Regulatory Support and Wellness posted an RFP for FY 2019 SRAE applications in the amount \$1.9 million. AMTC was awarded the grant. The current SRAE program will conclude on September 30, 2019.
- **Reportable Data:** In FY 18, AMTC served 17,262 youth, 10 -20 years of ages, and 483 parents. Provided educator training to representatives from 198 Illinois schools (158 public schools; 40 non-public schools). Administered abstinence curricula from a partner, Abstinence and Marriage Resources, that included a parent/ student discussion component,
- **Pros and Cons:** Pros: Approval of release and subsequent awarding of the Sexual Risk Avoidance RFP will help to ensure that those districts choosing to teach sex education will have access to the training and materials needed to fulfill the requirements of statute.
Cons: Not approving the release and award of the Sexual Risk Avoidance RFP will result in the diminishment of the pool of resources and trainings available to school districts.

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

The Sexual Risk Avoidance Education Grant supports the following Board goal:

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

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

Financial Background

The amount of the grant award will not exceed \$1.8 million. The grant period will begin no sooner than October 1, 2019, and shall be awarded for one fiscal year.

The recommendation to fund is determined through a competitive application process using three peer reviewers.

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

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY15	\$0	\$0		\$0	\$0	\$0
FY16	\$0	\$0		\$0	\$0	\$0
FY17	\$0	\$2,769,115		\$0	\$0	\$2,769,115
FY18	\$0	\$2,555,444		\$0	\$0	\$2,555,444
FY19	\$0	\$1,900,000		\$0	\$0	\$1,900,000
FY20	\$0	\$1,800,000		\$0	\$0	\$1,800,000
Total	\$0	\$9,024,559				\$9,024,559

Business Enterprise Program

Not applicable.

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

Policy Implications: Funding for Title V Sexual Risk Avoidance Education Grant allows a project management entity to implement sexual risk avoidance education that teaches participants how to voluntarily refrain from non-marital sexual activity. SRAE programs also teach the benefits associated with self-regulation; success sequencing for poverty prevention; healthy relationships; goal-setting; resisting sexual coercion; averting dating violence; and avoiding other youth risk behaviors, such as underage drinking or illicit drug use, without normalizing teen sexual activity.

Budget Implications: The amount of the grant award is \$1.8 million. The grant period will begin no sooner than October 1, 2019.

Legislative Action: None.

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

Pros and Cons of Various Actions

Pros: Per Illinois School Code, school districts in Illinois that teach sex education must “include instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS” [105 ILCS 5/27-9.1(a-5)]. Furthermore, “all public school classes that teach sex education and discuss sexual intercourse in grades 6-12 shall emphasize that abstinence from sexual intercourse is a responsible and positive decision and is the only protection that is 100 percent effective against unwanted teenage pregnancy, sexually transmitted diseases, and acquired immune deficiency syndrome (AIDS) when transmitted sexually” [105 ILCS 5/27-9.1(b)]. Approval of release and subsequent awarding of the Sexual Risk Avoidance RFP will help to ensure that those districts choosing to teach sex education will have access to the training and materials needed to fulfill the requirements of statute.

Cons: Not approving the release and award of the Sexual Risk Avoidance RFP will result in the diminishment of the pool of resources and trainings available to school districts. Given that most schools will begin a new school year within the next few weeks, this leaves little time for districts that wish to teach sex education to find supplemental, free resources and trainings for their staff and student body population.

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 the release of a Request for Proposals and to award a Sexual Risk Avoidance Education Grant in the amount of \$1.8 million in fiscal year 2020.

Date of Board Action: August 14, 2019

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 14, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Tassi Maton, Chief Internal Auditor 

Agenda Topic: Presentation of the Compliance Examination Report for the Two Years Ended June 30, 2018

Expected Outcome: The Board will be informed of the issues identified by the Office of the Auditor General in the Compliance Examination Report for the Two Years Ended June 30, 2018

Materials: Compliance Examination Report for the Two Years Ended June 30, 2018

Staff Contact(s): Tassi Maton, Chief Internal Auditor

Purpose of Agenda Item

The Internal Audit Division requests the Board to accept the Compliance Examination Report for the Two Years Ended June 30, 2018.

Background Information/History

The Auditor General is responsible for conducting a Compliance Examination of the agency on a two-year cycle. The objective of this audit is to determine if the agency is in compliance with legislative mandates.

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

The acceptance of the report confirms the Board's continued efforts to ensure compliance with rules and regulations, which are required to support the achievement of all goals identified in the Board's strategic plan.

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

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

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

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

Communication: The audit is issued by the Auditor General and is available to the public.

Recommendations:

I recommend that the following motion be adopted:

The State Board of Education hereby accepts the Office of the Auditor General's Illinois State Board of Education Compliance Examination Report for the Two Years Ended June 30, 2018.

Date of Board Action: _____

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMPLIANCE EXAMINATION
For the Two Years Ended June 30, 2018

Performed as Special Assistant Auditors
for the Auditor General, State of Illinois

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMPLIANCE EXAMINATION
For the Two Years Ended June 30, 2018

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Financial Statement Report:

The Agency's financial statement report for the year ended June 30, 2018, which includes the Independent Auditor's Report, Basic Financial Statements and Notes to the Basic Financial Statements, Supplementary Information, and the Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* has been issued separately.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMPLIANCE EXAMINATION
For the Two Years Ended June 30, 2018

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STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMPLIANCE EXAMINATION
For the Two Years Ended June 30, 2018

AGENCY OFFICIALS

Board Members of the Illinois State Board of Education during the audit period:

Current

Darren Reisberg, Chairperson,
effective 2/25/19

Dr. Donna S. Leak, Vice-Chairperson, effective 2/25/19

Dr. Christine Pacione-Zayas, Secretary, effective 2/25/19

Dr. Christine Benson, effective 2/25/19

Cynthia Latimer, effective 2/25/19

Dr. David R. Lett, effective 2/25/19

Jane Quinlan, effective 2/25/19

Jacqueline Robbins, effective 2/25/19

Susie Morrison, effective 7/21/17

Former

James T. Meeks, Chairperson,
through 2/24/19

Eligio Pimentel, Vice-Chairperson (Title
effective 2/22/17 through
2/24/19)

Cesilie Price, Secretary (Title effective
2/22/17 through 2/24/19)

Ruth Cross, effective 1/25/17 through
2/24/19

Lula Ford, through 2/24/19

Craig Lindvahl, through 2/24/19

Kevin Settle, effective 2/6/17 through
2/24/19

Mitch Holzrichter, effective 1/19/18
through 2/24/19

Steven R. Gilford, Vice- Chairperson,
through 1/15/17

Melinda A. LaBarre, Secretary,
through 2/5/17

John Sanders, through 11/18/16

Curt Bradshaw, through 1/24/17

Collin Hitt, effective 12/5/16
through 6/28/17

Jason Barclay, effective 1/16/17
through 9/8/17

State Superintendent of Education:

Through 2/22/19

Effective 3/1/19

Tony Smith, Ph.D.

Dr. Carmen I. Ayala

Cabinet members:

General Counsel

Through 6/23/17

Interim through 8/14/17

Effective 8/15/17

Chief Internal Auditor

Through 8/29/17

Effective 9/18/17

Stephanie Donovan

Colette McCarty

Stephanie Jones

Melissa Oller

Tassi Maton

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMPLIANCE EXAMINATION
For the Two Years Ended June 30, 2018

AGENCY OFFICIALS - Continued

Chief Education Officer

Through 4/2/17

Through 8/31/18

First Deputy Superintendent, through 12/31/18

Chief Financial Officer

Executive Director, Professional Capital

Through 8/28/17

Chief Operations & Professional Capital Officer

Effective 8/30/17

Vacant

Libia Gil

Karen Corken

Robert Wolfe

Sarah Hatfield

Melissa Oller

The Illinois State Board of Education offices are located at the Alzina Building, 100 North First Street, Springfield, Illinois 62777-0001 and the James R. Thompson Center, 100 West Randolph Street, Suite 14-300, Chicago, Illinois 60601-3268.



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001

www.isbe.net

Darren Reisberg
Chairman

Dr. Carmen I. Ayala
State Superintendent of Education

MANAGEMENT ASSERTION LETTER

May 14, 2019

Kerber, Eck & Braeckel LLP
3200 Robbins Rd, Suite 200A
Springfield, IL 62704

Ladies and Gentlemen:

We are responsible for the identification of, and compliance with, all aspects of laws, regulations, contracts, or grant agreements that could have a material effect on the operations of the Illinois State Board of Education (Agency). We are responsible for and we have established and maintained an effective system of internal controls over compliance requirements. We have performed an evaluation of the Agency's compliance with the following assertions during the two-year period ended June 30, 2018. Based on this evaluation, we assert that during the years ended June 30, 2018 and June 30, 2017, except as reported in finding 2018-001, the Agency has materially complied with the assertions below.

- A. The Agency has obligated, expended, received and used public funds of the State in accordance with the purpose for which such funds have been appropriated or otherwise authorized by law.
- B. The Agency has obligated, expended, received and used public funds of the State in accordance with any limitations, restrictions, conditions or mandatory directions imposed by law upon such obligation, expenditure, receipt or use.
- C. The Agency has complied, in all material respects, with applicable laws and regulations, including the State uniform accounting system, in its financial and fiscal operations.
- D. State revenues and receipts collected by the Agency are in accordance with applicable laws and regulations and the accounting and recordkeeping of such revenues and receipts is fair, accurate and in accordance with law.
- E. Money or negotiable securities or similar assets handled by the Agency on behalf of the State or held in trust by the Agency have been properly and legally administered, and the accounting and recordkeeping relating thereto is proper, accurate and in accordance with law.

Yours truly,

Illinois State Board of Education

SIGNED ORIGINAL ON FILE

Dr. Carmen I. Ayala
State Superintendent of Education

SIGNED ORIGINAL ON FILE

Robert Wolfe, CPA
Chief Financial Officer

SIGNED ORIGINAL ON FILE

Stephanie Jones
General Counsel

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMPLIANCE EXAMINATION
For the Two Years Ended June 30, 2018

COMPLIANCE REPORT

SUMMARY

The compliance testing performed during this examination was conducted in accordance with *Government Auditing Standards* and the Illinois State Auditing Act.

ACCOUNTANT'S REPORT

The Independent Accountant's Report on State Compliance, on Internal Control Over Compliance and on Supplementary Information for State Compliance Purposes does not contain scope limitations or disclaimers, but does contain a qualified opinion on compliance and identifies a material weakness over internal control.

SUMMARY OF FINDINGS

<u>Number of</u>	<u>Current</u>	<u>Prior</u>
<u>Findings</u>	<u>Report</u>	<u>Reports</u>
	11	8
Repeated findings	4	1
Prior recommendations implemented or not repeated	4	5

SCHEDULE OF FINDINGS

<u>Item No.</u>	<u>Page</u>	<u>Description</u>	<u>Finding Type</u>
FINDINGS (GOVERNMENT AUDITING STANDARDS)			
2018-001	18	Financial Statement Reporting Error	Material Weakness
FINDINGS (STATE COMPLIANCE)			
2018-002	20	Noncompliance with the School Code on Bullying Prevention	Significant Deficiency and Noncompliance

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMPLIANCE EXAMINATION
For the Two Years Ended June 30, 2018

COMPLIANCE REPORT

SCHEDULE OF FINDINGS - Continued

<u>Item No.</u>	<u>Page</u>	<u>Description</u>	<u>Finding Type</u>
2018-003	22	Insufficient Controls over School Construction Projects	Significant Deficiency and Noncompliance
2018-004	24	Reporting Requirements	Significant Deficiency and Noncompliance
2018-005	26	Noncompliance with Charter School Biennial Reporting Requirements	Significant Deficiency and Noncompliance
2018-006	28	Noncompliance with Department of Transitional Bilingual Education Reporting Requirements	Significant Deficiency and Noncompliance
2018-007	29	Noncompliance with the School Code on Heroin and Opioid Drug Prevention Pilot Program	Significant Deficiency and Noncompliance
2018-008	31	Failure to Develop Evidence Based Funding 5-Year Strategic Plan	Significant Deficiency and Noncompliance
2018-009	33	Failure to Publish Evidence Based Funding Distribution Schedule	Significant Deficiency and Noncompliance
2018-010	34	Failure to Provide Timely Notification of Felony Convictions	Significant Deficiency and Noncompliance
2018-011	36	Insufficient Controls over Illinois Teaching Excellence Program	Significant Deficiency and Noncompliance

In addition, the following finding, which is reported as a current finding related to *Government Auditing Standards*, also meets the reporting requirements for State Compliance.

2018-001	18	Financial Statement Reporting Error	Material Weakness and Material Noncompliance
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STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMPLIANCE EXAMINATION
For the Two Years Ended June 30, 2018

COMPLIANCE REPORT

SCHEDULE OF FINDINGS - Continued

PRIOR FINDINGS NOT REPEATED

<u>Item No.</u>	<u>Page</u>	<u>Description</u>
A	38	Noncompliance with the School Code Requirement on Establishment of Multiple Measure Index and Annual Measurable Objectives
B	38	Noncompliance with the Education Purchasing Program
C	38	Noncompliance with the School Code on Salary and Benefits Survey Reporting
D	39	Noncompliance with the Critical Health Problems and Comprehensive Health Education Act

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMPLIANCE EXAMINATION
For the Two Years Ended June 30, 2018

COMPLIANCE REPORT

EXIT CONFERENCE

The findings and recommendations appearing in this report were discussed with Agency personnel at an exit conference on May 1, 2019. Attending were:

Representing Illinois State Board of Education

Dr. Carmen Ayala, State Superintendent
Stephanie Jones, General Counsel
Tassi Maton, Chief Internal Auditor
Ralph Grimm, Acting Chief Education Officer
Robert Wolfe, Chief Financial Officer
Melissa Oller, Chief Operations & Professional Capital Officer
Sally Burton, Internal Auditor III
Jason Hall, Director State Funding and Forecasting
John Shake, Director of Information Systems
Marc Gibbs, Director of Grant Accountability and Transparency Act Division
Jason Perry, Projects Administrator
Marci Johnson, Director of Curriculum and Instruction
Deb Vespa, Director of School Business Services
Amanda Elliott, Co-Director of Legislative Affairs
Mary Reynolds, Executive Director of Innovation and Secondary Transformation

Representing Kerber, Eck & Braeckel LLP

Kate Ward, Partner
Josh Shugart, Partner
Marci Petropoulos, Manager

Representing the Office of the Auditor General

Lisa Warden, Audit Manager
Joe Gudgel, Information Technology Audit Manager

The responses to the findings were provided by Sally Burton, Internal Auditor III, in correspondence dated May 1, 2019.

Independent Accountant's Report on State Compliance
on Internal Control Over Compliance, and on
Supplementary Information for State Compliance Purposes

Honorable Frank J. Mautino
Auditor General
State of Illinois

and

The Board Members of the
Illinois State Board of Education

Compliance

As Special Assistant Auditors for the Auditor General, we have examined the Illinois State Board of Education's compliance with the requirements listed below, as more fully described in the Audit Guide for Financial Audits and Compliance Attestation Engagements of Illinois State Agencies (Audit Guide) as adopted by the Auditor General, during the two years ended June 30, 2018. The management of the Illinois State Board of Education is responsible for compliance with these requirements. Our responsibility is to express an opinion on the Illinois State Board of Education's compliance based on our examination.

- A. The Illinois State Board of Education has obligated, expended, received, and used public funds of the State in accordance with the purpose for which such funds have been appropriated or otherwise authorized by law.
- B. The Illinois State Board of Education has obligated, expended, received, and used public funds of the State in accordance with any limitations, restrictions, conditions or mandatory directions imposed by law upon such obligation, expenditure, receipt or use.
- C. The Illinois State Board of Education has complied, in all material respects, with applicable laws and regulations, including the State uniform accounting system, in its financial and fiscal operations.
- D. State revenues and receipts collected by the Illinois State Board of Education are in accordance with applicable laws and regulations and the accounting and recordkeeping of such revenues and receipts is fair, accurate and in accordance with law.

- E. Money or negotiable securities or similar assets handled by the Illinois State Board of Education on behalf of the State or held in trust by the Illinois State Board of Education have been properly and legally administered and the accounting and recordkeeping relating thereto is proper, accurate, and in accordance with law.

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants; the standards applicable to attestation engagements contained in *Government Auditing Standards* issued by the Comptroller General of the United States; the Illinois State Auditing Act (Act); and the Audit Guide as adopted by the Auditor General pursuant to the Act (the Audit Guide). Those standards, the Act, and the Audit Guide require that we plan and perform the examination to obtain reasonable assurance about whether the Illinois State Board of Education complied, in all material respects, with the specified requirements listed above. An examination involves performing procedures to obtain evidence about whether the Illinois State Board of Education complied with the specified requirements listed above. The nature, timing and extent of the procedures selected depend on our judgement, including an assessment of the risks of material noncompliance, whether due to fraud or error.

We believe that the evidence we obtained is sufficient and appropriate to provide a reasonable basis for our opinion. Our examination does not provide a legal determination on the Illinois State Board of Education's compliance with specified requirements.

Our examination disclosed the following material noncompliance with the compliance requirements listed in the first paragraph of this report during the two years ended June 30, 2018. As described in item 2018-001 in the accompanying schedule of findings, the Illinois State Board of Education did not comply with requirements regarding all applicable laws and regulations in its financial and fiscal operations. Compliance with such requirements is necessary, in our opinion, for the Illinois State Board of Education to comply with the requirements listed in the first paragraph of this report.

In our opinion, except for the material noncompliance described in the preceding paragraph, the Illinois State Board of Education complied, in all material respects, with the compliance requirements listed in the first paragraph of this report during the two years ended June 30, 2018. However, the results of our procedures disclosed other instances of noncompliance with the requirements, which are required to be reported in accordance with criteria established by the Audit Guide, issued by the Illinois Office of the Auditor General and which are described in the accompanying schedule of findings as items 2018-002 through 2018-011.

The Illinois State Board of Education's responses to the findings identified in our examination are described in the accompanying schedule of findings. The Illinois State Board of Education's responses were not subjected to the procedures applied in the compliance examination and, accordingly, we express no opinion on the responses.

The purpose of this report on compliance is solely to describe the scope of our testing and the results of that testing in accordance with the requirements of the Audit Guide issued by the Illinois Office of the Auditor General. Accordingly, this report is not suitable for any other purpose.

Internal Control

Management of the Illinois State Board of Education is responsible for establishing and maintaining effective internal control over compliance with the requirements listed in the first paragraph of this report. In planning and performing our examination, we considered the Illinois State Board of Education's internal control over compliance with the requirements listed in the first paragraph of this report to determine the examination procedures that are appropriate in the circumstances for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Audit Guide, issued by the Illinois Office of the Auditor General, but not for the purpose of expressing an opinion on the effectiveness of the Illinois State Board of Education's internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Illinois State Board of Education's internal control over compliance.

Our consideration of internal control over compliance was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be material weaknesses and significant deficiencies.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with the requirements listed in the first paragraph of this report on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a requirement listed in the first paragraph of this report will not be prevented, or detected and corrected, on a timely basis. We consider the deficiency in internal control over compliance described in the accompanying schedule of findings as item 2018-001 to be a material weakness.

A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings as items 2018-002 through 2018-011 to be significant deficiencies.

As required by the Audit Guide, immaterial findings excluded from this report have been reported in a separate letter to your office.

The Illinois State Board of Education's responses to the findings identified in our examination are described in the accompanying schedule of findings. The Illinois State Board of Education's responses were not subjected to the procedures applied in the compliance examination and, accordingly, we express no opinion on the responses.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Audit Guide, issued by the Illinois Office of the Auditor General. Accordingly, this report is not suitable for any other purpose.

Supplementary Information for State Compliance Purposes

As Special Assistant Auditors for the Auditor General, we have audited the financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of the Illinois State Board of Education as of and for the year ended June 30, 2018, and have issued our report thereon dated March 19, 2019, which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Illinois State Board of Education's basic financial statements. We have not performed any procedures with respect to the audited financial statements subsequent to March 19, 2019. The accompanying supplementary information for the year ended June 30, 2018 in Schedules 1 through 5 is presented for the purposes of additional analysis and is not a required part of the basic financial statements of the Illinois State Board of Education. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The accompanying supplementary information for the year ended June 30, 2018 in Schedules 1 through 5 has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information for the year ended June 30, 2018 in Schedules 1 through 5 is fairly stated in all material respects in relation to the basic financial statements as a whole for the year ended June 30, 2018.

We also previously audited, in accordance with auditing standards generally accepted in the United States of America, the Illinois State Board of Education's basic financial statements as of and for the year ended June 30, 2017 (not presented herein), and have issued our report thereon dated December 12, 2017, which contained unmodified opinions on the respective financial statements of the governmental activities, the major fund, and the aggregate remaining fund information. The accompanying supplementary information for the year ended June 30, 2017 in Schedules 2, 4, and 5 is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the June 30, 2017 financial statements. The accompanying supplementary information for the years ended June 30, 2017 in Schedules 2, 4, and 5 has been subjected to the auditing procedures applied in the audit of June 30, 2017 basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare those basic financial statements or to those basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information for the year ended June 30, 2017 in Schedules 2, 4, and 5 is fairly stated in all material respects in relation to the basic financial statements as a whole from which it has been derived.

The Illinois State Board of Education's basic financial statements for the year ended June 30, 2016 (not presented herein), were audited by other auditors whose report thereon dated December 16, 2016, expressed unmodified opinions on the respective financial statements of the governmental activities, the major fund, and the aggregate remaining fund information. The report of the other auditors dated April 26, 2017, stated that the accompanying supplementary information for the year ended June 30, 2016 in Schedules 3 and 5, was subjected to the auditing procedures applied in the audit of the 2016 basic financial statements and certain additional auditing procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare those basic financial statements or to those basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America and, in their opinion, was fairly stated in all material respects in relation to the basic financial statements as a whole for the year ended June 30, 2016.

The accompanying supplementary information in the Analysis of Operations Section is presented for the purposes of additional analysis and is not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

SIGNED ORIGINAL ON FILE

Springfield, Illinois
May 14, 2019



Kerber, Eck & Braeckel LLP

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Independent Auditor's Report on Internal Control over Financial Reporting
and on Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance with Government Auditing Standards

Honorable Frank J. Mautino
Auditor General
State of Illinois

and

The Board Members of the
Illinois State Board of Education

As Special Assistant Auditors for the Auditor General, we have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of the Illinois State Board of Education, as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the Illinois State Board of Education's basic financial statements, and have issued our report thereon dated March 19, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Illinois State Board of Education's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Illinois State Board of Education's internal control. Accordingly, we do not express an opinion on the effectiveness of the Illinois State Board of Education's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did identify a certain deficiency in internal control, described in the accompanying schedule of findings as item 2018-001, that we consider to be a material weakness.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Illinois State Board of Education's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Illinois State Board of Education's Response to Finding

The Illinois State Board of Education's response to the finding identified in our audit is described in the accompanying schedule of findings. The Illinois State Board of Education's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Illinois State Board of Education's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Illinois State Board of Education's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

SIGNED ORIGINAL ON FILE

Springfield, Illinois
March 19, 2019



Kerber, Eck & Braeckel LLP

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Independent Accountant's Report on
Applying Agreed-Upon Procedures

Honorable Frank J. Mautino
Auditor General
State of Illinois

and

The Board Members of the
Illinois State Board of Education

As Special Assistant Auditors for the Auditor General, we have performed each of the procedures enumerated below, which were agreed to by the Auditor General and the Illinois State Board of Education, solely to assist the users in evaluating management's assertion about the Illinois State Board of Education's (Agency) compliance with respect to the reporting, during the year ended June 30, 2018, of the statewide high school dropout rate by grade, level, sex, race; the annual student dropout rate of and the number of students who graduate from, transfer from, or otherwise leave bilingual programs; a critique and analysis of the status of education in Illinois; and each act or omission of a school district as a consequence of scheduled, approved visits and which constituted a failure by the district to comply with applicable State or federal laws or regulations pursuant to 105 ILCS 5/1A-4, 105 ILCS 5/26-2a, and 105 ILCS 5/26-3a. The Illinois State Board of Education is responsible for the said reporting pursuant to 105 ILCS 5/1A-4, 105 ILCS 5/26-2a, and 105 ILCS 5/26-3a. The sufficiency of these procedures is solely the responsibility of specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The procedures we performed and our findings are as follows:

1. We reviewed the following articles of the School Code: 105 ILCS 5/1A-4, 105 ILCS 5/26-2a, and 105 ILCS 5/26-3a. We obtained and inspected the Fiscal Year 2017 Annual Report for the State Board of Education and verified the Annual Report complied with each of the following statutory requirements of the School Code:
 - a. Using the most recently available data, the Illinois State Board of Education prepared and submitted to the General Assembly and the Governor on or before January 14, 2018 a report or reports of its findings and recommendations.

- b. The Annual Report contained a separate section which provides a critique and analysis of the status of education in Illinois and which identifies its specific problems and recommends express solutions therefor.
- c. The Annual Report contained the following information for the preceding year ended June 30, 2017:
 - i. Each act or omission of a school district of which the State Board of Education has knowledge as a consequence of scheduled, approved visits and which constituted a failure by the district to comply with applicable State or federal laws or regulations relating to public education
 - ii. The name of such district
 - iii. The date or dates on which the State Board of Education notified the school district of such act or omission
 - iv. What action, if any, the school district took with respect thereto after being notified thereof by the State Board of Education.
- d. The report included the statewide high school dropout rate by grade level, sex and race and the annual student dropout rate of and the number of students who graduate from, transfer from or otherwise leave bilingual programs. High school dropout data included aged-out.

We found no exceptions as a result of the procedures performed.

- 2. We obtained the list of school districts and agreed submission of student data in Student Information System (SIS) for a sample of 40 school districts.

We found no exceptions as a result of the procedures performed.

- 3. We obtained the supporting file for the "2016-2017 High School Dropout Rates, by Grade Level, Gender, and Race/Ethnicity" prepared by the Agency. We agreed dropout data for 20 selected students from the Agency's supporting file of dropout data to SIS and 20 students selected from SIS to Agency's supporting file of dropout data.

During our testing, we noted one student's Region County District Type School's code in SIS did not agree to the Agency's supporting file of high school dropout data.

- 4. We compared dropout data totals per the Agency's supporting file of dropout data for the school year 2016-2017 to those on the 2016 Annual Report filed with the General Assembly and we agreed all dropout totals, by grade level, gender, and race/ethnicity on the supporting file to the report.

We found no exceptions as a result of the procedures performed.

5. We obtained the supporting file for the “2016-2017 English Learner Students by Transition Status and School Year Outcome” prepared by the Agency. We compared bilingual education data for 20 selected students from the Agency’s supporting file of bilingual education data to SIS and 20 selected students from SIS to the Agency’s supporting file of bilingual education data.

During our testing, we noted one student’s race in SIS did not agree to the Agency’s supporting file of bilingual education data.

6. We compared bilingual education data totals per the Agency’s supporting file of bilingual education data for school year 2016-2017 to those on the 2016 Annual Report filed with the General Assembly. We agreed all bilingual education data totals, by transition status, on the supporting file to the report.

We found no exceptions as a result of the procedures performed.

7. We obtained the schedule of bilingual education data generated from the Statistical Analysis system (SAS). We compared bilingual education data totals per the SAS schedule to those on the 2017 Annual Report filed with the General Assembly. We agreed all bilingual education data totals, by transition status, on the SAS schedule to the report.

We found no exceptions as a result of the procedures performed.

This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. For the purposes of this report, we were not engaged to and did not conduct an examination or review of the subject of this report, the objective of which would be the expression of an opinion or conclusion, respectively, on management’s assertions. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of the Auditor General, Board members of the Illinois State Board of Education, and Agency management, and is not intended to be and should not be used by anyone other than these specified parties.

SIGNED ORIGINAL ON FILE

Springfield, Illinois
May 14, 2019

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMPLIANCE EXAMINATION
For the Two Years Ended June 30, 2018

SCHEDULE OF FINDINGS
PRIOR FINDINGS NOT REPEATED

A. **FINDING:** Noncompliance with the School Code Requirement on Establishment of Multiple Measure Index and Annual Measurable Objectives

During the prior examination period, the Agency did not establish a multiple measure index and correlating annual measurable objectives for each public school in the State of Illinois.

During the current examination period, we noted the Agency sought legislative remedy to repeal the requirements of 105 ILCS 5/2-3.25d due to a federal law passed in 2015 that revised student accountability, data reporting and state plan requirements. During fiscal year 2018, the Agency filed the bill with the Clerk, and 105 ILCS 5/2-3.25d was repealed by Public Act 100-1046, effective August 23, 2018. (Finding Code No. 2016-003)

B. **FINDING:** Noncompliance with the Education Purchasing Program

During the prior examination period, the Agency did not create an education purchasing program or designate a State education purchasing entity as required by law.

During the current examination period, the Agency developed a plan to implement the education purchasing program, as well as, designated itself as the State education purchasing entity. (Finding Code No. 2016-005)

C. **FINDING:** Noncompliance with the School Code on Salary and Benefits Survey Reporting

During the prior examination period, the Agency did not compile a statewide salary and benefits survey report for certificated personnel.

During the current examination period, the Agency compiled and made available on their website a statewide salary and benefits survey report for certificated personnel for each school year within the examination period. (Finding Code No. 2016-004)

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMPLIANCE EXAMINATION
For the Two Years Ended June 30, 2018

SCHEDULE OF FINDINGS
PRIOR FINDINGS NOT REPEATED - CONTINUED

D. **FINDING:** Noncompliance with the Critical Health Problems and Comprehensive Health Education Act

During the prior examination period, the Agency did not comply with the Critical Health Problems and Comprehensive Health Education Act by failing to make available to all elementary and secondary schools in Illinois instructional materials and guidelines to assist the schools in incorporating alcohol and drug abuse instruction into their existing curricula.

During the current examination period, the Agency made available the Center for Disease Control Health Education Curriculum Analysis Tool (HECAT), which contained information and tools to assist the schools in incorporating alcohol and drug abuse instruction into their existing curricula. The HECAT includes information relating to both the physical and legal effects and ramifications of drug and substance abuse. (Finding Code No. 2016-006)

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMPLIANCE EXAMINATION
For the Two Years Ended June 30, 2018

SUPPLEMENTARY INFORMATION FOR STATE COMPLIANCE PURPOSES

SUMMARY

Supplementary Information for State Compliance Purposes presented in this section of the report includes the following:

Fiscal Schedules and Analysis:

Schedule of Appropriations, Expenditures and Reappropriated/

Lapsed Balances - Fiscal Year 2018

Schedule of Appropriations, Expenditures and Reappropriated/

Lapsed Balances - Fiscal Year 2017

Comparative Schedule of Net Appropriations, Expenditures and
Reappropriated/Lapsed Balances

Schedule of Changes in State Property

Comparative Schedule of Cash Receipts and
Reconciliation of Cash Receipts to Deposits Remitted
to the State Comptroller

Analysis of Operations (Unaudited):

Agency Functions and Planning Program (Unaudited)

State Charter School Commission (Unaudited)

Analysis of Significant Variations in Expenditures (Unaudited)

Analysis of Significant Variations in Receipts (Unaudited)

Analysis of Significant Lapse Period Spending (Unaudited)

Analysis of Significant Account Balances (Unaudited)

Analysis of Accounts Receivable (Unaudited)

Budget Impasse Disclosures (Unaudited)

Alternative Financing in Lieu of Appropriations and Programs
to Address Untimely Payments to Vendors (Unaudited)

Interest Costs on Fiscal Year 2017 and 2018 Invoices (Unaudited)

Average Number of Employees (Unaudited)

Annual Statistics (Unaudited)

Emergency Purchases (Unaudited)

Memorandums of Understanding (Unaudited)

Service Efforts and Accomplishments (Unaudited)

Schedule of Indirect Cost Reimbursements (Unaudited)

The accountant's report that covers the Supplementary Information for State Compliance Purposes presented in the Compliance Report Section states that it has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in the auditors' opinion, it is fairly stated in all material respects in relation to the basic financial statements as a whole from which it has been derived. The accountant's report also states that the Analysis of Operations Section has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, they do not express an opinion or provide any assurance on it.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
SCHEDULE OF APPROPRIATIONS, EXPENDITURES, AND REAPPROPRIATED / LAPSED BALANCES
Appropriations for Fiscal Year 2018

Sixteen Months Ended October 31, 2018

Public Acts 100-0021, 100-0586 FISCAL YEAR 2018	Appropriations (Net after Transfers)	Expenditures Through June 30	Lapse Period Expenditures July 1 to October 31	Total Expenditures 16 Months Ended October 31	Balances Reappropriated July 1	Balances Lapsed October 31
APPROPRIATED FUNDS						
<i>General Revenue Fund - 001</i>						
Awards and Grants	\$ 3,669,329,600	\$ 3,563,693,610	\$ 92,141,317	\$ 3,655,834,927	\$ -	\$ 13,494,673
Lump Sum and Other Purposes	72,706,300	53,276,303	18,003,275	71,279,578	-	1,426,722
Community and Residential Services Authority	579,000	529,003	11,797	540,800	-	38,200
Total General Revenue Fund	3,742,614,900	3,617,498,916	110,156,389	3,727,655,305	-	14,959,595
<i>Education Assistance Fund - 007</i>						
Awards and Grants	793,349,300	792,758,606	590,678	793,349,284	-	16
<i>Teacher Certificate Fee Revolving Fund - 016</i>						
Awards and Grants	750,000	-	-	-	-	750,000
Lump Sum and Other Purposes	6,000,000	1,554,701	84,640	1,639,341	-	4,360,659
Total Teacher Certificate Fee Revolving Fund	6,750,000	1,554,701	84,640	1,639,341	-	5,110,659
<i>Drivers Education Fund - 031</i>						
Awards and Grants	18,750,000	18,749,971	-	18,749,971	-	29
<i>School District Emergency Financial Assistance Fund - 130</i>						
Awards and Grants	1,000,000	-	53,860	53,860	-	946,140

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
SCHEDULE OF APPROPRIATIONS, EXPENDITURES, AND REAPPROPRIATED / LAPSED BALANCES - CONTINUED
Appropriations for Fiscal Year 2018

Sixteen Months Ended October 31, 2018

Public Acts 100-0021, 100-0586 FISCAL YEAR 2018	Appropriations (Net after Transfers)	Expenditures Through June 30	Lapse Period Expenditures July 1 to October 31	Total Expenditures 16 Months Ended October 31	Balances Reappropriated July 1	Balances Lapsed October 31
<i>School Construction Fund - 143</i>						
Awards and Grants	\$ 4,391,137	\$ -	\$ -	\$ -	\$ 4,391,137	\$ -
<i>S.B.E. Special Purpose Trust Fund - 144</i>						
Lump Sum and Other Purposes	15,500,000	4,044,496	(91,055)	3,953,441	-	11,546,559
<i>S.B.E. Teacher Certification Institutes Fund - 159</i>						
Lump Sum and Other Purposes	2,208,900	1,238,716	4,229	1,242,945	-	965,955
<i>S.B.E. Federal Department of Agriculture Fund - 410</i>						
Personal Services	3,831,000	2,645,710	2,588	2,648,298	-	1,182,702
Employee Retirement Contribution						
Paid by the State	16,800	7,478	-	7,478	-	9,322
State Employees/Teachers' Retirement	1,606,800	475,724	(17,916)	457,808	-	1,148,992
Social Security	191,200	64,613	8	64,621	-	126,579
Group Insurance	1,157,600	769,257	-	769,257	-	388,343
Contractual Services	12,100,000	4,819,131	1,197,772	6,016,903	-	6,083,097
Travel	400,000	231,589	22,078	253,667	-	146,333
Commodities	85,000	40,607	5,053	45,660	-	39,340
Printing	156,300	34,763	-	34,763	-	121,537
Equipment	310,000	37,870	5,298	43,168	-	266,832
Telecommunications	50,000	24,390	4,949	29,339	-	20,661
Awards and Grants	1,062,500,000	741,379,851	36,410,420	777,790,271	-	284,709,729
Total S.B.E. Federal Department of Agriculture Fund	1,082,404,700	750,530,983	37,630,250	788,161,233	-	294,243,467

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
SCHEDULE OF APPROPRIATIONS, EXPENDITURES, AND REAPPROPRIATED / LAPSED BALANCES - CONTINUED
Appropriations for Fiscal Year 2018

Sixteen Months Ended October 31, 2018

Public Acts 100-0021, 100-0586 FISCAL YEAR 2018	Appropriations (Net after Transfers)	Expenditures Through June 30	Lapse Period Expenditures July 1 to October 31	Total Expenditures 16 Months Ended October 31	Balances Reappropriated July 1	Balances Lapsed October 31
<i>Common School Fund - 412</i>						
Awards and Grants	\$ 3,061,012,300	\$ 3,061,012,300	\$ -	\$ 3,061,012,300	\$ -	\$ -
<i>After - School Rescue Fund - 512</i>						
Lump Sum and Other Purposes	200,000	-	-	-	-	200,000
<i>S.B.E. Federal Agency Services Fund - 560</i>						
Personal Services	200,000	29,346	-	29,346	-	170,654
State Employees/Teachers' Retirement	61,700	3,134	-	3,134	-	58,566
Social Security	5,400	390	-	390	-	5,010
Group Insurance	75,000	9,317	-	9,317	-	65,683
Contractual Services	945,000	84,233	8,014	92,267	-	852,733
Travel	30,000	8,515	735	9,250	-	20,750
Commodities	40,000	1,138	-	1,138	-	38,862
Printing	700	-	-	-	-	700
Equipment	11,000	703	-	703	-	10,297
Telecommunications	9,000	1,958	406	2,364	-	6,636
Awards and Grants	11,400,000	4,020,262	1,113,885	5,134,147	-	6,265,853
Total S.B.E. Federal Agency Services Fund	12,777,800	4,159,016	1,123,040	5,282,056	-	7,495,744

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
SCHEDULE OF APPROPRIATIONS, EXPENDITURES, AND REAPPROPRIATED / LAPSED BALANCES - CONTINUED
Appropriations for Fiscal Year 2018

Sixteen Months Ended October 31, 2018

Public Acts 100-0021, 100-0586 FISCAL YEAR 2018	Appropriations (Net after Transfers)	Expenditures Through June 30	Lapse Period Expenditures July 1 to October 31	Total Expenditures 16 Months Ended October 31	Balances Reappropriated July 1	Balances Lapsed October 31
<i>S.B.E. Federal Department of Education Fund - 561</i>						
Personal Services	\$ 13,959,200	\$ 5,647,097	\$ (1,183)	\$ 5,645,914	\$ -	\$ 8,313,286
Employee Retirement Contribution						
Paid by the State	98,100	27,400	-	27,400	-	70,700
State Employees/Teachers' Retirement	6,069,200	916,800	(28,118)	888,682	-	5,180,518
Social Security	1,062,700	122,865	19	122,884	-	939,816
Group Insurance	4,020,200	1,629,332	-	1,629,332	-	2,390,868
Contractual Services	21,370,000	9,099,257	526,676	9,625,933	-	11,744,067
Travel	1,600,000	240,537	37,538	278,075	-	1,321,925
Commodities	305,000	13,128	1,798	14,926	-	290,074
Printing	341,000	-	-	-	-	341,000
Equipment	679,000	94,710	23,633	118,343	-	560,657
Telecommunications	400,000	103,619	21,500	125,119	-	274,881
Lump Sum and Other Purposes	70,000,000	4,746,120	197,446	4,943,566	-	65,056,434
Awards and Grants	2,439,500,000	1,091,481,366	303,412,556	1,394,893,922	-	1,044,606,078
Total S.B.E. Federal Department of Education Fund	2,559,404,400	1,114,122,231	304,191,865	1,418,314,096	-	1,141,090,304
<i>Charter Schools Revolving Loan Fund - 567</i>						
Awards and Grants	200,000	-	-	-	-	200,000
<i>School Infrastructure Fund - 568</i>						
Lump Sum and Other Purposes	600,000	105,522	1,292	106,814	-	493,186
<i>School Technology Revolving Loan Fund - 569</i>						
Awards and Grants	7,500,000	2,228,850	-	2,228,850	-	5,271,150

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
SCHEDULE OF APPROPRIATIONS, EXPENDITURES, AND REAPPROPRIATED / LAPSED BALANCES - CONTINUED
Appropriations for Fiscal Year 2018

Sixteen Months Ended October 31, 2018

Public Acts 100-0021, 100-0586 FISCAL YEAR 2018	Appropriations (Net after Transfers)	Expenditures Through June 30	Lapse Period Expenditures July 1 to October 31	Total Expenditures 16 Months Ended October 31	Balances Reappropriated July 1	Balances Lapsed October 31
<i>Temporary Relocation Expenses Revolving Grant Fund - 605</i>						
Awards and Grants	\$ 1,000,000	\$ -	\$ -	\$ -	\$ -	\$ 1,000,000
<i>Fund for the Advancement of Education - 640</i>						
Awards and Grants	619,000,000	619,000,000	-	619,000,000	-	-
<i>State Charter School Commission Fund - 674</i>						
Lump Sum and Other Purposes	1,200,000	773,309	46,375	819,684	-	380,316
<i>Personal Property Replacement Tax Fund - 802</i>						
Lump Sum and Other Purposes	70,000	70,000	-	70,000	-	-
Awards and Grants	17,770,000	16,676,523	41,032	16,717,555	-	1,052,445
Total Personal Property Replacement Tax Fund	17,840,000	16,746,523	41,032	16,787,555	-	1,052,445
Subtotal - Appropriated Funds	11,947,703,437	10,004,524,140	453,832,595	10,458,356,735	4,391,137	1,484,955,565

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
SCHEDULE OF APPROPRIATIONS, EXPENDITURES, AND REAPPROPRIATED / LAPSED BALANCES - CONTINUED
Appropriations for Fiscal Year 2018

Sixteen Months Ended October 31, 2018

Public Acts 100-0021, 100-0586 FISCAL YEAR 2018	Appropriations (Net after Transfers)	Expenditures Through June 30	Lapse Period Expenditures July 1 to October 31	Total Expenditures 16 Months Ended October 31	Balances Reappropriated July 1	Balances Lapsed October 31
NONAPPROPRIATED FUNDS						
<i>S.B.E. Federal Department of Agriculture Fund - 410</i>						
Refunds		\$ 219,872	\$ -	\$ 219,872	\$ -	
<i>S.B.E. Federal Agency Services Fund - 560</i>						
Refunds		5,385	-	5,385	-	
<i>S.B.E. Federal Department of Education Fund - 561</i>						
Refunds		1,514,894	-	1,514,894	-	
Subtotal - Nonappropriated Funds		1,740,151	-	1,740,151	-	
GRAND TOTAL - ALL FUNDS	\$ 11,947,703,437	\$ 10,006,264,291	\$ 453,832,595	\$ 10,460,096,886	\$ 4,391,137	\$ 1,484,955,565

Note 1 : Appropriations, expenditures, and lapsed balances were obtained from the State Comptroller's records as of October 31, 2018, and have been reconciled to Agency records.

Note 2: Expenditure amounts are vouchers approved for payment by the Agency and submitted to the State Comptroller for payment to the vendor.

Note 3: The Agency provides administrative support to the State Charter School Commission (Commission). The School Code (105 ILCS 5/27A-7.5(g-5)) states that funds or spending authority for the operation and administrative cost of the Commission shall be appropriated to the Agency in a separate line item. During Fiscal Year 2018, the Agency received a separate appropriation for the State Charter School Commission Fund (Fund 674) to be used for all costs associated with the Commission.

Note 4: The Agency provides staff assistance to the Community and Residential Services Authority (Authority). The School Code (105 ILCS 5/14-15.01(c)(5)) states that funds for the ordinary and contingent expenses of the Authority shall be appropriated to the Agency in a separate line item. During Fiscal Year 2018, the Agency received a separate lump sum appropriation for the Authority under the General Revenue Fund (001) to be used for all costs associated with the Authority.

Note 5: Negative lapse period retirement expenditures for S.B.E. Federal Department of Agriculture Fund (Fund 410) and S.B.E. Federal Department of Education Fund (Fund 561) represent refunds received for excess employer pension contributions made in the first half of the Fiscal Year 2018 to the State Employees' Retirement System at a rate of 54.013%. The pension contribution rate was reduced by the Budget Implementation Act PA 100-0023. The effect of the change was to reduce the Fiscal Year 2018 contribution rate to 47.342%, certified in January 2018.

Note 6: Negative lapse period personal services and lump sum expenditures for S.B.E. Special Purpose Trust Fund (Fund 144) and S.B.E. Federal Department of Education Fund (Fund 561) represent expenditure transfers to the General Revenue Fund (001) for cash management purposes.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
SCHEDULE OF APPROPRIATIONS, EXPENDITURES, AND REAPPROPRIATED / LAPSED BALANCES - CONTINUED
Appropriations for Fiscal Year 2018

Sixteen Months Ended October 31, 2018

Public Acts 100-0021, 100-0586	Appropriations (Net after Transfers)	Expenditures Through June 30	Lapse Period	Total	Balances Reappropriated July 1	Balances Lapsed October 31
			Expenditures July 1 to October 31	Expenditures 16 Months Ended October 31		
FISCAL YEAR 2018						

Note 7: During Fiscal Year 2018, the Office operated without enacted appropriation until Public Act 100-0021 was signed into law on July 6, 2017. During the impasse, the Office incurred non-payroll obligations, which the Office was unable to pay until the passage of Public Act 100-0021.

Note 8: Notwithstanding anything within Public Act 100-0021 to the contrary, Public Act 100-0021 authorized the Office to pay for all costs incurred to July 1, 2018, using either its Fiscal Year 2017 or Fiscal Year 2018 appropriations for non-payroll expenditures. The Analysis of Operations section of this report at page 78 includes information from Office management about the number of invoices and the total dollar amount of invoices from Fiscal Year 2016 and Fiscal Year 2017 held by the Office to be submitted against its Fiscal Year 2017 or Fiscal Year 2018 appropriations.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
SCHEDULE OF APPROPRIATIONS, EXPENDITURES, AND REAPPROPRIATED / LAPSED BALANCES
Appropriations for Fiscal Year 2017

Schedule 2

Fifteen Months Ended September 30, 2017

Public Acts 99-0524, 100-0021	Appropriations (Net after Transfers)	Expenditures Through June 30	Lapse Period Expenditures July 1 to September 30	Total Expenditures 15 Months Ended September 30	Balances Reappropriated July 1	Balances Lapsed September 30
FISCAL YEAR 2017						
APPROPRIATED FUNDS						
<i>General Revenue Fund - 001</i>						
Lump Sum and Other Purposes	\$ 70,253,400	\$ 57,227,573	\$ 11,605,199	\$ 68,832,772	\$ -	\$ 1,420,628
Awards and Grants	3,554,612,100	3,437,446,509	93,049,841	3,530,496,350	-	24,115,750
Community and Residential Services Authority	579,000	519,542	17,952	537,494	-	41,506
Total General Revenue Fund	3,625,444,500	3,495,193,624	104,672,992	3,599,866,616	-	25,577,884
<i>Teacher Certificate Fee Revolving Fund - 016</i>						
Lump Sum and Other Purposes	5,000,000	3,976,829	(1,061,842)	2,914,987	-	2,085,013
Awards and Grants	1,000,000	702,955	(7,861)	695,094	-	304,906
Total Teacher Certificate Fee Revolving Fund	6,000,000	4,679,784	(1,069,703)	3,610,081	-	2,389,919
<i>Drivers Education Fund - 031</i>						
Awards and Grants	18,750,000	18,749,966	-	18,749,966	-	34
<i>School District Emergency Financial Assistance Fund - 130</i>						
Awards and Grants	1,000,000	-	-	-	-	1,000,000
<i>School Construction Fund - 143</i>						
Awards and Grants	4,391,137	-	-	-	4,391,137	-
<i>S.B.E. Special Purpose Trust Fund - 144</i>						
Lump Sum and Other Purposes	15,500,000	5,026,577	(749,474)	4,277,103	-	11,222,897
<i>S.B.E. Teacher Certification Institute Fund - 159</i>						
Lump Sum and Other Purposes	2,208,900	-	-	-	-	2,208,900

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
SCHEDULE OF APPROPRIATIONS, EXPENDITURES, AND REAPPROPRIATED / LAPSED BALANCES - CONTINUED
Appropriations for Fiscal Year 2017

Schedule 2

Fifteen Months Ended September 30, 2017

Public Acts 99-0524, 100-0021	Appropriations (Net after Transfers)	Expenditures Through June 30	Lapse Period Expenditures July 1 to September 30	Total Expenditures 15 Months Ended September 30	Balances Reappropriated July 1	Balances Lapsed September 30
FISCAL YEAR 2017						
<i>S.B.E. Federal Department of Agriculture Fund - 410</i>						
Personal Services	\$ 3,831,000	\$ 2,540,127	\$ -	\$ 2,540,127	\$ -	\$ 1,290,873
Employee Retirement Contribution						
Paid by the State	16,800	4,854	-	4,854	-	11,946
State Employees/Teachers' Retirement	1,606,800	1,022,241	-	1,022,241	-	584,559
Social Security	191,200	65,341	-	65,341	-	125,859
Group Insurance	1,157,600	815,558	-	815,558	-	342,042
Contractual Services	12,100,000	6,234,791	1,400,597	7,635,388	-	4,464,612
Travel	400,000	225,245	20,330	245,575	-	154,425
Commodities	85,000	38,154	2,499	40,653	-	44,347
Printing	156,300	17,427	-	17,427	-	138,873
Equipment	310,000	4,724	10,129	14,853	-	295,147
Telecommunications	50,000	24,420	2,394	26,814	-	23,186
Awards and Grants	1,062,500,000	739,969,994	26,595,123	766,565,117	-	295,934,883
Total S.B.E. Federal Department of Agriculture Fund	1,082,404,700	750,962,876	28,031,072	778,993,948	-	303,410,752
<i>Common School Fund - 412</i>						
Awards and Grants	3,611,012,300	3,611,012,300	-	3,611,012,300	-	-
<i>After School Rescue Fund - 512</i>						
Lump Sum and Other Purposes	200,000	-	-	-	-	200,000

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
SCHEDULE OF APPROPRIATIONS, EXPENDITURES, AND REAPPROPRIATED / LAPSED BALANCES - CONTINUED
Appropriations for Fiscal Year 2017

Fifteen Months Ended September 30, 2017

Public Acts 99-0524, 100-0021	Appropriations (Net after Transfers)	Expenditures Through June 30	Lapse Period Expenditures July 1 to September 30	Total Expenditures 15 Months Ended September 30	Balances Reappropriated July 1	Balances Lapsed September 30
FISCAL YEAR 2017						
<i>S.B.E. Federal Agency Services Fund - 560</i>						
Personal Services	\$ 200,000	\$ 104,783	\$ -	\$ 104,783	\$ -	\$ 95,217
Employee Retirement Contribution						
Paid by the State	5,000	356	-	356	-	4,644
State Employees/Teachers' Retirement	56,700	42,181	-	42,181	-	14,519
Social Security	5,400	2,531	-	2,531	-	2,869
Group Insurance	75,000	32,459	-	32,459	-	42,541
Contractual Services	945,000	126,166	58,998	185,164	-	759,836
Travel	30,000	7,215	294	7,509	-	22,491
Commodities	40,000	-	-	-	-	40,000
Printing	700	-	-	-	-	700
Equipment	11,000	-	-	-	-	11,000
Telecommunications	9,000	1,699	167	1,866	-	7,134
Awards and Grants	11,400,000	1,367,768	170,468	1,538,236	-	9,861,764
Total S.B.E. Federal Agency Services Fund	12,777,800	1,685,158	229,927	1,915,085	-	10,862,715
<i>S.B.E. Federal Department of Education - 561</i>						
Personal Services	13,959,200	6,206,068	134	6,206,202	-	7,752,998
Employee Retirement Contribution						
Paid by the State	98,100	41,064	-	41,064	-	57,036
State Employees/Teachers' Retirement	6,069,200	2,484,634	-	2,484,634	-	3,584,566
Social Security	1,062,700	139,480	10	139,490	-	923,210
Group Insurance	4,020,200	2,057,328	-	2,057,328	-	1,962,872
Contractual Services	21,370,000	8,003,524	1,434,405	9,437,929	-	11,932,071
Travel	1,600,000	274,316	16,490	290,806	-	1,309,194
Commodities	305,000	8,387	80	8,467	-	296,533
Printing	341,000	2,663	-	2,663	-	338,337
Equipment	679,000	32,164	-	32,164	-	646,836
Telecommunications	400,000	91,809	9,000	100,809	-	299,191
Awards and Grants	2,387,500,000	1,174,946,756	248,816,370	1,423,763,126	-	963,736,874
Lump Sums and Other Purposes	70,000,000	21,965,721	7,525,749	29,491,470	-	40,508,530
Total S.B.E. Federal Department of Education	2,507,404,400	1,216,253,914	257,802,238	1,474,056,152	-	1,033,348,248

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
SCHEDULE OF APPROPRIATIONS, EXPENDITURES, AND REAPPROPRIATED / LAPSED BALANCES - CONTINUED
Appropriations for Fiscal Year 2017

Schedule 2

Fifteen Months Ended September 30, 2017

Public Acts 99-0524, 100-0021 FISCAL YEAR 2017	Appropriations (Net after Transfers)	Expenditures Through June 30	Lapse Period Expenditures July 1 to September 30	Total Expenditures 15 Months Ended September 30	Balances Reappropriated July 1	Balances Lapsed September 30
<i>Charter Schools Revolving Loan Fund - 567</i>						
Awards and Grants	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ 20,000
<i>School Infrastructure Fund - 568</i>						
Lump Sum and Other Purposes	600,000	213,991	9,798	223,789	-	376,211
<i>School Technology Revolving Loan Fund - 569</i>						
Awards and Grants	7,500,000	1,922,750	-	1,922,750	-	5,577,250
<i>Temporary Relocation Expenses Revolving Grant Fund - 605</i>						
Awards and Grants	1,000,000	-	-	-	-	1,000,000
<i>Fund for the Advancement of Education - 640</i>						
Awards and Grants	253,000,000	247,036,121	-	247,036,121	-	5,963,879
<i>State Charter School Commission Fund - 674</i>						
Lump Sum and Other Purposes	1,000,000	647,209	207,287	854,496	-	145,504
<i>Budget Stabilization Fund - 686</i>						
Lump Sum and Other Purposes	1,000,000	1,000,000	-	1,000,000	-	-
<i>Personal Property Replacement Tax Fund - 802</i>						
Lump Sum and Other Purposes	70,000	70,000	-	70,000	-	-
Awards and Grants	17,670,000	16,708,888	(44,204)	16,664,684	-	1,005,316
Total Personal Property Replacement Tax Fund	17,740,000	16,778,888	(44,204)	16,734,684	-	1,005,316
Subtotal - Appropriated Funds	11,168,953,737	9,371,163,158	389,089,933	9,760,253,091	4,391,137	1,404,309,509

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
SCHEDULE OF APPROPRIATIONS, EXPENDITURES, AND REAPPROPRIATED / LAPSED BALANCES - CONTINUED
Appropriations for Fiscal Year 2017

Schedule 2

Fifteen Months Ended September 30, 2017

Public Acts 99-0524, 100-0021	Appropriations (Net after Transfers)	Expenditures Through June 30	Lapse Period Expenditures July 1 to September 30	Total Expenditures 15 Months Ended September 30	Balances Reappropriated July 1	Balances Lapsed September 30
FISCAL YEAR 2017						
NONAPPROPRIATED FUNDS						
<i>Teacher Certificate Revolving Fund - 016</i>						
Refunds		\$ 75	\$ -	\$ 75	\$ -	
<i>S.B.E. Federal Department of Agriculture Fund - 410</i>						
Refunds		227,958	-	227,958	-	
<i>S.B.E. Federal Department of Education Fund - 561</i>						
Refunds		1,386,108	-	1,386,108	-	
Subtotal - Nonappropriated Funds		1,614,141	-	1,614,141	-	
GRAND TOTAL - ALL FUNDS	\$ 11,168,953,737	\$ 9,372,777,299	\$ 389,089,933	\$ 9,761,867,232	\$ 4,391,137	\$ 1,404,309,509

Note 1 : Appropriations, expenditures, and lapsed balances were obtained from the State Comptroller's records as of September 30, 2017, and have been reconciled to Agency records.

Note 2: Expenditure amounts are vouchers approved for payment by the Agency and submitted to the State Comptroller for payment to the vendor.

Note 3: The Agency provides administrative support to the State Charter School Commission (Commission). The School Code (105 ILCS 5/27A-7.5(g-5)) states that funds or spending authority for the operation and administrative cost of the Commission shall be appropriated to the Agency in a separate line item. During Fiscal Year 2017, the Agency received a separate appropriation for the State Charter School Commission Fund (Fund 674) to be used for all costs associated with the Commission.

Note 4: The Agency provides staff assistance to the Community and Residential Services Authority (Authority). The School Code (105 ILCS 5/14-15.01(c)(5)) states that funds for the ordinary and contingent expenses of the Authority shall be appropriated to the Agency in a separate line item. During Fiscal Year 2017, the Agency received a separate lump sum appropriation for the Authority under the General Revenue Fund (001) to be used for all costs associated with the Authority.

Note 5: Public Act 99-0524 authorizes the Agency to pay Fiscal Year 2016 costs using its Fiscal Year 2017 appropriations for non-payroll expenditures. The Analysis of Operations section of this report at page 78 includes information from Agency management about the number of invoices and the total dollar amount of invoices held by the Agency and submitted against its Fiscal Year 2017 appropriation.

Note 6: Negative lapse period awards and grants and lump sum expenditures for the Teacher Certificate Revolving Fund (Fund 016), S.B.E. Special Purpose Trust Fund (Fund 144), and Personal Property Replacement Tax Fund (Fund 802) represent expenditure transfers to the General Revenue Fund (001) for cash management purposes and refunds received related to Fiscal Year 2017 expenditures.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
**COMPARATIVE SCHEDULE OF NET APPROPRIATIONS, EXPENDITURES,
AND REAPPROPRIATED/LAPSED BALANCES**

Schedule 3

For the Fiscal Years Ended June 30, 2018, 2017 and 2016

	2018 P.A. 100-021, 100-0586	2017 P.A. 99-0524, 100-0021	2016 P.A. 99-0005, 99-0409, 99-0524, and Court-Ordered Expenditures
APPROPRIATED FUNDS			
<i>General Revenue Fund - 001</i>			
Appropriations (Net After Transfers)	\$ 3,742,614,900	\$ 3,625,444,500	\$ 2,495,235,039
Expenditures			
Lump Sum and Other Purposes	71,279,578	68,832,772	15,175,835
Lump Sum and Other Purposes - CRSA (Note 4)	540,800	537,494	455,950
Awards and Grants	3,655,834,927	3,530,496,350	2,479,128,305
Total Expenditures	3,727,655,305	3,599,866,616	2,494,760,090
Lapsed Balances	\$ 14,959,595	\$ 25,577,884	\$ 474,949
<i>Education Assistance Fund - 007</i>			
Appropriations (Net After Transfers)	\$ 793,349,300	\$ -	\$ 401,223,700
Expenditures			
Awards and Grants	793,349,284	-	401,223,700
Lapsed Balances	\$ 16	\$ -	\$ -
<i>Teacher Certificate Fee Revolving Fund - 016</i>			
Appropriations (Net After Transfers)	\$ 6,750,000	\$ 6,000,000	\$ 7,000,000
Expenditures			
Lump Sum and Other Purposes	1,639,341	2,914,987	3,915,716
Awards and Grants	-	695,094	864,755
Total Expenditures	1,639,341	3,610,081	4,780,471
Lapsed Balances	\$ 5,110,659	\$ 2,389,919	\$ 2,219,529
<i>Drivers Education Fund - 031</i>			
Appropriations (Net After Transfers)	\$ 18,750,000	\$ 18,750,000	\$ 18,500,000
Expenditures			
Awards and Grants	18,749,971	18,749,966	18,499,968
Lapsed Balances	\$ 29	\$ 34	\$ 32
<i>School District Emergency Financial Assistance Fund - 130</i>			
Appropriations (Net After Transfers)	\$ 1,000,000	\$ 1,000,000	\$ 1,166,800
Expenditures			
Awards and Grants	53,860	-	-
Lapsed Balances	\$ 946,140	\$ 1,000,000	\$ 1,166,800
<i>School Construction Fund - 143</i>			
Appropriations (Net After Transfers)	\$ 4,391,137	\$ 4,391,137	\$ 20,356,631
Expenditures			
Awards and Grants	-	-	15,965,494
Balances Reappropriated	\$ 4,391,137	\$ 4,391,137	\$ 4,391,137
Lapsed Balances	\$ -	\$ -	\$ -

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION

Schedule 3

**COMPARATIVE SCHEDULE OF NET APPROPRIATIONS, EXPENDITURES,
AND REAPPROPRIATED/LAPSED BALANCES - CONTINUED**

For the Fiscal Years Ended June 30, 2018, 2017 and 2016

	2018	2017	2016
	P.A. 100-021, 100-0586	P.A. 99-0524, 100-0021	P.A. 99-0005, 99-0409, 99-0524, and Court-Ordered Expenditures
<i>S.B.E. Special Purpose Trust Fund - 144</i>			
Appropriations (Net After Transfers)	\$ 15,500,000	\$ 15,500,000	\$ 15,500,000
Expenditures			
Lump Sum and Other Purposes	3,953,441	4,277,103	3,806,322
Lapsed Balances	\$ 11,546,559	\$ 11,222,897	\$ 11,693,678
<i>S.B.E. Teacher Certification Institute Fund - 159</i>			
Appropriations (Net After Transfers)	\$ 2,208,900	\$ 2,208,900	\$ 2,208,900
Expenditures			
Lump Sum and Other Purposes	1,242,945	-	-
Lapsed Balances	\$ 965,955	\$ 2,208,900	\$ 2,208,900
<i>S.B.E. Federal Department of Agriculture Fund - 410</i>			
Appropriations (Net After Transfers)	\$ 1,082,404,700	\$ 1,082,404,700	\$ 869,904,700
Expenditures			
Personal Services	2,648,298	2,540,127	2,432,634
Employee Retirement Contribution			
Paid by the State	7,478	4,854	3,681
State Employees'/Teachers' Retirement	457,808	1,022,241	941,076
Social Security	64,621	65,341	66,218
Group Insurance	769,257	815,558	785,535
Contractual Services	6,016,903	7,635,388	6,080,240
Travel	253,667	245,575	221,412
Commodities	45,660	40,653	151,344
Printing	34,763	17,427	31,937
Equipment	43,168	14,853	53,927
Telecommunications	29,339	26,814	21,630
Awards and Grants	777,790,271	766,565,117	808,518,476
Total Expenditures	788,161,233	778,993,948	819,308,110
Lapsed Balances	\$ 294,243,467	\$ 303,410,752	\$ 50,596,590
<i>Common School Fund - 412</i>			
Appropriations (Net After Transfers)	\$ 3,061,012,300	\$ 3,611,012,300	\$ 3,611,012,300
Expenditures			
Awards and Grants	3,061,012,300	3,611,012,300	3,611,012,300
Lapsed Balances	\$ -	\$ -	\$ -
<i>After-School Rescue Fund - 512</i>			
Appropriations (Net After Transfers)	\$ 200,000	\$ 200,000	\$ 200,000
Lapsed Balances	\$ 200,000	\$ 200,000	\$ 200,000

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Schedule 3

**COMPARATIVE SCHEDULE OF NET APPROPRIATIONS, EXPENDITURES,
AND REAPPROPRIATED/LAPSED BALANCES - CONTINUED**

For the Fiscal Years Ended June 30, 2018, 2017 and 2016

	2018	2017	2016
	P.A. 100-021, 100-0586	P.A. 99-0524, 100-0021	P.A. 99-0005, 99-0409, 99-0524, and Court-Ordered Expenditures
<i>S.B.E. Federal Agency Services Fund - 560</i>			
Appropriations (Net After Transfers)	\$ 12,777,800	\$ 12,777,800	\$ 5,010,600
Expenditures			
Personal Services	29,346	104,783	89,971
Employee Retirement Contribution			
Paid by the State	-	356	-
State Employees'/Teachers' Retirement	3,134	42,181	34,432
Social Security	390	2,531	2,150
Group Insurance	9,317	32,459	29,848
Contractual Services	92,267	185,164	145,675
Travel	9,250	7,509	9,452
Commodities	1,138	-	1,483
Printing	-	-	274
Equipment	703	-	-
Telecommunications	2,364	1,866	1,173
Awards and Grants	5,134,147	1,538,236	585,897
Total Expenditures	5,282,056	1,915,085	900,355
Lapsed Balances	\$ 7,495,744	\$ 10,862,715	\$ 4,110,245
<i>S.B.E. Federal Department of Education Fund - 561</i>			
Appropriations (Net After Transfers)	\$ 2,559,404,400	\$ 2,507,404,400	\$ 2,274,184,700
Expenditures			
Personal Services	5,645,914	6,206,202	6,600,179
Employee Retirement Contribution			
Paid by the State	27,400	41,064	32,697
State Employees'/Teachers' Retirement	888,682	2,484,634	2,513,117
Social Security	122,884	139,490	146,737
Group Insurance	1,629,332	2,057,328	2,229,349
Contractual Services	9,625,933	9,437,929	9,544,851
Travel	278,075	290,806	319,274
Commodities	14,926	8,467	4,732
Printing	-	2,663	598
Equipment	118,343	32,164	28,624
Telecommunications	125,119	100,809	100,601
Lump Sum and Other Purposes	4,943,566	29,491,470	32,847,411
Awards and Grants	1,394,893,922	1,423,763,126	1,463,911,847
ARRA - Awards and Grants	-	-	272,095
Total Expenditures	1,418,314,096	1,474,056,152	1,518,552,112
Lapsed Balances	\$ 1,141,090,304	\$ 1,033,348,248	\$ 755,632,588
<i>Charter Schools Revolving Loan Fund - 567</i>			
Appropriations (Net After Transfers)	\$ 200,000	\$ 20,000	\$ 20,000
Lapsed Balances	\$ 200,000	\$ 20,000	\$ 20,000

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**COMPARATIVE SCHEDULE OF NET APPROPRIATIONS, EXPENDITURES,
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For the Fiscal Years Ended June 30, 2018, 2017 and 2016

	2018	2017	2016
	P.A. 100-021, 100-0586	P.A. 99-0524, 100-0021	P.A. 99-0005, 99-0409, 99-0524, and Court-Ordered Expenditures
<i>School Infrastructure Fund - 568</i>			
Appropriations (Net After Transfers)	\$ 600,000	\$ 600,000	\$ 40,600,000
Expenditures			
Lump Sum and Other Purposes	106,814	223,789	153,979
Lapsed Balances	\$ 493,186	\$ 376,211	\$ 40,446,021
<i>School Technology Revolving Loan Fund - 569</i>			
Appropriations (Net After Transfers)	\$ 7,500,000	\$ 7,500,000	\$ 2,000,000
Expenditures			
Awards and Grants	2,228,850	1,922,750	2,000,000
Lapsed Balances	\$ 5,271,150	\$ 5,577,250	\$ -
<i>Temporary Relocation Expenses Revolving Grant Fund - 605</i>			
Appropriations (Net After Transfers)	\$ 1,000,000	\$ 1,000,000	\$ 1,400,000
Expenditures			
Awards and Grants	-	-	60,500
Lapsed Balances	\$ 1,000,000	\$ 1,000,000	\$ 1,339,500
<i>Fund for the Advancement of Education - 640</i>			
Appropriations (Net After Transfers)	\$ 619,000,000	\$ 253,000,000	\$ 446,000,000
Expenditures			
Awards and Grants	619,000,000	247,036,121	445,999,994
Lapsed Balances	\$ -	\$ 5,963,879	\$ 6
<i>State Charter School Commission Fund - 674</i>			
Appropriations (Net After Transfers)	\$ 1,200,000	\$ 1,000,000	\$ 600,000
Expenditures			
Lump Sum and Other Purposes	819,684	854,496	576,650
Lapsed Balances	\$ 380,316	\$ 145,504	\$ 23,350
<i>Budget Stabilization Fund - 686</i>			
Appropriations (Net After Transfers)	\$ -	\$ 1,000,000	\$ -
Expenditures			
Lump Sum and Other Purposes	-	1,000,000	-
Lapsed Balances	\$ -	\$ -	\$ -

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**COMPARATIVE SCHEDULE OF NET APPROPRIATIONS, EXPENDITURES,
AND REAPPROPRIATED/LAPSED BALANCES - CONTINUED**

For the Fiscal Years Ended June 30, 2018, 2017 and 2016

	2018	2017	2016
	P.A. 100-021, 100-0586	P.A. 99-0524, 100-0021	P.A. 99-0005, 99-0409, 99-0524, and Court-Ordered Expenditures
<i>Personal Property Replacement Tax Fund - 802</i>			
Appropriations (Net After Transfers)	\$ 17,840,000	\$ 17,740,000	\$ 15,720,000
Expenditures			
Lump Sum and Other Purposes	70,000	70,000	70,000
Awards and Grants	16,717,555	16,664,684	14,456,205
Total Expenditures	16,787,555	16,734,684	14,526,205
Lapsed Balances	\$ 1,052,445	\$ 1,005,316	\$ 1,193,795
TOTAL - ALL APPROPRIATED FUNDS			
Appropriations (Net After Transfers)	\$ 11,947,703,437	\$ 11,168,953,737	\$ 10,227,843,370
Expenditures	\$ 10,458,356,735	\$ 9,760,253,091	\$ 9,352,126,250
Balances Reappropriated	\$ 4,391,137	\$ 4,391,137	\$ 4,391,137
Lapsed Balances	\$ 1,484,955,565	\$ 1,404,309,509	\$ 871,325,983
NONAPPROPRIATED FUNDS			
<i>Teacher Certificate Revolving Fund -016</i>			
Expenditures			
Refunds	\$ -	\$ 75	\$ 9,561
<i>S.B.E. Federal Department of Agriculture Fund - 410</i>			
Expenditures			
Refunds	\$ 219,872	\$ 227,958	\$ 226,618
<i>S.B.E. Federal Agency Services Fund - 560</i>			
Expenditures			
Refunds	\$ 5,385	\$ -	\$ -
<i>S.B.E. Federal Department of Education Fund - 561</i>			
Expenditures			
Awards & Grants	\$ -	\$ -	\$ 947
Refunds	1,514,894	1,386,108	718,239
Total Expenditures	\$ 1,514,894	\$ 1,386,108	\$ 719,186

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SCHEDULE OF FINDINGS
CURRENT FINDINGS - GOVERNMENT AUDITING STANDARDS

2018-001. **FINDING:** Financial Statement Reporting Error

The Illinois State Board of Education's financial statements and financial reporting forms were materially misstated due to an understatement of liabilities related to federal grants.

During our audit, we noted the Agency understated deferred inflows of resources for unavailable revenues in the amount of \$14.2 million. The Agency improperly reduced the unavailable revenue calculation for receipts of current year receivables over 60 days after year-end. The misstatement was identified during the financial audit and subsequently corrected by Agency personnel.

According to GASB Statement No. 33, Accounting and Financial Reporting for Non-Exchange Transactions, resources recognized as receivables before availability requirements are met should be reported as deferred revenues. Furthermore, according to the State of Illinois, Office of the Comptroller's Statewide Accounting Management System Manual, sections 27.20.63 and 27.50.20, current year receivables not received within 60 days of year-end have not met the availability requirements and should be reported as deferred revenues. The Fiscal Control and Internal Auditing Act (Act) (30 ILCS 10/3001) requires State agencies to establish and maintain a system of internal fiscal and administrative controls to provide assurance that revenues, expenditures, and transfers of assets, resources, or funds applicable to operations are properly recorded and accounted for to permit the preparation of accounts and reliable financial and statistical reports and to maintain accountability over the State's resources. Good internal control procedures require adequate management oversight and review of accounting policies and procedures as well as an overall review of financial reporting for accuracy and compliance with generally accepted accounting principles.

Agency officials stated the misstatement was due to a reporting error on the Agency's financial statements and reporting forms. This error was not appropriately identified during the review process.

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SCHEDULE OF FINDINGS
CURRENT FINDINGS - GOVERNMENT AUDITING STANDARDS - CONTINUED

2018-001. **FINDING:** Financial Statement Reporting Error - Continued

Failure to exercise due care during the financial reporting and review process could lead to future misstatements of the Agency's financial statements. (Finding Code No. 2018-001, 2017-001)

RECOMMENDATION

We recommend the Agency document the procedures for calculating available revenue, compare the amounts on the financial reporting forms to supporting calculations, and exercise due care during the financial statement preparation and review process to ensure accurate financial reporting.

AGENCY RESPONSE

The Agency agrees with the finding. In order to reduce the likelihood of future misstatements, the Agency will perform a comprehensive review of the GAAP package preparation checklists specific to the Agency's significant funds with a goal of developing more robust checklists which capture the unique aspects of each significant fund.

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SCHEDULE OF FINDINGS
CURRENT FINDINGS - STATE COMPLIANCE

2018-002. **FINDING:** Noncompliance with the School Code on Bullying Prevention

The Illinois State Board of Education (Agency) did not adequately monitor the implementation of the bullying prevention policies.

During our testing, we noted:

- One of three charter schools (33%) and four of seven non-public, non-sectarian schools (57%) tested did not file with the Agency their policy on bullying.
- Eight of twenty (40%) bullying policies reviewed lacked the provisions required to be included in the policy.
- Six of twenty (30%) bullying policies on file with the Agency had not been reviewed or re-evaluated recently. These policies were last reviewed or re-evaluated between 1,148 to 1,608 days after the prior policy review.
- Four of twenty (20%) bullying policies on file with the Agency lacked information to determine how long it had been since revision.

We also noted during testing, the Agency did not have internal controls in place to monitor or provide technical support for the implementation of policies created under this mandate.

The School Code (105 ILCS 5/27-23.7(d)) requires each school district, charter school, and non-public, non-sectarian elementary or secondary school to create, maintain, and implement a policy on bullying which must be filed with the Agency. The School Code (105 ILCS 5/27-23.7(b)) also defines "policy on bullying" as a bullying prevention policy that includes the bullying definition as provided by the School Code, procedures for promptly reporting bullying, procedures for promptly informing parents or guardians of all students involved in the alleged incident of bullying, procedures for promptly investigating and addressing reports of bullying, as well as a policy evaluation process to assess the outcomes and effectiveness of the policy. Further, the School Code (105 ILCS 5/27-23.7(d)) requires the policy or implementing procedure include a process to investigate whether a reported act of bullying is within the permissible scope of the district's or school's jurisdiction and

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SCHEDULE OF FINDINGS
CURRENT FINDINGS - STATE COMPLIANCE - CONTINUED

2018-002. **FINDING:** Noncompliance with the School Code on Bullying Prevention -
Continued

requires the district or school provide the victim with information regarding services available within the district and community, such as counseling, support services, and other programs. Additionally, the School Code (105 ILCS 5/27-23.7(d)) requires each school district, charter school, and non-public, non-sectarian elementary or secondary school to review and evaluate their policy every two years. The Agency is required to maintain the revised policies, as well as monitor and provide technical support for the implementation of the policies.

Agency officials stated there is a model policy that was created by the Agency and the Illinois Association of School Boards (IASB), which meets all requirements of the Code, and is accessible on the IASB website. Agency officials also stated they communicated the bullying policy requirements to all districts in 2015 but have not continued to monitor and enforce the requirements due to turnover within the Agency resulting in a lack of Agency resources and personnel.

Failure to adequately monitor the revision and implementation of bullying prevention policies by each school lessens the effectiveness of its purpose to educate students, parents and schools about behaviors and negative outcomes associated with bullying. (Finding Code No. 2018-002, 2016-001, 2014-003)

RECOMMENDATION

We recommend the Agency strengthen its controls to adequately monitor the implementation of bullying prevention policies by each school district, charter school, and non-public, non-sectarian schools to ensure compliance with the bullying prevention requirements of the School Code.

AGENCY RESPONSE

The Agency agrees with the finding. ISBE will continue to communicate the requirements for bullying policies to reinforce this mandate as well as strengthen ISBE's monitoring function.

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SCHEDULE OF FINDINGS
CURRENT FINDINGS - STATE COMPLIANCE - CONTINUED

2018-003. **FINDING:** Insufficient Controls over School Construction Projects

The Illinois State Board of Education (Agency) failed to process applications to determine and entitle eligible districts for school construction project grants.

The school construction program process calls for applications from districts with populations not exceeding 500,000 to be submitted to the Agency. The Agency will then review the received applications to determine eligibility, calculate grant indexes, issue entitlements, and when there is limited availability of funds, submit a priority ranking of entitled districts to the Capital Development Board (CDB). CDB issues school construction grants to those school districts entitled by the Agency when funds are appropriated by the General Assembly from the School Infrastructure Fund.

During our testing, we noted the Agency had not reviewed the 282 applications it received from school districts since fiscal year 2003 to determine whether the district was eligible and should have been entitled to receive a school construction grant.

The School Construction Law (105 ILCS 230/5-20) requires the Agency “review and approve district facilities plans prior to issuing grant entitlements.” Additionally, the School Construction Law (105 ILCS 230/5-25(a)) states the Agency “shall approve a district’s eligibility for a school construction project grant pursuant to the established standards.” In addition, the Illinois Administrative Code (Code) (23 Ill. Admin. Code 151.40(a)) states the State Superintendent of Education shall award construction grant entitlements to a district that submits a complete and accurate application which demonstrated a needed school construction project or projects. The Agency’s administrative rules (23 Ill. Admin. Code 151.50) further require priority ranking of construction grant entitlements if the appropriation for any fiscal year is insufficient to fund grants for all approved grant entitlements.

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SCHEDULE OF FINDINGS
CURRENT FINDINGS - STATE COMPLIANCE - CONTINUED

2018-003. **FINDING:** Insufficient Controls over School Construction Projects - Continued

Agency officials stated due to the Capital Development Board (CDB) not receiving an appropriation for school construction grants, management of the Agency did not find it appropriate, nor efficient, to have Agency personnel review the applications and entitle the districts knowing there were not sufficient funds to awards grants to the school districts. The Agency did seek legislative remedy during the examination period; however, the process has not been completed, thus the Agency's responsibilities to review and approve state construction grant applications have not been eliminated.

Agency officials estimated the unmet need for new school construction and addition projects was approximately \$3.6 billion at June 30, 2018. By not reviewing applications for school construction projects and entitling districts for aid from CDB, the Agency failed to comply with the School Construction Law and the Illinois Administrative Code. (Finding Code No. 2018-003, 2016-002)

RECOMMENDATION

We recommend the Agency review applications for school construction projects to calculate grant indexes, issue entitlements, and submit a priority ranking to CDB, unless legislation becomes effective that eliminates such responsibility.

AGENCY RESPONSE

The Agency agrees with the finding. Entitling would allow districts to seek referendum approval for school construction bonds for the district's required match of the project. Since there has not been an appropriation for this program since 2010, issuance of the bonds could result in a taxpayer liability for a project that may not materialize. Section 151.50 (e) of the 23 Administrative Code stipulated that, "If a district is not awarded a construction grant in a fiscal year for which it has received an entitlement, the district must update its application to establish its priority ranking for the following fiscal year." If ISBE had entitled all the districts that have submitted a School Construction Grant application, each of these districts would have been required to update their application each year for not, since there has not been an appropriation since 2010. ISBE introduced legislative language to amend the entitlement language in the statute; however, the language was not acted on in the past legislative session. The language has been introduced again for the 2019 session.

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SCHEDULE OF FINDINGS
CURRENT FINDINGS - STATE COMPLIANCE - CONTINUED

2018-004. **FINDING:** Reporting Requirements

The Illinois State Board of Education (Agency) did not adhere to various reporting requirements established by law.

During our testing, we noted the following:

- The School Code (105 ILCS 5/22-30(j)) requires the Agency to submit a report to the General Assembly and publish the report to the Agency's internet website every year by October 1, identifying the frequency and circumstances of epinephrine administration during the preceding academic year. The Agency failed to submit "The Report of Use of Undesignated Epinephrine" for 2015-2016, and the 2016-2017 report was submitted 29 days late.
- The School Code (105 ILCS 5/14-8.02d) requires the Agency, in conjunction with the Annual State Report on Special Education Performance, to submit data on the performance of the due process hearing system to the members of the State Board of Education, the State Superintendent of Education, the Advisory Council on Education of Children with Disabilities, and the Screening Committee, and it must be made available to the public. Since its report for the 2008-2009 School Year, the Agency has not prepared and submitted an Annual State Report on Special Education Performance.

Agency officials stated the divisions responsible for producing the reports had limited staff resources to complete the reports.

In addition, during the prior examination period, the Agency did not ensure all required financial data for districts receiving an Early Childhood Education Block (ECEB) Grant was received by the Agency and submitted to the General Assembly. During the current examination period, we noted all required financial data was received and submitted to the General Assembly in the applicable reports filed.

Failure to report to the General Assembly and other bodies lessens school accountability and governmental oversight. (Finding Code No. 2018-004, 2016-007)

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SCHEDULE OF FINDINGS
CURRENT FINDINGS - STATE COMPLIANCE - CONTINUED

2018-004. **FINDING:** Reporting Requirements - Continued

RECOMMENDATION

We recommend the Agency implement internal controls to ensure compliance with specific reporting requirements.

AGENCY RESPONSE

The Agency agrees with the finding. The 2017-2018 "Report of Use of Undesignated Epinephrine" was delivered and published in accordance with statute. The Agency plans to produce the Annual State Report on Special Education Performance, which will include due process hearing information, and make the report available to the mandated parties.

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SCHEDULE OF FINDINGS
CURRENT FINDINGS - STATE COMPLIANCE - CONTINUED

2018-005. **FINDING:** Noncompliance with Charter School Biennial Reporting Requirements

The Illinois State Board of Education (Agency) did not submit the Illinois Charter School Biennial Report in a timely manner, and the report submitted did not include all required information.

During our testing, we obtained the Illinois Charter School Biennial Report submitted by the Agency during the examination period, noting the report was submitted on January 22, 2018, which was 12 days late. Additionally, the report submitted did not include the following as required by law:

- Information regarding the regulations and policies from which charter schools were released to determine if the exemptions assisted or impeded the charter schools in meeting their stated mission; and
- Data on periodic evaluations of charter schools.

According to the School Code (105 ILCS 5/27A-12) “on or before the second Wednesday in January of every even-numbered year, the State Board shall issue a report to the General Assembly and the Governor on its findings for the previous 2 school years.” Additionally, within the report, the Agency “shall review information regarding the regulations and policies from which charter schools were released to determine if the exemptions assisted or impeded the charter schools in meeting their stated goals and objectives” and “shall undertake and report on periodic evaluations of charter schools that include evaluations of student academic achievement, the extent to which charter schools are accomplishing their missions and goals, the sufficiency of funding for charter schools, and the need for changes in the approval process for charter schools.”

Agency officials stated there was a delay in collection of student achievement data and demographics until the second week in January, which caused the delay in issuing the report. Agency personnel also stated the omission of certain information from the report was due to prior attempts of collecting such data yielding insufficient results; thus, the information requests for such data were not made. In addition, Agency officials stated it has never undertaken and reported on periodic evaluations of charter schools in the Illinois Charter School Biennial Report and noted turnover in the department and lack of awareness of the requirement may have contributed to the noncompliance.

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SCHEDULE OF FINDINGS
CURRENT FINDINGS - STATE COMPLIANCE - CONTINUED

2018-005. **FINDING:** Noncompliance with Charter School Biennial Reporting Requirements - Continued

Failure to issue the Illinois Charter School Biennial Report timely and to report on all required information is a violation of State statute. In addition, the availability of complete, timely data strengthens the oversight and monitoring of charter schools and is vital to ensuring the appropriate standards are being achieved. (Finding Code No. 2018-005)

RECOMMENDATION

We recommend the Agency attempt to collect all required data in a timely manner in order to publish a complete and accurate report to the General Assembly and Governor by the mandated deadline or seek legislative remedy.

AGENCY RESPONSE

The Agency agrees with the finding. The Agency will continue to work with the Data Strategies and Analytics division to include the Biennial Report data needs in the Agency's standard report catalog to ensure sufficient resources and time are allocated to the creation of the reports to meet the statutory deadline and requirements.

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SCHEDULE OF FINDINGS
CURRENT FINDINGS - STATE COMPLIANCE - CONTINUED

2018-006. **FINDING:** Noncompliance with Department of Transitional Bilingual Education Reporting Requirements

The Illinois State Board of Education (Agency) did not comply with the reporting requirements for the Department of Transitional Bilingual Education (Department).

During our testing, we noted the Department failed to draft and submit the annual report on programs in transitional bilingual education to the required legislative bodies for both fiscal years 2017 and 2018 as required by law.

According to the School Code (105 ILCS 5/2-3.39(7)) the Department is required to submit an annual report to the General Assembly, which includes an evaluation of programs in transitional bilingual education, the need for continuing such programs, and recommendations for improvement.

Agency officials stated the report was not drafted or submitted due to oversight. Also, because there was not a specified deadline included in the School Code, the report was not prioritized and thus never completed.

Failure to draft and submit the annual report on programs in transitional bilingual education reduces effective governmental oversight. In addition, inadequate program evaluation could affect the identification and implementation of necessary program improvements or the continuation of the program. (Finding Code No. 2018-006)

RECOMMENDATION

We recommend the Agency implement the necessary controls to ensure reporting requirements are met for programs in transitional bilingual education.

AGENCY RESPONSE

The Agency agrees with the finding. ISBE is currently in production of the report to be submitted to the legislature.

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SCHEDULE OF FINDINGS
CURRENT FINDINGS - STATE COMPLIANCE - CONTINUED

2018-007. **FINDING:** Noncompliance with the School Code on Heroin and Opioid Drug Prevention Pilot Program

The Illinois State Board of Education (Agency) did not develop and establish a heroin and opioid drug prevention pilot program or comply with reporting requirements in relation to the pilot program.

During our testing, we noted the Agency, in conjunction with the Department of Human Services, did not develop a 3-year heroin and opioid drug prevention pilot program, and thus, did not submit the required annual report to the General Assembly.

The School Code (105 ILCS 5/22-81), requires the State Board of Education and the Department of Human Services to develop and establish a 3-year heroin and opioid drug prevention pilot program by January 1, 2017. The pilot program must use effective, research-proven, interactive teaching methods and technologies, and must provide students, parents, and school staff with scientific, social, and emotional learning content to help them understand the risks of drug use. Additionally, the State Board of Education, the Department of Human Services, and any contracted organization must submit an annual report to the General Assembly that includes: (i) a list of school districts participating in the pilot program; (ii) the grade levels each school district instructs under the pilot program; and (iii) any findings regarding the effectiveness of the pilot program.

Agency officials stated they assumed the Department of Human Services would lead the development of the 3-year heroin and opioid drug prevention pilot program; therefore, the Agency never acted on developing this pilot program.

Failure to develop a heroin and opioid prevention pilot program neglects the responsibility of the Agency to help schools work toward addressing the issue of heroin and opioid use and to educate students, parents, and staff about the risk of heroin and opioid use. (Finding Code No. 2018-007)

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SCHEDULE OF FINDINGS
CURRENT FINDINGS - STATE COMPLIANCE - CONTINUED

2018-007. **FINDING:** Noncompliance with the School Code on Heroin and Opioid Drug Prevention Pilot Program - Continued

RECOMMENDATION

We recommend the Agency, in conjunction with the Department of Human Services, develop and establish the heroin and opioid drug prevention pilot program and begin submitting the required annual reports to the General Assembly

AGENCY RESPONSE

The Agency agrees with the finding. The Agency will work with DHS regarding the viability of a pilot program in conjunction with the other funded substance use prevention programs already administered by DHS within schools.

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SCHEDULE OF FINDINGS
CURRENT FINDINGS - STATE COMPLIANCE - CONTINUED

2018-008. **FINDING:** Failure to Develop Evidence Based Funding 5-Year Strategic Plan

The Illinois State Board of Education (Agency) did not develop a 5-year strategic plan for Evidence Based Funding (EBF).

During our testing, we noted the Agency did not develop and submit to the Governor and General Assembly a 5-year strategic plan for all school districts receiving funding under EBF.

The School Code (105 ILCS 5/18-8.15(h)(10)) requires the Agency to develop a 5-year strategic plan for all Organizational Units to help in planning for adequacy funding. The plan was required to be submitted to the Governor and the General Assembly no later than January 1, 2018.

Agency officials stated they were aware of the requirement; however, due to the complexities of the EBF legislation and the amount of time that had to be devoted to calculating the applicable funding amounts, the report was not completed. Agency officials also stated they continue to incorporate EBF within its broader strategic planning of the Agency and will continue to seek guidance from the Professional Review Panel.

Failure to file the 5-year strategic plan with the Governor and General Assembly is a violation of the School Code and prevents legislative bodies from having the tools necessary for future planning and decision making regarding EBF. (Finding Code No. 2018-008)

RECOMMENDATION

We recommend the Agency submit the 5-year strategic plan to the Governor and General Assembly as soon as possible, or seek legislative remedy.

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SCHEDULE OF FINDINGS
CURRENT FINDINGS - STATE COMPLIANCE - CONTINUED

2018-008. **FINDING:** Failure to Develop Evidence Based Funding 5-Year Strategic Plan -
Continued

AGENCY RESPONSE

The Agency agrees with the finding. The Evidence-Based Funding for Student Success Act, or Public Act 100-0465, became law on August 31, 2017, and significant updates were finalized in March 2018. The Agency was unable to implement a 5-year strategic plan by the original mandated deadline of January 1, 2018. The Agency is aware of the requirements and will continue to develop a plan that addresses the statutory requirements.

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SCHEDULE OF FINDINGS
CURRENT FINDINGS - STATE COMPLIANCE - CONTINUED

2018-009. **FINDING:** Failure to Publish Evidence Based Funding Distribution Schedule

The Illinois State Board of Education (Agency) did not publish an Evidence Based Funding (EBF) distribution schedule for the 2018-2019 school year.

During our testing, we noted the Agency did not publish an EBF distribution schedule at its June 2018 Board meeting. This schedule was intended to provide all school districts with their funding schedule for the 2018-2019 school year.

The School Code (105 ILCS 5/18-8.15(h)(5)) requires the Agency to publish a yearly distribution schedule at its June Board meeting.

Agency officials stated, prior to EBF, the funding schedule that ISBE historically followed has been 22 equal payments, twice a month, from August to June. Since the EBF distribution schedule would be consistent with the former funding schedule, Agency officials did not consider a formal schedule necessary.

Failure to publish the distribution schedule is a violation of the School Code and prevents school districts from having access to an important tool that can be utilized for monthly planning and budgeting. (Finding Code No. 2018-009)

RECOMMENDATION

We recommend the Agency begin publishing a yearly distribution schedule at its June Board meeting or seek legislative remedy.

AGENCY RESPONSE

The Agency agrees with the finding. Publishing a payment schedule in June is not possible and ISBE plans to seek an amendment to the statute that recognizes a realistic publication date for the annual payment schedule.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMPLIANCE EXAMINATION
For the Two Years Ended June 30, 2018

SCHEDULE OF FINDINGS
CURRENT FINDINGS - STATE COMPLIANCE - CONTINUED

2018-010. **FINDING:** Failure to Provide Timely Notification of Felony Convictions

The Illinois State Board of Education (Agency) did not provide timely notification to the State's retirement systems of teachers' felony convictions.

During our testing, we noted the Agency did not timely notify the Board of Trustees of the Teachers' Retirement System of the State of Illinois or the Board of Trustees of the Public School Teachers' Pension and Retirement Fund of the City of Chicago of teachers' felony convictions after obtaining notice of the felony conviction for which the individual was sentenced to death or a prison term of one year or greater. We noted 10 of 12 (83%) convictions tested were not communicated to the necessary parties until 42 to 711 days after the revocation of the teacher's license. In addition, we noted the Agency does not maintain adequate records of when they receive notices of convictions.

The School Code (105 ILCS 5/21B-85) requires the Agency, when notified by a school board or otherwise learns that any person who is a teacher, has been convicted, either after a bench trial, trial by jury, or plea of guilty, of any offense for which a sentence to death or a term of imprisonment in a penitentiary for one year or more is provided, to promptly notify, in writing, the Board of Trustees of the Teachers' Retirement System of the State of Illinois and the Board of Trustees of the Public School Teachers' Pension and Retirement Fund of the City of Chicago.

Agency officials stated the letters were not sent timely due to staffing constraints.

Failure to timely provide notification of teachers' felony convictions could prevent the Board of Trustees of the Teachers' Retirement System of the State of Illinois or the Board of Trustees of the Public School Teachers' Pension and Retirement Fund of the City of Chicago from taking the actions necessitated by such situation. It is important that all parties of the school system obtain knowledge of such information timely to avoid any delays in the complete removal of the individual from the school system and all associated rights and privileges. (Finding Code No. 2018-010)

RECOMMENDATION

We recommend the Agency implement the necessary controls to ensure timely notification of teachers' convictions.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMPLIANCE EXAMINATION
For the Two Years Ended June 30, 2018

SCHEDULE OF FINDINGS
CURRENT FINDINGS - STATE COMPLIANCE - CONTINUED

2018-010. **FINDING:** Failure to Provide Timely Notification of Felony Convictions -
Continued

AGENCY RESPONSE

The Agency agrees with the finding. ISBE has increased staffing levels and improved processes and systems to ensure letters are issued timely.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMPLIANCE EXAMINATION
For the Two Years Ended June 30, 2018

SCHEDULE OF FINDINGS
CURRENT FINDINGS - STATE COMPLIANCE - CONTINUED

2018-011. **FINDING:** Insufficient Controls over Illinois Teaching Excellence Program

The Illinois State Board of Education (Agency) failed to monitor and enforce restrictions under the Illinois Teaching Excellence Program.

During our testing, we noted the Agency was appropriated funds for the Illinois Teaching Excellence Program, which it then remitted to Illinois State University (ISU) for administration of the Program through an intergovernmental agreement. The Agency did not take responsibility for ensuring the funds were used in accordance with the requirements of the statute.

The School Code (105 ILCS 5/21B-70) states, " The State Board of Education shall allocate an amount as annually appropriated by the General Assembly for the Illinois Teaching Excellence Program for (i) application fees for each qualified educator seeking to complete certification through the National Board for Professional Teaching Standards, to be paid directly to the National Board for Professional Teaching Standards, and (ii) incentives for each qualified educator to be distributed to the respective school district." Sub-paragraph (c) also specifies certain restrictions on the amount of funds an individual applicant can receive giving preference to teachers in a poverty or low-performing school.

Agency officials stated they have not monitored individual payments made under the Illinois Teacher Excellence Program because they assumed the intergovernmental agreement transferred all responsibility to ISU after the funds were submitted. However, upon further review, it was noted the intergovernmental agreement did not transfer such responsibility to ISU. Thus, the Agency was still responsible for ensuring all requirements within the statute were met.

Failure to monitor and enforce restrictions for payments under the Illinois Teaching Excellence Program is a violation of State statute and could lead to misappropriation of State funds. (Finding Code No. 2018-011)

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
COMPLIANCE EXAMINATION
For the Two Years Ended June 30, 2018

SCHEDULE OF FINDINGS
CURRENT FINDINGS - STATE COMPLIANCE - CONTINUED

2018-011. **FINDING:** Insufficient Controls over Illinois Teaching Excellence Program -
Continued

RECOMMENDATION

We recommend the Agency review the intergovernmental agreement with ISU and make the appropriate amendments to clearly define the responsibilities within the statute. We further recommend the Agency monitor the activities of the intergovernmental agreement to ensure all requirements are met and funds are used in accordance with the requirements of the statute.

AGENCY RESPONSE

The Agency agrees with the finding. ISBE will request a breakdown of expenditure information by candidate name. ISBE will request this information moving forward.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
**COMPARATIVE SCHEDULE OF NET APPROPRIATIONS, EXPENDITURES,
AND REAPPROPRIATED/LAPSED BALANCES - CONTINUED**

Schedule 3

For the Fiscal Years Ended June 30, 2018, 2017 and 2016

	2018 P.A. 100-021, 100-0586	2017 P.A. 99-0524, 100-0021	2016 P.A. 99-0005, 99-0409, 99-0524, and Court-Ordered Expenditures
TOTAL - ALL NONAPPROPRIATED FUNDS			
Expenditures	\$ 1,740,151	\$ 1,614,141	\$ 955,365
TOTAL - ALL FUNDS			
Appropriations (Net After Transfers)	\$ 11,947,703,437	\$ 11,168,953,737	\$ 10,227,843,370
Expenditures	\$ 10,460,096,886	\$ 9,761,867,232	\$ 9,353,081,615
Balances Reappropriated	\$ 4,391,137	\$ 4,391,137	\$ 4,391,137
Lapsed Balances	\$ 1,484,955,565	\$ 1,404,309,509	\$ 871,325,983

Note 1: The Circuit Court of St. Clair County in AFSCME Council 31 v. Munger (15 CH 475) ordered the State Comptroller, in the absence of enacted annual appropriations, to "draw and issue warrants accomplishing payment of wages [for all State employees] at their normal rates of pay." As the Agency never received enacted personal services appropriations for Fund 001, the Agency was able to submit vouchers to pay its employees in full without a maximum expenditure limit for personal service costs during Fiscal Year 2016.

Note 2: During Fiscal Year 2016, the Agency operated without enacted appropriations for operations until Public Acts 99-0005, 99-0409 and 99-0524 were signed into law on July 1, 2015, August 20, 2015, and June 30, 2016, respectively. During the impasse, the Circuit Court of St. Clair County in AFSCME Council 31 v. Munger (15 CH 475) ordered the State Comptroller, in the absence of enacted annual appropriations, to "draw and issue warrants accomplishing payment of wages [for all State employees] at their normal rates of pay." As such, the Agency's court-ordered payroll payments were merged into the enacted appropriations for Funds 410, 560 and 561. Further, the Agency incurred non-payroll obligations within Funds 001, 016, 144, 568, 674, and 802, which the Agency was unable to pay until the passage of Public Acts 99-0409 and 99-0524.

Note 3: Public Act 99-0524 authorizes the Agency to pay Fiscal Year 2016 costs using its Fiscal Year 2017 appropriations for non-payroll expenditures. The Analysis of Operations section of this report at page 78 includes information from Agency management about the number of invoices and the total dollar amount of invoices held by the Agency and submitted against its Fiscal Year 2017 appropriation.

Note 4: The Agency provides staff assistance to the Community and Residential Services Authority (Authority). The School Code (105 ILCS 5/14-15.01(c)(5)) states that funds for the ordinary and contingent expenses of the Authority shall be appropriated to the Agency in a separate line item. During Fiscal Year 2016, the Agency did not receive a separate lump sum appropriation for the Authority under the General Revenue Fund (001) to be used for all costs associated with the Authority until the passage of Public Act 99-0524. Thus, the payroll expenditures of the Authority were covered by the court order as described in Note 2 above and the other non-payroll expenditures were paid based on Public Act 99-0524 as described in Note 3 above. During Fiscal Year 2018 and 2017, the Agency received a separate lump sum appropriation for the Authority under the General Revenue Fund (001) to be used for all costs associated with the Authority.

Note 5: The Agency provides administrative support to the State Charter School Commission (Commission). The School Code (105 ILCS 5/27A-7.5(g-5)) states that funds or spending authority for the operation and administrative cost of the Commission shall be appropriated to the Agency in a separate line item. During Fiscal Year 2018, 2017, and 2016, the Agency received a separate appropriation for the State Charter School Commission Fund (Fund 674) to be used for all costs associated with the Commission.

Note 6: During Fiscal Year 2018, the Office operated without enacted appropriation until Public Act 100-0021 was signed into law on July 6, 2017. During the impasse, the Office incurred non-payroll obligations, which the Office was unable to pay until the passage of Public Act 100-0021.

Note 7: Notwithstanding anything within Public Act 100-0021 to the contrary, Public Act 100-0021 authorized the Office to pay for all costs incurred to July 1, 2018, using either its Fiscal Year 2017 or Fiscal Year 2018 appropriations for non-payroll expenditures. The Analysis of Operations section of this report at page 78 includes information from Office management about the number of invoices and the total dollar amount of invoices from Fiscal Year 2016 and Fiscal Year 2017 held by the Office to be submitted against its Fiscal Year 2017 or Fiscal Year 2018 appropriations.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
SCHEDULE OF CHANGES IN STATE PROPERTY

Schedule 4

For the Two Years Ended June 30, 2018

	Balance June 30, 2016	Additions	Deductions	Balance June 30, 2017	Additions	Deductions	Balance June 30, 2018
Land and land improvements	\$ 1,062,643	\$ -	\$ -	\$ 1,062,643	\$ -	\$ -	\$ 1,062,643
Building and building improvements	436,360	-	-	436,360	-	-	436,360
Equipment	10,510,972	404,564	550,337	10,365,199	656,421	1,216,105	9,805,515
Total	\$ 12,009,975	\$ 404,564	\$ 550,337	\$ 11,864,202	\$ 656,421	\$ 1,216,105	\$ 11,304,518

Property and equipment by location:

	2017	2018
Springfield - Alzina Building, Concourse	\$ 1,291,247	\$ 838,443
Springfield - Alzina Building, First Floor	74,933	78,574
Springfield - Alzina Building, Second Floor	2,072,277	2,059,335
Springfield - Alzina Building, Third Floor	4,410,874	4,567,630
Springfield - Alzina Building, Fourth Floor	654,531	505,413
Lombard - Philip J. Rock Center	1,499,003	1,499,003
Chicago - James R. Thompson Center	1,861,337	1,756,120
Property and equipment, June 30	\$ 11,864,202	\$ 11,304,518
Accrual adjustments		
Property and equipment accounts payable - June 30	2,356,000	350,000
Property and equipment, accrual basis - June 30	\$ 14,220,202	\$ 11,654,518

Note: The data was reconciled to Agency property reports (C-15 Agency Report of State Property) submitted to the Office of the State Comptroller. This summary schedule was prepared using State property records required by the Illinois Administrative Code. The capitalization policy in the Code is different than the capitalization policy established by the Office of the State Comptroller for financial reporting in accordance with generally accepted accounting principles.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
**COMPARATIVE SCHEDULE OF CASH RECEIPTS AND
RECONCILIATION OF CASH RECEIPTS TO
DEPOSITS REMITTED TO THE STATE COMPTROLLER**
For the Years Ended June 30, 2018, 2017, and 2016

Schedule 5

	2018	2017	2016
General Revenue Fund - 001			
Review and inspection school facilities	\$ 475	\$ 750	\$ 625
Miscellaneous	6,319	4,639	26,444
Total cash receipts per Agency	6,794	5,389	27,069
Less - In transit at End of Year	(94,064)	-	(9,093)
Plus - In transit at Beginning of Year	-	9,093	-
Prior year refunds/adjustments	12,169,519	6,043,744	2,485,298
Total cash receipts per State Comptroller Records	<u>\$ 12,082,249</u>	<u>\$ 6,058,226</u>	<u>\$ 2,503,274</u>
Teacher Certificate Fee Revolving Fund - 016			
Teacher's certification	\$ 3,746,625	\$ 4,441,545	\$ 4,667,531
Total cash receipts per Agency	3,746,625	4,441,545	4,667,531
Less - In transit at End of Year	(156,450)	(337,600)	(22,150)
Plus - In transit at Beginning of Year	337,600	22,150	105,525
Prior year refunds/adjustments	202,322	346,724	-
Total cash receipts per State Comptroller Records	<u>\$ 4,130,097</u>	<u>\$ 4,472,819</u>	<u>\$ 4,750,906</u>
School Construction Fund - 143			
Prior year refunds/adjustments	\$ -	\$ -	\$ 1,116
Total cash receipts per Agency	-	-	1,116
Less - In transit at End of Year	-	-	(1,116)
Plus - In transit at Beginning of Year	-	1,116	62,161
Prior year refunds/adjustments	-	458,234	1,520,772
Total cash receipts per State Comptroller Records	<u>\$ -</u>	<u>\$ 459,350</u>	<u>\$ 1,582,933</u>
S.B.E. Special Purpose Trust Fund - 144			
U.S. Department of Education	\$ 4,150,853	\$ 2,863,993	\$ 2,210,184
U.S. Department of Agriculture	3,323,296	1,788,618	514,796
Health and Human Services	-	19,628	-
Private organizations or individuals	300,000	160,000	45,000
Miscellaneous	-	923	6,992
Total cash receipts per Agency	7,774,149	4,833,162	2,776,972
Less - In transit at End of Year	-	-	(269)
Plus - In transit at Beginning of Year	-	269	-
Prior year refunds/adjustments	48,518	23,849	-
Total cash receipts per State Comptroller Records	<u>\$ 7,822,667</u>	<u>\$ 4,857,280</u>	<u>\$ 2,776,703</u>
S.B.E. Teacher Certification Institute Fund - 159			
Teacher's certification	\$ 819,633	\$ 686,575	\$ 547,016
Total cash receipts per Agency	819,633	686,575	547,016
Less - In transit at End of Year	(51,720)	(80,100)	(4,330)
Plus - In transit at Beginning of Year	80,100	4,330	22,657
Total cash receipts per State Comptroller Records	<u>\$ 848,013</u>	<u>\$ 610,805</u>	<u>\$ 565,343</u>

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
**COMPARATIVE SCHEDULE OF CASH RECEIPTS AND
RECONCILIATION OF CASH RECEIPTS TO
DEPOSITS REMITTED TO THE STATE COMPTROLLER - CONTINUED**
For the Years Ended June 30, 2018, 2017, and 2016

Schedule 5

	2018	2017	2016
<i>S.B.E. Federal Department of Agriculture Fund - 410</i>			
U.S. Department of Agriculture	\$ 778,804,947	\$ 788,220,053	\$ 789,124,440
Federal program income	1,178	280	-
Miscellaneous	5,629	17,740	9,671
Total cash receipts per Agency	778,811,754	788,238,073	789,134,111
Less - In transit at End of Year	(214,189)	-	(73,324)
Plus - In transit at Beginning of Year	-	73,324	4,689
Prior year refunds/adjustments	718,542	81,243	183,542
Total cash receipts per State Comptroller Records	<u>\$ 779,316,107</u>	<u>\$ 788,392,640</u>	<u>\$ 789,249,018</u>
<i>S.B.E. Federal Agency Services Fund - 560</i>			
U.S. Department of Health and Human Services (DHHS)			
Training School Health Personnel	\$ 4,388,294	\$ 1,933,918	\$ 845,126
Total cash receipts per Agency	4,388,294	1,933,918	845,126
Less - In transit at End of Year	-	-	-
Plus - In transit at Beginning of Year	-	-	-
Prior year refunds/adjustments	-	-	727
Total cash receipts per State Comptroller Records	<u>\$ 4,388,294</u>	<u>\$ 1,933,918</u>	<u>\$ 845,853</u>
<i>S.B.E. Federal Department of Education Fund - 561</i>			
U.S. Department of Education	\$ 1,385,382,128	\$ 1,516,005,401	\$ 1,499,492,556
Federal stimulus package	-	-	685,743
Grantee interest income	-	-	534
Miscellaneous	-	136	-
Total cash receipts per Agency	1,385,382,128	1,516,005,537	1,500,178,833
Less - In transit at End of Year	(14,381)	-	(2,483,016)
Plus - In transit at Beginning of Year	-	2,483,016	1,296
Prior year refunds/adjustments	1,779,879	1,718,151	819,068
Total cash receipts per State Comptroller Records	<u>\$ 1,387,147,626</u>	<u>\$ 1,520,206,704</u>	<u>\$ 1,498,516,181</u>

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
**COMPARATIVE SCHEDULE OF CASH RECEIPTS AND
RECONCILIATION OF CASH RECEIPTS TO
DEPOSITS REMITTED TO THE STATE COMPTROLLER - CONTINUED**
For the Years Ended June 30, 2018, 2017, and 2016

Schedule 5

	2018	2017	2016
<i>School Technology Revolving Loan Fund - 569</i>			
Loan repayments - principal	\$ 1,972,654	\$ 2,165,236	\$ 2,216,057
Loan repayments - interest	60,875	61,607	67,587
Total cash receipts per Agency	2,033,529	2,226,843	2,283,644
Less - In transit at End of Year	-	-	-
Plus - In transit at Beginning of Year	-	-	-
Total cash receipts per State Comptroller Records	<u>\$ 2,033,529</u>	<u>\$ 2,226,843</u>	<u>\$ 2,283,644</u>
<i>Temporary Relocation Expenses Revolving Grant Fund - 605</i>			
Loan repayments - principal	\$ 11,338	\$ 33,799	\$ 47,688
Total cash receipts per Agency	11,338	33,799	47,688
Less - In transit at End of Year	-	-	-
Plus - In transit at Beginning of Year	-	-	-
Prior year refunds/adjustments	43,331	-	-
Total cash receipts per State Comptroller Records	<u>\$ 54,669</u>	<u>\$ 33,799</u>	<u>\$ 47,688</u>
<i>State Charter School Commission Fund - 674</i>			
Charter School Authorization Fee	\$ 999,516	\$ 1,009,948	\$ 669,935
Total cash receipts per Agency	999,516	1,009,948	669,935
Less - In transit at End of Year	(16,585)	-	-
Plus - In transit at Beginning of Year	-	-	-
Total cash receipts per State Comptroller Records	<u>\$ 982,931</u>	<u>\$ 1,009,948</u>	<u>\$ 669,935</u>
<i>Personal Property Replacement Tax Fund - 802</i>			
Total cash receipts per Agency	\$ -	\$ -	\$ -
Less - In transit at End of Year	-	-	-
Plus - In transit at Beginning of Year	-	-	-
Prior year refunds/adjustments	91,247	120,711	27,993
Total cash receipts per State Comptroller Records	<u>\$ 91,247</u>	<u>\$ 120,711</u>	<u>\$ 27,993</u>
<i>GRAND TOTAL - ALL FUNDS</i>			
Total cash receipts per Agency	\$ 2,183,973,760	\$ 2,319,414,789	\$ 2,301,179,041
Less - In transit at End of Year	(547,389)	(417,700)	(2,593,298)
Plus - In transit at Beginning of Year	417,700	2,593,298	196,328
Prior year refunds/adjustments	15,053,358	8,792,656	5,037,400
Total cash receipts per State Comptroller Records	<u>\$ 2,198,897,429</u>	<u>\$ 2,330,383,043</u>	<u>\$ 2,303,819,471</u>

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
AGENCY FUNCTIONS AND PLANNING PROGRAM
For the Two Years Ended June 30, 2018

(UNAUDITED)

Agency Functions

The Illinois State Board of Education (Agency) is organized to provide leadership, assistance, resources, and advocacy so that every student is prepared to succeed in careers and postsecondary education and to share accountability for doing so with districts and schools. Its powers and duties are described in detail at School Code 105 ILCS 5/1A and 105 ILCS 5/2 and Article X of the Constitution of the State of Illinois.

The Agency is responsible for matters related to public schools and select private schools, serving students from pre-school through secondary school and career and technical education. In support of these responsibilities, the Board is required to analyze the present and future aims, needs, and requirements of education in the State.

The governing board of the Illinois State Board of Education (Board) consists of nine members who are appointed by the Governor with the consent of the Senate. Board members serve four-year terms, with membership limited to two consecutive terms. Through this nine-member board, the Agency sets state educational policies and guidelines for public schools – preschool through grade 12 – as well as for career and technical education. The Board analyzes the goals, needs, and requirements of education, and recommends legislation to the General Assembly for the benefit of the more than 2 million students in Illinois public schools.

The Governor, with the advice and consent of the Senate, appoints the Chair of the State Board of Education. The current chair is Darren Reisberg. The Board appoints the State Superintendent of Education. The current State Superintendent of Education, Dr. Carmen I. Ayala, was appointed to the position on March 1, 2019. During the audit period, the Board Chair was James Meeks and the State Superintendent was Dr. Tony Smith.

Planning Program

The Illinois State Board of Education first developed and submitted a five-year Comprehensive Strategic Plan for Elementary and Secondary Education in 2005, pursuant to Public Act 93-1036. Agency staff members revisit the plan each year to review the Agency's accomplishments and to update and refine its strategies to ensure every student in the state is prepared for success. The Strategic Plan has evolved over the years, specifically being reassessed in 2008 after an analysis of data and emerging trends. The Agency updated the Strategic Plan to strengthen and align the Agency's mission and goals with the changing educational demands of preparing students for success in careers and college in the 21st century. In 2015, the Agency amended the Strategic Plan to improve student success in Illinois by articulating its vision, updating its mission, and refocusing on specific, high-reaching goals that are measurable.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
AGENCY FUNCTIONS AND PLANNING PROGRAM - CONTINUED
For the Two Years Ended June 30, 2018

(UNAUDITED)

Vision Statement:

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

Mission Statement:

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

The Agency has long strived to prepare every student for college and careers once they leave high school. However, the Agency recognized the need to make this goal more personalized and concrete. At the State Superintendent's request, the Board unanimously approved new agency goals. They are as follows:

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

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

The Illinois State Board of Education also acts as the fiscal agent for Community and Residential Services Authority as authorized by 105 ILCS 5/14-15.01.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
STATE CHARTER SCHOOL COMMISSION
For the Three Years Ended June 30, 2018

(UNAUDITED)

Effective January 25, 2013, the School Code (Code) (105 ILCS 5/27A-7.5) established the State Charter School Commission (Commission) as an independent commission consisting of nine members with statewide chartering jurisdiction and authority. The Commission is under the State Board of Education (Board) for administrative purposes and the Board shall provide administrative support to the Commission as needed.

The Commission is responsible for authorizing high-quality charter schools throughout the State, particularly schools designed to expand opportunities for at-risk students. In particular, the Commission is responsible for: managing any and all appeals timely filed from charter proposal denials in a variety of circumstances; authorizing and managing any charter schools either created by granting an appeal and/or charter schools transferred to the Commission by the Board; filing a biennial report regarding charter authorizing best practices; and modeling best practices for the State of Illinois.

The Commission is authorized to raise funds to support Commission work in two ways: (1) by charging an authorizer fee to the schools it supervises (the Commission is allowed by law to charge up to 3%) and (2) by seeking charitable contributions. These revenues are deposited into the State Charter School Commission Fund (Fund 674).

See page 62 for Schedule of Cash Receipts and Reconciliation of Cash Receipts to Deposits Remitted to the State Comptroller for Fund 674 receipts for the years ended June 30, 2018, 2017 and 2016.

The School Code (105 ILCS 5/27A-7.5(g)) also states that funds or spending authority for the operation and administrative costs of the commission shall be appropriated to the Board in a separate line item. During Fiscal Years 2016, 2017 and 2018, the Agency received a separate appropriation for the State Charter School Commission Fund (Fund 674) to be used for all costs associated with the Commission. See pages 45 to 51 for the Schedule of Appropriations, Expenditures and Reappropriated/Lapsed Balances for Fund 674 expenditures against the Agency's appropriations.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
ANALYSIS OF SIGNIFICANT VARIATIONS IN EXPENDITURES
For the Two Years Ended June 30, 2018

(UNAUDITED)

The expenditures for the Agency's operating divisions are financed by appropriations from various funds. The Comparative Schedule of Net Appropriations, Expenditures, and Reappropriated/Lapsed Balances compares expenditures by appropriated line items, fund and program for the fiscal years ended June 30, 2018, 2017 and 2016. The Agency's explanations for significant fluctuations in expenditures (changes of \$1,000,000 and 10% or greater) are detailed below.

Fiscal Year 2017 to 2018

Appropriated Funds

Education Assistance Fund (007)

Awards and Grants – Increase of \$793.3 million (100%) is due to the Fiscal Year (FY) 2018 appropriation for Evidence Based Funding. In FY17, Fund 007 did not receive an appropriation due to a change in the General State Aid funding allocation by the General Assembly, thereby increasing the General Revenue Fund appropriation for General State Aid payments.

Teacher Certificate Fee Revolving Fund (016)

Lump Sum and Other Purposes – Decrease of \$1.3 million (44%) is primarily due to shifting administrative expenditures from Fund 016 to Fund 159 in FY18 for cash management purposes.

S.B.E. Teacher Certification Institute Fund (159)

Lump Sum and Other Purposes – Increase of \$1.2 million (100%) is primarily due to shifting administrative expenditures to Fund 159 from Fund 016 in FY18 for cash management purposes.

S.B.E. Federal Department of Agriculture Fund (410)

Contractual Services – Decrease of \$1.6 million (21%) is primarily due to ISBE processing payments for a rebate program to National School Lunch Program Participants of approximately \$2.1 million in FY17. That rebate program was not available in FY18.

Common School Fund (412)

Awards and Grants – Decrease of \$550 million (15%) is primarily due to the appropriation allocation of Evidence Based Funding enacted by the General Assembly for FY18. \$550 million of appropriations were shifted from Fund 412 to Fund 007 in FY18 for cash management purposes.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
ANALYSIS OF SIGNIFICANT VARIATIONS IN EXPENDITURES - CONTINUED
For the Two Years Ended June 30, 2018

(UNAUDITED)

S.B.E. Federal Agency Services Fund (560)

Awards and Grants – Increase of \$3.6 million (234%) is primarily due to \$3.8 million that was spent on Abstinence Education in FY18. There was no spending for this program in FY17.

S.B.E Federal Department of Education Fund (561)

State Employees' / Teachers' Retirement – Decrease of \$1.6 million (64%) was primarily due to less overall federal funding available in FY18 compared to FY17 which reduced personnel costs in FY18 from this fund. In addition, the Teachers' Retirement System employer retirement contribution rates decreased from 38.54% in FY17 to 10.1% in FY18 of which the rate change alone accounted for a \$1.3 million reduction in FY18.

Lump Sum and Other Purposes – Decrease of \$24.5 million (83%) was primarily due to a decrease in spending of \$15.1 and \$8.6 million that was noted on the Title VI State Assessments and Early Learning Challenge programs, respectively, in FY18. The Early Learning Challenge grant program ended 12/31/17. The decrease in FY18 spending for Title IV State Assessments was due to the change in cost allocation between the State and the Federal fund source for funds management.

Fund for the Advancement of Education (640)

Awards and Grants – Increase of \$372 million (151%) was primarily due to the appropriation for Evidence Based Funding that increased by \$366 million in FY18 as a result of the enactment of appropriations.

Budget Stabilization Fund (686)

Lump Sums and Other Purposes – Decrease of \$1 million (100%) was primarily due to an appropriation received in FY17 that was funded due to the Budget Impasse. No such funds were received in FY18.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
ANALYSIS OF SIGNIFICANT VARIATIONS IN EXPENDITURES - CONTINUED
For the Two Years Ended June 30, 2018

(UNAUDITED)

Fiscal Year 2016 to 2017

General Revenue Fund (001)

Lump Sum and Other Purposes – Increase of \$54 million (354%) was due to increased spending in FY17 due to the Budget Impasse.

Awards and Grants – Increase of \$1.05 billion (42%) was due to General State Aid increasing by \$1.05 billion in Fiscal Year (FY) 2017.

Education Assistance Fund (007)

Awards and Grants – Decrease of \$401.2 million (100%) was due to the lack of an appropriation for Fund 007 in FY17. In FY17, the General Assembly changed the funding allocation for General State Aid payments, thereby increasing the General Revenue Fund (001) appropriation for General State Aid payments and decreasing the Education Assistance Fund (007).

Teacher Certificate Fee Revolving Fund (016)

Lump Sum and Other Purposes – Decrease of \$1 million (26%) was due to a decrease of \$1 million in the Teacher Mentoring appropriation.

School Construction Fund (143)

Awards and Grants – Decrease of \$16 million (100%) was due to no expenditures incurred by school districts for maintenance projects in FY17.

S.B.E. Federal Department of Agriculture Fund (410)

Contractual Services – Increase of \$1.6 million (26%) was due to ISBE purchasing software licenses for participants in the National School Lunch Program in the amount of \$1.6 million in FY17. During FY17, the need arose for additional contractual services, in particular to meet new USDA review requirements.

S.B.E. Federal Department of Education Fund (561)

Lump Sum and Other Purposes – Decrease of \$3.4 million (10%) was due to a decrease in spending in FY17 by approximately \$5.8 million on the Early Learning Challenge program. The decrease in the program was due to limited funding availability and federal assessment award spending increasing by approximately \$2.4 million to utilize available federal funds for funds management purposes.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
ANALYSIS OF SIGNIFICANT VARIATIONS IN EXPENDITURES - CONTINUED
For the Two Years Ended June 30, 2018

(UNAUDITED)

Fund for the Advancement of Education (640)

Awards and Grants – Decrease of \$199 million (45%) was primarily due to General State Aid appropriations decreasing by \$193 million for FY17.

Budget Stabilization Fund (686)

Lump Sums and Other Purposes – Increase of \$1 million (100%) was primarily due to an appropriation received in FY17 that was funded due to the Budget Impasse. No such funds were received in FY16.

Personal Property Replacement Tax Fund (802)

Awards and Grants – Increase of \$2.2 million (15%) was primarily due to a \$2 million increase in appropriation for FY17 as enacted by the General Assembly for services of Regional Offices of Education.

STATE OF ILLINOIS
STATE BOARD OF EDUCATION
COMPLIANCE EXAMINATION
ANALYSIS OF SIGNIFICANT VARIATIONS IN RECEIPTS
For the Two Years Ended June 30, 2018

(UNAUDITED)

To analyze cash receipts, the Comparative Schedule of Cash Receipts was utilized to identify significant fluctuations in Agency cash receipts by fund and by source for the fiscal years ended June 30, 2018, 2017 and 2016. The following are explanations obtained from Agency officials for the identified fluctuations (change of \$1,000,000 and 10% or greater):

Fiscal Year 2017 to 2018

General Revenue Fund (001)

Prior Year Refunds/Adjustments – Increase of \$6 million (100%) was primarily due to increased refunds on Early Childhood Block Grants. In preparing and reviewing final submissions of FY17 Grant Expenditure Reports, it was determined that grantees had unexpended cash on hand. A select amount of not-for-profits did not expend all grant funds and/or ceased operations prior to the end of the fiscal year because of continued delays in the release of State General Revenue Funds. The Agency requested refunds of the unexpended funds, which were received in FY18.

S.B.E Special Purpose Trust Fund (144)

U.S. Department of Education – Increase of \$1.3 million (45%) was primarily due to increased drawdowns of federal indirect cost recoveries. The Agency utilized its ability to draw indirect costs more frequently in FY18 based on administrative expenditures incurred for grant management.

U.S. Department of Agriculture – Increase of \$1.5 million (86%) was primarily due to increased drawdowns of federal indirect cost recoveries. The Agency utilized its ability to draw indirect costs more frequently in FY18 based on administrative expenditures incurred for grant management.

S.B.E Federal Agency Services Fund (560)

Training School Health Personnel – Increase of \$2.5 million (127%) was primarily due to additional funding from a new Affordable Care Act Abstinence Education Program grant from the U.S. Department of Health and Human Services for Title V State Sexual Risk Avoidance Education, CFDA number 93.235.

Fiscal Year 2016 to 2017

General Revenue Fund (001)

Prior Year Refunds/Adjustments – Increase of \$3.6 million (144%) was primarily due to increased refunds on the Early Childhood Block Grant. The primary contributing factor to this increase was due to a select amount of not-for-profits ceasing operations prior to the end of the fiscal year because of continued delays in the release of State General Revenue Funds.

STATE OF ILLINOIS
STATE BOARD OF EDUCATION
COMPLIANCE EXAMINATION
ANALYSIS OF SIGNIFICANT VARIATIONS IN RECEIPTS - CONTINUED
For the Two Years Ended June 30, 2018

(UNAUDITED)

School Construction Fund (143)

Prior Year Refunds/Adjustments – Decrease of \$1.1 million (71%) was primarily due to a larger portion of the refunds occurring in the fiscal year that the funds were disbursed for fiscal year 2017 versus fiscal year 2016.

S.B.E Special Purpose Trust Fund (144)

U.S. Department of Agriculture – Increase of \$1.3 million (247%) was primarily due to increased drawdowns of federal indirect cost recoveries.

S.B.E Federal Agency Services Fund (560)

Training School Health Personnel – Increase of \$1.1 million (129%) was primarily due to additional funding for grant program Substance Abuse and Mental Health Services for Projects of Regional and National Significance, CFDA number 93.243.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
ANALYSIS OF SIGNIFICANT LAPSE PERIOD SPENDING
For the Two Years Ended June 30, 2018

(UNAUDITED)

The Schedule of Appropriations, Expenditures, and Reappropriated / Lapsed Balances is presented on pages 41 to 52. The following are explanations obtained from Agency Officials for significant lapse period spending (\$1,000,000 and 10% or greater).

Fiscal Year 2018

General Revenue Fund (001)

Lump Sum and Other Purposes – The significant lapse period expenditures totaling \$18 million pertain to payments of various contracts for services performed prior to June 30, 2018 for student assessments and reimbursements to school districts for the Preliminary Scholastic Aptitude Test (PSAT) assessment.

S.B.E. Federal Department of Agriculture Fund (410)

Contractual Services – The significant lapse period expenditures totaling \$1.2 million pertain to payments of various contracts for services performed prior to June 30, 2018 for the Child Nutrition program. These expenditures were primarily for advertising, social media campaign, and assisting school districts with United States Department of Agriculture (USDA) requirements.

S.B.E. Federal Agency Services Fund (560)

Awards and Grants – The significant lapse period expenditures totaling \$1.1 million resulted from all four grantees of the Substance Abuse/Mental Health Services Program having a grant period end date of September 30, 2018. Thus, the timing of the completion of expenditure reports caused an increase in expenditures during lapse period for services performed prior to June 30. The increase is also due to FY18 being the first year for the Abstinence Education Grants, which resulted in a larger amount of expenditures.

S.B.E. Federal Department of Education (561)

Awards and Grants – The significant lapse period expenditures totaling \$303 million pertain to reimbursements to Local Education Agencies (LEAs) for services performed prior to June 30 and processed during the lapse period, which are primarily for the Title I Low Income program, the Individual with Disability – Pre School program and the Title III Improving Teacher Quality program.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
ANALYSIS OF SIGNIFICANT LAPSE PERIOD SPENDING - CONTINUED
For the Two Years Ended June 30, 2018

(UNAUDITED)

Fiscal Year 2017

General Revenue Fund (001)

Lump Sum and Other Purposes – The significant lapse period expenditures totaling \$11.6 million pertain to expenditure adjustments for cost allocation purposes and funds management, and the processing of invoices for services rendered prior to June 30, 2017.

Teacher Certificate Fee Revolving Fund (016)

Lump Sum and Other Purposes – The significant lapse period refunds totaling \$1 million is primarily a result of voucher corrections processed to reallocate information technology payments for funds management purposes.

S.B.E. Federal Department of Agriculture Fund (410)

Contractual Services – The significant lapse period expenditures totaling \$1.4 million pertain to payments of various contracts for services performed prior to June 30, 2017, primarily for advertising and professional services to conduct resource management reviews in June for Summer Nutrition Program.

S.B.E. Federal Department of Education (561)

Contractual Services – The significant lapse period expenditures totaling \$1.4 million pertain to payments of various contracts for services performed prior to June 30, 2017 for technical assistance for English Learners, My Illinois Interactive Report Card, common core standards and National Board standards.

Awards and Grants – The significant lapse period expenditures totaling \$249 million pertain to reimbursements to Local Education Agencies (LEAs) for services performed before June 30 and processed during the lapse period, which are mostly for the Individual with Disability – Pre School program, the Title III Improving Teacher Quality program and the For Preschool Expansion Program.

Lump Sum and Other Purposes – The significant lapse period expenditures totaling \$7.5 million pertain to payments to the Illinois Department of Human Services (DHS) per the Intergovernmental Agreement (IGA) for the Race to the Top Early Learning Challenge grant. In addition, payments of various contracts were made for student assessments performed prior to June 30, 2017. According to the IGA with DHS, DHS may submit a final claim by the Friday of the second full week in August annually for all services performed or costs incurred on or prior to the previous June 30.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
ANALYSIS OF SIGNIFICANT ACCOUNT BALANCES
For the Two Years Ended June 30, 2018

(UNAUDITED)

The following explanations were obtained from Agency officials for identified fluctuations in significant account balances. The scopes for the explanations were identified by using the materiality threshold which was established during the Illinois State Board of Education's Financial Audit for the years ending June 30, 2018 and 2017, respectively. (Fiscal Year 2018 – General Revenue Fund \$26,147,000 and 10% or greater, Nonmajor/Special Revenue Fund \$10,322,000 and 10% or greater. Fiscal Year 2017 – General Revenue Fund \$24,825,992 and 10% or greater, Nonmajor/Special Revenue Fund \$9,130,346 and 10% or greater)

Fiscal Year 2018

Major Fund/General Fund

Unexpended Appropriations – Account represents the amount of lapse period warrants and any change in liabilities for appropriated accounts in the current year. The account decreased by \$818 million (65%) in Fiscal Year 2018, from \$1.26 billion in Fiscal Year 2017 to \$442 million in Fiscal Year 2018. The decrease was primarily due to fewer held warrants in Fund 001 at June 30, 2018 (\$312 million) compared to June 30, 2017 (\$1.1 billion), which was due to a more stabilized budget environment and decrease in bill backlog.

Due to local governments – Account represents liabilities of the Agency at June 30 to local education agencies, including mandated categorical programs to be paid from the subsequent year appropriation. The account decreased \$808 million (41%) in Fiscal Year 2018, from \$1.97 million in Fiscal Year 2017 to \$1.16 million in Fiscal Year 2018. The decrease was primarily due to fewer held warrants in Fund 001 at June 30, 2018 (\$312 million) compared to June 30, 2017 (\$1.1 billion), which was due to a more stabilized budget environment and decrease in bill backlog.

Nonmajor/Special Revenue Funds

Due from Federal Government – Account represents receivables at June 30 from other Federal governments. The account increased by \$49 million (14%) in Fiscal Year 2018, from \$348 million in Fiscal Year 2017 to \$397 million in Fiscal Year 2018. The increase was due to timing of disbursements to Local Education Agencies (LEAs) changing in Fiscal Year 2018 with increased disbursements during Fiscal Year 2018 lapse period. The amounts due from Federal Government correlate with lapse spending.

Accounts payable and accrued liabilities – Account represents liabilities of the Agency at June 30 to vendors. The account decreased by \$11.4 million (28%) in Fiscal Year 2018, from \$41.2 million in Fiscal Year 2017 to \$29.8 million in Fiscal Year 2018. The decrease was primarily due to a decrease of \$10.4 million in lapse payments to vendors for Fund 561, as two large payments were made in Fiscal Year 2017 lapse period that were not made in Fiscal Year 2018 lapse period.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
ANALYSIS OF SIGNIFICANT ACCOUNT BALANCES - CONTINUED
For the Two Years Ended June 30, 2018

(UNAUDITED)

Due to local governments – Account represents liabilities of the Agency at June 30 to local education agencies, including mandated categorical programs, to be paid from the subsequent year appropriation. The account increased by \$59 million (18%) in Fiscal Year 2018, from \$333 million in Fiscal Year 2017 to \$ 392 million in Fiscal Year 2018. The increase was due to the timing of disbursements to Local Education Agencies changing in Fiscal Year 2018 with increased disbursements during the Fiscal Year 2018 lapse period. This resulted in an increased amount due from Federal Government, which also correlates with lapse spending.

Unavailable Revenue – Account represents revenues earned but not received within 60 days after end of fiscal year. The account decreased \$15.9 million (19%), from \$83.9 million in Fiscal Year 2017 to \$68.1 million in Fiscal Year 2018, attributed to Fund 561 activity. Fund 561 reported an increase in Due from Federal Government receivables of \$40.3 million over prior year, and an increase in lapse period draws of current year receivables of \$56.2 million over the prior year, which accounts for the decrease in unavailable revenue. The increase in Due from Federal Government receivables for Fund 561 is due to increased disbursements during Fiscal Year 2018 lapse period of \$38 million over prior year.

Unassigned balance – Account represents the fund deficit caused by the liabilities of the Agency at June 30 for programs covered under Fund 031 (Drivers Education Fund), Fund 560 (S.B.E. Federal Agency Services Fund), and Fund 561 (S.B.E. Federal Department of Education Fund), which are to be paid from the subsequent year appropriation. The account increased by \$15.8 million (16%) in Fiscal Year 2018, from \$102.3 million deficit in Fiscal Year 2017 to \$86.4 million deficit in Fiscal Year 2018.

Fiscal Year 2017

Major Fund/General Fund

Unexpended Appropriations – Account represents the amount of lapse period warrants and any change in liabilities for reappropriated accounts in the current year. The account increased by approximately \$696 million (123%) in fiscal year 2017, from \$564 million in Fiscal Year 2016 to \$1.26 billion in Fiscal Year 2017. The fluctuation was primarily due to an increase in held warrants for Fund 001 of \$659 million at June 30, 2017.

Accounts payable and accrued liabilities – Account represents liabilities of the Agency at June 30 to vendors. The account increased by \$27.1 million (85%) in Fiscal Year 2017, from \$31.9 million in Fiscal Year 2016 to \$59 million in Fiscal Year 2017. The increase was primarily due to an increase in held warrants at June 30, 2017.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
ANALYSIS OF SIGNIFICANT ACCOUNT BALANCES - CONTINUED
For the Two Years Ended June 30, 2018

(UNAUDITED)

Due to local governments – Account represents liabilities of the Agency at June 30 to local education agencies, including mandated categorical programs, to be paid from the subsequent year appropriation. The account decreased by \$233 million (11%) in Fiscal Year 2017, from \$2.2 billion in Fiscal Year 2016 to \$2 billion in Fiscal Year 2017. The decrease is a result of more warrants held at June 30, 2017 and a reduction in liabilities to be paid from future year appropriations as a result of Evidence Based Funding.

Unassigned balance – Account represents the fund deficit caused by the liabilities of the Agency at June 30 for programs covered under Fund 031 (Drivers Education Fund), Fund 560 (S.B.E. Federal Agency Services Fund), and Fund 561 (S.B.E. Federal Department of Education Fund), which are to be paid from the subsequent year appropriation. The account increased by \$894 million (53%) in Fiscal Year 2017, from \$1.68 billion deficit in Fiscal Year 2016 to \$783 million deficit in Fiscal Year 2017.

Nonmajor Funds/Special Revenue Funds

Due from Federal Government – Account represents receivables at June 30 from other Federal governments. The account decreased by \$39 million (10%) in Fiscal Year 2017, from \$387 million in Fiscal Year 2016 to \$348 million in Fiscal Year 2017. The decrease is due to the timing of expenditures for school districts reimbursement requests. In Fiscal Year 2017 lapse spending for these expenditures was lower than in Fiscal Year 2016. The decrease in lapse spending corresponds to less due from the Federal Government at June 30, 2017.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
ANALYSIS OF ACCOUNTS RECEIVABLE
For the Two Years Ended June 30, 2018

(UNAUDITED)

Receivables of the Illinois State Board of Education consist mainly of reimbursement or formula allocation amounts due to the Agency arising from its administration of Federal and State grant awards. The principal grantors are agencies of the federal government, other State agencies or local education agencies.

The following is a schedule of receivable balances (expressed in thousands):

	2018		2017
Due from federal government	\$ 397,429	\$	347,647
Due from local governments	270		975
Other receivables	7,603		9,500
Due from other State funds	4,379		6,622
Due from component units of the State	5		-
Loans and notes receivable	3,239		2,994
Total receivables	\$ 412,925	\$	367,738

An aging schedule of the Agency's due from local governments, other receivables and loans and note receivables (amounts expressed in thousands) at June 30, 2018 and 2017 is presented below:

	2018		2017
Current	\$ 10,154	\$	12,562
1 - 30 days past due	-		-
31 - 90 days past due	30		-
91 - 180 days past due	114		-
181 days - 1 year past due	67		192
Over 1 year past due	747		715
Total due from local governments, other receivables and loans, and notes receivable	\$ 11,112	\$	13,469

Other receivables consist mainly of unexpended funds from school districts, refunds requested from subrecipients and reimbursements due to commodity losses.

Receivable amounts are recorded at year-end through the annual process of adjusting the financial statements to generally accepted accounting principles (GAAP) for reporting purposes. The agency implements the collection procedures listed in SAMS Manual procedure 26.40.10 as well as makes frequent collection attempts via letter, telephone calls and the Comptroller offset system.

The Agency had an allowance for uncollectible accounts receivable of \$ 1,825 (expressed in thousands) for the year ended June 30, 2018. The Agency did not have an allowance for uncollectible accounts receivable at June 30, 2017.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
BUDGET IMPASSE DISCLOSURES
For the Two Years Ended June 30, 2018

(UNAUDITED)

Payment of Prior Year Costs in Future Years

Article 74 of Public Act 99-0524 authorized the Illinois State Board of Education to pay Fiscal Year 2016 costs using the Illinois State Board of Education's Fiscal Year 2017 appropriations for non-payroll expenditures. In addition, Article 998 of Public Act 100-0021 authorized the Illinois State Board of Education to pay its unpaid Fiscal Year 2016 and Fiscal Year 2017 costs using either the Illinois State Board of Education's Fiscal Year 2017 or Fiscal Year 2018 appropriations for non-payroll expenditures. The following chart shows the Illinois State Board of Education's payments of its prior period costs using future appropriations:

Fund # Fund Name		Fiscal Year 2016 Invoices	
		Paid From Fiscal Year 2017 Appropriations	
		Number	Dollar Value
001	General Revenue Fund	1,164	\$33,408,594
144	SBE Special Purpose Trust Fund	35	172,562
674	State Charter School Commission Fund	9	41,932
686	Budget Stabilization	84	999,806
		1,292	\$34,622,894

Fund # Fund Name		Fiscal Year 2017 Invoices	
		Paid From Fiscal Year 2018 Appropriations	
		Number	Dollar Value
001	General Revenue Fund	161	\$ 891,394
016	Teacher Certificate Fee Revolving Fund	1	120
144	SBE Special Purpose Trust Fund	2	683
410	SBE Federal Department of Agriculture Fund		3,150
		1	
561	SBE Federal Department of Education Fund		214,186
		6	
674	State Charter School Commission Fund		81
		1	
		172	\$ 1,109,614

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
**ALTERNATIVE FINANCING IN LIEU OF APPROPRIATIONS AND
PROGRAMS TO ADDRESS UNTIMELY PAYMENTS TO VENDORS**
For the Two Years Ended June 30, 2018

(UNAUDITED)

Transactions Involving the Illinois Finance Authority

The Agency and its vendors did not participate in alternative financing in lieu of enacted appropriations involving the Illinois Finance Authority during Fiscal Years 2017 or 2018.

Transactions Involving the Vendor Payment Program and Vendor Support Initiative Program

In 2011, the State of Illinois (State) created the voluntary VPP in response to delays in payments for goods and services provided by the State's vendors arising from the State's cash flow deficit. The Department of Central Management Services (CMS) approved third party financing entities to act as "qualified purchasers" of accounts receivable from "participating vendors" who had submitted invoices which had not been paid by the State.

A participating vendor's accounts receivable is eligible for the VPP if it is from an invoice unpaid by the State that is (1) not for medical assistance payments (2) where 90 days have passed since the proper bill date, which is (3) entitled to interest under the State Prompt Payment Act (Act) (30 ILCS 540) and (4) free of any liens or encumbrances. Under the terms of an agreement between a qualified purchaser and the participating vendor, the participating vendor receives payment for 90% of the receivable balance. The participating vendor, in turn, assigns its rights to the interest due under the Act to the qualified purchaser. When the State Comptroller ultimately pays the invoice, the participating vendor receives the remaining 10% due (less any offsets).

Notably, while CMS approved the qualified purchasers and provided information to vendors about VPP, neither CMS nor the State are parties to the assignment agreements.

During Fiscal Year 2017 and Fiscal Year 2018, none of the Agency's vendors participated in the Vendor Payment Program (VPP).

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
INTEREST COSTS ON FISCAL YEAR 2017 AND 2018 INVOICES
For the Two Years Ended June 30, 2018

(UNAUDITED)

Prompt Payment Interest Costs

The Illinois State Board of Education calculated prompt payment interest due to vendors under the State Prompt Payment Act (Act) (30 ILCS 540) using the vendor's proper bill date through the date the State Comptroller issues a warrant to the vendor, regardless of when and if an enacted appropriation existed during fiscal year 2017 and 2018. The Act (30 ILCS 540/3-2) and the Illinois Administrative Code (74 Ill. Admin. Code 900.100) require interest to be paid under a daily simple interest rate of .033% (1% over a 30 day period) for every day elapsed following the 90th day after a vendor submits an eligible proper bill to the Agency. The following charts show the Illinois State Board of Education's prompt payment interest incurred related to fiscal year 2017 invoices and fiscal year 2018 invoices, calculated on the accrual basis of accounting, through June 30, 2017 and June 30, 2018, by fund:

PROMPT PAYMENT INTEREST INCURRED

YEAR ENDED JUNE 30, 2017

Fund	Fund Name	Vouchers	Vendors	Interest Incurred
001	General Revenue Fund	272	141	\$ 990,976
016	Teacher Certificate Fee Revolving Fund	1	1	2,308
568	School Infrastructure Fund	2	1	405
674	State Charter School	2	2	119
TOTAL		277	145	\$ 993,808

PROMPT PAYMENT INTEREST INCURRED

YEAR ENDED JUNE 30, 2018

Fund	Fund Name	Vouchers	Vendors	Interest Incurred	
001	General Revenue Fund	230	134	\$ 451,049	(1)
007	Education Assistance Fund	-	1	20,365	(2)
016	Teacher Certificate Fee Revolving Fund	1	1	120	
674	State Charter School	5	5	77	
TOTAL		236	141	\$ 471,611	

- (1) Includes prompt payment interest due to one vendor in the amount of \$26,882 which was unpaid by ISBE due to lack of sufficient appropriation.
- (2) Includes prompt payment interest due to one vendor in the amount of \$20,365 which was unpaid by ISBE due to lack of sufficient appropriation.

STATE OF ILLINOIS
STATE BOARD OF EDUCATION
**ALTERNATIVE FINANCING IN LIEU OF APPROPRIATIONS AND
PROGRAMS TO ADDRESS UNTIMELY PAYMENTS TO VENDORS - CONTINUED**
For the Two Years Ended June 30, 2018

(UNAUDITED)

Transactions Involving the Vendor Payment Program and Vendor Support Initiative Program - Continued

During Fiscal Year 2016, the State created the voluntary VSI as an alternative to the VPP for cases where the Agency lacked an enacted appropriation or other legal expenditure authority to present invoices to the State Comptroller for payment. The VSI operated similarly to the VPP, although the Agency was required to determine a participating vendor's invoice (1) would have met the requirements of the VPP and (2) provided the proper bill date of invoice prior to the qualified purchaser and participating vendor entering into an agreement where the participating vendor received payment for 90% of the receivable balance. The participating vendor, in turn, assigned its rights to the interest due under the Act to the qualified purchaser. After the State Comptroller ultimately paid/pays the invoice after the Agency receives/received appropriations or other legal expenditure authority to pay the invoice, the participating vendor receives/received the remaining 10% due (less any offsets).

During Fiscal Year 2017, the Agency had 8 vendors participate in VSI for 50 invoices, totaling \$14,837,680. During Fiscal Year 2018, the Agency had 5 vendors participate in VSI for 20 invoices, totaling \$16,804,633. A summary of the amount of transactions by qualified purchaser follows:

Transactions by Qualified Purchaser

Qualified Purchaser	Dollar Value	
	Fiscal Year 2017	Fiscal Year 2018
A	\$ 14,680,591	\$ 15,050,495
B	60,324	653,950
C	18,312	1,100,188
D	78,453	-
TOTAL	\$ 14,837,680	\$ 16,804,633

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
AVERAGE NUMBER OF EMPLOYEES
For the Three Years Ended June 30, 2018

(UNAUDITED)

Average number of employees by division is presented as follows:

<u>Division</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
State Superintendent	30	26	21
First Deputy Superintendent	14	17	11
Finance	63	57	55
Operations and Professional Capital	78	75	81
Educational Services	6	4	5
Educational Services - Teaching and Learning	57	54	55
Educational Services - Special Education	45	42	34
Educational Services - Equity and Access	24	19	16
Innovation & Secondary Transformation	45	42	47
Safe & Healthy Climate	35	39	54
Total average number of employees	<u>397</u>	<u>375</u>	<u>379</u>

Note: The Agency underwent a reorganization of Divisions effective Fiscal Year 2017. The average number of employees by division for Fiscal Year 2016 has been reclassified for consistency and comparability with Fiscal Years 2017 and 2018.

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
ANNUAL STATISTICS
For the Two Years Ended June 30, 2018

(UNAUDITED)

Number of Public School Districts, 2017-2018

	<u>Operating</u>	<u>Non-Operating</u>	<u>Other</u>	<u>Total</u>
Elementary (Pre K-8)	368	-	-	368
Secondary (9-12)	96	-	-	96
Unit	388	-	-	388
State-Operated	-	-	14	14
Total	<u>852</u>	<u>-</u>	<u>14</u>	<u>866</u>

Number of Public School Districts, 2016-2017

	<u>Operating</u>	<u>Non-Operating</u>	<u>Other</u>	<u>Total</u>
Elementary (Pre K-8)	368	-	-	368
Secondary (9-12)	98	-	-	98
Unit	386	-	-	386
State-Operated	-	-	4	4
Total	<u>852</u>	<u>-</u>	<u>4</u>	<u>856</u>

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
ANNUAL STATISTICS - CONTINUED
For the Two Years Ended June 30, 2018

(UNAUDITED)

Number of Public and Nonpublic Attendance Centers, 2017-2018

	Public	(1)	Nonpublic	(2)	Total
Elementary	2,466		688	(a)	3,154
Junior High	610		-		610
High School/Secondary	713		113		826
Unit	446		93		539
Special Education and Others	-		11		11
Total	4,235		905		5,140

Number of Public and Nonpublic Attendance Centers, 2016-2017

	Public	(1)	Nonpublic	(2)	Total
Elementary	2,481		675	(a)	3,156
Junior High	611		-		611
High School/Secondary	712		110		822
Unit	434		93		527
Special Education and Others	-		14		14
Total	4,238		892		5,130

(1) Includes Department of Corrections

(2) Voluntarily reported and registered with ISBE

(a) Includes Junior High

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
ANNUAL STATISTICS - CONTINUED
For the Two Years Ended June 30, 2018

(UNAUDITED)

School Enrollment, 2017-2018

	<u>Public</u>	<u>Nonpublic</u> (3)	<u>Total</u>	<u>Percent</u>
Elementary (Pre K-8)	1,388,961	152,950	1,541,911	69.8%
Secondary (9-12)	616,192 (b)	50,914 (b)	667,106	30.2%
Total	<u>2,005,153</u>	<u>203,864</u>	<u>2,209,017</u>	<u>100.0%</u>
Percent	<u>90.8%</u>	<u>9.2%</u>		

School Enrollment, 2016-2017

	<u>Public</u>	<u>Nonpublic</u> (3)	<u>Total</u>	<u>Percent</u>
Elementary (Pre K-8)	1,410,674	152,886	1,563,560	70.0%
Secondary (9-12)	617,488 (b)	52,377 (b)	669,865	30.0%
Total	<u>2,028,162</u>	<u>205,263</u>	<u>2,233,425</u>	<u>100.0%</u>
Percent	<u>90.8%</u>	<u>9.2%</u>		

(3) Nonpublic schools reported data on a voluntary basis

(b) Includes ungraded students

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
ANNUAL STATISTICS - CONTINUED
For the Two Years Ended June 30, 2018

(UNAUDITED)

Racial - Ethnic Distribution of Statewide Public School Enrollment, 2017-2018

	<u>Students</u>	<u>Percent</u>
White Non-Hispanic	962,350	48.0%
Black Non-Hispanic	337,776	16.8%
Hispanic	524,950	26.2%
Asian	101,676	5.1%
American Indian-Alaskan	5,601	0.3%
Hawaiian or Other Pacific Islander	2,095	0.1%
Multi Racial	70,705	3.5%
Total	<u>2,005,153</u>	<u>100.0%</u>
Total percent of minority students		<u>52.0%</u>

Racial - Ethnic Distribution of Statewide Public School Enrollment, 2016-2017

	<u>Students</u>	<u>Percent</u>
White Non-Hispanic	983,275	48.5%
Black Non-Hispanic	344,943	17.0%
Hispanic	520,614	25.7%
Asian	98,800	4.9%
American Indian-Alaskan	8,413	0.4%
Hawaiian or Other Pacific Islander	2,146	0.1%
Multi Racial	69,971	3.4%
Total	<u>2,028,162</u>	<u>100.0%</u>
Total percent of minority students		<u>51.5%</u>

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
ANNUAL STATISTICS - CONTINUED
For the Two Years Ended June 30, 2018

(UNAUDITED)

Public Secondary School Dropouts by Gender and Ethnicity, 2017-2018

	<u>Female</u>	<u>Male</u>	<u>Total</u>
White Non-Hispanic	1,399	2,280	3,679
Black Non-Hispanic	1,824	2,356	4,180
Hispanic	1,722	2,708	4,430
Asian	53	92	145
American Indian-Alaskan	20	28	48
Hawaiian or Other Pacific Islander	2	13	15
Multi Racial	153	228	381
	<u>5,173</u>	<u>7,705</u>	<u>12,878</u>
Total	<u>5,173</u>	<u>7,705</u>	<u>12,878</u>

Public Secondary School Dropouts by Gender and Ethnicity, 2016-2017

	<u>Female</u>	<u>Male</u>	<u>Total</u>
White Non-Hispanic	1,508	2,185	3,693
Black Non-Hispanic	1,945	2,456	4,401
Hispanic	1,601	2,446	4,047
Asian	45	63	108
American Indian-Alaskan	15	33	48
Hawaiian or Other Pacific Islander	5	3	8
Multi Racial	159	205	364
	<u>5,278</u>	<u>7,391</u>	<u>12,669</u>
Total	<u>5,278</u>	<u>7,391</u>	<u>12,669</u>

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
EMERGENCY PURCHASES
For the Two Years Ended June 30, 2018

(UNAUDITED)

The Illinois State Board of Education reported the following emergency purchases to the Office of the Auditor General during Fiscal Years 2018 and 2017:

Description	Estimated Amount	Actual Amount	Date Filed
Firm engaged to perform Administration of a Science Assessment	\$ 80,000	\$ 37,511.47	7/11/2016

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
MEMORANDUMS OF UNDERSTANDING
For the Two Years Ended June 30, 2018

(UNAUDITED)

The Illinois State Board of Education (ISBE) enters into many memorandums of understanding (MOU) which include interagency agreements. Due to the large number of memorandums in which ISBE enters into, the details of some of the significant agreements during the examination period are provided below:

Fiscal Year	Parties of Agreement	Description	Period Covered	Amount
2018	ROE #51	This interagency agreement provides content expertise based on the New Illinois Learning Standards incorporating the Common Core to ISBE staff. Will collaborate with assessment and support communication and activities regarding the assessment.	7/1/17-6/30/18	\$1,049,290
2018	Peoria ROE #48	This interagency agreement is for the administration, planning and implementation of the Illinois Virtual School. Will include management and delivery of on-line courses for students as well professional development for educators.	7/1/17-6/30/18	\$1,166,338
2018	University of Illinois Cooperative Extension	This interagency agreement serves as mentors and use the Specific, Measurable, Achievable, Relevant and Time based (SMART) goals concept to assist schools in implementing the new USDA requirements.	7/1/17-6/30/18	\$1,125,000
2018	University of Kansas	This interagency agreement provides assessments aligned to the Common Core Essential Elements for students with the most significant cognitive disabilities.	7/1/17-6/30/18	\$2,263,500
2018	Northern Illinois University	This interagency agreement revamps and update the MyIIRC and will develop a new continuous improvement planning document.	7/1/17-6/30/18	\$1,750,000
2018	Illinois State University	This interagency agreement convenes and facilitates the work of multi-state teams to support common core statewide implementation planning.	7/1/17-6/30/18	\$2,313,517
2018	Board of Trustees SIU	This interagency agreement helps to fulfill the requirements under ESSA for the Illinois Science Assessment (ISA). Will provide a cadre of Illinois teachers, teacher retirees, and graduate students to score ISA constructed response items	3/5/18-6/30/18	\$1,183,580
2018	University of Wisconsin	This interagency agreement evaluates 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. Offers an English language test (ACCESS for ELLS).	7/1/17-6/30/18	\$5,502,991

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
MEMORANDUMS OF UNDERSTANDING - CONTINUED
For the Two Years Ended June 30, 2018

(UNAUDITED)

Fiscal Year	Parties of Agreement	Description	Period Covered	Amount
2017	Peoria County ROE	This interagency agreement is for the administration, planning and implementation the Illinois Virtual School. Includes the learning management system, delivery of on-line courses, course content as well as new course development for both students and educators.	7/1/16-6/30/17	\$1,200,000
2017	University of Illinois Cooperative Extension	This interagency agreement serves as mentors and use the Specific, Measurable, Achievable, Relevant and Time based (SMART) goals concept to assist schools in implementing the new USDA requirements.	7/1/16-6/30/17	\$1,312,500
2017	University of Kansas	This interagency agreement provides assessments aligned to the Common Core Essential Elements for students with the most significant cognitive disabilities.	7/1/16-6/30/17	\$1,089,114
2017	Northern Illinois University	This interagency agreement revamps and update the MyIIRC.	7/1/16-6/30/17	\$1,744,589
2017	Southern Illinois University	This interagency agreement helps to fulfill the requirements under ESSA for the Illinois Science Assessment (ISA). Will provide a cadre of Illinois teachers, teacher retirees, and graduate students to score ISA constructed response items	1/31/17-6/30/17	\$1,696,293
2017	IL Dept. of Human Services	IDHS administers MIECHV. ISBE and IDHS collaborate to ensure that high quality home visiting services are provided to children and their families who are most at risk to prepare children for success in school.	4/1/17-6/30/17	\$2,100,000
2017	University of Wisconsin	This interagency agreement evaluates 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. Offers an English language test (ACCESS for ELLS).	7/1/16-6/30/17	\$9,935,752
2017	IL Dept. of Human Services	ISBE is the fiscal agent for RTT-ELC funds. This agreement will give ISBE the authority to transfer funds to the Illinois Department of Human Services to comply with the terms of the states RTT-ELC application.	7/1/16-12/31/16	\$9,215,600

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
SERVICE EFFORTS AND ACCOMPLISHMENTS
For the Three Years Ended June 30, 2018

(UNAUDITED)

The general objective of Service Efforts and Accomplishments (SEA) reporting is to provide the user of the Agency's financial statements with the information necessary to evaluate efficiency and effectiveness of the Agency's use of financial and other resources. This is especially important given the significance of the Illinois State Board of Education to the State as a whole and the ongoing public debate concerning education policy across the nation. Charter school information is included in the district statistics. The following data was extracted from the School Report Card: Statewide Trend Data. School Report Cards are to be made public by November 1 of each year.

Particular service efforts and accomplishments reported by the Agency are as follows:

Performance Indicators Schools/Students	Performance Measures		
	2018	2017	2016
Number of Operating School Districts	852	856	855
Number of Schools with Report Card Information	3,888	3,796	3,735
Low-Income Rate	49.4%	50.2%	49.9%
Limited English Proficient Rate	11.7%	10.7%	10.5%
Dropout Rate	2.1%	2.1%	2.0%
Attendance Rate	93.9%	94.0%	94.4%
Student Mobility Rate	6.9%	6.9%	12.2%
Chronic Truancy Rate	11.2%	10.8%	9.8%
Graduation Rate	85.4%	87.0%	85.5%

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
SERVICE EFFORTS AND ACCOMPLISHMENTS - CONTINUED
For the Three Years Ended June 30, 2018

(UNAUDITED)

Performance Indicators		Performance Measures		
Student Achievement – Percent of Students Meeting or Exceeding State Performance Standards		2018	2017	2016
Reading				
	Third Grade	37.0	36.1	35.5
	Fourth Grade	38.6	37.0	36.9
	Fifth Grade	35.6	36.6	35.3
	Sixth Grade	34.1	34.9	34.9
	Seventh Grade	39.8	40.0	37.3
	Eighth Grade	36.4	37.4	39.1
	Eleventh Grade	36.9	39.8	34.1
Mathematics				
	Third Grade	37.7	39.2	39.6
	Fourth Grade	31.5	30.8	30.5
	Fifth Grade	30.8	29.5	31.7
	Sixth Grade	26.9	28.1	28.7
	Seventh Grade	30.7	27.2	27.3
	Eighth Grade	30.5	32.3	31.8
	Eleventh Grade	34.3	36.4	21.8
Science				
	Fifth Grade	52.6	54.3	57.5
	Eighth Grade	57.7	59.0	61.1
	High School	38.9	40.3	40.8
ACT Composite Score (Schools with Report Card Information)		N/A	21.2	20.6

N/A – Information was not available for the period presented

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
SERVICE EFFORTS AND ACCOMPLISHMENTS - CONTINUED
For the Three Years Ended June 30, 2018

(UNAUDITED)

Performance Indicators	Performance Measures		
Teacher Information	2018	2017	2016
Total Number of Teachers (Full Time Equivalent)	128,999	129,575	127,152
Years of Teaching Experience (Average)	13.2	13.1	13.1
Percent with Graduate Degree	61.0%	60.9%	61.4%
Students Per Teacher (Elementary)	19.0	18.7	18.7
Students Per Teacher (Secondary)	19.3	19.4	18.9
Students Per Administrator	180.6	189.6	176.5
Teacher Salary (Average)	\$65,721	\$64,516	\$63,450
Administer Salary (Average)	\$107,279	\$106,273	\$103,634
Financial Information (2016-2017; 2015-2016; 2014-2015)			
Instructional Expenditures Per Pupil	\$8,024	\$7,853	\$7,712
Operational Expenditures Per Pupil	\$13,337	\$12,973	\$12,821
Percent of Expenditures by Function (2016-2017; 2015-2016; 2014-2015)			
Instruction	49.1%	49.6%	49.4%
General Administration	3.1%	3.1%	3.2%
Support Services	28.9%	29.1%	29.3%
Other Expenditures	18.9%	18.2%	18.1%
Percent of Expenditures by Fund (2016-2017; 2015-2016; 2014-2015)			
Education	71.6%	73.4%	73.4%
Operations and Maintenance	7.1%	6.2%	6.4%
Transportation	3.8%	3.8%	3.7%
Debt Services	9.5%	8.2%	8.1%
All Others	8.0%	8.4%	8.4%

STATE OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION
SCHEDULE OF INDIRECT COST REIMBURSEMENTS
For the Two Years Ended June 30, 2018

(UNAUDITED)

Indirect cost reimbursements are primarily Letter of Credit draw downs of federal funds deposited directly into the General Revenue Fund, S.B.E. Special Purpose Trust Fund, and the S.B.E. Federal Agency Services Fund, Department of Agriculture and Department of Education Funds in the State treasury. Indirect costs are based on a fixed rate negotiated annually with the cognizant federal agency, the U.S. Department of Education. "Fund Balance" represents the amount of cash available at June 30 from previously drawn indirect cost funds. "Total Available" represents the beginning year fund balance plus any indirect cost funds drawn during the current fiscal year. Following are the reimbursements deposited during fiscal years 2018 and 2017 and the related fund balances.

	2018	2017
Fund Balance, Beginning	\$ 4,480,543	\$ 6,698,923
Special Education – Grants to States	2,006,808	679,208
Special Education – Part D Improvement Grants	27,997	-
Child Nutrition Grants	3,082,342	1,788,618
School Health Aids Training Grants	-	19,628
Title I Grants to Local Education Agencies	1,266,070	768,471
Twenty-First Century Community Learning Centers	126,878	94,146
Early Learning Challenge Grants	240,954	-
Special Education - Preschool Grants	93,003	67,429
Career and Technical Education - Basic Grants to States	110,489	79,776
Supporting Effective Instruction State Grant	124,577	105,954
Title II Math and Science Grants	76,623	74,286
Race to the Top Grants	-	599,325
Rural Education	10,246	5,843
English Language Acquisition State Grants	124,471	108,439
School Improvement Grants	151,554	258,939
Education for the Homeless Children and Youth	32,138	18,965
Migrant Education - State Grant Program	-	1,976
Title I State Agency Program for Neglected and Delinquent Children and Youth	-	1,236
	<u>7,474,150</u>	<u>4,672,239</u>
Total Available	<u>11,954,693</u>	<u>11,371,162</u>
Less: Expenditures Agency Operations	<u>3,239,944</u>	<u>6,890,619</u>
Fund Balance, Ending	<u>\$ 8,714,749</u>	<u>\$ 4,480,543</u>

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 14, 2019

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

Agenda Topic: Removal of Streator Elementary School District in Financial Difficulty Status

Expected Outcome: To discuss removal of Streator Elementary School District 44 from Financial Difficulty Certification

Materials: Streator Elementary School District 44 Fiscal Year 2020 – 2022 Financial Plan

Staff Contact(s): Deb Vespa, Director, School Business Services

Purpose of Agenda Item

The School Business Services Division is submitting this agenda item for the Board to discuss staff's recommendation to approve the removal of Streator Elementary School District 44 from Financial Difficulty Certification. Upon the Board's discussion, the proposed action will be presented to the Board at its September 2019 meeting.

Background Information/History

In accordance with Section 1A-8 of the School Code [105 ILCS 5/1A-8], the Board certified at its June 16, 2016 meeting that Streator Elementary School District 44 was in financial difficulty. This required the school district to present a financial plan to the Board for approval. The Board approved the district's financial plan for fiscal years 2017-2019 at its September 2016 meeting.

To be certified in Financial Difficulty

A district is certified to be in financial difficulty if it meets the statutory criteria identified in Section 1A-8(b) of the School Code [105 ILCS 5/1A-8(b)]:

1. The district has issued school or teacher orders for wages as permitted in Sections 8-16, 32-7.2 and 34-76 of the School Code;
2. The district has issued second-year tax anticipation warrants or tax anticipation notes or issued short-term debt against two future revenue sources, such as tax anticipation warrants and Evidence-Based Funding or tax anticipation warrants and revenue anticipation notes;
3. The district has for two consecutive years shown a negative ending fund balance for the aggregate of the operating funds (Education, Operation and Maintenance, Pupil Transportation, and Working Cash funds);
4. The district refuses to provide financial information or cooperate with the State Superintendent in an investigation of the district's financial condition; or
5. The district is likely to fail to fully meet any regularly scheduled, payroll-period obligations and/or any debt service payments when due.

Streator Elementary School District met criteria 3.

Summary of Streator School Finances at the Time of Certification

The school district was incurring deficits for its results of operation and was realizing negative fund balances in the operating funds. See below for a summary of the district's finances for fiscal years 2012-2016.

	FY2012	FY2013	FY2014	FY2015	FY 2016
Beginning Fund Balance	\$ 704,717	\$ 568,285	\$ (2,256,500)	\$(2,533,309)	\$(1,986,082)
Revenues	\$16,743,988	\$16,453,790	\$ 16,430,249	\$ 15,144,354	\$ 15,913,825
Expenditures	\$19,076,520	\$19,278,575	\$ 16,707,058	\$ 16,990,323	\$ 16,417,442
Result of Operation	\$(2,332,532)	\$(2,824,785)	\$ (276,809)	\$(1,845,969)	\$ (503,617)
Other Funding Sources/Uses	\$ 2,196,100	\$ 0	\$ 0	\$ 2,393,196	\$ 987,180
Ending Fund Balance	\$ 568,285	\$(2,256,500)	\$(2,533,309)	\$(1,986,082)	\$(1,502,519)
Profile Score	2.20	1.95	2.10	2.00	2.00
Profile Designation	Watch	Watch	Watch	Watch	Watch

The district was sustaining operations by issuing Working Cash Fund Bonds and a short-term line of credit.

Summary of Actual Deficit-Reduction Actions Taken by the Streator Board

- Sold two school buildings;
- Decreased health and liability insurance premiums;
- Restructured maintenance department to reduce staff and required that previously outsourced jobs be done in house with existing staff;
- Groups supported by the community partially funded band and sports/clubs;
- No increases to extra duty pay;
- Applied for and received E-Rate funding;
- Evidence-Based Funding enhanced the district's revenue sources.

Summary of District's Finances after Implementation of 2017-2019 Financial Plan and Evidence-Based Funding

	FY2017 (Actual - AFR)	FY2018 (Actual - AFR)	FY2019 (Unaudited)
Beginning Fund Balance	\$(1,502,519)	\$(805,645)	\$2,312,173
Revenues	\$15,555,716	\$17,375,926	\$16,765,988
Expenditures	\$15,846,942	\$15,297,618	\$15,200,561
Result of Operation	\$(291,226)	\$2,078,308	\$1,565,427
Other Funding Sources/Uses	\$988,100	\$1,039,510	\$115,594
Ending Fund Balance	\$(805,645)	\$2,312,173	\$3,993,194
Profile Score	2.45	3.15	3.35
Profile Designation	Watch	Review	Review

As indicated above, results from the Annual Financial Reports for fiscal years 2017 and 2018 and the projected results for fiscal year 2019, reflect a substantial improvement. The district is realizing surpluses for its results of operation and has positive ending fund balances without relying on debt to sustain operations.

Summary of General State Aid vs. Evidence-Based Funding

	FY 2016	FY 2017	FY 2018	FY 2019
Fall Enrollment Counts (Housed)	1,794	1,747	1,624	1,582
General State Aid	\$7,979,038	\$8,564,376		
Evidence-Based Funding				
Base Funding			\$9,194,817	\$9,662,268
Tier Funding			\$461,221	\$201,739
Bilingual Ed. – T.P.I. & T.B.E.			\$6,230	
Total	\$7,979,038	\$8,564,376	\$9,662,268	\$9,864,007

The district's revenue increased substantially with implementation of Evidence-Based Funding. Streator Elementary School District 44 is within Tier 1 and at 65 percent Adequacy Level for FY 2019. Although district has decreasing enrollment, with Evidence-Based Funding, with sufficient appropriations, the district should continue to realize increased funding.

Actual Issuance of Working Cash Fund Bonds and the Short-Term Line-of-Credit Over the Past Few Years:

Fiscal Year	Working Cash Fund Bonds Issued	Short-term Line of Credit
FY 2015	\$1,000,000	\$1,400,000
FY 2016	\$0	\$1,500,000
FY 2017	\$987,150	\$1,500,000
FY 2018	\$883,363	\$0
FY 2019 (unaudited)	\$0	\$0
FY 2020 (Estimated)	\$0	\$0
FY 2021 (Estimated)	\$0	\$0
FY 2022 (Estimated)	\$0	\$0

As denoted in the table above, the district has not been relying on a short-term line of credit since FY 2018. The district did issue Working Cash Fund Bonds in FY 2018, but the principal from that issuance remains in the Working Cash Fund for future use if needed. Working Cash Fund Bonds were not issued in FY 2019.

Current Projections for Future Fiscal Years (Based upon the Streator Board-Approved 2020-2022 Financial Plan, attached)

	FY2020 - Projected	FY2021 Projected	FY2022 Projected
Beginning Fund Balance	\$3,993,194	\$4,958,106	\$5,353,746
Revenues	\$17,160,915	\$17,180,305	\$17,305,787
Expenditures	\$16,196,003	\$16,784,665	\$17,063,169
Result of Operation	\$964,912	\$395,640	\$242,617
Other Funding Sources/Uses	\$0	\$0	\$0
Ending Fund Balance	\$4,958,106	\$5,353,746	\$5,596,364
Profile Score	3.80	3.80	3.80
Profile Designation	Recognition	Recognition	Recognition

The projections for the district continue to reflect a positive outlook. The results of operation are declining in fiscal years 2021 and 2022; however, this is a result of added investments the district is planning to make. However, the ending fund balances are projected to grow each year of the Financial Plan approved by the Streator Board. The approved Financial Plan demonstrates fiscal and academic solvency.

The enhancements to education programs and fund balances are:

- Adding positions due to increasing enrollment in the early elementary classes;
- Expanding the piloted 1:1 technology program;
- Increasing positions for instructional coaches;
- Creating more curriculum choices for middle school students;
- Replacing antiquated textbooks;
- Building up fund balances to 15-20 percent of annual expenditures with an end goal of 25 percent.

These enhancements would not be possible if the district would begin experiencing deficits once again.

Conclusion

For the September 2019 Board meeting, ISBE staff will be recommending that the State Board approve the removal Streator Elementary School District from financial difficulty as defined in Section 1A-8 of the School Code [105 ILCS 5/1A-8], based on the following:

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

Current Status: Since November 2014, ISBE staff has been assisting the school district with developing monthly cash flows and bank reconciliations, financial projections, and personnel inventory reports to assist in monitoring the district's finances. District personnel is now maintaining these documents and completing them monthly, so they can continue to monitor the district's finances.

Relevant Data: Monthly cash flows and bank reconciliations, financial statements, personnel inventory reports, approved contracts, and financial projections has assisted with validating the financial plan.

Pros and Cons: The district staff has made financial improvements that have resulted in operational surpluses and positive operational fund balances without the reliance on debt to sustain operations. The financial plan is indicative of fiscal and academic solvency. No known cons.

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

This agenda item has a relationship to each of the Board's goals. The district will not have the financial means to achieve any of the goals if it is in financial difficulty.

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

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

Financial Background

Not applicable.

Business Enterprise Program

Not applicable.

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

Policy Implications: None

Budget Implications: The budget implications are positive for the district. It has positive results of operations and ending operational fund balances. This will also allow the district to again have total governance. ISBE will have additional time to assist other districts with their finances.

Legislative Action: None

Communication: None

Pros and Cons of Various Actions

Pros: If removal is approved at the September meeting, Streator Elementary School District 44 will not be certified in financial difficulty and the district will be able to operate under its own governance.

Cons: None

Board Member(s) Who Will Abstain: None

Recommendations:

I recommend that the following motion be adopted:

No action necessary.

Streator Elementary School District #44

Three Year Financial Plan 2019-2022

Approved by Streator Elementary School District Board of Education on May 21, 2019

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Executive Summary

Between the 2017 and 2019 school years, Streator Elementary School District #44 Board of Education, Administration, employees, community members, and the Streator Education Association (SEA) leadership worked collaboratively together to continue to improve the financial outlook of the District. We are pleased and proud of our efforts that we have made.

The District recognized the severity of the past financial situation and made a few changes in personnel in order to maximize efficiencies with the least amount of cuts to staffing and programs possible, while maintaining a balanced budget. The staff continues to be diligent in offering the best education possible to our students while working with minimal available resources.

Summary of Financial Progress from 2016-17 through 2018-19

- ☐ Board approved deficit reduction plan from 2017-2019
- ☐ Sold two school buildings
- ☐ Decreased health and liability insurance premiums
- ☐ Restructured maintenance department to reduce staff and perform previously outsourced jobs done in house with existing staff
- ☐ Community supported groups partially funded band and sports/clubs
- ☐ No increases to extra duty pay
- ☐ Received Evidenced Based Funding from State of Illinois along with grants to help supplement the education of students
- ☐ Applied for and received ERate funding
- ☐ Initiated a purchase approval process and over spending of line items was not allowed
- ☐ Automated many processes and procedures to allow for reduction in office staff in Admin Building
- ☐ Ensured contracts were rebid and some were rejected if costs were not reduced by companies
- ☐ Renegotiated transportation and copier contracts to allow for over \$30,000 cost savings

The District and Streator Education Association have developed a positive working relationship based on open and honest discussion regarding the financial outlook of the school district. We work collaboratively to find cost savings every chance we get.

The following three-year projections will show that based on assumptions developed in consultation with our State Board regional consultant that we are continuing to achieve our goal of maintaining a balanced budget over the next three school years.

	FY20	FY21	FY22
Estimated EAV	+ 1.00%	+ 1.00%	+ 1.00%
% Salary Increase	Step Only/3% for non-certified	Unknown – To be negotiated	Unknown – To be negotiated
% Health Insurance	(3.10)%	5%	5%
Evidence Based Funding	\$9,964,007	\$10,064,007	\$10,164,007
Estimated Tier Funding	\$100,000	\$100,000	\$100,000

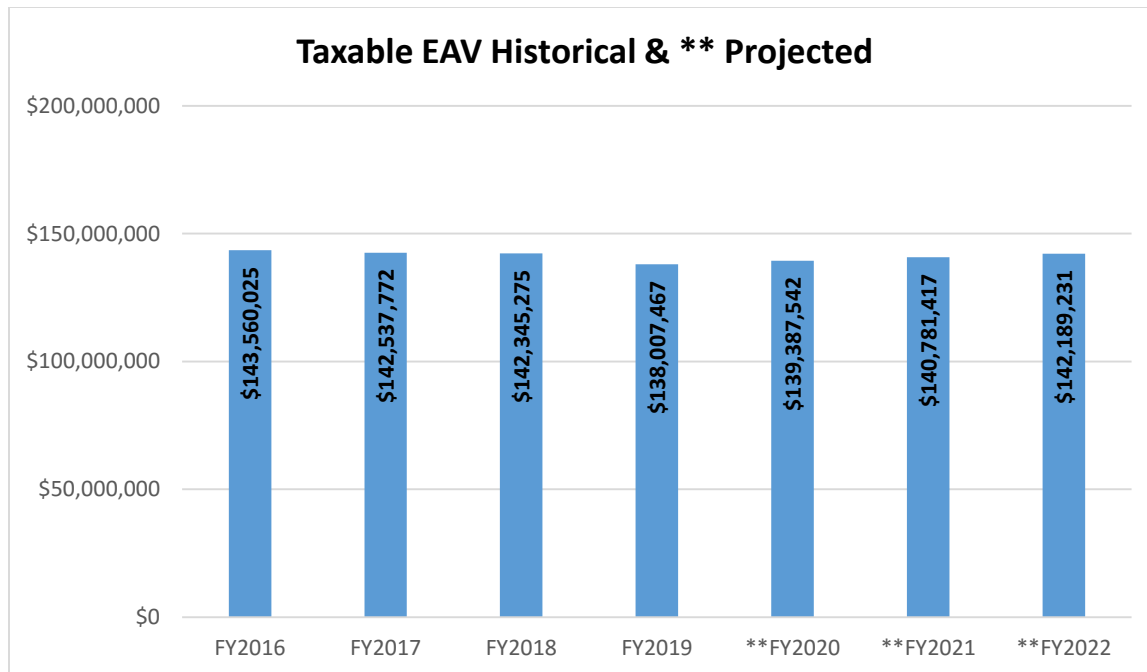
Evidence Based Funding

Evidence Based Funding was signed into effect and had an immediate impact on the District in the summer of 2017, as we began to receive payments from the state. This allowed us to achieve a balanced budget in FY18 and is projected as well for FY19, assuming the timely receipt of those funds, and others, each year. The steady revenue source from Evidence Based Funding has helped to improve Streator finances. Student enrollment is remaining steady, as well our English Language Learner students and low-income rate. If the District were to lose Evidence Based Funding for some reason, this would have a significant negative impact on the financial situation in the District. We are working hard to have financial solvency, along with equity for students' district-wide.

Equalized Assessed Valuation (EAV)

The school district has the second lowest 2017 EAV in LaSalle County at \$95,708 per pupil. Also, at 76% free and reduced population, we are a high poverty district. The overall 2017 tax rate for the district was \$4.00, which was the third highest in the county for elementary school districts. As the information below demonstrates, the EAV is increasing. EAV held flat in previous years but is projected to increase slightly in FY20. We anticipate slight increases in the following years due to incoming development of a strip mall, increased retail and restaurant opportunities in the City of Streator, including the downtown area. The district does have Tax Increment Financing District (TIF) agreements with the city that pays the school district approximately \$60,000 each school year. The City of Streator recently approved another new TIF district as well.

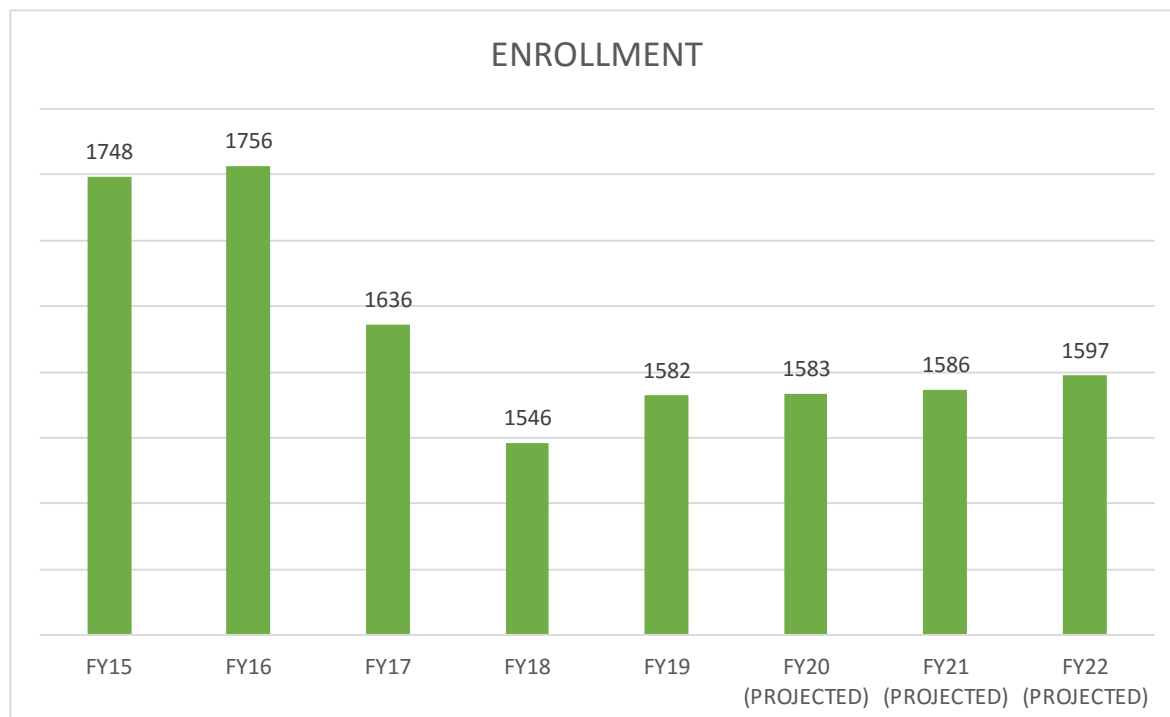
School District	2017 EAV per Pupil
Oglesby ESD 125	\$91,032
Streator ESD 44	\$95,708
Marseilles ESD 150	\$95,843
La Salle ESD #122	\$102,592
Seneca HSD #160	\$1,664,453



** Projected

Projected Student Enrollment and Average Class Sizes

Enrollment is projected to remain mostly steady but with slight increases. We also have a larger than normal kindergarten class. We will need to add an extra section of first grade for next year and have projected an extra section for kindergarten if needed.



Enrollment/Class Sections

	FY20	FY21	FY22
District Enrollment	1583	1586	1597
Grade Level(s)			
K-1	7 sections 24-25	7 sections 24-25	7 sections 24-25
2	6 sections 22-25	7 sections 24	7 sections 24
3	6 sections 25	5 sections 26	7 sections 24
4	6 sections 27	6 sections 25	5 sections 26
5-6	6 sections 26-27	6 sections 23-26	6 sections 23-25
7-8	6 sections 26-29	6 sections 26-29	6 sections 26-29

Note: Section numbers do not include Pre-K or special education students through 4th grade.

District Summary of Finances

	FY2015	FY2016	FY2017	FY2018
Revenues	\$ 15,144,354	\$ 15,913,825	\$ 15,555,716	\$ 17,375,926
Expenditures	\$ 16,990,323	\$ 16,417,442	\$ 15,846,942	\$ 15,297,618
Results of Operation	\$ (1,845,969)	\$ (503,617)	\$ (291,226)	\$ 2,078,308
Beginning Fund Balance	\$ (2,533,309)	\$ (1,986,082)	\$ (1,502,519)	\$ (805,645)
Results of Operation	\$ (1,845,969)	\$ (503,617)	\$ (291,226)	\$ 2,078,308
Other Funding Sources/Uses	\$ 2,393,196	\$ 987,180	\$ 988,100	\$ 1,039,510
Ending Fund Balance	\$ (1,986,082)	\$ (1,502,519)	\$ (805,645)	\$ 2,312,173
Profile Score	2.00	2.10	2.45	3.15
Profile Designation	Watch	Watch	Watch	Review

	FY2019*	FY2020*	FY2021*	FY2022*
Estimated Revenues	\$ 16,765,988	\$ 17,160,915	\$ 17,180,305	\$ 17,305,787
Estimated Expenditures	\$ 15,200,561	\$ 16,196,003	\$ 16,784,665	\$ 17,063,169
Estimated Results of Operation	\$ 1,565,427	\$ 964,912	\$ 395,640	\$ 242,617
Estimated Beginning Fund Balance	\$ 2,312,173	\$ 3,993,194	\$ 4,958,106	\$ 5,353,746
Estimated Results of Operation	\$ 1,565,427	\$ 964,912	\$ 395,640	\$ 242,617
Estimated Other Funding Sources/Uses	\$ 115,594	\$ -	\$ -	\$ -
Estimated Ending Fund Balance	\$ 3,993,194	\$ 4,958,106	\$ 5,353,746	\$ 5,596,364
Estimated Profile Score	3.35	3.80	3.80	3.80
Estimated Profile Designation	Review	Recognition	Recognition	Recognition

*Forecast

Note: The results of operation decline each year due to enhancing programs for our students.

As a District, we are doing better than our previous plan predicted and what our Board approved. We are actually projecting a surplus of \$1,565,427 for FY19. Our surplus that was realized in FY18 was due to state payments from FY17 and FY18 coming in the same fiscal year. That helped our financial situation to begin to turn around. Our health insurance, which is another large expense, came in much lower than predicted, and we have made a conscientious effort this year to get bids on all contracts, instead of just renewing a contract. We also reorganized staffing in the central office and maintenance departments with changing job responsibilities and eliminating staff. Contracts, such as transportation and the copier, were renegotiated with projected savings of over \$30,000 yearly. The District was not previously using ERate money but using local money instead, to pay for services and beginning with FY18,

the District applied for and received ERate money. ERate will pay for some switches needed to enhance the operation of the district computer network.

With the District continuing to project a surplus, there are programs for students that we would like to look at returning in order to enhance services for students.

We will need to add extra positions due to increased enrollment in our early elementary classes. Next year we are projecting an extra section for kindergarten and first grade. We also have employees with retirement raises, as per negotiated contract, who will exit the District in FY22 and FY23. These employees will be replaced with employees making less than they do which will continue to enhance the budget going forward. Each position will be examined to determine if needing to be replaced or not.

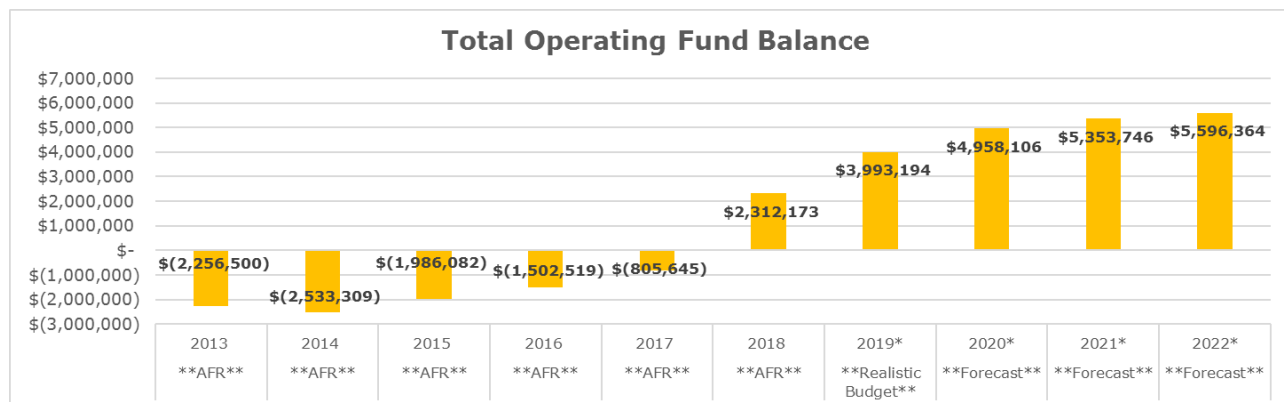
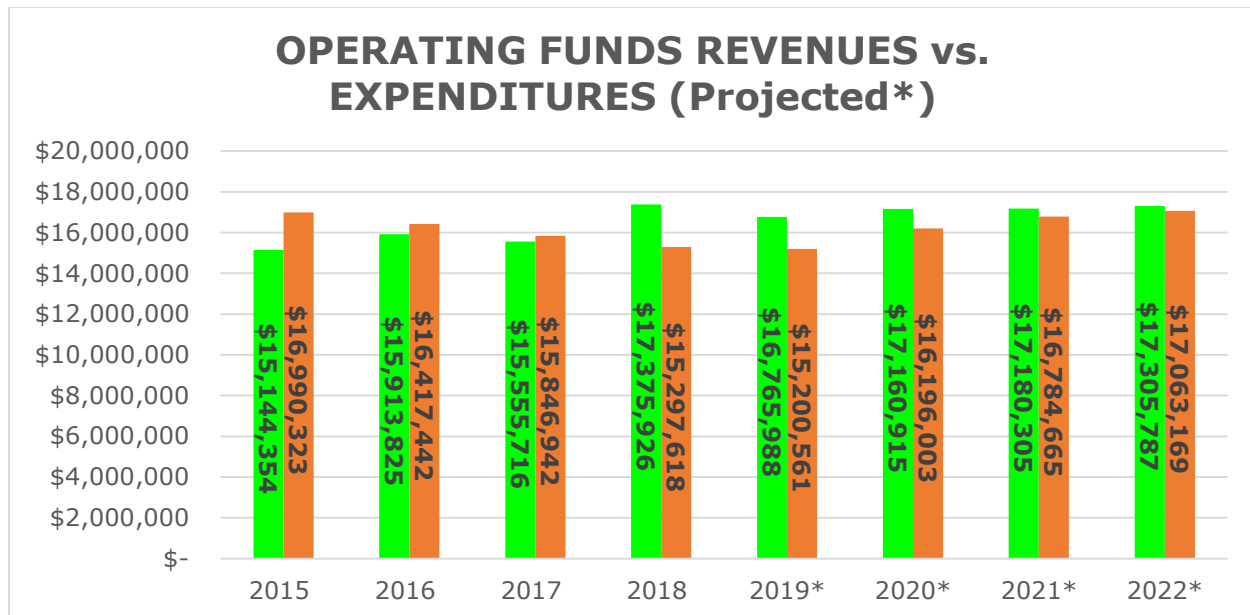
Our way of doing business has changed in the central office. We now use a purchase order approval system and all budgeted line items are in the system. This ensures that budget items are not overspent. Previously, staff were allowed to make purchases without pre-approval. Nothing is reimbursed without a receipt. We are eliminating paper as much as possible and automating processes to save on staff and paper costs. We have reduced every contract that has come due in the past year, including health and liability insurance costs.

Currently, our students do not have a technology class, and this is something we would like to bring to the District. We began piloting 1:1 technology for a couple of classes and would like to continue expanding that. We would like to look at a position, such as an instructional coach, to assist our staff in the classrooms to continue to provide the best instruction for students. With tier funding continuing to allow our District to offer more equitable services, we would like to look at the possibility of bringing back more choices for our middle school students with the exploratory program returning to the District. This would include a technology class as mentioned above.

Textbooks have not been updated in several years. If the funds allow, the District would like to look at a textbook replacement cycle for our staff and students.

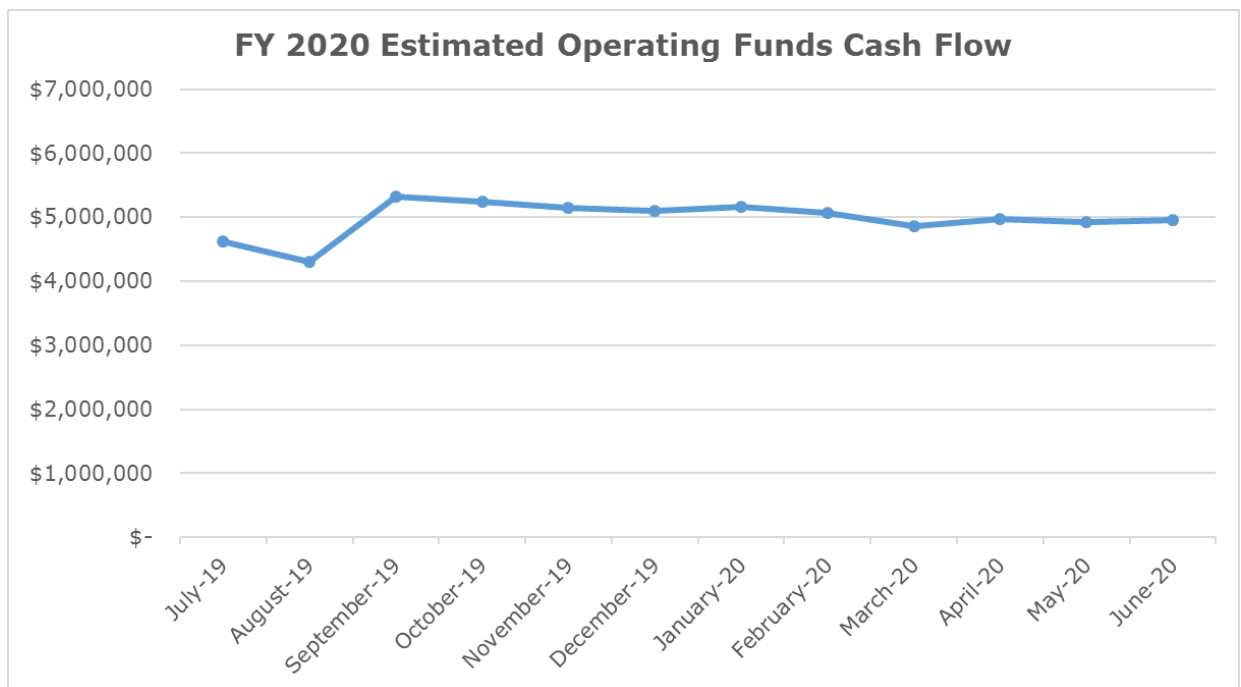
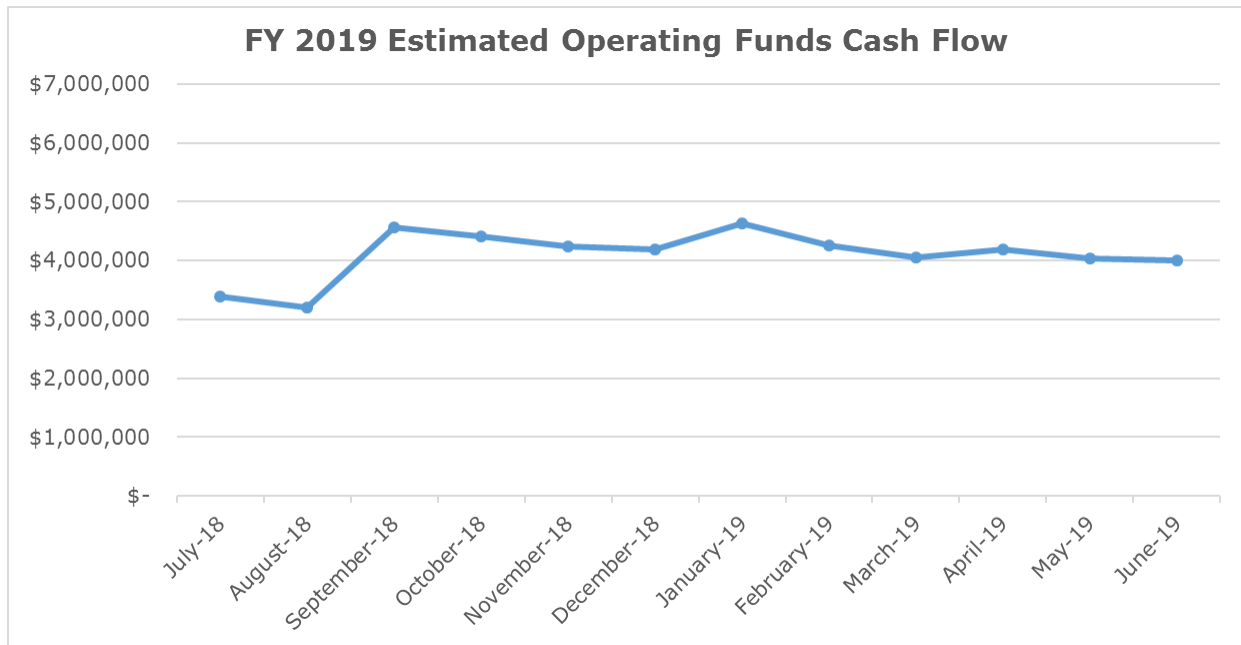
We are also working to build up and keep our fund balances of 15-20 percent of the annual expenditures in each fund according to our Board Policy 4:20 but ultimately our goal would be to have over 25% to increase our financial profile score as well. We want to reinvest in students by doing all that is mentioned above.

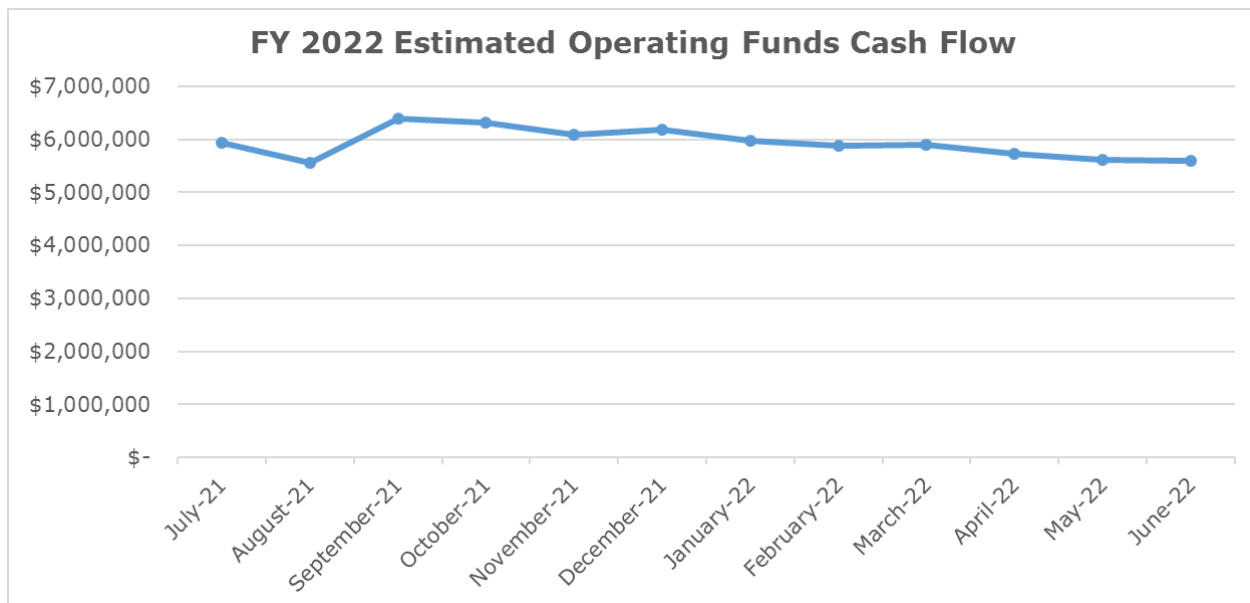
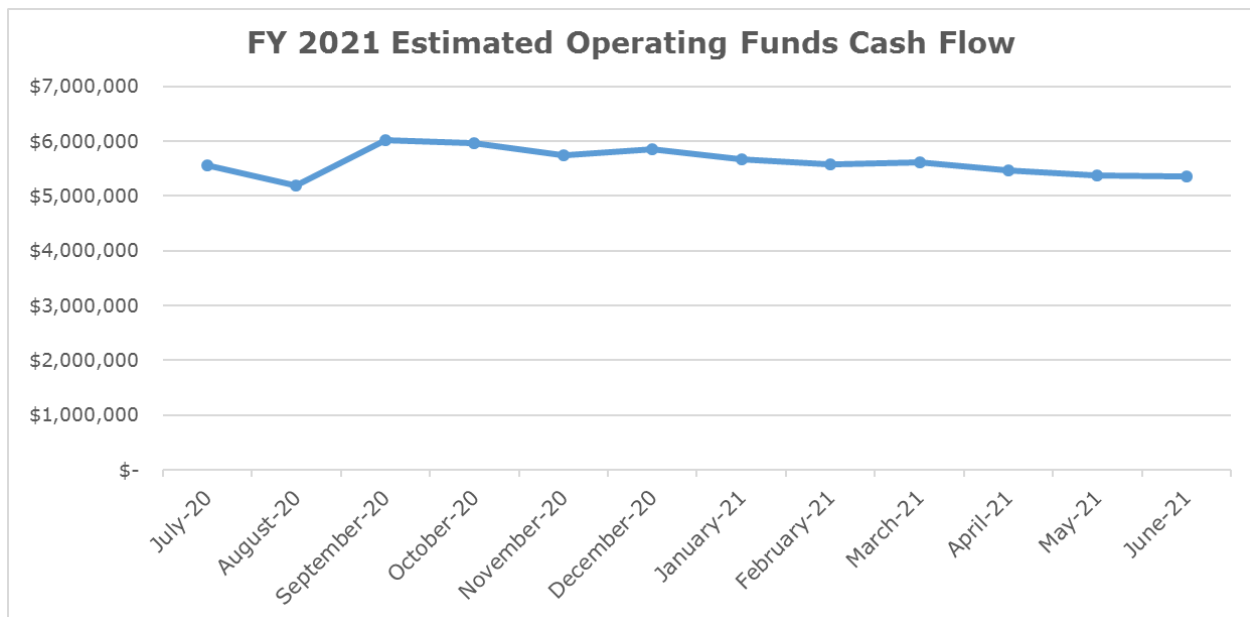
As shown by the chart, the revenues are projected to stay steady, assuming stable/little EAV increase. The expenditures increased based upon enhanced programming opportunities for students. However, those programs will not return to the District if the budget is not balanced. There will also be a significant increase in the operating fund balances moving forward.



Cash Flow

The District issued a \$1.5 million line of credit and sold working cash bonds from FY2016 - FY2018. Through good cash management, we have been successful in meeting all payrolls and financial obligations. In FY2019 - FY2022 we do not anticipate using the line of credit or selling working cash bonds as long as the State & Federal reimbursement funding comes through. The District anticipates maintaining a positive cash flow for the next three fiscal years and beyond without the need for borrowing. In this plan we would like the ability to borrow those funds should the need arise due to delayed Local, State or Federal Funds.





Summary of Estimated Long Term Debt

Fiscal Year	Debt Limit	Working Cash Issue	QSCB Issue	Bond Repayment	Outstanding Debt	Available Debt
FY2015	\$ 9,891,095	\$ 1,000,000	\$ -	\$ (960,000)	\$ 3,425,000	\$ 6,466,095
FY2016	\$ 9,905,642	\$ -	\$ -	\$ (780,000)	\$ 1,970,000	\$ 7,935,642
FY2017	\$ 9,835,106	\$ 987,150	\$ -	\$ (2,415,000)	\$ 2,000,000	\$ 7,835,106
FY2018	\$ 9,821,824	\$ 883,363	\$ 5,445,000	\$ (1,000,000)	\$ 7,500,000	\$ 2,321,824
FY2019	\$ 9,522,515	\$ -		\$ (1,310,000)	\$ 6,190,000	\$ 3,332,515
FY2020*	\$ 9,617,740	\$ -		\$ (1,535,000)	\$ 4,655,000	\$ 4,962,740
FY2021*	\$ 9,713,918	\$ -		\$ (580,000)	\$ 4,075,000	\$ 5,638,918
FY2022*	\$ 9,811,057	\$ -		\$ (575,000)	\$ 3,500,000	\$ 6,311,057

* Forecast

Current working cash limit is approximately \$1,982,048. The current outstanding working cash bonds will paid off in FY2020.

For the long-term debt, the District is continuing to pay off the bonds that were previously issued. At the completion of FY20, the District will have repaid the working cash bonds and the forecasted outstanding debt in FY22 is \$3,500,000, which is the lowest since FY17. The Qualified School Construction Bond will be the only outstanding bond, and at this time, there are no plans to issue any other bonds, including working cash. The District would like approval from ISBE to borrow up to their permissible working cash limit should the need arise due to delayed local, state, or federal resources. (The current limit is \$1,982,049).

Summary of Estimated Short Term Debt

Fiscal Year	ED TAW Limit	Line of Credit Available	Line of Credit Issued	Line of Credit Repayment	Line of Credit Available
FY2015	\$ 1,608,378	\$ 1,500,000	\$ 1,400,000	\$ -	\$ 100,000
FY2016	\$ 1,610,744	\$ 1,500,000	\$ 1,500,000	\$ (1,400,000)	\$ -
FY2017	\$ 1,599,274	\$ 1,500,000	\$ 1,500,000	\$ (1,500,000)	\$ -
FY2018	\$ 1,597,114	\$ 1,500,000	\$ -	\$ -	\$ 1,500,000
FY2019	\$ 1,548,444	\$ 1,500,000	\$ -	\$ -	\$ 1,500,000
FY2020*	\$ 1,563,929	\$ 1,500,000	\$ -	\$ -	\$ 1,500,000
FY2021*	\$ 1,579,568	\$ 1,500,000	\$ -	\$ -	\$ 1,500,000
FY2022*	\$ 1,595,364	\$ 1,500,000	\$ -	\$ -	\$ 1,500,000



* Forecast

The District does not plan to utilize any line of credit. This was used in the past to pay monthly bills, and that is no longer necessary. FY2017 was the last time the line of credit was needed. In FY2019 – FY2022 we do have it listed just in case we would not receive local, state or federal funding for some reason, and this would allow us to maintain cash flow in case of an unplanned emergency. We do not anticipate needing the line of credit.

The District believes this is a viable plan. We are focused on a positive balance in all of our operating funds and building up of reserves, along with enhancing programming for students.

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 14, 2019

TO: Illinois State Board of Education

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

Agenda Topic: YouthBuild Illinois Grant

Expected Outcome: Discussion of YouthBuild Illinois Grant

Materials: None

Staff Contact(s): Jeffrey Aranowski, Executive Director for Safe and Healthy Climate
Cara Wiley, Director of Regulatory Support and Wellness
Candace Decker, Principal Consultant, Regulatory Support and Wellness

Purpose of Agenda Item

The purpose of this agenda item is to provide information to the Board with respect to the YouthBuild Illinois Grant. The Division of Regulatory Support and Wellness will request that the Board, during its September 2019 meeting, authorize the State Superintendent to award a YouthBuild Illinois grant in the amount of \$2.5 million in fiscal year 2020.

Background Information/History

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

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

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

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

Current Status: The Division of Regulatory Support and Wellness recently received notice of appropriation and has begun working with YouthBuild Illinois to establish points of contact and undergo prequalification steps.

Relevant Data: YouthBuild Illinois was established in 1998 and has worked diligently to expand employment and education opportunities for low-income or at-risk youth. Currently, there are 351 participants in the program, with another 361 on a waiting list.

- 66 percent of program participants are male and 34 percent are female.
- The average participant is 18.2 years old.
- The average reading level at program entrance is 7.52.
- 93 percent of participants are considered high school dropouts.

Breakdown of participants by race/ethnicity:

- African American: 58 percent
- White: 29 percent
- Hispanic: 13 percent
- Native American: 0 percent
- Asian American: 0 percent

Pros and cons: This grant will allow YouthBuild Illinois to continue working with around 10 sub awardees and allow them to add an additional two new sites. These programs are designed to provide at-risk youth with education, opportunity, and many other important skills. This grant will also allow for communities to expand their supply of affordable housing and rebuild neighborhood stability.

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

This grant has the potential to connect with the following Board goal:

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

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

Financial Background

Public Act 101-007 appropriated \$2.5 million to ISBE to be used for a YouthBuild Illinois grant. The grant period will begin no sooner than August 1, 2019. The financial background of this grant is illustrated in the table below:

	Current Grant State Funding	Current Grant Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Grant per Fiscal Year
FY19	\$0	\$0		\$0	\$0	\$0
FY20	\$0	\$0		\$2,500,000	\$0	\$2,500,000
Total	\$0	\$0		\$2,500,000	\$0	\$2,500,000

Business Enterprise Program

Not applicable.

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

Policy Implications: Funding for YouthBuild Illinois allows a project management entity to implement programs targeting at-risk youth in our state. Participants will gain valuable skills that are essential in providing them with economic independence and leadership ability. This program will also address the need for affordable housing and assist in rebuilding neighborhood stability.

Budget Implications: The amount of the appropriation is \$2.5 million. This will be awarded no sooner than September 17, 2019.

Legislative Action: None.

Communication: The award will be allocated to YouthBuild Illinois. A principal consultant in the Division of Regulatory Support and Wellness will work with the organization to ensure that the funding is spent appropriately.

Pros and Cons of Various Actions

Pros: Board approval of funds for YouthBuild Illinois will allow for programs throughout the state that support at-risk youth and the development of communities.

Cons: None.

Board Member(s) Who Will Abstain: None

Recommendations:

This agenda item is for informational purposes only. It is anticipated that the State Superintendent will recommend that, during its September 2019 meeting, the State Board of Education authorize the State Superintendent to award YouthBuild Illinois funding in the amount of \$2.5 million. The initial term of the grant will begin no sooner than September 17, 2019, and extend through September 30, 2020.

**ILLINOIS STATE BOARD OF EDUCATION MEETING
AUGUST 14, 2019**

TO: Illinois State Board of Education

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

Agenda Topic: Contract for Statewide Survey of Learning Conditions

Expected Outcome: Measuring a school's climate and culture by surveying students, parents, and educational staff

Materials: None

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

Purpose of Agenda Item

The purpose of this agenda item is to provide information to the Board with respect to the survey of learning conditions contract with UChicago Impact. The Division of Regulatory Support and Wellness will request that the Board, during its September 2019 meeting, authorize the State Superintendent to award the contract to UChicago Impact. The estimated total cost, including renewals, will not exceed \$3.753 million, subject to appropriation.

Background Information/History

This contract provides the supports and services to administer a Statewide Survey of Learning Conditions, as required by 105 ILCS 5/2-3.153. The survey is administered to students, teachers, and parents across the State of Illinois. Deliverables include software licensing and set-up for survey administration; survey communications; help desk support; online and in-person professional learning modules on data interpretation; survey scoring and an online reporting tool; professional learning and development regarding data usage and school improvement; and additional survey elements. The initial term of the survey contract will be for three years starting on July 1, 2019, and ending June 20, 2022, with the possibility of two one year renewals.

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

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

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

The climate survey supports the following Board goals:

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

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

- **Current Status:** As noted above, UChicago Impact's best and final offer exceeded that which the Board approved in January 2019. Board authorization to exceed the prior approved contract amount will allow for execution of a contract.
- **Relevant Data:** www.5-essentials.org
- **Pros and Cons:** Approval would ensure a seamless transition from the previous contract term to the new contract term. Furthermore, it would maintain data continuity and guarantee we are in compliance with state statute.

Financial Background

The initial term of the contract will begin on September 1, 2019, and extend through June 30, 2022. There will be two possible one-year renewal periods contingent upon sufficient appropriate and satisfactory contractor performance in each preceding contract year. This RFSP will be state-funded.

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

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY20	\$550,000			\$203,000		\$753,000
FY21	\$550,000			\$200,000		\$750,000
FY22	\$550,000			\$200,000		\$750,000
FY23	\$550,000			\$200,000		\$750,000
FY22	\$550,000			\$200,000		\$750,000
Total	\$2,750,000			\$1,003,000		\$3,753,000

Business Enterprise Program

The RFSP included a Business Enterprise Program goal of 20 percent.

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

Policy Implications: Awarding the contract will ensure compliance with state statute 105 ILCS 5/2-3.153.

Budget Implications: State funding sources currently support this effort.

Legislative Action: None required.

Communication: None required.

Pros and Cons of Various Actions

Pros: The approval of this contract will allow for the administration of the Statewide Survey of Learning Conditions as required per 105 ILCS 5/2-3.153. Furthermore, it will ensure continuity of data for the 846 districts that participate and utilize the 5Essentials Survey.

Cons: State funding sources currently support this effort. Not approving the contract will delay the administration of the survey, which is required in statute and is one of the non-academic indicators of School Accountability/Summative Designation.

Board Member(s) Who Will Abstain: None.

Recommendations:

This agenda item is for informational purposes only. It is anticipated that the State Superintendent will recommend that, during its September 2019 meeting, the State Board of Education authorize the State Superintendent to award the Statewide Survey of Learning Conditions contract to UChicago Impact. The initial term of the contract will begin no sooner than September 17, 2019, and end June 30, 2022. There will be two possible one-year renewals contingent upon sufficient appropriation and satisfactory performance in each preceding contract year. The estimated total cost, including renewals, will not exceed \$3.753 million, subject to appropriation.

ILLINOIS STATE BOARD OF EDUCATION MEETING

August 14, 2019

TO: Illinois State Board of Education

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

Agenda Topic: ISBE Fiscal & Administrative Monthly Reports

Materials: Appendix A: Financial Status Report (contract & grant detail) – FY19 & FY20
Appendix B: Comparative Statement of Expenditures – FY19 & FY20
Appendix C: Appropriation and Spending by Program – FY19 & FY20
Appendix D: Contract & Grant Awards Under \$1 million - FY19 & FY20
Appendix E: 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 ISBE 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.

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

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

Recommendations:

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

ILLINOIS STATE BOARD OF EDUCATION
FINANCIAL STATUS REPORT - 07/01/2018 THROUGH 7/31/2019
FY2019

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>July Expenditures</u>	<u>Description</u>
Personal Services and Related	57,664.7	35,307.8	61.2%	33.5	Salaries & Benefits
Contractual Services	160,753.3	88,478.6	55.0%	16,198.2	Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees
Travel	2,634.9	805.9	30.6%	49.6	Staff Travel
Commodities	538.1	127.8	23.7%	10.4	Supplies; Books
Printing	525.7	34.5	6.6%	0.2	Agency Printing
Equipment	1,281.4	281.9	22.0%	6.5	Computers; Printers; Furniture
Telecommunications	966.3	531.8	55.0%	48.0	Telecommunications Expenses
Auto Operations	14.8	14.4	97.3%	1.7	Operation of Agency Autos
Prompt Payment Act	95.4	32.1	33.6%	0.0	Prompt Payment
Refunds	6.4	4.4	68.8%	1.3	Refunds
Grants	11,952,361.6	10,404,282.0	87.0%	278,283.7	See Detail Below
Non-appropriated Grants	3,750.0	250.6	6.7%	250.6	See Detail Below
School Construction Grants	29,391.1	0.0	0.0%	0.0	School Construction Funds
TOTAL	12,209,983.7	10,530,151.8	86.2%	294,883.7	

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

Professional Capital

Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will design, develop and implement web-based applications to become a "one-stop shop" for Illinois School Districts and ISBE.
Other State	505.4	505.4	100%	121.3	

Facility Management

Alzina Building II LLC					Lease of Springfield office space.
Federal	582.6	535.0	91.8%	0.0	
GRF	1,212.9	1,113.3	91.8%	0.0	
Other State	420.5	386.0	91.8%	0.0	
Wheeler Construction					Carpentry for ISBE Springfield office.
Other State	50.0	9.1	18.2%	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	157.5	152.9	97.1%	9.7	

Regulatory Support and Wellness

American Institutes for Research (AIR)					Technical assistance to the 21st Century Community Learning Centers grantees.
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	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>July</u>	<u>Description</u>
Detailed Breakdown:					
Federal	651.5	651.5	100.0%	54.3	
Educational Development Center Inc					Statewide evaluation of the 21st Century Community Learning Center program.
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%	0.9	
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	65.0	58.3	89.7%	11.5	

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	1,283.7	100.0%	194.0	
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%	8.6	
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%	6.3	
Anchor Data Systems					One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and the (EIS). MY162215
Other State	153.4	153.4	100.0%	3.8	
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%	6.1	

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

Anchor Data Systems					One programmer analyst to assist on a time and materials basis in the development and maintenance of various web-based applications. ISBE Web Application Security System (IWAS), Driver Education, Entity Profile Systems (EPS), Illinois Longitudinal Data System (ILDS) EIS, SIS and ELIS. MY16223
Federal	160.5	160.5	100.0%	8.1	
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%	5.0	
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%	6.8	
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%	7.7	
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%	15.2	
Bowsher Information Systems					One software developer to provide continued development and maintenance of various web-based applications. Kevin Bowsher is assigned as the software developer. MY182216
GRF	141.6	141.6	100.0%	5.2	
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%	6.0	
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%	6.8	
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%	6.8	
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%	12.8	
Bowsher Information Systems					One developer (Matt Fuiten) to assist in the development and maintenance of extant and future data systems as they pertain to the Statewide Longitudinal Data System (SLDS) Illinois Data for Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY172215
Federal	100.8	100.8	100.0%	0.0	
GRF	66.8	66.8	100.0%	6.3	
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%	6.0	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>July</u>	<u>Description</u>
Detailed Breakdown:					
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%	7.2	
CDW LLC					Will provide EMC equipment, maintenance, support and service as well as maintenance and support services for ISBEs existing EMC equipment.
GRF	50.0	20.9	41.8%	0.0	
Dynamic Interactive Business					One developer (HemantSinder) to assist in the development and maintenance of extant and future data systems as they pertain to the Statewide Longitudinal Data System (SLDS) Illinois Data for Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY172214
Federal	78.0	78.0	100.0%	0.0	
GRF	52.0	44.1	84.8%	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%	8.0	
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%	6.3	
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%	6.6	
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%	99.9	
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%	17.8	
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%	41.5	
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%	12.2	
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

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>July</u>	<u>Description</u>
Detailed Breakdown:					
Federal	143.2	143.2	100.0%	10.2	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one Lead Data Analyst(Bob OKeefe) that is needed for coordinating program components related to the Illinois Longitudinal Data System which includes support and enhancements to the ISBE Data Warehouse. MY19221
GRF	181.2	181.2	100.0%	12.9	
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%	12.7	
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%	41.0	
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%	35.0	
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%	32.3	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one software developer on time and materials to provide continued development and maintenance of the Early Childhood Data Systems. MY182214
GRF	139.0	139.0	100.0%	11.0	
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%	17.4	
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%	28.2	
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 adn holistic district plans. MY19228
Federal	48.0	48.0	100.0%	0.0	
GRF	52.2	52.2	100.0%	12.9	
Other State	20.2	20.2	100.0%	9.1	
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%	11.4	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>July</u>	<u>Description</u>
Detailed Breakdown:					
GRF	19.2	19.2	100.0%	2.6	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					
Federal	5.4	5.4	100.0%	5.4	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.
GRF	3.2	3.2	100.0%	3.2	
Other State	2.2	2.2	100.0%	2.2	
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%	13.0	
MBB of Springfield					One software developer to help supply materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects. MY17222
Federal	155.0	155.0	100.0%	14.1	
MBB of Springfield					One developer (Santosh Pulijala) to assist in the development and maintenance of extant and future data systems as they pertain to the Special Education projects. MY172211
Federal	158.0	158.0	100.0%	17.7	
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%	12.0	
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%	35.4	
Northern IL University					Will utilize expanded fiscal data in the ISBE Data Warehouse and Illinois Longitudinal Data Systems for any early childhood return on investment research project. MY19224
Federal	168.0	168.0	100.0%	41.0	
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%	51.2	
GRF	51.2	51.2	100.0%	0.0	

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

Southern Illinois University				Will coordinate and work with ISBE to further develop the Illinois Open Education Resources (IOER) including, but not limited to: planning, testing, and implementing IOER integration and tool enhancements. MY19223
Federal	44.5	44.5	100.0%	24.7
GRF	38.3	38.3	100.0%	0.0
Other State	23.5	23.5	100.0%	1.8
Synopsis Inc.				One Business Analyst to assist in the development and maintenance of extant and future data systems as they pertain to the FY16 SLDS Illinois Data and Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY17224
Federal	140.7	140.7	100.0%	11.4
Synopsis 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	13.7	3.8	27.7%	3.8
GRF	8.2	2.3	28.0%	2.3
Other State	5.5	1.5	27.3%	1.5
Child Nutrition				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	141.2	141.2	100.0%	5.7

College and Career Readiness

Illinois State University				Will support ISBE with the Method of Administration (MOA), which is a requirement under the Office of Civil Rights for school districts who have Career and Technical Education Programs. 18028
Federal	247.4	187.3	75.7%	78.9

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	1,247.4	70.3%	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	200.0	188.5	94.3%	12.4
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%	58.1

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

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	0.0	0.0%	0.0	
Erikson Institute					Early Childhood Block Grant Prevention Initiative (PI) Programs (Birth to Age Three).
GRF	539.0	494.0	91.7%	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%	320.8	
IL Action for Children					Will enhance family, friend and neighbor (FFN) provider trainings by providing engaging and tartgeted supports to FFN early childhood services providers.
Federal	133.8	0.0	0.0%	0.0	
Illinois Network of Child Care					Will provide individual based scholarship opportunities for practioners working in the field of Early Care and Education.
GRF	500.0	500.0	100.0%	0.0	
Illinois 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%	200.0	

Illinois State University					Services for ISBE and the Governors Office of Early Childhood Development (OECD) to support the OECD and ISBEs implementation of the States Preschool Expansion Grant.
Federal	244.1	198.4	81.3%	49.6	
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%	381.1	
Northern Illinois					Governors Office of Early Childhood Development (OECD) to support OECDs implementation of the States Race to the Top Early Learning Challenge Grant.
Federal	169.7	169.7	100.0%	39.2	
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	54.4	0.0	0.0%	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	286.3	272.2	95.1%	272.2	
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%	478.0	

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

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	927.1	915.8	98.8%	130.7	
School Readiness Consulting					Will implement a demonstration project providing racial equity training to Preschool Development Grant-Expansion Grant (PEG) program administrators, adapting existing resources on racial equity in early childhood setting to fit the responsibilities of program administrators.
Federal	66.7	62.6	93.9%	16.7	
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	337.7	323.4	95.8%	38.7	
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	444.3	59.2%	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	
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%	68.3	

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%	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	1,199.9	100.0%	358.6	

Special Education Services

Boone Winnebago ROE					Hire, supervise and evaluate IEP Facilitators (in partnership with ISBE).
Federal	125.0	63.3	50.6%	37.1	

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

Hearing Officers (7) Federal	580.1	547.5	94.4%	103.2	Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code
Imobersteg, Gail Federal	50.0	50.0	100.0%	0.0	Annual formative and summative performance evaluations of all Special Education Due Process Hearing Officers.
Measurement Inc Federal	72.6	72.6	100.0%	18.2	Parent Survey Reproduction, Dissemination, and Data Collection
Mediation Officers (7) Federal	212.0	201.6	95.1%	8.1	Special Education mediation services
ROE # 20 Federal	798.8	798.8	100.0%	0.0	Harrisburg Project - Manage software for special education districts and co-ops
Special Education Solutions Federal	153.0	153.0	100.0%	12.7	Training and technical assistance for ISBEs Special Education Due Process Hearing Officers.
Special Education Solutions Federal	83.0	83.0	100.0%	6.9	Special Education Mediator Training
University of Illinois Federal	140.7	140.7	100.0%	11.7	Maintain the IEP Tutorial website designed to aid Illinois teachers in making data-supported decisions when writing IEP goals linked to State Standards.

Assessment

New Meridian Corporation GRF	6,362.6	6,349.3	99.8%	0.0	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
NCS Pearson Inc. GRF	163.6	163.5	99.9%	0.0	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.
University of Kansas Ctr for Research Federal	2,636.3	2,581.5	97.9%	0.0	Provide assessments aligned to the Common Core Essential Elements for students with the most significant cognitive disabilities.
University of Wisconsin Madison Federal	3,104.5	3,104.5	100.0%	0.0	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.
GRF	3,104.5	3,052.9	98.3%	0.0	
Southern Illinois University - Carbondale Federal	1,681.0	702.7	41.8%	0.0	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
GRF	1,681.0	0.0	0.0%	0.0	

College Entrance Exam Board GRF	9,736.5	9,469.7	97.3%	2,185.6	Will administer, score and report the assessments of state and federal accountability in grades 9 through 11. MY19641
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<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>July</u>	<u>Description</u>
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Detailed Breakdown:

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%	150.0	
NCS Pearson					
Federal	6,104.2	6,104.3	100.0%	0.0	Will provide test administration services for the 3-8 assessment. MY19643
GRF	15,556.7	15,556.7	100.0%	8,664.4	
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%	95.1	

Educator Certification

Central IL Staffing Services					3 temporary employees to assist with scanning and uploading mail, forms and other licensure documents.
Other State	50.0	10.4	20.8%	0.0	
Illinois State University					Provide services in support of NBPTS.
Federal	298.0	298.0	100.0%	103.0	
Hearing Officers (6)					Certification Revocation Hearing Officers
Other State	96.0	6.0	6.3%	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	1,213.4	792.2	65.3%	78.0	
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	113.8	102.4	90.0%	(11.4)	

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	41.7	50.0%	0.0	
SAS Institute Inc					Will install and provide software and support for statistical and analytical visualization software. Contract MY19741
GRF	0.1	0.1	100.0%	0.0	
Other State	116.5	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	301.7	27.2%	0.0	

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

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%	2.0	

Funding and Disbursements

MTW Solutions					Develop mechanism for extracting data from electronic E-Grants Management System
Other State	60.0	44.9	74.8%	15.1	
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	450.0	254.0	56.4%	46.1	
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%	498.0	
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	474.0	473.0	99.8%	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	44.0	44.0	100.0%	4.0	
Public Health Department					Health/food safety inspections for the Child and Adult Food Care Program at-risk program.
Federal	120.0	85.8	71.5%	0.0	
Public Health Department					Health/food safety inspections for the Child and Adult Food Care Program at-risk program.
Federal	67.0	67.0	100.0%	0.0	
Premier Staffing Source Inc					12-14 temporary workers to serve as reviewers for the Summer Food Service Program Using Master Contract #CMS805912E
Federal	90.0	74.5	82.8%	0.0	
University of Illinois					Mentors used to help with the Specific, Measurable, Achievable, Relevant and Time based (SMART) goals concept to assist schools in implementing the new USDA requirements.
Federal	375.0	375.0	100.0%	0.0	

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

Lanter Distributing LLC				Will provide warehousing and delivery services for USDA foods used in the operation of the National School Lunch Program for School Food Authorities (SFAs) in Illinois. MY18842
Federal	2,500.0	634.5	25%	3.0

Fiscal Services (Funds Only)

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

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%	9.4
GRF	63.7	63.7	100%	4.6

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%	5.4

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	623,334.2	57.2%	110,533.2	Formula
Child Nutrition	1,062,500.0	756,491.4	71.2%	20,141.2	Formula - Reimbursement
IDEA	754,000.0	496,209.7	65.8%	80,819.1	Formula
Early Childhood Block	484,806.0	483,227.5	99.7%	5,535.2	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	72,418.4	36.2%	21,493.6	Competitive
Title II - Teacher Quality	160,000.0	68,854.7	43.0%	16,180.6	Formula
Spec Ed Private Tuition	135,265.5	135,265.5	100.0%	0.0	Formula
Spec Ed Orphanage Tuition	73,000.0	24,297.9	33.3%	0.0	Formula
School Infrastructure	56,300.0	371.6	0.7%	0.0	Grant
Career and Tech Ed - Federal	55,000.0	32,737.9	59.5%	5,050.9	Formula and Competitive - to improve student academic and career skills
Title III - English Language Acq	49,377.8	25,852.3	52.4%	4,706.4	Grant
Career & Tech Ed Programs - State	38,062.1	38,060.2	100.0%	24.8	Formula
Early Learning Challenge	33,529.0	0.0	0.0%		Grant
Preschool Expansion Grants	31,591.8	16,097.5	51.0%	4,360.7	Grant
IDEA Preschool	29,200.0	16,117.0	55.2%	3,549.8	Formula - special education, 3-5 year-olds
Title V - Charter Schools	21,100.0	603.7	2.9%	326.6	Competitive
Title II Math/Science Partnerships	18,800.0	808.4	4.3%	0.0	Formula

	<u>Funded</u> <u>Amount</u>	<u>YTD</u> <u>Expended</u>	<u>YTD</u> <u>% Spent</u>	<u>July</u>	<u>Description</u>
Detailed Breakdown:					
Drivers' Education	18,750.0	18,750.0	100.0%	0.0	Reimbursement
After-School Programs	15,000.0	11,383.7	75.9%	2,494.8	Grants
Orphanage Tuition	13,600.0	5,689.1	41.8%	0.0	Reimbursement to school districts for children residing in orphanages
Truants' Alt & Optional Education	11,500.0	11,468.6	99.7%	48.6	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	7,653.1	85.0%	102.1	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	6,959.4	99.9%	9.5	Services for ROE's
Indirect Grants	6,717.8	6,549.1	97.5%	18.7	Grants to school districts
District Intervention	6,560.2	6,560.2	100.0%	0.0	Grants
Sexual Risk Avoidance Education	6,447.0	1,390.3	21.6%	103.0	Grant
Alternative Ed/Reg Safe Schools	6,300.0	6,284.4	99.8%	15.6	Formula
Substance Abuse and Mental Health	5,126.1	1,216.3	23.7%	285.8	Grant
Agriculture Education	5,000.0	4,962.0	99.2%	111.1	Grants to school districts
Title X - Education for Homeless	5,000.0	2,925.9	58.5%	1,266.1	Competitive grants to school districts
IDEA Improvement Part D	5,000.0	1,958.7	39.2%	369.5	Reimbursement
Congressional Earmarks	5,000.0	0.0	0.0%	0.0	Grants
Preschool Birth to Five (Non-approp)	3,750.0	250.6	6.7%	250.6	Grant
Philip J. Rock Center & School	3,577.8	3,277.0	91.6%	287.0	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	1,378.5	68.9%	204.2	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	783.9	78.2%	125.2	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	425.7	85.1%	87.6	Grants
IDEA - Deaf/Blind	500.0	289.5	57.9%	32.0	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%		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%	0.8	Grant

ILLINOIS STATE BOARD OF EDUCATION
FY19 Financial Status Report
July 1, 2018 through July 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>General Revenue Fund</u>					
Lump Sums	\$ 72,603,100	\$ 61,087,281	\$ 11,515,819	84.14%	15.86%
<i>Sub-total</i>	72,603,100	61,087,281	11,515,819	84.14%	15.86%
Awards and Grants	3,735,852,000	3,671,031,733	64,820,267	98.26%	1.74%
Total General Revenue Fund	\$ 3,808,455,100	\$ 3,732,119,014	\$ 76,336,086	98.00%	2.00%
<u>Education Assistance Fund</u>					
Lump Sums	\$ 20,400	\$ -	\$ 20,400	0.00%	100.00%
<i>Sub-total</i>	20,400	-	20,400	0.00%	100.00%
Awards and Grants	728,849,300	728,849,300	0	100.00%	0.00%
Total Education Assistance Fund	\$ 728,869,700	\$ 728,849,300	\$ 20,400	100.00%	0.00%
<u>Common School Fund</u>					
Awards and Grants	\$ 3,213,015,600	\$ 3,213,015,600	\$ -	100.00%	0.00%
<u>Teacher Certification Fee Revolving Fund</u>					
Lump Sums	\$ 6,000,000	\$ 2,044,750	\$ 3,955,250	34.08%	65.92%
<u>Drivers Education Fund</u>					
Awards and Grants	\$ 18,750,000	\$ 18,749,962	\$ 38	100.00%	0.00%
<u>School Dist. Emergency Financial Asst. Fund</u>					
Awards and Grants	\$ 1,000,000	\$ 46,140	\$ 953,860	4.61%	95.39%
<u>SBE Special Purpose Trust Fund</u>					
Lump Sums (00)	\$ 8,484,800	\$ 6,551,640	\$ 1,933,160	77.22%	22.78%
Lump Sums (10)	7,015,200	3,417,050	3,598,150	48.71%	51.29%
Total SBE Special Purpose Trust Fund	\$ 15,500,000	\$ 9,968,690	\$ 5,531,310	64.31%	35.69%

ILLINOIS STATE BOARD OF EDUCATION
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July 1, 2018 through July 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>SBE Teacher Certification Institution Fund</u>					
Lump Sums	\$ 2,208,900	\$ 509,815	\$ 1,699,085	23.08%	76.92%
<u>SBE Federal Department of Agriculture Fund</u>					
Personal Services and Related Expenditures	\$ 6,803,400	\$ 4,250,253	\$ 2,553,147	62.47%	37.53%
Contractual Services	12,100,000	4,308,443	7,791,557	35.61%	64.39%
Travel	400,000	251,915	148,085	62.98%	37.02%
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%
Sub-total	19,904,700	8,929,544	10,975,156	44.86%	55.14%
Awards and Grants	1,062,500,000	756,491,445	306,008,555	71.20%	28.80%
Total SBE Federal Department of Agriculture Fund	\$ 1,082,404,700	\$ 765,420,989	\$ 316,983,711	70.71%	29.29%
<u>SBE Federal Agency Services Fund</u>					
Personal Services and Related Expenditures	\$ 342,100	\$ 107,760	\$ 234,340	31.50%	68.50%
Contractual Services	945,000	109,503	835,497	11.59%	88.41%
Travel	30,000	2,323	27,677	7.74%	92.26%
Commodities	40,000	-	40,000	0.00%	100.00%
Printing	700	-	700	0.00%	100.00%
Equipment	12,000	-	12,000	0.00%	100.00%
Telecommunications	9,000	-	9,000	0.00%	100.00%
Awards and Grants	16,050,000	2,826,522	13,223,478	17.61%	82.39%
Sub-total	17,428,800	3,046,109	14,382,691	17.48%	82.52%
Total SBE Federal Agency Services Fund	\$ 17,428,800	\$ 3,046,109	\$ 14,382,691	17.48%	82.52%

ILLINOIS STATE BOARD OF EDUCATION
FY19 Financial Status Report
July 1, 2018 through July 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>SBE Federal Department of Education Fund</u>					
Personal Services and Related Expenditures	\$ 25,209,400	\$ 8,684,413	\$ 16,524,987	34.45%	65.55%
Contractual Services	22,335,400	10,031,604	12,303,796	44.91%	55.09%
Travel	1,600,000	290,527	1,309,473	18.16%	81.84%
Commodities	305,000	22,747	282,253	7.46%	92.54%
Printing	341,000	-	341,000	0.00%	100.00%
Equipment	679,000	26,646	652,354	3.92%	96.08%
Telecommunications	400,000	96,861	303,139	24.22%	75.78%
Lump Sums	70,000,000	13,614,179	56,385,821	19.45%	80.55%
<i>Sub-total</i>	120,869,800	32,766,977	88,102,823	27.11%	72.89%
Awards and Grants	2,439,500,000	1,362,598,835	1,076,901,165	55.86%	44.14%
Total SBE Federal Department of Education Fund	\$ 2,560,369,800	\$ 1,395,365,812	\$ 1,165,003,988	54.50%	45.50%
<u>Charter Schools Revolving Loan Program Fund</u>					
Awards and Grants	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
<u>School Infrastructure Fund</u>					
Lump Sums	\$ 600,000	\$ 210,314	\$ 389,686	35.05%	64.95%
District Broadband Expansion	16,300,000	371,572	15,928,428	2.28%	97.72%
School Maintenance Grants	40,000,000	-	40,000,000	0.00%	100.00%
Total School Infrastructure Fund	\$ 56,900,000	\$ 581,886	\$ 56,318,114	1.02%	98.98%
<u>School Technology Revolving Loan Program Fund</u>					
Awards and Grants	\$ 7,500,000	\$ 442,300	\$ 7,057,700	5.90%	94.10%
<u>Temporary Relocation Expenses Revolving Grant Fund</u>					
Awards and Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%

ILLINOIS STATE BOARD OF EDUCATION
FY19 Financial Status Report
July 1, 2018 through July 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>Capital Development Fund</u>					
Overcrowded Schools Construction Grants	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	100.00%
<u>School Construction Fund</u>					
School Maintenance Grants	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	100.00%
<u>Personal Property Tax Replacement Fund</u>					
Lump Sums	\$ 70,000	\$ 70,000	\$ -	100.00%	0.00%
Awards and Grants	6,970,000	6,961,353	8,647	99.88%	0.12%
Grants for Educational Purposes	11,000,000	10,398,679	601,321	94.53%	5.47%
Total Personal Property Tax Replacement Fund	\$ 18,040,000	\$ 17,430,032	\$ 609,968	96.62%	3.38%
<u>After School Rescue Fund</u>					
Lump Sums	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
<u>Fund for Advancement of Education</u>					
Awards and Grants	\$ 641,500,000	\$ 641,448,754	\$ 51,246	99.99%	0.01%
<u>State Charter School Commission Fund</u>					
Lump Sums	\$ 1,250,000	\$ 1,073,103	\$ 176,897	85.85%	14.15%
ISBE TOTALS	\$ 12,209,983,737	\$ 10,530,112,255	\$ 1,679,871,482	86.24%	13.76%

ILLINOIS STATE BOARD OF EDUCATION
FY19 Combined Financial Status Report
July 1, 2018 through July 31, 2019

	Appropriation Amount	Expenditures to Date (Direct)	Federal Indirect Cost Recovery Expenditures	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>All Funds</u>						
Personal Services and Related Expenditures	\$ 33,089,321	\$ 13,042,426	\$ 734,421	\$ 19,312,474	39.42%	58.36%
Contractual Services	37,825,824	14,449,551	2,445,424	20,930,849	38.20%	55.33%
Travel	2,201,893	544,764	171,893	1,485,236	24.74%	67.45%
Commodities	434,888	50,015	4,888	379,985	11.50%	87.38%
Printing	498,006	15,950	6	482,050	3.20%	96.80%
Equipment	1,002,348	64,754	1,348	936,246	6.46%	93.41%
Telecommunications	508,056	134,469	49,056	324,531	26.47%	63.88%
Operation of Automotive Equipment	10,015	-	10,015	-	0.00%	0.00%
Lump Sums	165,035,350	85,161,082	-	79,853,868	51.60%	48.39%
Sub-total	240,605,700	113,463,011	3,417,050	123,725,639	47.16%	51.42%
Awards and Grants	11,899,986,900	10,413,232,194	-	1,486,754,706	87.51%	12.49%
Construction Grants	69,391,137	-	-	69,391,137	0.00%	100.00%
Total All Funds	\$ 12,209,983,737	\$ 10,526,695,205	\$ 3,417,050	\$ 1,679,871,482	86.21%	13.76%
<u>General Revenue Fund</u>						
Lump Sums	\$ 72,603,100	\$ 61,087,281	\$ -	\$ 11,515,819	84.14%	15.86%
Sub-total	72,603,100	61,087,281	-	11,515,819	84.14%	15.86%
Awards and Grants	3,735,852,000	3,671,031,733	-	64,820,267	98.26%	1.74%
Total General Revenue Fund	\$ 3,808,455,100	\$ 3,732,119,014	\$ -	\$ 76,336,086	98.00%	2.00%
<u>Other State Funds</u>						
Lump Sums	\$ 25,849,300	\$ 13,876,672	\$ -	\$ 11,972,628	53.68%	46.32%
Sub-total	25,849,300	13,876,672	-	11,972,628	53.68%	46.32%
Awards and Grants	4,646,084,900	4,620,283,659	-	25,801,241	99.44%	0.56%
Construction Grants	69,391,137	-	-	69,391,137	0.00%	100.00%
Total Other State Funds	\$ 4,741,325,337	\$ 4,634,160,331	\$ -	\$ 107,165,006	97.74%	2.26%
<u>Federal Funds</u>						
Personal Services and Related Expenditures	\$ 32,354,900	\$ 13,042,426	\$ -	\$ 19,312,474	40.31%	59.69%
Contractual Services	35,380,400	14,449,551	-	20,930,849	40.84%	59.16%
Travel	2,030,000	544,764	-	1,485,236	26.84%	73.16%
Commodities	430,000	50,015	-	379,985	11.63%	88.37%
Printing	498,000	15,950	-	482,050	3.20%	96.80%
Equipment	1,001,000	64,754	-	936,246	6.47%	93.53%
Telecommunications	459,000	134,469	-	324,531	29.30%	70.70%
Lump Sums	70,000,000	13,614,179	-	56,385,821	19.45%	80.55%
Sub-total	142,153,300	41,916,108	-	100,237,192	29.49%	70.51%
Awards and Grants	3,518,050,000	2,121,916,802	-	1,396,133,198	60.32%	39.68%
Total Federal Funds	\$ 3,660,203,300	\$ 2,163,832,910	\$ -	\$ 1,496,370,390	59.12%	40.88%

ILLINOIS STATE BOARD OF EDUCATION
FY19 Awards and Grants Expenditures
July 1, 2018 through July 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>General Revenue Fund</u>					
Evidence-Based Funding	\$ 2,252,798,300	\$ 2,252,798,300	\$ -	100.00%	0.00%
Advanced Placement Classes	500,000	425,746	74,254	85.15%	14.85%
District Consolidation	1,900,000	1,710,724	189,276	90.04%	9.96%
Agriculture Education	5,000,000	4,961,972	38,028	99.24%	0.76%
Vocational Education Career and Technical Education	38,062,100	38,060,216	1,884	100.00%	0.00%
Early Childhood Education	484,806,044	483,227,536	1,578,508	99.67%	0.33%
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	6,284,448	15,552	99.75%	0.25%
Truants' Alternative/Optional Education	11,500,000	11,468,571	31,429	99.73%	0.27%
National Board Certification Reimbursement	1,000,000	1,000,000	-	100.00%	0.00%
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	24,297,936	48,702,064	33.28%	66.72%
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	7,653,125	1,346,875	85.03%	14.97%
Orphanage Tuition	13,600,000	5,689,070	7,910,930	41.83%	58.17%
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	783,865	218,935	78.17%	21.83%
Autism	100,000	100,000	-	100.00%	0.00%
After-School Programs (Community Health Initiative)	15,000,000	11,383,692	3,616,308	75.89%	24.11%
Philip Rock Center	3,577,800	3,277,000	300,800	91.59%	8.41%
After School Matters	2,443,800	2,443,800	-	100.00%	0.00%
Total General Revenue Fund	\$ 3,717,476,144	\$ 3,653,451,300	\$ 64,024,843	98.28%	1.72%
<u>Education Assistance Fund</u>					
Evidence-Based Funding	\$ 727,149,356	\$ 727,149,356	-	100.00%	0.00%
Total Education Assistance Fund	\$ 727,149,356	\$ 727,149,356	\$ -	100.00%	0.00%

ILLINOIS STATE BOARD OF EDUCATION
FY19 Awards and Grants Expenditures
July 1, 2018 through July 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>Common School Fund</u>					
Evidence-Based Funding	\$ 3,213,015,600	\$ 3,213,015,600	\$ -	100.00%	0.00%
			-		
Total Common School Fund	\$ 3,213,015,600	\$ 3,213,015,600	\$ -	100.00%	0.00%
<u>Special Purpose Trust Fund</u>					
Special Purpose Trust	\$ 6,717,822	\$ 6,549,440	\$ 168,382	97.49%	2.51%
Total Special Purpose Trust Fund	\$ 6,717,822	\$ 6,549,440	\$ 168,382	97.49%	2.51%
<u>Teacher Certificate Fee Revolving Fund</u>					
Lump Sums			\$ -		
Total Teacher Certificate Fee Revolving Fund	\$ -	\$ -	\$ -		
<u>Drivers Education Fund</u>					
Driver Education Grants	\$ 18,750,000	\$ 18,749,962	\$ 38	100.00%	0.00%
Total Drivers Education Fund	\$ 18,750,000	\$ 18,749,962	\$ 38	100.00%	0.00%
<u>Fund for the Advancement of Education</u>					
Evidence-Based Funding	\$ 641,500,000	\$ 641,448,754	\$ 51,246	99.99%	0.01%
Total Fund for the Advancement of Education	\$ 641,500,000	\$ 641,448,754	\$ 51,246	99.99%	0.01%
<u>SBE Federal Department of Agriculture Fund</u>					
Federal Nutrition Programs	\$ 1,062,500,000	\$ 756,491,445	\$ 306,008,555	71.20%	28.80%
Total SBE Federal Department of Agriculture Fund	\$ 1,062,500,000	\$ 756,491,445	\$ 306,008,555	71.20%	28.80%

ILLINOIS STATE BOARD OF EDUCATION
FY19 Awards and Grants Expenditures
July 1, 2018 through July 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>SBE Federal Agency Services Fund</u>					
Abstinence Education	\$ 6,447,000	\$ 1,390,251	\$ 5,056,749	21.56%	78.44%
Improving Student Health	45,000	1,049	43,951	2.33%	97.67%
Substance Abuse and Mental Health	5,126,125	1,216,304	3,909,821	23.73%	76.27%
Total SBE Federal Agency Services Fund	\$ 11,618,125	\$ 2,607,604	\$ 9,010,521	22.44%	77.56%
<u>SBE Federal Department of Education Fund</u>					
Title VI Rural and Low Income Students (Flexibility & Account)	\$ 2,000,000	\$ 1,378,516	\$ 621,484	68.93%	31.07%
Preschool Expansion Grant	31,591,662	16,097,543	15,494,119	50.96%	49.04%
Title III - English Language Acquisition	50,400,000	25,852,288	24,547,712	51.29%	48.71%
Charter Schools	21,100,000	603,676	20,496,324	2.86%	97.14%
Advanced Placement Fee	3,300,000	-	3,300,000	0.00%	100.00%
Title I - Basic	934,326,548	585,413,170	348,913,378	62.66%	37.34%
Title I - Migrant Children	5,610,109	1,512,501	4,097,608	26.96%	73.04%
Title I - Neglected/Delinquent	1,479,900	672,827	807,073	45.46%	54.54%
Title I - School Improvement	148,583,443	35,735,805	112,847,638	24.05%	75.95%
Title IV - 21st Century/Community Service	110,000,000	43,727,076	66,272,924	39.75%	60.25%
Title IV - ESEA Student Support	90,000,000	28,691,347	61,308,653	31.88%	68.12%
Title II - Teacher Quality	160,000,000	68,854,654	91,145,346	43.03%	56.97%
Title II - Math/Science Partnerships	18,800,000	808,435	17,991,565	4.30%	95.70%
Title X - McKinney Homeless	5,000,000	2,925,872	2,074,128	58.52%	41.48%
IDEA - Preschool	29,200,000	16,116,965	13,083,035	55.20%	44.80%
IDEA - Improvement	5,000,000	1,958,650	3,041,350	39.17%	60.83%
IDEA	754,000,000	496,209,703	257,790,297	65.81%	34.19%
IDEA - Deaf/Blind	500,000	289,528	210,472	57.91%	42.09%
Career and Technical Education - Basic Perkins	55,000,000	32,737,938	22,262,062	59.52%	40.48%
Early Learning Challenge	33,529,000	-	33,529,000	0.00%	100.00%
Special Federal Congressional Initiatives	5,000,000	-	5,000,000	0.00%	100.00%
Total SBE Federal Department of Education Fund	\$ 2,464,420,662	\$ 1,359,586,494	\$ 1,104,834,168	55.17%	44.83%
<u>Charter Schools Revolving Loan Program Fund</u>					
Charter Schools Revolving Loans	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
Total Charter Schools Rev. Loan Program Fund	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%

ILLINOIS STATE BOARD OF EDUCATION
FY19 Awards and Grants Expenditures
July 1, 2018 through July 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>School Technology Revolving Loan Program Fund</u>					
School Technology Revolving Loans	\$ 7,500,000	\$ 442,300	\$ 7,057,700	5.90%	94.10%
Total School Technology Rev. Loan Program Fund	\$ 7,500,000	\$ 442,300	\$ 7,057,700	5.90%	94.10%
<u>Temporary Relocation Expenses Revolving Grant Fund</u>					
Temporary Relocation Revolving Loans/Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
Total Temporary Relocation Exp. Rev. Grant Fund	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
<u>School Infrastructure Fund</u>					
School Infrastructure	\$ 56,300,000	\$ 371,572	\$ 55,928,428	0.66%	99.34%
Total School Infrastructure Fund	\$ 56,300,000	\$ 371,572	\$ 55,928,428	0.66%	99.34%
<u>Capital Development Fund</u>					
Overcrowded Schools Construction Grants	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	100.00%
Total Capital Development Fund	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	100.00%
<u>School Construction Fund</u>					
School Maintenance Grants	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	100.00%
Total School Construction Fund	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	100.00%
<u>Personal Property Tax Replacement Fund</u>					
Lump Sums	\$ 70,000	\$ 70,000	\$ -	100.00%	0.00%
Awards and Grants, Lump Sums	6,966,000	6,959,389	6,611	99.91%	0.09%
Grants for Educational Purposes	11,000,000	10,398,679	601,321	94.53%	5.47%
Total Personal Property Tax Replacement Fund	\$ 18,036,000	\$ 17,428,068	\$ 607,932	96.63%	3.37%
<u>After School Rescue Fund</u>					
Lump Sums	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
Total After School Rescue Fund	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
TOTAL AWARDS AND GRANTS - ALL FUNDS	\$ 11,975,774,845	\$ 10,397,291,894	\$ 1,578,482,952	86.82%	13.18%

ILLINOIS STATE BOARD OF EDUCATION
FINANCIAL STATUS REPORT - 07/01/2019 THROUGH 7/31/2019
FY2020

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>July Expenditures</u>	<u>Description</u>
Personal Services and Related	40,267.2	2,933.4	7.3%	2,933.4	Salaries & Benefits
Contractual Services	182,958.7	1,279.4	0.7%	1,279.4	Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees
Travel	1,556.1	13.8	0.9%	13.8	Staff Travel
Commodities	266.7	2.3	0.9%	2.3	Supplies; Books
Printing	125.3	0.0	0.0%	0.0	Agency Printing
Equipment	504.0	0.0	0.0%	0.0	Computers; Printers; Furniture
Telecommunications	684.2	0.0	0.0%	0.0	Telecommunications Expenses
Auto Operations	25.0	0.0	0.0%	0.0	Operation of Agency Autos
Prompt Payment Act	703.1	0.0	0.0%	0.0	Prompt Payment
Refunds	10.0	0.4	4.0%	0.4	Refunds
Grants	12,365,390.0	16,018.7	0.1%	16,018.7	See Detail Below
School Construction Grants	269,391.1	0.0	0.0%	0.0	School Construction and Maintenance Grants
TOTAL	12,861,881.4	20,248.0	0.2%	20,248.0	

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

Professional Capital

Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will design, develop and implement web-based applications to become a "one-stop shop" for Illinois School Districts and ISBE.
Other State	1,059.1	0.0	0%	0.0	

Facility Management

Alzina Building II LLC					Lease of Springfield office space.
Federal	596.4	0.0	0.0%	0.0	
GRF	1,041.4	0.0	0.0%	0.0	
Other State	396.2	0.0	0.0%	0.0	
Siciliano, Inc					Carpentry for ISBE Springfield office.
Other State	50.0	0.0	0.0%	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	150.5	0.0	0.0%	0.0	

Regulatory Support and Wellness

American Institutes for Research (AIR)					Technical assistance to the 21st Century Community Learning Centers grantees.
Federal	664.6	0.0	0.0%	0.0	

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

Educational Development Center Inc Federal	371.0	92.8	25.0%	92.8	Statewide evaluation of the 21st Century Community Learning Center program.
Southern Illinois University - Carbondale Federal	88.2	0.0	0.0%	0.0	

Innovation and Secondary Transformation

Educational SVC Region Office GRF	1,400.0	0.0	0.0%	0.0	Statewide support technology system to provide professional development, technical assistance, network design consultation, leadership, technology planning consultation and information exchange.
Illinois Department of Employment Security GRF	240.0	0.0	0.0%	0.0	A project between IBSE and IDES to securely connect Illinois public high school student data and employment data. MY19191
Peoria County ROE GRF	475.0	79.2	16.7%	79.2	Will administer, plan and implement the Illinois Virtual School. Will include management and delivery of on-line courses for students as well professional development for educators.

Information Technology

Afton Partners Federal	55.0	0.0	100.0%	0.0	Will provide facilitator services for the Statewide Longitudinal Data System (SLDS) Fiscal Equity and Return on Investment (ROI) project. MY182210
Anchor Data Systems Other State	155.3	7.0	4.5%	7.0	One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and the (EIS). MY162215
Anchor Data Systems Other State	155.3	6.0	3.9%	6.0	One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). MY162214
Ashbaugh & Associates Other State	182.2	0.0	0.0%	0.0	One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). - MY162213
Ashbaugh & Associates Other State	182.2	5.5	3.0%	5.5	Time and materials contract for a business analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS) - MY162212
Ashbaugh & Associates Federal	170.0	7.4	4.4%	7.4	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 Federal	356.0	4.1	1.2%	4.1	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 Federal	182.5	0.0	0.0%	0.0	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 GRF	164.0	6.6	4.0%	6.6	One software developer to provide continued development and maintenance of various web-based applications. Kevin Bowsher is assigned as the software developer. MY182216

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

Bowsher Information Systems					One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and (EIS). - MY162210
Other State	171.3	7.0	4.1%	7.0	
Bowsher Information Systems					Program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS). MY162211
Other State	167.3	6.4	3.8%	6.4	
Bowsher Information Systems					One software developer to assist in the development and maintenance of extant and future data systems as they pertain to Child Nutrition projects. - MY17225
Federal	176.0	0.0	0.0%	0.0	
Bowsher Information Systems					Will supply a software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects. These contractors will work cooperatively with ISBE to provide continual enhancements, ongoing system maintenance and assist with the implementation of the Individualized Education Program (IEP) Special Education Tracking and Reporting (I-Star) development project.
Federal	330.0	4.0	1.2%	4.0	
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	2.0	2.0%	2.0	
GRF	67.2	0.0	0.0%	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	172.0	6.2	3.6%	6.2	
Bowsher Information Systems					Will provide an agile coach/scrum master Phil Laurent) to assist on agency projects, focusing on the adoption and maintenance of and Agile/Scrum methodology through the Division.
Other State	168.0	4.2	2.5%	4.2	
Dynamic Interactive Business					One developer (HemantSinder) to assist in the development and maintenance of extant and future data systems as they pertain to the Statewide Longitudinal Data System (SLDS) Illinois Data for Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY172214
Federal	81.6	0.0	0.0%	0.0	
GRF	54.4	0.0	0.0%	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	164.0	5.9	3.6%	5.9	
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	5.6	3.5%	5.6	
Edify Technologies					Will provide one software developer on a time and material basis to provide continued development and maintenance of the Entity Profile System (EPS). MY182212
GRF	164.0	6.2	3.8%	6.2	

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

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	0.0	0.0%	0.0	
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	0.0	0.0%	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	546.3	0.0	0.0%	0.0	
Federal	288.3	0.0	0.0%	0.0	
GRF	470.5	0.0	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	0.0	0.0%	0.0	
Levi Ray & Shoup Inc					One Project Manager to assist in the development and maintenance of extant and future data systems as they pertain to the FY16 SLDS Illinois Data for Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects. MY17228
Federal	170.0	0.0	0.0%	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.
Federal	221.8	0.0	0.0%	0.0	
GRF	289.6	0.0	0.0%	0.0	
Other State	18.4	0.0	0.0%	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. Will assist staff with data requests, implement enhancement and change requests and provide necessary support to the ISBE Data Warehouse.
GRF	140.0	0.0	0.0%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one Lead Data Analyst(Bob OKeefe) that is needed for coordinating program components related to the Illinois Longitudinal Data System which includes support and enhancements to the ISBE Data Warehouse.
GRF	190.0	0.0	0.0%	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	0.0	0.0%	0.0	

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

Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one project manager (Jeff Wheaton) to support agency initiatives revolving around the ISBE data Funding, Illinois Report Card, reporting of State assessments, Data Quality Dashboard, IL EMPOWER IBAM rubric, ESSA summative designations and holistic district plans.
Federal	92.0	0.0	0.0%	0.0	
GRF	92.0	0.0	0.0%	0.0	
Other State	46.0	0.0	100.0%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one business analyst to support agency initiative around the ISBE data warehouse and Illinois implementation of Every Student Succeeds Act (ESSA).
Federal	80.0	0.0	0.0%	0.0	
GRF	48.0	0.0	0.0%	0.0	
Other State	32.0	0.0	0.0%	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	0.0	0.0%	0.0	
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	54.0	0.0	0.0%	0.0	
Other State	36.0	0.0	0.0%	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	0.0	0.0%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one developer (Kevin Scheufele) to assist in the continued development and maintenance of extant and future data systems as they pertain to the ILDS Illinois Data for Financial and Instructional results, study and transparency grant projects.
Other State	176.0	0.0	0.0%	0.0	
Marucco Stoddard, Ferenbach & Walsh (MSF&W)					Will provide one project manager (Ana Johnson) one business analyst (Julie Mossberg-Kingsley) and two developers (Michael Plugmacher and Keagan Galvin) to support the Early Education Childhood applications.
GRF	680.0	0.0	0.0%	0.0	
MBB of Springfield					Will provide software developer on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS). MY18221
Federal	154.0	0.0	0.0%	0.0	
MBB of Springfield					One software developer to help supply materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects. MY17222
Federal	164.0	0.0	0.0%	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	168.0	0.0	0.0%	0.0	

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

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	0.0	0.0%	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	48.8	0.0	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	40.8	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	0.0	0.0%	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	0.0	0.0%	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	0.0	0.0%	0.0	
Synapsis Inc.					Will provide a data analyst (Vinod Kumar) on a time and material basis to support agency initiatives revolving around the ISBE data warehouse and the Illinois implementation of Every Student Succeeds Act (ESSA) as defined by ISBE.
Federal	83.0	0.0	0.0%	0.0	
GRF	49.8	0.0	0.0%	0.0	
Other State	33.2	0.0	0.0%	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
Federal	164.0	5.0	3.0%	5.0	

Technology Support and Infrastructure

CDW LLC					Will provide EMC equipment, maintenance, support and service as well as maintenance and support services for ISBEs existing EMC equipment.
GRF	50.0	0.0	0.0%	0.0	
Crowe Horwath LLP					Will perform comprehensive risk assessment.
Federal	83.7	0.0	0.0%	0.0	
GRF	124.0	0.0	0.0%	0.0	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>July</u>	<u>Description</u>
Detailed Breakdown:					
Other State	55.8	0.0	0.0%	0.0	
<u>College and Career Readiness</u>					
Illinois State University					Will support ISBE with the Method of Administration (MOA), which is a requirement under the Office of Civil Rights for school districts who have Career and Technical Education Programs. 18028
Federal	259.8	0.0	0.0%	0.0	
<u>Curriculum and Instruction</u>					
Illinois State Univ					Will convene and facilitate the work of multi-state teams to support common core statewide implementation planning. Provide leadership and coordination of the Partnership for the Assessment Readiness for College and Career (PARCC) Educator Leader Core.
Federal	1,775.0	0.0	0.0%	0.0	
GRF	225.0	0.0	0.0%	0.0	
Illinois Math and Science Academy					Will develop resources for teachers to use with students in the classroom aligned to NGSS Science Standards and connected to STEM across the State of Illinois.
Federal	200.0	0.0	0.0%	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	100.1	0.0	100.0%	0.0	
<u>Early Childhood</u>					
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	100.0	0.0	0.0%	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	0.0	0.0%	0.0	
American Institutes of Research					Will develop a statewide, birth to five Strategic Plan as described in the PreSchool Development Grant. Birth -5 federal grant award.
Federal	248.8	0.0	0.0%	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	1,200.0	0.0	0.0%	0.0	
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	163.5	0.0	0.0%	0.0	
Illinois Network of Child Care					Will provide individual based scholarship opportunities for practioners working in the field of Early Care and Education.
GRF	500.0	500.0	100.0%	500.0	

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

IL Department of Children Federal	152.6	0.0	0.0%	0.0	Will support two activities ; DCFS Early Childhood Home Visiting Specialist and enhancement to the DCFS Sunshine website
National Louis University GRF	1,569.8	0.0	0.0%	0.0	Will conduct program assessments of Preschool for All Children/Preschool Expansion programs using the Early Childhood Environment Rating Scale-Revised. MY18443
Northern Illinois Federal	71.5	0.0	0.0%	0.0	Will conduct a mulit-dimensional evalution of the Preschool Expansion Grant Program.
Northern Illinois Federal	90.6	0.0	0.0%	0.0	Will complete an analysis of the cost of providing high quality early care and education services to all families as well as an analysis of unduplicated count to inform the overall needs of assessment.
Pyramid Model Consortium Federal	286.3	0.0	0.0%	0.0	Will provide services for the implementation of the States Preschool Expansion Grant.
Regents of The University of California GRF	500.7	0.0	0.0%	0.0	Will provide KidsTech software access and support and upgrade IL to an IL-K version of California's current DRDP.net, based on the multidimensional analysis of 5 essential domains using IL data, and including 14 measure flat file exports.
Sangamon County ROE GRF	1,002.2	0.0	0.0%	0.0	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.
School Readiness Consulting Federal	63.2	0.0	0.0%	0.0	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.
YWCA of Metropolitan Chicago Federal	56.9	0.0	0.0%	0.0	Will conduct a completed review of the KTAC recommended practces and policy changes.
University of Illinois GRF	350.0	0.0	0.0%	0.0	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
University of Illinois GRF	750.0	0.0	0.0%	0.0	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

English Language Learning

Northern Illinois University					Will provide support to the state migrant education program local projects in the areas of identification and recruitment, professional development, curriculum, data collection and needs assessment. Also, inter and intra-state coordination, parent involvement, updating the state plan and outreach to out of school youth. MY19452
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	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>July</u>	<u>Description</u>
Detailed Breakdown:					
Federal	574.0	0.0	0.0%	0.0	
University of Colorado					Literacy Squared to provide extensive professional development and technical assistance to districts implementing transitional bilingual and dual language programs.
Federal	100.0	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	0.0	0.0%	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	0.0	0.0%	0.0	
Special Education Services					
Hearing Officers (7)					Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code
Federal	245.0	6.7	2.7%	6.7	
Measurement Inc					Parent Survey Reproduction, Dissemination, and Data Collection
Federal	73.0	0.0	0.0%	0.0	
Mediation Officers (10)					Special Education mediation services
Federal	200.0	14.0	7.0%	14.0	
ROE # 20					Harrisburg Project - Manage software for special education districts and co-ops
Federal	818.5	68.2	8.3%	68.2	
Special Education Solutions					Training and technical assistance for ISBEs Special Education Due Process Hearing Officers.
Federal	138.0	0.0	0.0%	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	0.0	0.0%	0.0	
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	
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	0.0	0.0%	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	2,558.0	0.0	0.0%	0.0	
University of Wisconsin Madison					Evaluation services designed to assess the progress of children in attaining English proficiency as required by Title I of the No Child Left behind Act of 2001.
Federal	3,291.0	0.0	0.0%	0.0	
GRF	3,291.0	0.0	0.0%	0.0	

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

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	

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%	67.5	

Educator Certification

Westat Inc					Will provide facilitation, content area and expertise and research best practice in the design and development of culturally responsive teaching standards.
Federal	69.0	0.0	0.0%	0.0	
Illinois State University					Provide services in support of NBPTS.
Federal	298.0	0.0	0.0%	0.0	
Henderson Knox Mercer Warren					Will support the work of the Performance Evaluation Advisory Council (PEAC) which helps guide Illinois public school districts on the Performance Evaluation Reform Act.
Federal	180.0	0.0	0.0%	0.0	
Hearing Officers (5)					Certification Revocation Hearing Officers
Other State	80.0	0.0	0.0%	0.0	

IL-Empower

Sangamon County ROE					Will provide content expertise based on the New Illinois Learning Standards incorporating the Common Core to ISBE staff. 18026
Federal	946.2	0.0	0.0%	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	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	0.0	0.0%	0.0	

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

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	
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	0.0	0.0%	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	0.0	0.0%	0.0	
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	0.0	0.0%	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	85.0	0.0	0.0%	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	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
Federal	450.0	2.8	1%	2.8	
Other State	2,050.0	0.0	0%	0.0	
LB-UBS Commercial Mortgage					Will provide conference space, service and catering service to ISBEs School Nutrition Programs Back to School Conference 7/22/19-7/24/19.
Federal	75.0	0.0	0%	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	0.0	0%	0	

	<u>Funded Amount</u>	<u>YTD Expended</u>	<u>YTD % Spent</u>	<u>July</u>	<u>Description</u>
Detailed Breakdown:					
GRF	77.0	0.0	0%	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	121.3	0.0	0.00%	0.0	

Grants Breakdown:

Evidence-Based Funding	7,209,463.4	0.0	0.0%	0.0	Formula
Title I - Low Income	1,090,000.0	0.0	0.0%	0.0	Formula
Child Nutrition	1,062,500.0	671.7	0.1%	671.7	Formula - Reimbursement
IDEA	754,000.0	20.6	0.0%	20.6	Formula
Early Childhood Block	533,971.6	11,995.6	2.2%	11,995.6	Block grant for Pre-K, parent training and prevention initiative
Transportation Spec Ed	387,682.6	0.0	0.0%	0.0	Formula
Transportation Reg/Voc	289,200.8	0.0	0.0%	0.0	Formula
Title II - Teacher Quality	160,000.0	0.0	0.0%	0.0	Formula
Spec Ed Private Tuition	152,320.0	0.0	0.0%	0.0	Formula
Title IV - 21st Century	112,128.8	0.0	0.0%	0.0	Competitive
Title IV - SSAE	87,871.2	0.0	0.0%	0.0	
Spec Ed Orphanage Tuition	80,500.0	0.0	0.0%	0.0	Formula
Career and Tech Ed - Federal	66,000.0	0.0	0.0%	0.0	Formula and Competitive - to improve student academic and career skills
Title III - English Language Acq	50,400.0	0.0	0.0%	0.0	Grant
Career & Tech Ed Programs - State	43,062.1	3.0	0.0%	3.0	Formula
Preschool Expansion Grants	34,513.5	48.2	0.1%	48.2	Grant
IDEA Preschool	29,200.0	0.0	0.0%	0.0	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	0.0	0.0%	0.0	Reimbursement
Broadband Expansion	15,928.4	714.1	0.3%	714.1	Grant
District Intervention	12,100.0	0.0	0.0%	0.0	Grants
Truants' Alternative Optiona Education	11,500.0	275.3	2.4%	275.3	Grants
ROE Salaries	11,200.0	878.7	7.8%	878.7	Salaries for ROE's
Orphanage Tuition	10,100.0	0.0	0.0%	0.0	Reimbursement to school districts for children residing in orphanages
Illinois Free Lunch and Breakfast	9,000.0	0.0	0.0%	0.0	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	513.5	7.4%	513.5	Services for ROE's
Sexual Risk Avoidance Education	6,403.7	0.0	0.0%	0.0	Grant
Alternative Ed/Reg Safe Schools	6,300.0	355.1	5.6%	355.1	Formula
Substance Abuse and Mental Health	5,300.0	0.0	0.0%	0.0	Grant
Agriculture Education	5,000.0	0.0	0.0%	0.0	Grants to school districts
Title X - Education for Homeless	5,000.0	0.0	0.0%	0.0	Competitive grants to school districts
IDEA Improvement Part D	5,000.0	0.0	0.0%	0.0	Reimbursement
Congressional Earmarks	5,000.0	0.0	0.0%	0.0	Grants
Philip J. Rock Center & School	3,777.8	0.0	0.0%	0.0	Targeted Initiative
Property Tax Relief Grant	3,650.0	0.0	0.0%	0.0	Grants

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

Southwest Organizing Project	3,500.0	0.0	0.0%	0.0	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	0.0	0.0%	0.0	Fee reimbursement for Adv Placement Exam and Int'l Baccalaureate exam
Youth Build Illinois	2,500.0	0.0	0.0%	0.0	Grants
Low Income Adv Placement Fee	2,000.0	0.0	0.0%	0.0	Competitive - at-risk students/dropout prevention
Title V-Rural & Low-Income Prog.	2,000.0	0.0	0.0%	0.0	Grants to school districts
Title II Math/Science Partnerships	2,000.0	0.0	0.0%	0.0	Formula
PDG Birth to Five	1,551.8	120.3	7.8%	120.3	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	200.0	14.1%	200.0	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
STOP School Violence	1,000.0	0.0	0.0%	0.0	Grant
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	0.0	0.0%	0.0	Grant to Philip J. Rock Center
Advanced Placement - Course Impl.	500.0	0.0	0.0%	0.0	Grants
Tax Equivalent Grants	222.6	222.6	100.0%	222.6	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	0.0	0.0%	0.0	Grants to the IL Autism Training & Tech Assistance Program
ROE Bus Driver Training	100.0	0.0	0.0%	0.0	ROE Bus Driver Training
Indirect Grants	35.0	0.0	0.0%	0.0	Grants to school districts
Art Institute of Chicago	30.0	0.0	0.0%	0.0	Grants

ILLINOIS STATE BOARD OF EDUCATION
FY20 Financial Status Report
July 1, 2019 through July 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>General Revenue Fund</u>					
Lump Sums	\$ 71,057,100	\$ 2,026,101	\$ 69,030,999	2.85%	97.15%
Awards and Grants	4,046,632,800	13,705,958	4,032,926,842	0.34%	99.66%
Total General Revenue Fund	\$ 4,117,689,900	\$ 15,732,060	\$ 4,101,957,840	0.38%	99.62%
<u>Education Assistance Fund</u>					
Awards and Grants	\$ 728,849,300	\$ -	\$ 728,849,300	0.00%	100.00%
<u>Common School Fund</u>					
Awards and Grants	\$ 3,213,015,600	\$ -	\$ 3,213,015,600	0.00%	100.00%
<u>Teacher Certification Fee Revolving Fund</u>					
Lump Sums	\$ 6,000,000	\$ 204,701	\$ 5,795,299	3.41%	96.59%
<u>Drivers Education Fund</u>					
Awards and Grants	\$ 16,000,000	\$ -	\$ 16,000,000	0.00%	100.00%
<u>School Dist. Emergency Financial Asst. Fund</u>					
Awards and Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
<u>SBE Special Purpose Trust Fund</u>					
Lump Sums (00)	\$ 8,484,800	\$ -	\$ 8,484,800	0.00%	100.00%
Lump Sums (10)	7,990,000	34,249	7,955,751	0.43%	99.57%
Total SBE Special Purpose Trust Fund	\$ 16,474,800	\$ 34,249	\$ 16,440,551	0.21%	99.79%
<u>SBE Teacher Certification Institution Fund</u>					
Lump Sums	\$ 2,208,900	\$ -	\$ 2,208,900	0.00%	100.00%
<u>SBE Federal Department of Agriculture Fund</u>					
Lump Sums	\$ 19,904,700	\$ 355,718	\$ 19,548,982	1.79%	98.21%
Awards and Grants	1,062,500,000	671,648	1,061,828,352	0.06%	99.94%
Total SBE Federal Department of Agriculture Fund	\$ 1,082,404,700	\$ 1,027,365	\$ 1,081,377,335	0.09%	99.91%

**ILLINOIS STATE BOARD OF EDUCATION
FY20 Financial Status Report
July 1, 2019 through July 31, 2019**

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>SBE Federal Agency Services Fund</u>					
Lump Sums	\$ 1,378,800	\$ 13,767	\$ 1,365,033	1.00%	99.00%
Awards and Grants	17,050,000	120,297	16,929,703	0.71%	99.29%
Total SBE Federal Agency Services Fund	\$ 18,428,800	\$ 134,063	\$ 18,294,737	0.73%	99.27%
<u>SBE Federal Department of Education Fund</u>					
Lump Sums	\$ 85,869,800	\$ 882,266	\$ 84,987,534	1.03%	98.97%
Awards and Grants	2,435,900,000	72,813	2,435,827,187	0.00%	100.00%
Total SBE Federal Department of Education Fund	\$ 2,521,769,800	\$ 955,078	\$ 2,520,814,722	0.04%	99.96%
<u>Charter Schools Revolving Loan Program Fund</u>					
Awards and Grants	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
<u>School Infrastructure Fund</u>					
Lump Sums	\$ 600,000	\$ -	\$ 600,000	0.00%	100.00%
District Broadband Expansion	15,928,428	714,164	15,214,264	4.48%	95.52%
School Maintenance Grants	240,000,000	-	240,000,000	0.00%	100.00%
Total School Infrastructure Fund	\$ 256,528,428	\$ 714,164	\$ 255,814,264	0.28%	99.72%
<u>School Technology Revolving Loan Program Fund</u>					
Awards and Grants	\$ 7,500,000	\$ -	\$ 7,500,000	0.00%	100.00%
<u>Temporary Relocation Expenses Revolving Grant Fund</u>					
Awards and Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
<u>Capital Development Fund</u>					
Overcrowded Schools Construction Grants	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	100.00%
<u>School Construction Fund</u>					
School Maintenance Grants	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	100.00%

**ILLINOIS STATE BOARD OF EDUCATION
FY20 Financial Status Report
July 1, 2019 through July 31, 2019**

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>Personal Property Tax Replacement Fund</u>					
Lump Sums	\$ 100,000	\$ -	\$ 100,000	0.00%	100.00%
Awards and Grants	6,970,000	513,536	6,456,464	7.37%	92.63%
Grants for Educational Purposes	11,200,000	878,653	10,321,347	7.85%	92.15%
Total Personal Property Tax Replacement Fund	\$ 18,270,000	\$ 1,392,189	\$ 16,877,811	7.62%	92.38%
<u>After School Rescue Fund</u>					
Lump Sums	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
<u>Fund for Advancement of Education</u>					
Awards and Grants	\$ 823,700,000	\$ -	\$ 823,700,000	0.00%	100.00%
<u>State Charter School Commission Fund</u>					
Lump Sums	\$ 1,250,000	\$ 54,121	\$ 1,195,879	4.33%	95.67%
ISBE TOTALS	\$ 12,861,881,365	\$ 20,247,990	\$ 12,841,633,375	0.16%	99.84%

ILLINOIS STATE BOARD OF EDUCATION
FY20 Combined Financial Status Report
July 1, 2019 through July 31, 2019

	Appropriation Amount	Expenditures to Date (Direct)	Federal Indirect Cost Recovery Expenditures	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>All Funds</u>						
Lump Sums	205,044,100	3,536,789	34,132	180,559,163	1.72%	88.06%
Awards and Grants	12,387,446,128	16,677,068	-	12,370,769,060	0.13%	99.87%
Construction Grants	269,391,137	-	-	269,391,137	0.00%	100.00%
Total All Funds	\$ 12,861,881,365	\$ 20,213,858	\$ 34,132	\$ 12,841,633,375	0.16%	99.84%
<u>General Revenue Fund</u>						
Lump Sums	\$ 71,057,100	\$ 2,026,101	\$ -	\$ 69,030,999	2.85%	97.15%
Awards and Grants	4,046,632,800	13,705,958	-	4,032,926,842	0.34%	99.66%
Total General Revenue Fund	\$ 4,117,689,900	\$ 15,732,060	\$ -	\$ 4,101,957,840	0.38%	99.62%
<u>Other State Funds</u>						
Lump Sums	\$ 26,833,700	\$ 293,070	\$ -	\$ 26,540,630	1.09%	98.91%
Awards and Grants	4,825,363,328	2,106,353	-	4,823,256,975	0.04%	99.96%
Construction Grants	269,391,137	-	-	269,391,137	0.00%	100.00%
Total Other State Funds	\$ 5,121,588,165	\$ 2,399,424	\$ -	\$ 5,119,188,741	0.05%	99.95%
<u>Federal Funds</u>						
Lump Sums	107,153,300	1,251,750	-	105,901,550	1.17%	98.83%
Awards and Grants	3,515,450,000	864,757	-	3,514,585,243	0.02%	99.98%
Total Federal Funds	\$ 3,622,603,300	\$ 2,116,507	\$ -	\$ 3,620,486,793	0.06%	99.94%

ILLINOIS STATE BOARD OF EDUCATION
FY20 Awards and Grants Expenditures
July 1, 2019 through July 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>General Revenue Fund</u>					
Evidence-Based Funding	\$ 2,445,598,300	\$ -	\$ 2,445,598,300	0.00%	100.00%
Advanced Placement Classes	500,000	-	500,000	0.00%	100.00%
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	-	5,000,000	0.00%	100.00%
Vocational Education Career and Technical Education	43,062,100	3,008	43,059,092	0.01%	99.99%
Early Childhood Education	533,971,564	11,995,599	521,975,965	2.25%	97.75%
Youthbuild Illinois	2,500,000	-	2,500,000	0.00%	100.00%
Parent Education Pilot Program	175,000	-	175,000	0.00%	100.00%
STEM Programs	200,000	-	200,000	0.00%	100.00%
Art Institute of Chicago	30,000	-	30,000	0.00%	100.00%
Mental Health Services	1,000,000	-	1,000,000	0.00%	100.00%
Mobile Tolerance Education Center	1,000,000	-	1,000,000	0.00%	100.00%
District Intervention	12,100,000	-	12,100,000	0.00%	100.00%
Blind and Dyslexic	846,000	-	846,000	0.00%	100.00%
Materials Center for the Visually Impaired	1,421,100	200,000	1,221,100	14.07%	85.93%
Alternative Education/Regional Safe Schools	6,300,000	355,058	5,944,942	5.64%	94.36%
Truants' Alternative/Optional Education	11,500,000	275,309	11,224,691	2.39%	97.61%
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	-	152,320,000	0.00%	100.00%
Special Education-Orphanage Tuition	80,500,000	-	80,500,000	0.00%	100.00%
Transportation-Regular/Vocational	289,200,800	-	289,200,800	0.00%	100.00%
Transportation-Special Education	387,682,600	-	387,682,600	0.00%	100.00%
Free Lunch/Breakfast	9,000,000	-	9,000,000	0.00%	100.00%
Orphanage Tuition	10,100,000	-	10,100,000	0.00%	100.00%
Property Tax Relief Grants	3,650,000	-	3,650,000	0.00%	100.00%
Southwest Organizing Project-Parent Mentoring	3,500,000	-	3,500,000	0.00%	100.00%
Tax Equivalent Grants	222,600	222,600	-	100.00%	0.00%
School Support Services	1,002,800	-	1,002,800	0.00%	100.00%
Autism	100,000	-	100,000	0.00%	100.00%
After-School Programs (Community Health Initiative)	20,000,000	-	20,000,000	0.00%	100.00%
Philip Rock Center	3,777,800	-	3,777,800	0.00%	100.00%
After School Matters	3,443,800	-	3,443,800	0.00%	100.00%
Total General Revenue Fund	\$ 4,034,422,464	\$ 13,051,574	\$ 4,021,370,890	0.32%	99.68%
<u>Education Assistance Fund</u>					
Evidence-Based Funding	\$ 727,149,356	\$ -	727,149,356	0.00%	100.00%
Total Education Assistance Fund	\$ 727,149,356	\$ -	\$ 727,149,356	0.00%	100.00%

ILLINOIS STATE BOARD OF EDUCATION
FY20 Awards and Grants Expenditures
July 1, 2019 through July 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>Common School Fund</u>					
Evidence-Based Funding	\$ 3,213,015,600	\$ -	\$ 3,213,015,600	0.00%	100.00%
Total Common School Fund	\$ 3,213,015,600	\$ -	\$ 3,213,015,600	0.00%	100.00%
<u>Special Purpose Trust Fund</u>					
Special Purpose Trust	\$ 35,000	\$ -	\$ 35,000	0.00%	100.00%
Total Special Purpose Trust Fund	\$ 35,000	\$ -	\$ 35,000	0.00%	100.00%
<u>Teacher Certificate Fee Revolving Fund</u>					
Lump Sums			\$ -		
Total Teacher Certificate Fee Revolving Fund	\$ -	\$ -	\$ -		
<u>Drivers Education Fund</u>					
Driver Education Grants	\$ 16,000,000	\$ -	\$ 16,000,000	0.00%	100.00%
Total Drivers Education Fund	\$ 16,000,000	\$ -	\$ 16,000,000	0.00%	100.00%
<u>Fund for the Advancement of Education</u>					
Evidence-Based Funding	\$ 823,700,000	\$ -	\$ 823,700,000	0.00%	100.00%
Total Fund for the Advancement of Education	\$ 823,700,000	\$ -	\$ 823,700,000	0.00%	100.00%
<u>SBE Federal Department of Agriculture Fund</u>					
Federal Nutrition Programs	\$ 1,062,500,000	\$ 671,648	\$ 1,061,828,352	0.06%	99.94%
Total SBE Federal Department of Agriculture Fund	\$ 1,062,500,000	\$ 671,648	\$ 1,061,828,352	0.06%	99.94%

ILLINOIS STATE BOARD OF EDUCATION
FY20 Awards and Grants Expenditures
July 1, 2019 through July 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>SBE Federal Agency Services Fund</u>					
Abstinence Education	\$ 6,403,735	\$ -	\$ 6,403,735	0.00%	100.00%
Stop School Violence	1,000,000	-	1,000,000	0.00%	100.00%
Substance Abuse and Mental Health	5,300,000	-	5,300,000	0.00%	100.00%
Total SBE Federal Agency Services Fund	\$ 12,703,735	\$ -	\$ 12,703,735	0.00%	100.00%
<u>SBE Federal Department of Education Fund</u>					
Title VI Rural and Low Income Students (Flexibility & Account)	\$ 2,000,000	\$ -	\$ 2,000,000	0.00%	100.00%
Preschool Expansion Grant	34,513,547	48,242	34,465,304	0.14%	99.86%
Title III - English Language Acquisition	50,400,000	-	50,400,000	0.00%	100.00%
Charter Schools	23,000,000	-	23,000,000	0.00%	100.00%
Advanced Placement Fee	3,300,000	-	3,300,000	0.00%	100.00%
Title I - Basic	996,870,000	-	996,870,000	0.00%	100.00%
Title I - Migrant Children	3,030,000	-	3,030,000	0.00%	100.00%
Title I - Neglected/Delinquent	1,100,000	-	1,100,000	0.00%	100.00%
Title I - School Improvement	89,000,000	-	89,000,000	0.00%	100.00%
Title IV - 21st Century/Community Service	112,128,763	-	112,128,763	0.00%	100.00%
Title IV - ESEA Student Support	87,871,237	-	87,871,237	0.00%	100.00%
Title II - Teacher Quality	160,000,000	-	160,000,000	0.00%	100.00%
Title II - Math/Science Partnerships	2,000,000	-	2,000,000	0.00%	100.00%
Title X - McKinney Homeless	5,000,000	-	5,000,000	0.00%	100.00%
IDEA - Preschool	29,200,000	-	29,200,000	0.00%	100.00%
IDEA - Improvement	5,000,000	-	5,000,000	0.00%	100.00%
IDEA	754,000,000	20,559	753,979,441	0.00%	100.00%
IDEA - Deaf/Blind	800,000	-	800,000	0.00%	100.00%
Career and Technical Education - Basic Perkins	66,000,000	-	66,000,000	0.00%	100.00%
PDG Birth to Five	1,551,855	120,297	1,431,559	7.75%	92.25%
Special Federal Congressional Initiatives	5,000,000	-	5,000,000	0.00%	100.00%
Total SBE Federal Department of Education Fund	\$ 2,431,765,402	\$ 189,098	\$ 2,431,576,304	0.01%	99.99%
<u>Charter Schools Revolving Loan Program Fund</u>					
Charter Schools Revolving Loans	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
Total Charter Schools Rev. Loan Program Fund	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%

ILLINOIS STATE BOARD OF EDUCATION
FY20 Awards and Grants Expenditures
July 1, 2019 through July 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
<u>School Technology Revolving Loan Program Fund</u>					
School Technology Revolving Loans	\$ 7,500,000	\$ -	\$ 7,500,000	0.00%	100.00%
Total School Technology Rev. Loan Program Fund	\$ 7,500,000	\$ -	\$ 7,500,000	0.00%	100.00%
<u>Temporary Relocation Expenses Revolving Grant Fund</u>					
Temporary Relocation Revolving Loans/Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
Total Temporary Relocation Exp. Rev. Grant Fund	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
<u>School Infrastructure Fund</u>					
Broadband Expansion	\$ 15,928,428	\$ 714,164	\$ 15,214,264	4.48%	95.52%
School Maintenance	\$ 240,000,000	\$ -	\$ 240,000,000	0.00%	100.00%
Total School Infrastructure Fund	\$ 255,928,428	\$ 714,164	\$ 255,214,264	0.28%	99.72%
<u>Capital Development Fund</u>					
Overcrowded Schools Construction Grants	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	100.00%
Total Capital Development Fund	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	100.00%
<u>School Construction Fund</u>					
School Maintenance Grants	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	100.00%
Total School Construction Fund	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	100.00%
<u>Personal Property Tax Replacement Fund</u>					
Lump Sums	\$ 100,000	\$ -	\$ 100,000	0.00%	100.00%
Awards and Grants, Lump Sums	6,970,000	513,536	6,456,464	7.37%	92.63%
Grants for Educational Purposes	11,200,000	878,653	10,321,347	7.85%	92.15%
Total Personal Property Tax Replacement Fund	\$ 18,270,000	\$ 1,392,189	\$ 16,877,811	7.62%	92.38%
<u>After School Rescue Fund</u>					
Lump Sums	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
Total After School Rescue Fund	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%
<u>School District Emergency Financial Assistance</u>					
Lump Sums	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%
Total School District Emergency Financial Assistance Fund	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	100.00%

ILLINOIS STATE BOARD OF EDUCATION
FY20 Awards and Grants Expenditures
July 1, 2019 through July 31, 2019

	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Percentage Unexpended
TOTAL AWARDS AND GRANTS - ALL FUNDS	\$ 12,634,781,122	\$ 16,018,673	\$ 12,618,762,449	0.13%	99.87%

ILLINOIS STATE BOARD OF EDUCATION
FY19 Comparative Statement of Expenditures to Date (July 31, 2019)
Fiscal Years 2019 and 2018

	FY19				FY18			
	Appropriation Amount	Expenditures to Date (Direct)	Federal Indirect Cost Recovery Expenditures	Percentage to Date	Appropriation Amount	Expenditures to Date (Direct)	Federal Indirect Cost Recovery Expenditures	Percentage to Date
<u>All Funds</u>								
Personal Services and Related Expenditures	\$ 33,089,321	\$ 13,042,426	\$ 734,421	39.42%	\$ 33,695,357	\$ 12,349,781	\$ 1,340,457	40.63%
Contractual Services	37,825,824	14,449,551	2,445,424	38.20%	36,490,327	15,771,532	2,075,327	48.91%
Travel	2,201,893	544,764	171,893	24.74%	2,208,098	534,998	178,098	32.29%
Commodities	434,888	50,015	4,888	11.50%	455,689	56,227	25,689	17.98%
Printing	498,006	15,950	6	3.20%	498,777	34,763	777	7.13%
Equipment	1,002,348	64,754	1,348	6.46%	1,243,458	156,190	243,458	32.14%
Telecommunications	508,056	134,469	49,056	26.47%	479,719	143,006	20,719	34.13%
Operation of Automotive Equipment	10,015	-	10,015	0.00%	10,971	-	10,971	
Lump Sums	165,035,350	85,161,082	-	51.60%	165,168,704	65,185,739	-	39.47%
Sub-total	240,605,700	113,463,011	3,417,050	48.58%	240,251,100	94,232,236	3,895,496	40.84%
Awards and Grants	11,899,986,900	10,413,232,194	-	87.51%	11,704,161,200	10,214,201,124	156,714	87.27%
Construction Grants	69,391,137	-	-	0.00%	4,391,137	-	-	
Total All Funds	\$ 12,209,983,737	\$ 10,526,695,205	\$ 3,417,050	86.21%	\$ 11,948,803,437	\$ 10,308,433,361	\$ 4,052,210	86.31%
<u>General Revenue Fund</u>								
Lump Sums	\$ 72,603,100	\$ 61,087,281	\$ -	84.14%	\$ 73,285,300	\$ 56,086,021	\$ -	76.53%
Sub-total	72,603,100	61,087,281	-	84.14%	73,285,300	56,086,021	-	76.53%
Awards and Grants	3,735,852,000	3,671,031,733	-	98.26%	3,669,329,600	3,582,181,052	-	97.62%
Total General Revenue Fund	\$ 3,808,455,100	\$ 3,732,119,014	\$ -	98.00%	\$ 3,742,614,900	\$ 3,638,267,073	\$ -	97.21%
<u>Other State Funds</u>								
Lump Sums	\$ 25,849,300	\$ 13,876,672	\$ -	53.68%	\$ 25,778,900	\$ 8,130,905	\$ -	31.54%
Sub-total	25,849,300	13,876,672	-	53.68%	25,778,900	8,130,905	-	31.54%
Awards and Grants	4,646,084,900	4,620,283,659	-	99.44%	4,520,331,600	4,510,697,499	-	99.79%
Construction Grants	69,391,137	-	-	0.00%	4,391,137	-	-	0.00%
Total Other State Funds	\$ 4,741,325,337	\$ 4,634,160,331	\$ -	97.74%	\$ 4,550,501,637	\$ 4,518,828,404	\$ -	99.30%
<u>Federal Funds</u>								
Personal Services and Related Expenditures	\$ 32,354,900	\$ 13,042,426	\$ -	40.31%	\$ 32,354,900	\$ 12,349,781	\$ -	38.17%
Contractual Services	35,380,400	14,449,551	-	40.84%	34,415,000	15,771,532	-	45.83%
Travel	2,030,000	544,764	-	26.84%	2,030,000	534,998	-	26.35%
Commodities	430,000	50,015	-	11.63%	430,000	56,227	-	13.08%
Printing	498,000	15,950	-	3.20%	498,000	34,763	-	6.98%
Equipment	1,001,000	64,754	-	6.47%	1,000,000	156,190	-	15.62%
Telecommunications	459,000	134,469	-	29.30%	459,000	143,006	-	31.16%
Lump Sums	70,000,000	13,614,179	-	19.45%	70,000,000	5,208,119	-	7.44%
Sub-total	142,153,300	41,916,108	-	29.49%	141,186,900	34,254,616	-	24.26%
Awards and Grants	3,518,050,000	2,121,916,802	-	60.32%	3,514,500,000	2,121,322,574	-	60.36%
Total Federal Funds	\$ 3,660,203,300	\$ 2,163,832,910	\$ -	59.12%	\$ 3,655,686,900	\$ 2,155,577,190	\$ -	58.97%

ILLINOIS STATE BOARD OF EDUCATION
FY20 Comparative Statement of Expenditures to Date (July 31, 2019)
Fiscal Years 2020 and 2019

	FY20				FY19			
	Appropriation Amount	Expenditures to Date (Direct)	Federal Indirect Cost Recovery Expenditures	Percentage to Date	Appropriation Amount	Expenditures to Date (Direct)	Federal Indirect Cost Recovery Expenditures	Percentage to Date
<u>All Funds</u>								
Lump Sums/Admin	\$ 205,044,100	\$ 3,536,789	\$ 34,132	1.72%	\$ 240,558,300	\$ 3,292,764	\$ 46,543	1.39%
Awards and Grants	12,387,446,128	16,677,068	-	0.13%	11,929,236,900	1,383,678	-	0.01%
Construction Grants	269,391,137	-	-	0.00%	29,391,137	-	-	-
Total All Funds	\$ 12,861,881,365	\$ 20,213,858	\$ 34,132	0.16%	\$ 12,199,186,337	\$ 4,676,442	\$ 46,543	0.04%
<u>General Revenue Fund</u>								
Lump Sums	\$ 71,057,100	\$ 2,026,101	\$ -	2.85%	\$ 72,576,100	\$ 1,887,953	\$ -	2.60%
Awards and Grants	4,046,632,800	13,705,958	-	0.34%	3,728,852,000	72,109	-	0.00%
Total General Revenue Fund	\$ 4,117,689,900	\$ 15,732,060	\$ -	0.38%	\$ 3,801,428,100	\$ 1,960,061	\$ -	0.05%
<u>Other State Funds</u>								
Lump Sums	\$ 26,833,700	\$ 293,070	\$ -	1.09%	\$ 25,828,900	\$ 283,215	\$ -	1.10%
Awards and Grants	4,825,363,328	2,106,353	-	0.04%	4,686,084,900	867,531	-	0.02%
Construction Grants	269,391,137	-	-	0.00%	29,391,137	-	-	0.00%
Total Other State Funds	\$ 5,121,588,165	\$ 2,399,424	\$ -	0.05%	\$ 4,741,304,937	\$ 1,150,746	\$ -	0.02%
<u>Federal Funds</u>								
Lump Sums	\$ 107,153,300	\$ 1,251,750	\$ -	1.17%	\$ 142,153,300	\$ 1,121,596	\$ -	0.79%
Awards and Grants	3,515,450,000	864,757	-	0.02%	3,514,300,000	444,039	-	0.01%
Total Federal Funds	\$ 3,622,603,300	\$ 2,116,507	\$ -	0.06%	\$ 3,656,453,300	\$ 1,565,635	\$ -	0.04%

Illinois State Board of Education

FY 2019 Appropriation & Spending by Program 07/01/2018 thru 7/31/2019

(Dollars in Thousands)

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
STATE						
Distributive Grants	<u>\$7,719,521.1</u>	<u>\$7,717,821.2</u>	<u>\$1,699.9</u>	<u>\$7,661,320.7</u>	<u>\$7,659,620.8</u>	<u>\$1,699.9</u>
Evidence - Based Funding	\$6,836,163.2	\$6,834,463.3	\$1,699.9	\$6,836,112.0	\$6,834,412.0	\$1,699.9
District Consolidation Cost	\$1,900.0	\$1,900.0	\$0.0	\$1,710.7	\$1,710.7	\$0.0
<u>Mandated Categoricals</u>	<u>\$881,457.9</u>	<u>\$881,457.9</u>	<u>\$0.0</u>	<u>\$823,498.0</u>	<u>\$823,498.0</u>	<u>\$0.0</u>
Illinois Free Lunch/Breakfast	\$9,000.0	\$9,000.0	\$0.0	\$7,653.1	\$7,653.1	\$0.0
Orphanage Tuition 18-3 (Reg Ed)	\$13,600.0	\$13,600.0	\$0.0	\$5,689.1	\$5,689.1	\$0.0
Sp-Ed - Orphanage Tuition 14-7.03	\$73,000.0	\$73,000.0	\$0.0	\$24,297.9	\$24,297.9	\$0.0
Sp-Ed - Private Tuition	\$135,265.5	\$135,265.5	\$0.0	\$135,265.5	\$135,265.5	\$0.0
Sp-Ed - Transportation	\$387,682.6	\$387,682.6	\$0.0	\$387,682.6	\$387,682.6	\$0.0
Transportation - Regular/Vocational	\$262,909.8	\$262,909.8	\$0.0	\$262,909.8	\$262,909.8	\$0.0
Standards - Assessment & Accountability	<u>\$48,600.0</u>	<u>\$0.0</u>	<u>\$48,600.0</u>	<u>\$37,761.1</u>	<u>\$0.0</u>	<u>\$37,761.1</u>
Assessments	\$48,600.0	\$0.0	\$48,600.0	\$37,761.1	\$0.0	\$37,761.1
Ensuring Quality Ed Personnel	<u>\$1,977.5</u>	<u>\$1,977.5</u>	<u>\$0.0</u>	<u>\$1,977.5</u>	<u>\$1,977.5</u>	<u>\$0.0</u>
National Board Certification	\$1,000.0	\$1,000.0	\$0.0	\$1,000.0	\$1,000.0	\$0.0
Teach for America	\$977.5	\$977.5	\$0.0	\$977.5	\$977.5	\$0.0
Early Childhood	<u>\$493,738.1</u>	<u>\$484,806.0</u>	<u>\$8,932.1</u>	<u>\$491,577.0</u>	<u>\$483,227.5</u>	<u>\$8,349.5</u>
Academic Difficulty	<u>\$24,800.0</u>	<u>\$24,800.0</u>	<u>\$0.0</u>	<u>\$24,743.5</u>	<u>\$24,743.5</u>	<u>\$0.0</u>
Alternative Learning/Regional Safe Schools	\$6,300.0	\$6,300.0	\$0.0	\$6,284.4	\$6,284.4	\$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	\$11,468.6	\$11,468.6	\$0.0
Learning Technologies	<u>\$2,443.8</u>	<u>\$0.0</u>	<u>\$2,443.8</u>	<u>\$2,240.4</u>	<u>\$0.0</u>	<u>\$2,240.4</u>
Technology for Success	\$2,443.8	\$0.0	\$2,443.8	\$2,240.4	\$0.0	\$2,240.4
Career Preparation	<u>\$43,062.1</u>	<u>\$43,062.1</u>	<u>\$0.0</u>	<u>\$43,022.2</u>	<u>\$43,022.2</u>	<u>\$0.0</u>
Agricultural Education	\$5,000.0	\$5,000.0	\$0.0	\$4,962.0	\$4,962.0	\$0.0
Career and Technical Education	\$38,062.1	\$38,062.1	\$0.0	\$38,060.2	\$38,060.2	\$0.0
Administration	<u>\$23,264.6</u>	<u>\$0.0</u>	<u>\$23,264.6</u>	<u>\$22,609.1</u>	<u>\$0.0</u>	<u>\$22,609.1</u>
GRF Administration	\$23,217.2	\$0.0	\$23,217.2	\$22,609.1	\$0.0	\$22,609.1

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Bilingual Prompt Payment Interest	\$20.4	\$0.0	\$20.4	\$0.0	\$0.0	\$0.0
GRF Prompt Payment Interest	\$27.0	\$0.0	\$27.0	\$0.0	\$0.0	\$0.0
Targeted Initiatives	<u>\$27,873.0</u>	<u>\$27,114.1</u>	<u>\$758.9</u>	<u>\$23,620.9</u>	<u>\$22,903.8</u>	<u>\$717.1</u>
Advanced Placement Classes	\$500.0	\$500.0	\$0.0	\$425.7	\$425.7	\$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	\$11,383.7	\$11,383.7	\$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	\$537.3	\$0.0	\$537.3
Educator Misconduct Investigations	\$179.9	\$0.0	\$179.9	\$179.8	\$0.0	\$179.8
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	\$783.9	\$783.9	\$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	\$3,277.0	\$3,277.0	\$0.0
Tax Equivalent Grants	\$222.6	\$222.6	\$0.0	\$222.6	\$222.6	\$0.0
OTHER STATE						
Regional Services	<u>\$18,040.0</u>	<u>\$18,036.0</u>	<u>\$4.0</u>	<u>\$17,430.0</u>	<u>\$17,428.1</u>	<u>\$2.0</u>
ROE - Bus Driver Training	\$70.0	\$70.0	\$0.0	\$70.0	\$70.0	\$0.0
ROE - Salaries	\$11,000.0	\$11,000.0	\$0.0	\$10,398.7	\$10,398.7	\$0.0
ROE - School Services	\$6,970.0	\$6,966.0	\$4.0	\$6,961.4	\$6,959.4	\$2.0
School Infrastructure Fund	<u>\$56,900.0</u>	<u>\$56,300.0</u>	<u>\$600.0</u>	<u>\$581.9</u>	<u>\$371.6</u>	<u>\$210.3</u>
School Infrastructure	\$56,900.0	\$56,300.0	\$600.0	\$581.9	\$371.6	\$210.3
Driver Education	<u>\$18,750.0</u>	<u>\$18,750.0</u>	<u>\$0.0</u>	<u>\$18,750.0</u>	<u>\$18,750.0</u>	<u>\$0.0</u>
Other Funds	<u>\$70,810.2</u>	<u>\$51,569.4</u>	<u>\$19,240.8</u>	<u>\$20,645.0</u>	<u>\$13,551.6</u>	<u>\$7,093.4</u>
After School Rescue Fund	\$200.0	\$200.0	\$0.0	\$0.0	\$0.0	\$0.0
Capital Development Fund - School Construction	\$25,000.0	\$25,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Charter Schools Revolving Loan Fund	\$200.0	\$200.0	\$0.0	\$0.0	\$0.0	\$0.0
District Intervention Funding	\$6,560.2	\$6,560.2	\$0.0	\$6,560.2	\$6,560.2	\$0.0
Emergency Financial Assistance Fund	\$1,000.0	\$0.0	\$1,000.0	\$46.1	\$0.0	\$46.1
Indirect Costs	\$8,776.3	\$0.0	\$8,776.3	\$3,417.0	\$0.0	\$3,417.0
ISBE - Special Purpose Trust Fund	\$6,723.7	\$6,718.1	\$5.6	\$6,551.6	\$6,549.1	\$2.5
ISBE Teacher Certificate Institute Fund	\$2,208.9	\$0.0	\$2,208.9	\$509.8	\$0.0	\$509.8
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	\$1,073.1	\$0.0	\$1,073.1
Teacher Certification Fee Revolving Fund	\$6,000.0	\$0.0	\$6,000.0	\$2,044.7	\$0.0	\$2,044.7
Temporary Relocation Revolving Fund	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0

FEDERAL

Federal Funds	<u>\$3,656,453.3</u>	<u>\$3,538,538.8</u>	<u>\$117,914.5</u>	<u>\$2,163,621.9</u>	<u>\$2,118,685.5</u>	<u>\$44,936.4</u>
Advanced Placement Fee Payment	\$3,300.0	\$3,300.0	\$0.0	\$0.0	\$0.0	\$0.0
Career & Technical Education	\$57,917.5	\$55,000.0	\$2,917.5	\$33,720.0	\$32,737.9	\$982.2
CEEDAR Grant - University of Florida	\$20.0	\$0.0	\$20.0	\$20.0	\$0.0	\$20.0
Charter Schools	\$21,100.0	\$21,100.0	\$0.0	\$603.7	\$603.7	\$0.0
Child Nutrition	\$1,082,404.7	\$1,062,500.0	\$19,904.7	\$765,421.0	\$756,491.4	\$8,929.5
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	\$289.5	\$289.5	\$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	\$16,275.2	\$16,117.0	\$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	\$504,584.3	\$496,209.7	\$8,374.6
Longitudinal Data System	\$5,200.0	\$0.0	\$5,200.0	\$1,599.0	\$0.0	\$1,599.0
Math & Science Partnerships	\$19,006.4	\$18,800.0	\$206.4	\$826.5	\$808.4	\$18.0
National Center for Education Statistics	\$425.4	\$0.0	\$425.4	\$81.1	\$0.0	\$81.1
Preschool Expansion Grant	\$35,000.0	\$31,591.7	\$3,408.3	\$17,510.9	\$16,097.5	\$1,413.4
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	\$1,392.8	\$1,390.3	\$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	\$1,288.7	\$1,216.3	\$72.4
Title I - Basic Programs	\$945,163.1	\$934,326.5	\$10,836.6	\$589,848.5	\$585,413.2	\$4,435.3
Title I - Education of Migratory Children	\$5,685.7	\$5,558.1	\$127.6	\$1,522.6	\$1,495.0	\$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	\$37,097.4	\$35,735.8	\$1,361.6
Title II - Quality Teachers	\$162,814.0	\$160,000.0	\$2,814.0	\$69,607.8	\$68,854.7	\$753.1
Title III - English Language Acquisition	\$52,978.1	\$50,400.0	\$2,578.1	\$26,623.6	\$25,852.3	\$771.3
Title IV - Student Support & Academic Enrich.	\$90,113.2	\$90,000.0	\$113.2	\$28,693.7	\$28,691.3	\$2.4
Title IV - 21st Century Schools	\$112,657.1	\$110,000.0	\$2,657.1	\$45,305.0	\$43,727.1	\$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	\$1,409.0	\$1,378.5	\$30.4
Title VI - State Assessment	\$35,000.0	\$0.0	\$35,000.0	\$13,614.2	\$0.0	\$13,614.2
Title X - McKinney Homeless Assistance	\$5,459.5	\$5,000.0	\$459.5	\$3,068.3	\$2,925.9	\$142.4
TOTAL - ALL FUNDS:	\$12,206,233.7	\$11,982,775.1	\$223,458.6	\$10,529,901.3	\$10,404,282.0	\$125,619.2

Illinois State Board of Education

FY 2020 Appropriation & Spending by Program 07/01/2019 thru 7/31/2019

(Dollars in Thousands)

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
STATE						
Distributive Grants	<u>\$8,143,834.6</u>	<u>\$8,142,134.7</u>	<u>\$1,699.9</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>
Evidence - Based Funding	\$7,211,163.2	\$7,209,463.3	\$1,699.9	\$0.0	\$0.0	\$0.0
Property Tax Relief Grants	\$3,650.0	\$3,650.0	\$0.0	\$0.0	\$0.0	\$0.0
District Consolidation Cost	\$218.0	\$218.0	\$0.0	\$0.0	\$0.0	\$0.0
Mandated Categoricals	<u>\$928,803.4</u>	<u>\$928,803.4</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>
Illinois Free Lunch/Breakfast	\$9,000.0	\$9,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Orphanage Tuition 18-3 (Reg Ed)	\$10,100.0	\$10,100.0	\$0.0	\$0.0	\$0.0	\$0.0
Sp-Ed - Orphanage Tuition 14-7.03	\$80,500.0	\$80,500.0	\$0.0	\$0.0	\$0.0	\$0.0
Sp-Ed - Private Tuition	\$152,320.0	\$152,320.0	\$0.0	\$0.0	\$0.0	\$0.0
Sp-Ed - Transportation	\$387,682.6	\$387,682.6	\$0.0	\$0.0	\$0.0	\$0.0
Transportation - Regular/Vocational	\$289,200.8	\$289,200.8	\$0.0	\$0.0	\$0.0	\$0.0
Standards - Assessment & Accountability	<u>\$46,500.0</u>	<u>\$0.0</u>	<u>\$46,500.0</u>	<u>\$73.6</u>	<u>\$0.0</u>	<u>\$73.6</u>
Assessments	\$46,500.0	\$0.0	\$46,500.0	\$73.6	\$0.0	\$73.6
Ensuring Quality Ed Personnel	<u>\$2,500.0</u>	<u>\$2,500.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>
National Board Certification	\$1,500.0	\$1,500.0	\$0.0	\$0.0	\$0.0	\$0.0
Teach for America	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Early Childhood	<u>\$543,738.1</u>	<u>\$533,971.6</u>	<u>\$9,766.5</u>	<u>\$12,570.8</u>	<u>\$11,995.6</u>	<u>\$575.2</u>
Academic Difficulty	<u>\$17,800.0</u>	<u>\$17,800.0</u>	<u>\$0.0</u>	<u>\$630.4</u>	<u>\$630.4</u>	<u>\$0.0</u>
Alternative Learning/Regional Safe Schools	\$6,300.0	\$6,300.0	\$0.0	\$355.1	\$355.1	\$0.0
Truants' Alternative Optional Education	\$11,500.0	\$11,500.0	\$0.0	\$275.3	\$275.3	\$0.0
Learning Technologies	<u>\$2,443.8</u>	<u>\$0.0</u>	<u>\$2,443.8</u>	<u>\$79.2</u>	<u>\$0.0</u>	<u>\$79.2</u>
State & District Tech Support	\$2,443.8	\$0.0	\$2,443.8	\$79.2	\$0.0	\$79.2
Career Preparation	<u>\$48,062.1</u>	<u>\$48,062.1</u>	<u>\$0.0</u>	<u>\$3.0</u>	<u>\$3.0</u>	<u>\$0.0</u>
Agricultural Education	\$5,000.0	\$5,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Career and Technical Education	\$43,062.1	\$43,062.1	\$0.0	\$3.0	\$3.0	\$0.0
Administration	<u>\$23,217.2</u>	<u>\$0.0</u>	<u>\$23,217.2</u>	<u>\$1,881.9</u>	<u>\$0.0</u>	<u>\$1,881.9</u>

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Targeted Initiatives	<u>\$55,159.0</u>	<u>\$53,819.1</u>	<u>\$1,339.9</u>	<u>\$493.2</u>	<u>\$422.6</u>	<u>\$70.6</u>
Advanced Placement Classes	\$500.0	\$500.0	\$0.0	\$0.0	\$0.0	\$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	\$0.0	\$0.0	\$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	\$38.5	\$0.0	\$38.5
Educator Misconduct Investigations	\$429.9	\$0.0	\$429.9	\$32.1	\$0.0	\$32.1
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	\$0.0	\$0.0	\$0.0
School Support Services	\$1,002.8	\$1,002.8	\$0.0	\$0.0	\$0.0	\$0.0
Materials Center for the Visually Impaired	\$1,421.1	\$1,421.1	\$0.0	\$200.0	\$200.0	\$0.0
Philip J. Rock Center & School	\$3,777.8	\$3,777.8	\$0.0	\$0.0	\$0.0	\$0.0
Adv Placement Low Income Test Fee	\$2,000.0	\$2,000.0	\$0.0	\$0.0	\$0.0	\$0.0
STEM Programs	\$200.0	\$200.0	\$0.0	\$0.0	\$0.0	\$0.0
Tax Equivalent Grants	\$222.6	\$222.6	\$0.0	\$222.6	\$222.6	\$0.0
Parent Education Pilot Program	\$175.0	\$175.0	\$0.0	\$0.0	\$0.0	\$0.0
Youth Build Illinois	\$2,500.0	\$2,500.0	\$0.0	\$0.0	\$0.0	\$0.0
District Intervention Funding	\$12,100.0	\$12,100.0	\$0.0	\$0.0	\$0.0	\$0.0
OTHER STATE						
Regional Services	<u>\$18,270.0</u>	<u>\$18,270.0</u>	<u>\$0.0</u>	<u>\$1,392.2</u>	<u>\$1,392.2</u>	<u>\$0.0</u>
ROE - Bus Driver Training	\$100.0	\$100.0	\$0.0	\$0.0	\$0.0	\$0.0
ROE - Salaries	\$11,200.0	\$11,200.0	\$0.0	\$878.7	\$878.7	\$0.0
ROE - School Services	\$6,970.0	\$6,970.0	\$0.0	\$513.5	\$513.5	\$0.0
School Infrastructure Fund	<u>\$256,528.4</u>	<u>\$255,928.4</u>	<u>\$600.0</u>	<u>\$714.2</u>	<u>\$714.2</u>	<u>\$0.0</u>
School Infrastructure	\$256,528.4	\$255,928.4	\$600.0	\$714.2	\$714.2	\$0.0
Driver Education	<u>\$16,000.0</u>	<u>\$16,000.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>
Other Funds	<u>\$65,224.8</u>	<u>\$39,348.2</u>	<u>\$25,876.6</u>	<u>\$293.1</u>	<u>\$0.0</u>	<u>\$293.1</u>
After School Rescue Fund	\$200.0	\$200.0	\$0.0	\$0.0	\$0.0	\$0.0
Capital Development Fund - School Construction	\$25,000.0	\$25,000.0	\$0.0	\$0.0	\$0.0	\$0.0

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Charter Schools Revolving Loan Fund	\$200.0	\$200.0	\$0.0	\$0.0	\$0.0	\$0.0
Emergency Financial Assistance Fund	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0
ISBE - Special Purpose Trust Fund	\$16,474.8	\$57.1	\$16,417.7	\$34.2	\$0.0	\$34.2
ISBE Teacher Certificate Institute Fund	\$2,208.9	\$0.0	\$2,208.9	\$0.0	\$0.0	\$0.0
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	\$54.1	\$0.0	\$54.1
Teacher Certification Fee Revolving Fund	\$6,000.0	\$0.0	\$6,000.0	\$204.7	\$0.0	\$204.7
Temporary Relocation Revolving Fund	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0
FEDERAL						
Federal Ordinary & Contingent	<u>\$72,153.3</u>	<u>\$0.0</u>	<u>\$72,153.3</u>	<u>\$1,183.8</u>	<u>\$0.0</u>	<u>\$1,183.8</u>
Federal Ordinary & Contingent	\$72,153.3	\$0.0	\$72,153.3	\$1,183.8	\$0.0	\$1,183.8
Federal Funds	<u>\$3,550,450.0</u>	<u>\$3,506,969.1</u>	<u>\$43,480.9</u>	<u>\$932.7</u>	<u>\$860.7</u>	<u>\$72.0</u>
Advanced Placement Fee Payment	\$3,300.0	\$3,300.0	\$0.0	\$0.0	\$0.0	\$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	\$0.0	\$0.0	\$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	\$671.6	\$671.6	\$0.0
IDEA - Deaf Blind, Part C	\$800.0	\$800.0	\$0.0	\$0.0	\$0.0	\$0.0
IDEA - Improvement Plan	\$5,000.0	\$5,000.0	\$0.0	\$0.0	\$0.0	\$0.0
IDEA - Pre-School	\$29,200.0	\$29,200.0	\$0.0	\$0.0	\$0.0	\$0.0
Improving Student Health and Achievement	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
Individuals with Disabilities Educ. Act, Pt. B	\$754,000.0	\$754,000.0	\$0.0	\$20.6	\$20.6	\$0.0
Longitudinal Data System	\$5,200.0	\$0.0	\$5,200.0	\$4.0	\$0.0	\$4.0
Math & Science Partnerships	\$2,000.0	\$2,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Preschool Expansion Grant	\$35,000.0	\$34,513.5	\$486.5	\$48.2	\$48.2	\$0.0
PDG Birth to Five	\$3,750.0	\$1,551.9	\$2,198.1	\$120.3	\$120.3	\$0.0
School Health Programs - Abstinence	\$6,500.0	\$6,403.7	\$96.3	\$0.0	\$0.0	\$0.0
Special Congressional Initiatives	\$5,000.0	\$5,000.0	\$0.0	\$0.0	\$0.0	\$0.0
STOP School Violence	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Substance Abuse and Mental Health (SAMHA)	\$5,300.0	\$5,300.0	\$0.0	\$0.0	\$0.0	\$0.0
Title I - Basic Programs	\$996,870.0	\$996,870.0	\$0.0	\$0.0	\$0.0	\$0.0
Title I - Education of Migratory Children	\$3,000.0	\$3,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Title I - Migrant Consortium Incentive	\$30.0	\$30.0	\$0.0	\$0.0	\$0.0	\$0.0

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Title I - Neglected and Delinquent	\$1,100.0	\$1,100.0	\$0.0	\$0.0	\$0.0	\$0.0
Title I - School Improvement	\$89,000.0	\$89,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Title II - Quality Teachers	\$160,000.0	\$160,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Title III - English Language Acquisition	\$50,400.0	\$50,400.0	\$0.0	\$0.0	\$0.0	\$0.0
Title IV - Student Support & Academic Enrich.	\$87,871.2	\$87,871.2	\$0.0	\$0.0	\$0.0	\$0.0
Title IV - 21st Century Schools	\$112,128.8	\$112,128.8	\$0.0	\$0.0	\$0.0	\$0.0
Title V - Rural & Low Income Programs	\$2,000.0	\$2,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Title VI - State Assessment	\$35,000.0	\$0.0	\$35,000.0	\$68.0	\$0.0	\$68.0
Title X - McKinney Homeless Assistance	\$5,000.0	\$5,000.0	\$0.0	\$0.0	\$0.0	\$0.0
TOTAL - ALL FUNDS:	\$12,861,881.4	\$12,634,803.2	\$227,078.2	\$20,248.0	\$16,018.7	\$4,229.3

Illinois State Board of Education Contract Awards July 1, 2019 - July 31, 2019					
Vendor	Illinois Procurement Bulletin/BidBuy Award Notice Date	Type of Award	Term	Contract Term Amount	Description
Chicago Department of Public Health	N/A	Intergovernmental Agreement	7/8/19-6/30/22	\$ 395,000.00	Will provide health/food inspections for the Summer Food Service Program (SFSP) and the Child and Adult Food Care Program (CACFP) At-Risk program in the City of Chicago.
Sangamon-Menard ROE #51	N/A	Intergovernmental Agreement	7/1/19-6/30/20	\$ 946,181.36	The contractor will provide 6 individuals to support the comprehensive schools with student and adult performance. The individuals will support the districts and school with expertise in school improvement.
Madison County Public Health Department	N/A	Intergovernmental Agreement	7/22/19-6/30/22	\$ 76,500.00	Vendor will perform health/food safety inspections for the Summer Food Service Program (SFSP) and the Child and Adult Food Care Program (CACFP) At-Risk program in the counties of Bond, Calhoun, Christian, Clinton, Greene, Jersey, Macoupin, Madison, Menard, Monroe, Montgomery, Morgan, Pike, Randolph, St. Clair, Sangamon, Scott, and Washington.
Coles County Health Department	N/A	Intergovernmental Agreement	7/22/19-6/30/22	\$ 96,000.00	Vendor will perform health/food safety inspections for the Summer Food Service Program (SFSP) and the Child and Adult Food Care Program (CACFP) At-Risk program in the counties of Champaign, Clark, Coles, Cumberland, DeWitt, Douglas, Edgar, Ford, Grundy, Iroquois, Kankakee, Livingston, Macon, McLean, Moultrie, Piatt, Shelby, and Vermillion.
Egyptian Health Department	N/A	Intergovernmental Agreement	7/25/19-6/30/22	\$ 50,250.00	Vendor will perform health/food safety inspections for the Summer Food Service Program (SFSP) and the Child and Adult Food Care Program (CACFP) At-Risk program in the counties of Alexander, Clay, Crawford, Edwards, Effingham, Fayette, Gallatin, Hamilton, Hardin, Jackson, Jasper, Jefferson, Johnson, Lawrence, Marion, Massac, Perry, Pope, Pulaski, Richland, Saline, Union, Wabash, Wayne, White, and Williamson.
Winnebago County Health Department	N/A	Intergovernmental Agreement	7/25/19-6/30/22	\$ 106,500.00	Vendor will perform health/food safety inspections for the Summer Food Service Program (SFSP) and the Child and Adult Food Care Program (CACFP) At-Risk program in the counties of Boone, Carroll, DeKalb, JoDaviess, Lee, Ogle, Stephenson, Whiteside, and Winnebago.
Boone/Winnebago ROE #4	N/A	Intergovernmental Agreement	7/1/19-6/30/20	\$ 125,000.00	Vendor will hire, supervise, and evaluate state sponsored IEP facilitators (in partnership with ISBE). The state sponsored IEP Facilitators will promote positive communication between districts/school personnel, and parents during IEP meetings and assist with resolving any conflicts that may arise as the IEP team works to develop a mutually acceptable IEP.
Adams County Health Department	N/A	Intergovernmental Agreement	7/25/19-6/30/2022	\$ 115,500.00	Vendor will perform health/food safety inspections for the Summer Food Service Program (SFSP) and the Child and Adult Food Care Program (CACFP) At-Risk program in the counties of Adams, Brown, Bureau, Cass, Fulton, Hancock, Henderson, Henry, Knox LaSalle, Logan, Marshall, Mason, McDonough, Mercer, Peoria, Putnam, Rock Island, Schuyler, Stark, Tazewell, Warren, and Woodford.

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Program: 2019 - 3235, Agriculture Education

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
17-064-0050-26(20)	MCLEAN COUNTY UD 5	NORMAL	\$4,625	07/10/2019
17-064-5450-51(00)	ILLINOIS STATE UNIVERSITY	NORMAL	\$15,014	07/23/2019
30-039-5400-51(00)	SOUTHERN ILL UNIV-CARBONDALE	CARBONDALE	\$15,855	07/23/2019
			\$35,494	

Program: 2019 - 3705, Early Childhood - Block Grant

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
07-016-113A-02(00)	LEMONT-BROMBEREK CSD 113A	LEMONT	\$105,572	07/01/2019
07-016-1240-02(00)	EVERGREEN PARK ESD 124	EVERGREEN PA	\$158,185	07/02/2019
07-016-1435-02(00)	POSEN-ROBBINS ELEM SD 1435	POSEN	\$622,849	07/01/2019
07-016-1435-02(01)	POSEN-ROBBINS ELEM SD 1435	POSEN	\$131,080	07/01/2019
07-016-1440-02(00)	PRAIRIE-HILLS ELEM SD 144	MARKHAM	\$378,574	07/23/2019
07-016-1670-02(00)	BROOKWOOD SD 167	GLENWOOD	\$261,362	07/09/2019
07-016-1680-04(00)	COOK COUNTY SCHOOL DIST 168	SAUK VILLAGE	\$329,827	07/01/2019
13-058-5010-26(00)	SANDOVAL CUSD 501	SANDOVAL	\$184,322	07/01/2019
15-016-271P-00(01)	YWCA OF METROPOLITAN CHICAGO	CHICAGO	\$558,617	07/03/2019
17-053-2320-02(00)	DWIGHT COMMON SD 232	DWIGHT	\$218,378	07/08/2019
17-064-0040-26(00)	HEYWORTH CUSD 4	HEYWORTH	\$173,285	07/12/2019
17-064-0870-25(00)	BLOOMINGTON PUBLIC SCHOOLS	BLOOMINGTON	\$735,379	07/01/2019
19-022-004P-00(01)	DUPAGE COUNTY	WHEATON	\$346,652	07/01/2019
19-022-0440-02(00)	LOMBARD SD 44	LOMBARD	\$447,672	07/01/2019
19-022-2030-26(00)	COMMUNITY UNIT DISTRICT 203	NAPERVILLE	\$459,316	07/02/2019
19-022-2050-26(00)	ELMHURST SD 205	ELMHURST	\$244,063	07/01/2019
28-006-1150-02(00)	PRINCETON ELEM SD 115	PRINCETON	\$484,116	07/01/2019
34-049-1870-26(00)	NORTH CHICAGO SD 187	NORTH CHICAG	\$971,552	07/01/2019
35-050-1500-02(00)	MARSEILLES ESD 150	MARSEILLES	\$215,850	07/03/2019
40-031-0010-26(01)	CARROLLTON CUSD 1	CARROLLTON	\$217,603	07/09/2019
45-079-1400-26(00)	SPARTA CUSD 140	SPARTA	\$256,829	07/09/2019
48-072-030P-00(00)	PEORIA CITIZENS CFEO INC	PEORIA	\$118,613	07/01/2019
48-072-030P-00(01)	PEORIA CITIZENS CFEO INC	PEORIA	\$269,781	07/02/2019
			\$7,889,477	

Program: 2019 - 3999, Other State Programs

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-033P-00(HP)	BELLA EASE	QUINCY	\$119,175	07/09/2019
01-001-1720-22(MG)	QUINCY SD 172	QUINCY	\$150,000	07/02/2019
09-010-5450-51(HP)	UNIVERSITY OF ILLINOIS	CHAMPAIGN	\$87,784	07/15/2019
11-015-026P-00(HP)	FIT-2-SERVE INC	MATTOON	\$138,011	07/03/2019
15-016-206P-00(HP)	CHICAGO YOUTH CENTERS	CHICAGO	\$106,619	07/09/2019
15-016-323P-00(HP)	CAROLE ROBERTSON CENTER	CHICAGO	\$87,784	07/24/2019
15-016-416N-00(HP)	CHICAGO RUN	CHICAGO	\$150,567	07/08/2019
15-016-441N-00(HP)	PROJECT VISION INC	CHICAGO	\$181,959	07/24/2019
15-016-442N-00(HP)	RESPIRATORY HEALTH ASSOCIATION	CHICAGO	\$401,701	07/17/2019
32-046-044P-00(HP)	GARDEN OF PRAYER YOUTH CENTER	KANKAKEE	\$87,784	07/24/2019
51-065-2000-26(PS)	GREENVIEW CUSD 200	GREENVIEW	\$7,634	07/30/2019
64-108-6270-51(HP)	YOUTH GUIDANCE	CHICAGO	\$87,784	07/15/2019
65-108-0235-51(HP)	CHICAGO ARTS PARTNERSHIPS IN EDU	CHICAGO	\$150,567	07/11/2019

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65-108-1220-51(HP)	YOUTH & OPPORTUNITY UNITED INC	EVANSTON	\$338,918	07/03/2019
65-108-1665-51(HP)	THE BRIGHTON	CHICAGO	\$87,784	07/10/2019
65-108-2305-51(HP)	AFTER-SCHOOL ALL-STARS	CHICAGO	\$163,124	07/24/2019
65-108-9460-51(HP)	ACADEMIC DEVELOPMENT INST		\$87,784	07/03/2019

\$2,434,979

Program: 2019 - 4300, Title I - Low Income

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-009-2620-26(00)	A-C CENTRAL CUSD 262	ASHLAND	\$62,866	07/16/2019
04-101-3230-26(00)	WINNEBAGO CUSD 323	WINNEBAGO	\$297,375	07/11/2019
05-016-2020-17(00)	EVANSTON TWP H S DIST 202	EVANSTON	\$400,622	07/05/2019
07-016-1670-02(00)	BROOKWOOD SD 167	GLENWOOD	\$588,216	07/10/2019
07-016-1680-04(00)	COOK COUNTY SCHOOL DIST 168	SAUK VILLAGE	\$963,766	07/19/2019
19-022-0860-17(00)	HINSDALE DIST 86	HINSDALE	\$366,006	07/19/2019
21-100-0010-26(00)	JOHNSTON CITY CUSD 1	JOHNSTON CITY	\$492,367	07/15/2019
26-034-3470-04(00)	LA HARPE COMMUNITY SCHOOL	LA HARPE	\$66,181	07/24/2019
32-046-3070-16(00)	BRADLEY BOURBONNAIS CHSD 307	BRADLEY	\$455,801	07/17/2019
34-049-1260-17(00)	ZION-BENTON THSD 126	ZION	\$632,813	07/30/2019
35-050-1200-17(00)	LASALLE-PERU TOWNSHIP HIGH	LA SALLE	\$306,717	07/24/2019
40-031-0030-26(00)	NORTH GREENE USD 3	WHITE HALL	\$482,566	07/02/2019
41-057-0080-26(00)	BETHALTO CUSD 8	BETHALTO	\$811,676	07/16/2019
41-057-0150-03(00)	WOOD RIVER-HARTFORD ESD 15	WOOD RIVER	\$235,117	07/10/2019

\$6,162,089

Program: 2019 - 4331, Title I - School Improvement & Accountability

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
06-016-0925-02(19)	WESTCHESTER SD 92-5	WESTCHESTER	\$32,791	07/12/2019
07-016-1670-02(19)	BROOKWOOD SD 167	GLENWOOD	\$159,250	07/09/2019
17-053-4260-04(19)	CORNELL CCSD 426	CORNELL	\$20,070	07/02/2019
26-062-1850-26(19)	MACOMB CUSD 185	MACOMB	\$110,342	07/10/2019
51-084-0080-26(19)	PLEASANT PLAINS CUSD 8	PLEASANT PLAI	\$15,000	07/16/2019

\$337,453

Program: 2019 - 4341, Title I - Migrant Incentive Grant

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
15-016-5050-51(00)	ILLINOIS MIGRANT COUNCIL	CHICAGO	\$6,960	07/12/2019

\$6,960

Program: 2019 - 4400, Title IVA Student Support & Academic Enrich

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
32-046-3070-16(00)	BRADLEY BOURBONNAIS CHSD 307	BRADLEY	\$7,391	07/17/2019
41-057-0030-26(00)	VENICE CUSD 3	VENICE	\$25,591	07/16/2019
41-057-0080-26(00)	BETHALTO CUSD 8	BETHALTO	\$67,847	07/16/2019

\$100,829

Program: 2019 - 4620, Fed. - Sp. Ed. - I.D.E.A. - Flow Through

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
05-016-0630-02(00)	EAST MAINE SD 63	DES PLAINES	\$815,500	07/01/2019
60-105-4280-30(00)	JUVENILE JUSTICE DEPT OF	SPRINGFIELD	\$496,555	07/31/2019

\$1,312,055

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Program: 2019 - 4905, Title III - Immigrant Education Program (IEP)

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
06-016-0880-02(00)	BELLWOOD SD 88	BELLWOOD	\$5,400	07/09/2019
06-016-2010-17(00)	COOK COUNTY HSD 201	CICERO	\$14,550	07/01/2019
19-022-0610-02(00)	DARIEN SD 61	DARIEN	\$3,498	07/01/2019
56-099-1610-02(00)	SUMMIT HILL SD 161	FRANKFORT	\$2,700	07/09/2019
			\$26,148	

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>
56-099-1610-02(00)	SUMMIT HILL SD 161	FRANKFORT	\$18,422	07/08/2019
			\$18,422	

Program: 2019 - 4932, Title II - Teacher Quality

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-009-2620-26(00)	A-C CENTRAL CUSD 262	ASHLAND	\$13,406	07/16/2019
03-011-0080-26(00)	PANA SD 8	PANA	\$96,348	07/15/2019
07-016-1670-02(00)	BROOKWOOD SD 167	GLENWOOD	\$71,422	07/10/2019
07-016-1680-04(00)	COOK COUNTY SCHOOL DIST 168	SAUK VILLAGE	\$104,780	07/19/2019
19-022-0860-17(00)	HINSDALE DIST 86	HINSDALE	\$81,913	07/19/2019
26-034-3470-04(00)	LA HARPE COMMUNITY SCHOOL	LA HARPE	\$9,772	07/24/2019
32-046-3070-16(00)	BRADLEY BOURBONNAIS CHSD 307	BRADLEY	\$33,672	07/17/2019
41-057-0030-26(00)	VENICE CUSD 3	VENICE	\$15,922	07/16/2019
41-057-0080-26(00)	BETHALTO CUSD 8	BETHALTO	\$94,803	07/16/2019
41-057-0150-03(00)	WOOD RIVER-HARTFORD ESD 15	WOOD RIVER	\$36,263	07/10/2019
			\$558,301	

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Program: 2020 - 3220, Career & Technical Ed Improvement (CTEI)

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-1720-46(00)	WEST CENTRAL REGION - EFE 24	QUINCY	\$453,119	07/30/2019
07-016-2180-46(00)	MORAIN AREA CAREER SYST-EFE	OAK LAWN	\$809,064	07/26/2019
17-054-4040-46(00)	LINCOLN LAND REG DEL SYST-EFE	LINCOLN	\$277,733	07/26/2019
17-064-0870-46(00)	MCLEAN-DEWITT REG SYSTM-EFE	BLOOMINGTON	\$720,404	07/26/2019
32-000-0000-46(00)	KANKAKEE AREA REG SYSTEM-EFE	BOURBONNAIS	\$834,792	07/30/2019
40-000-0000-46(00)	CENTRAL ILLINOIS RURAL REGION	CARLINVILLE	\$347,160	07/25/2019
50-082-7460-45(00)	SOUTHWESTERN ILLINOIS CAREER &	OFALLON	\$537,106	07/25/2019
50-082-7470-45(00)	EAST ST LOUIS REGIONAL VOCATIONA	EAST ST LOUIS	\$169,610	07/31/2019
53-000-0000-46(00)	TAZEWELL CTY TRAINING PROGRAM	PEKIN	\$560,921	07/26/2019
			\$4,709,909	

Program: 2020 - 3235, Agriculture Education

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-075-0040-26(30)	GRIGGSVILLE CUSD 4	GRIGGSVILLE	\$6,623	07/31/2019
08-043-2050-26(30)	WARREN CUSD 205	WARREN	\$5,736	07/30/2019
11-021-3060-26(30)	ARCOLA CUSD 306	ARCOLA	\$7,893	07/22/2019
17-053-006J-26(30)	TRI- POINT CUSD 6-J	KEMPTON	\$10,824	07/25/2019
28-037-2240-26(30)	GALVA CUSD 224	GALVA	\$10,418	07/29/2019
39-055-0610-25(30)	DECATUR SD 61	DECATUR	\$41,583	07/25/2019
50-082-0190-26(30)	MASCOUHAH CUD 19	MASCOUHAH	\$11,812	07/29/2019
50-082-0600-26(30)	NEW ATHENS CUSD 60	NEW ATHENS	\$8,795	07/25/2019
			\$103,684	

Program: 2020 - 3270, Career & Technical Ed - Student Organization

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
64-108-5540-51(00)	BUSINESS PROF OF AMERICA-IL	CAROL STREAM	\$17,948	07/16/2019
64-108-5550-51(00)	ILLINOIS ASSO OF SKILLS USA	PEKIN	\$28,416	07/22/2019
64-108-5590-51(00)	TECHNOLOGY STUDENT ORGANIZAT	NORMAL	\$16,654	07/25/2019
64-108-5630-51(00)	ILLINOIS ASSOC OF HEALTH OCC	AURORA	\$19,808	07/29/2019
			\$82,826	

Program: 2020 - 3695, Truants Alternative/Optional Ed.

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
03-000-0000-00(19)	REGIONAL OFFICE OF EDUCATION03	VANDALIA	\$371,723	07/10/2019
04-101-2050-25(19)	SCHOOL DIST 205 BOARD OF	ROCKFORD	\$169,408	07/10/2019
05-016-0650-04(19)	EVANSTON C C SCHOOL DIST 65	EVANSTON	\$67,185	07/11/2019
06-000-0000-00(18)	INTERMEDIATE SERVICE CENTER 2	HILLSIDE	\$149,846	07/22/2019
07-016-2150-17(19)	THORNTON FRACTIONAL THSD 215	CALUMET CITY	\$247,447	07/22/2019
08-000-0000-00(18)	REGIONAL OFFICE OF EDUCATION08	FREEPORT	\$127,840	07/10/2019
09-000-0000-00(18)	REGIONAL OFFICE OF EDUCATION09	CHAMPAIGN	\$90,232	07/09/2019
09-010-1160-22(18)	URBANA SD 116	URBANA	\$159,488	07/11/2019
11-000-0000-00(18)	REGIONAL OFFICE OF EDUCATION11	CHARLESTON	\$116,452	07/05/2019
11-015-5170-51(18)	LAKE LAND COLL DIST 517	MATTOON	\$95,794	07/10/2019
13-000-0000-00(18)	REGIONAL OFFICE OF EDUCATION13	CARLYLE	\$234,220	07/05/2019
13-041-2010-17(19)	MT VERNON TWP HSD 201	MOUNT VERNON	\$73,432	07/30/2019
17-000-0000-00(18)	REGIONAL OFFICE OF EDUCATION17	BLOOMINGTON	\$104,481	07/30/2019
20-000-0000-00(18)	REGIONAL OFFICE OF EDUCATION20	NORRIS CITY	\$251,284	07/10/2019
20-024-0010-26(19)	EDWARDS COUNTY CUSD 1	ALBION	\$40,829	07/05/2019

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20-030-0070-26(18)	GALLATIN CUSD 7	JUNCTION	\$44,685	07/22/2019
20-083-0040-26(19)	ELDORADO CUSD 4	ELDORADO	\$48,033	07/09/2019
21-100-5300-51(18)	JOHN A LOGAN COLL DIST 530	CARTERVILLE	\$82,863	07/22/2019
26-000-0000-00(19)	REGIONAL OFFICE OF EDUCATION26	MACOMB	\$86,245	07/11/2019
30-039-1650-16(18)	CARBONDALE CHSD 165	CARBONDALE	\$75,000	07/22/2019
31-000-0000-00(19)	REGIONAL OFFICE OF EDUCATION31	GENEVA	\$328,516	07/05/2019
31-045-1310-22(18)	SCHOOL DIST 131 KANE CO	AURORA	\$64,595	07/11/2019
32-000-0000-00(19)	REGIONAL OFFICE OF EDUCATION32	KANKAKEE	\$211,720	07/09/2019
35-000-0000-00(18)	REGIONAL OFFICE OF EDUCATION35	OTTAWA	\$162,431	07/05/2019
39-055-0610-25(18)	DECATUR SD 61	DECATUR	\$100,359	07/22/2019
40-000-0000-00(18)	REGIONAL OFFICE OF EDUCATION40	CARLINVILLE	\$104,599	07/22/2019
41-000-0000-00(18)	REGIONAL OFFICE OF EDUCATION41	EDWARDSVILLE	\$43,594	07/05/2019
41-057-0090-26(19)	GRANITE CITY CUSD 9	GRANITE CITY	\$66,452	07/12/2019
41-057-0100-26(18)	COLLINSVILLE CUSD 10	COLLINSVILLE	\$56,248	07/22/2019
41-057-5360-51(18)	COMMUNITY COLLEGE DISTRICT 536	GODFREY	\$50,626	07/11/2019
47-000-0000-00(19)	REGIONAL OFFICE OF EDUCATION47	STERLING	\$138,692	07/12/2019
48-000-0000-00(18)	REGIONAL OFFICE OF EDUCATION48	PEORIA	\$200,733	07/11/2019
48-072-3210-26(19)	ILLINOIS VALLEY CENTRAL UNIT 321	CHILLICOTHE	\$110,332	07/11/2019
49-081-5030-51(18)	BLACK HAWK COLL DIST 503	MOLINE	\$174,418	07/10/2019
51-000-0000-00(19)	REGIONAL OFFICE OF EDUCATION51	SPRINGFIELD	\$183,701	07/24/2019
51-065-2020-26(19)	PORTA CUSD 202	PETERSBURG	\$47,042	07/05/2019
53-000-0000-00(18)	REGIONAL OFFICE OF EDUCATION53	PEKIN	\$152,705	07/22/2019
54-000-0000-00(19)	REGIONAL OFFICE OF EDUCATION54	DANVILLE	\$65,510	07/11/2019
			\$4,898,760	

Program: 2020 - 3696, Regional Safe Schools

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION01	QUINCY	\$79,992	07/02/2019
03-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION03	VANDALIA	\$78,419	07/02/2019
04-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION04	LOVES PARK	\$166,198	07/02/2019
05-000-0000-00(00)	INTERMEDIATE SERVICE CENTER 1	DES PLAINES	\$413,379	07/02/2019
06-000-0000-00(00)	INTERMEDIATE SERVICE CENTER 2	HILLSIDE	\$265,644	07/02/2019
07-000-0000-00(00)	INTERMEDIATE SERVICE CENTER 4	CHICAGO HTS	\$386,337	07/02/2019
08-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION08	FREEPORT	\$59,969	07/02/2019
09-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION09	CHAMPAIGN	\$99,528	07/02/2019
11-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION11	CHARLESTON	\$86,833	07/02/2019
12-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION12	OLNEY	\$57,325	07/02/2019
13-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION13	CARLYLE	\$79,285	07/02/2019
16-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION16	DEKALB	\$73,455	07/02/2019
19-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION19	WHEATON	\$431,083	07/22/2019
20-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION20	NORRIS CITY	\$66,764	07/02/2019
21-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION21	BENTON	\$82,273	07/02/2019
24-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION24	MORRIS	\$136,459	07/02/2019
26-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION26	MACOMB	\$60,092	07/02/2019
28-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION28	ATKINSON	\$65,568	07/02/2019
30-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION30	MURPHYSBORO	\$66,069	07/02/2019
31-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION31	GENEVA	\$336,695	07/02/2019
32-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION32	KANKAKEE	\$85,118	07/02/2019
33-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION33	MONMOUTH	\$59,909	07/02/2019

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34-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION34	GRAYSLAKE	\$374,653	07/02/2019
35-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION35	OTTAWA	\$74,955	07/02/2019
39-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION39	DECATUR	\$77,632	07/09/2019
40-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION40	CARLINVILLE	\$63,330	07/02/2019
41-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION41	EDWARDSVILLE	\$133,184	07/02/2019
47-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION47	STERLING	\$87,129	07/02/2019
49-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION49	MOLINE	\$88,986	07/02/2019
50-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION50	BELLEVILLE	\$132,455	07/02/2019
51-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION51	SPRINGFIELD	\$108,867	07/02/2019
53-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION53	PEKIN	\$108,079	07/22/2019
54-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION54	DANVILLE	\$61,710	07/02/2019
56-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION56	NEW LENOX	\$319,093	07/02/2019
			\$4,866,467	

Program: 2020 - 3705, Early Childhood - Block Grant

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-0020-26(00)	LIBERTY CUSD 2	LIBERTY	\$261,362	07/15/2019
01-001-1720-22(00)	QUINCY SD 172	QUINCY	\$635,937	07/15/2019
01-005-0010-26(00)	BROWN COUNTY CUSD 1	MOUNT STERLI	\$298,099	07/02/2019
01-005-0010-26(01)	BROWN COUNTY CUSD 1	MOUNT STERLI	\$256,500	07/02/2019
01-009-0150-26(00)	BEARDSTOWN CUSD 15	BEARDSTOWN	\$471,322	07/26/2019
01-009-0150-26(01)	BEARDSTOWN CUSD 15	BEARDSTOWN	\$175,439	07/25/2019
01-009-0640-26(00)	VIRGINIA CUSD 64	VIRGINIA	\$123,772	07/02/2019
01-009-2620-26(00)	A-C CENTRAL CUSD 262	ASHLAND	\$123,771	07/15/2019
01-069-0270-26(00)	TRIOPIA CUSD 27	CONCORD	\$104,905	07/02/2019
01-069-1170-22(01)	JACKSONVILLE SD 117	JACKSONVILLE	\$563,449	07/05/2019
01-069-1170-22(PE)	JACKSONVILLE SD 117	JACKSONVILLE	\$366,000	07/05/2019
01-075-0030-26(00)	PLEASANT HILL CUSD 3	PLEASANT HILL	\$86,940	07/10/2019
01-075-0100-26(00)	PIKELAND CUSD 10	PITTSFIELD	\$303,308	07/02/2019
01-075-0120-26(00)	WESTERN COMMUNITY UNIT SD 12	BARRY	\$294,322	07/02/2019
01-075-0120-26(01)	WESTERN COMMUNITY UNIT SD 12	BARRY	\$256,500	07/02/2019
03-000-0000-00(01)	REGIONAL OFFICE OF EDUCATION03	VANDALIA	\$702,000	07/08/2019
03-003-0020-26(01)	BOND COUNTY 2	GREENVILLE	\$600,593	07/29/2019
03-011-0010-26(00)	MORRISONVILLE CUSD 1	MORRISONVILLE	\$122,227	07/02/2019
03-011-0030-26(00)	COUNTY OF CHRISTIAN TAYLORVILLE	TAYLORVILLE	\$783,963	07/02/2019
03-011-0140-24(00)	SOUTH FORK SD 14	KINCAID	\$104,042	07/12/2019
03-068-0020-26(00)	PANHANDLE COMM UNIT SCH DIST	RAYMOND	\$130,681	07/12/2019
03-068-0030-26(00)	HILLSBORO CUSD 3	HILLSBORO	\$731,507	07/15/2019
03-068-0030-26(01)	HILLSBORO CUSD 3	HILLSBORO	\$205,200	07/19/2019
03-068-0120-26(00)	LITCHFIELD CUD 12	LITCHFIELD	\$362,230	07/02/2019
03-068-0220-26(00)	NOKOMIS CUSD 22	NOKOMIS	\$199,562	07/22/2019
03-068-0220-26(01)	NOKOMIS CUSD 22	NOKOMIS	\$54,130	07/02/2019
04-101-1220-22(01)	HARLEM CONSOLIDATED SD 122	MACHESNEY PA	\$399,000	07/09/2019
04-101-1400-04(00)	ROCKTON SD 140	ROCKTON	\$130,681	07/02/2019
05-016-026P-00(01)	SHELTER INC	ARLINGTON HTS	\$86,100	07/18/2019
05-016-0540-04(01)	SCHAUMBURG CCSD 54	SCHAUMBURG	\$198,400	07/09/2019
05-016-0590-04(00)	COMMUNITY CONSOLIDATED SD 59	ELK GROVE VLG	\$504,240	07/02/2019
05-016-0620-04(00)	COMMUNITY CONS SCH DIST 62	DES PLAINES	\$784,085	07/05/2019
05-016-0620-04(01)	COMMUNITY CONS SCH DIST 62	DES PLAINES	\$275,800	07/02/2019

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05-016-0630-02(00)	EAST MAINE SD 63	DES PLAINES	\$394,021	07/30/2019
05-016-0650-04(00)	EVANSTON C C SCHOOL DIST 65	EVANSTON	\$744,709	07/31/2019
05-016-0650-04(01)	EVANSTON C C SCHOOL DIST 65	EVANSTON	\$977,535	07/19/2019
05-016-0690-02(00)	SKOKIE SD 69	SKOKIE	\$501,295	07/17/2019
05-016-086P-00(00)	KIDS USA LTD	INGLESIDE	\$60,000	07/18/2019
05-016-188X-01(00)	MOSAIC EARLY CHILDHOOD CTR INC	SKOKIE	\$261,362	07/23/2019
05-016-188X-01(01)	MOSAIC EARLY CHILDHOOD CTR INC	SKOKIE	\$260,000	07/30/2019
05-016-197P-00(01)	INFANT WELFARE SOCIETY	EVANSTON	\$349,007	07/14/2019
05-016-2140-17(01)	TOWNSHIP HSD 214	ARLINGTON HTS	\$396,836	07/10/2019
05-016-269P-00(00)	CHILDCARE NETWORK OF EVANSTON	EVANSTON	\$394,858	07/05/2019
06-016-0790-02(00)	PENNOYER SD 79	NORRIDGE	\$141,081	07/30/2019
06-016-0810-02(01)	SCHILLER PARK SD 81	SCHILLER PARK	\$239,400	07/30/2019
06-016-0830-02(00)	COOK CNTY BD EDUCATION 083	FRANKLIN PARK	\$519,641	07/03/2019
06-016-0840-02(00)	FRANKLIN PARK SD 84	FRANKLIN PARK	\$261,362	07/02/2019
06-016-0845-02(00)	RHODES SD 84-5	RIVER GROVE	\$136,861	07/02/2019
06-016-0860-02(00)	UNION RIDGE SD 86	HARWOOD HEI	\$261,362	07/24/2019
06-016-0880-02(00)	BELLWOOD SD 88	BELLWOOD	\$914,766	07/02/2019
06-016-0880-02(01)	BELLWOOD SD 88	BELLWOOD	\$256,500	07/18/2019
06-016-0970-02(00)	OAK PARK SD 97	OAK PARK	\$261,362	07/30/2019
06-016-0980-02(00)	COUNTY OF COOK SCHOOL DIST 98	BERWYN	\$392,042	07/11/2019
06-016-0980-02(PE)	COUNTY OF COOK SCHOOL DIST 98	BERWYN	\$149,865	07/18/2019
06-016-1000-02(00)	BOARD OF EDUCATION SD 100	BERWYN	\$650,730	07/02/2019
06-016-1000-02(01)	BOARD OF EDUCATION SD 100	BERWYN	\$273,600	07/02/2019
06-016-1000-02(PE)	BOARD OF EDUCATION SD 100	BERWYN	\$150,539	07/05/2019
06-016-1030-02(00)	LYONS SD 103	LYONS	\$387,343	07/05/2019
06-016-1030-02(01)	LYONS SD 103	LYONS	\$273,600	07/09/2019
06-016-1050-02(00)	LA GRANGE SD 105	LAGRANGE	\$130,681	07/23/2019
06-016-2010-17(01)	COOK COUNTY HSD 201	CICERO	\$456,000	07/22/2019
06-016-2040-61(00)	LAGRANGE AREA DEPT SPEC ED-L	LA GRANGE	\$566,943	07/30/2019
06-016-400P-00(00)	OAK PARK & RIVER FOREST DAY	OAK PARK	\$119,621	07/02/2019
06-016-4010-26(00)	ELMWOOD PARK SD 401	ELMWOOD PARK	\$132,669	07/08/2019
06-016-5270-51(00)	MORTON COLLEGE DISTRICT 527	CICERO	\$261,362	07/02/2019
06-016-994P-00(00)	ABC TOON TOWN II EDUC CTR	OAK PARK	\$59,160	07/16/2019
06-016-994P-00(PE)	ABC TOON TOWN II EDUC CTR	OAK PARK	\$183,000	07/18/2019
07-016-021Y-01(PE)	THE ACADEMIC MASTERY ACADEMY	POSEN	\$366,000	07/22/2019
07-016-1090-02(00)	INDIAN SPRINGS SD 109	JUSTICE	\$570,000	07/03/2019
07-016-1100-02(00)	CENTRAL STICKNEY SD 110	CHICAGO	\$115,000	07/02/2019
07-016-113A-02(00)	LEMONT-BROMBEREK CSD 113A	LEMONT	\$103,458	07/22/2019
07-016-1170-02(00)	NORTH PALOS SD 117	PALOS HILLS	\$785,812	07/08/2019
07-016-1250-02(00)	ATWOOD HEIGHTS DISTRICT 125	ALSIP	\$170,225	07/05/2019
07-016-1275-02(00)	CHICAGO RIDGE SD 1275	CHICAGO RIDGE	\$503,121	07/02/2019
07-016-1330-02(00)	COOK COUNTY SCHOOL DISTRICT 133	RIVERDALE	\$250,555	07/02/2019
07-016-1430-02(00)	SCHOOL DISTRICT 143 COOK COUNTY	MIDLOTHIAN	\$455,647	07/03/2019
07-016-1430-02(01)	SCHOOL DISTRICT 143 COOK COUNTY	MIDLOTHIAN	\$262,551	07/02/2019
07-016-1460-04(00)	COMMUNITY CONS SCH DIST 146	TINLEY PARK	\$491,660	07/02/2019
07-016-1460-04(01)	COMMUNITY CONS SCH DIST 146	TINLEY PARK	\$232,500	07/02/2019
07-016-1470-02(00)	W HARVEY-DIXMOOR PUB SD 147	HARVEY	\$635,382	07/02/2019
07-016-1470-02(01)	W HARVEY-DIXMOOR PUB SD 147	HARVEY	\$256,500	07/02/2019
07-016-1480-02(00)	BOARD OF EDUC SCHOOL DIST 148	RIVERDALE	\$889,983	07/25/2019

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07-016-1490-02(00)	DOLTON CUSD 149	CALUMET CITY	\$664,478	07/31/2019
07-016-1500-61(01)	EX CHILDREN HAVE OPPOR	SOUTH HOLLAN	\$964,455	07/17/2019
07-016-1510-02(00)	COOK COUNTY SCHOOL DIST 151	SOUTH HOLLAN	\$337,297	07/02/2019
07-016-1520-02(00)	HARVEY SD 152	HARVEY	\$248,268	07/10/2019
07-016-1520-02(01)	HARVEY SD 152	HARVEY	\$210,234	07/08/2019
07-016-1520-02(PE)	HARVEY SD 152	HARVEY	\$613,184	07/08/2019
07-016-1530-02(00)	HOMEWOOD SD 153	HOMEWOOD	\$223,936	07/03/2019
07-016-1550-02(00)	CALUMET CITY SD 155	CALUMET CITY	\$472,353	07/30/2019
07-016-1560-02(00)	COOK COUNTY SD 156	CALUMET CITY	\$371,582	07/15/2019
07-016-1560-02(PE)	COOK COUNTY SD 156	CALUMET CITY	\$50,989	07/15/2019
07-016-1570-02(01)	COUNTY OF COOK SCHOOL DIST 157	CALUMET CITY	\$200,000	07/02/2019
07-016-1580-02(00)	LANSING SD 158	LANSING	\$279,738	07/10/2019
07-016-1590-02(00)	ELEM SD 159 - MATTESON	MATTESON	\$455,239	07/08/2019
07-016-1620-02(PE)	MATTESON SCHOOL DISTRICT 162	RIGHTON PARK	\$425,712	07/18/2019
07-016-1630-02(00)	PARK FOREST SD 163	PARK FOREST	\$732,607	07/16/2019
07-016-1630-02(PE)	PARK FOREST SD 163	PARK FOREST	\$275,740	07/15/2019
07-016-1670-02(00)	BROOKWOOD SD 167	GLENWOOD	\$261,362	07/31/2019
07-016-1680-04(00)	COOK COUNTY SCHOOL DIST 168	SAUK VILLAGE	\$323,130	07/02/2019
07-016-1700-02(00)	CHICAGO HEIGHTS SD 170	CHICAGO HEIGH	\$786,854	07/03/2019
07-016-1940-02(00)	STEGER SD194	STEGER	\$110,081	07/03/2019
07-016-214P-00(00)	SUCCESSFUL BEGINNINGS LEARNING	RIVERDALE	\$65,340	07/24/2019
07-016-286P-00(00)	BRIGHT START CHILD CARE & PRESCH	HOMEWOOD	\$130,681	07/31/2019
07-016-344P-00(01)	AUNT MARTHAS YOUTH SERVICE CTR	OLYMPIA FIELDS	\$478,800	07/15/2019
07-016-610P-00(00)	M & M CHILDCARE CENTER INC	GLENWOOD	\$123,600	07/02/2019
07-016-768P-00(00)	TINY TOWN OF LANSING NURSERY	LANSING	\$130,681	07/02/2019
07-016-8020-60(01)	SPEC EDUC COOP S COOK CO SP	CHICAGO HEIGH	\$268,737	07/30/2019
08-000-0000-00(01)	REGIONAL OFFICE OF EDUCATION08	FREEPORT	\$676,112	07/10/2019
08-008-3140-26(00)	WEST CARROLL CUSD 314	MOUNT CARROL	\$725,582	07/15/2019
08-008-3140-26(01)	WEST CARROLL CUSD 314	MOUNT CARROL	\$307,800	07/02/2019
09-010-043P-00(00)	CHAMPAIGN COUNTY OF	URBANA	\$712,151	07/15/2019
09-010-043P-00(PE)	CHAMPAIGN COUNTY OF	URBANA	\$470,800	07/12/2019
09-010-063P-00(01)	DEVELOPMENTAL SERVICES CENTE	CHAMPAIGN	\$291,105	07/14/2019
09-010-066P-00(01)	CRISIS NURSERY	URBANA	\$237,670	07/14/2019
09-010-1160-22(01)	URBANA SD 116	URBANA	\$389,928	07/22/2019
09-010-1160-22(PE)	URBANA SD 116	URBANA	\$311,100	07/23/2019
09-010-1370-02(00)	RANTOUL CITY SD 137	RANTOUL	\$581,958	07/05/2019
09-010-8010-60(00)	RURAL CHAMPAIGN CTY SP ED COOP	CHAMPAIGN	\$791,720	07/10/2019
11-012-003C-26(00)	MARTINSVILLE CUSD 3C	MARTINSVILLE	\$67,111	07/09/2019
11-021-3060-26(00)	ARCOLA CUSD 306	ARCOLA	\$201,313	07/12/2019
11-023-0010-26(00)	SHILOH CUSD 1	HUME	\$167,484	07/02/2019
11-023-0010-26(01)	SHILOH CUSD 1	HUME	\$257,457	07/02/2019
11-023-0060-26(00)	COMMUNITY UNIT SCHOOL DIST NO 6	CHRISMAN	\$105,060	07/08/2019
11-023-0950-25(00)	SCHOOL DISTRICT NO 95	PARIS	\$170,593	07/02/2019
11-023-0950-25(01)	SCHOOL DISTRICT NO 95	PARIS	\$187,000	07/02/2019
11-023-0950-25(PE)	SCHOOL DISTRICT NO 95	PARIS	\$183,000	07/09/2019
11-087-0040-26(00)	SHELBYVILLE CUSD 4	SHELBYVILLE	\$108,955	07/03/2019
11-087-0040-26(01)	SHELBYVILLE CUSD 4	SHELBYVILLE	\$249,101	07/08/2019
11-087-0040-26(PE)	SHELBYVILLE CUSD 4	SHELBYVILLE	\$262,400	07/08/2019
11-087-0210-26(00)	CENTRAL A AND M COMMUNITY UNIT	ASSUMPTION	\$141,081	07/02/2019

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12-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION12	OLNEY	\$649,864	07/15/2019
12-013-0100-26(00)	CLAY CITY CUSD 10	CLAY CITY	\$85,736	07/25/2019
12-013-0250-26(00)	NORTH CLAY CUSD 25	LOUISVILLE	\$130,681	07/24/2019
12-013-0350-26(00)	FLORA CUSD 35	FLORA	\$392,042	07/12/2019
12-013-0350-26(01)	FLORA CUSD 35	FLORA	\$151,440	07/08/2019
12-017-0010-26(00)	COUNTY OF CRAWFORD CUSD 1	HUTSONVILLE	\$93,478	07/02/2019
12-017-0010-26(01)	COUNTY OF CRAWFORD CUSD 1	HUTSONVILLE	\$461,482	07/09/2019
12-017-0020-26(00)	COMMUNITY UNIT SCHOOL DIST 2	ROBINSON	\$260,344	07/08/2019
12-017-0040-26(00)	OBLONG CUSD 4	OBLONG	\$81,881	07/18/2019
12-017-006P-00(00)	KIDS KINGDOM PRESCHOOL INC	OBLONG	\$130,681	07/18/2019
12-040-0010-26(00)	JASPER COUNTY CUD 1	NEWTON	\$126,048	07/03/2019
12-051-0100-26(00)	RED HILL CUSD 10	BRIDGEPORT	\$261,362	07/22/2019
12-080-0010-26(00)	RICHLAND COUNTY CUSD 1	OLNEY	\$541,868	07/15/2019
12-080-0010-26(01)	RICHLAND COUNTY CUSD 1	OLNEY	\$306,332	07/17/2019
12-080-008P-00(00)	RBC EARLY EDUCATION LLC	OLNEY	\$112,525	07/02/2019
13-014-0030-26(00)	WESCLIN CUSD 3	TRENTON	\$184,183	07/24/2019
13-014-0120-04(00)	BREESE ELEMENTARY DIST 12	BREESE	\$181,817	07/24/2019
13-014-0600-02(00)	GERMANTOWN SD 60	GERMANTOWN	\$50,086	07/02/2019
13-014-1415-02(00)	ST ROSE SD 14-15	BREESE	\$46,009	07/30/2019
13-041-0800-02(00)	MT VERNON CITY SCHOOL 80	MOUNT VERNON	\$564,323	07/09/2019
13-041-0800-02(PE)	MT VERNON CITY SCHOOL 80	MOUNT VERNON	\$110,995	07/09/2019
13-041-5210-51(00)	REND LAKE COLL DIST 521	INA	\$87,012	07/10/2019
13-058-5010-26(00)	SANDOVAL CUSD 501	SANDOVAL	\$180,093	07/22/2019
15-016-022P-00(00)	CHILDRENS HOME AND AID SOCI	CHICAGO	\$603,500	07/19/2019
15-016-022P-00(PE)	CHILDRENS HOME AND AID SOCI	CHICAGO	\$183,000	07/08/2019
15-016-071P-00(00)	CATHOLIC BISHOP OF CHICAGO	CHICAGO	\$261,362	07/15/2019
15-016-191P-00(00)	METROPOLITAN FAMILY SERVICES	CHICAGO	\$705,404	07/12/2019
15-016-191P-00(01)	METROPOLITAN FAMILY SERVICES	CHICAGO	\$342,000	07/25/2019
15-016-191P-00(PE)	METROPOLITAN FAMILY SERVICES	CHICAGO	\$927,849	07/19/2019
15-016-375P-00(01)	CHILDSERV	CHICAGO	\$894,464	07/11/2019
15-016-431N-00(01)	NEW MOMS INC	CHICAGO	\$355,059	07/16/2019
15-016-591P-00(01)	THE CATHOLIC CHARITIES OF THE	CHICAGO	\$285,000	07/02/2019
16-000-0000-00(01)	REGIONAL OFFICE OF EDUCATION16	DEKALB	\$347,700	07/11/2019
16-019-4280-26(00)	DEKALB CUSD 428	DE KALB	\$598,685	07/11/2019
16-019-4300-26(00)	SANDWICH CUSD 430	SANDWICH	\$261,362	07/02/2019
16-019-5430-51(PE)	NORTHERN ILLINOIS UNIVERSITY	DE KALB	\$349,670	07/31/2019
17-020-0150-26(00)	CLINTON CUSD 15	CLINTON	\$324,510	07/12/2019
17-020-0180-26(00)	BLUE RIDGE CUSD 18	FARMER CITY	\$234,117	07/02/2019
17-053-0050-26(00)	WOODLAND CUSD 5	STREATOR	\$113,248	07/24/2019
17-053-006J-26(00)	TRI- POINT CUSD 6-J	KEMPTON	\$119,718	07/02/2019
17-053-0080-26(00)	PRAIRIE CENTRAL CUSD 8	FAIRBURY	\$230,270	07/16/2019
17-053-0740-27(00)	FLANAGAN-CORNELL UNIT DIST 74	FLANAGAN	\$187,900	07/02/2019
17-053-4290-04(00)	PONTIAC CCSD 429	PONTIAC	\$264,902	07/31/2019
17-054-0270-02(00)	LINCOLN ESD 27	LINCOLN	\$153,721	07/16/2019
17-064-0020-26(00)	LEROY CUSD 2	LE ROY	\$130,681	07/16/2019
17-064-0040-26(00)	HEYWORTH CUSD 4	HEYWORTH	\$169,056	07/12/2019
17-064-0050-26(00)	MCLEAN COUNTY UD 5	NORMAL	\$743,523	07/11/2019
17-064-0050-26(PE)	MCLEAN COUNTY UD 5	NORMAL	\$366,000	07/12/2019
17-064-0190-26(00)	RIDGEVIEW CUSD 19	COLFAX	\$147,573	07/02/2019

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17-064-040P-00(01)	THE BABY FOLD	NORMAL	\$359,100	07/30/2019
17-064-0870-25(00)	BLOOMINGTON PUBLIC SCHOOLS	BLOOMINGTON	\$717,052	07/17/2019
19-000-0000-00(01)	REGIONAL OFFICE OF EDUCATION19	WHEATON	\$969,000	07/17/2019
19-022-0020-02(00)	BENSENVILLE ELEM SCH DIST 2	BENSENVILLE	\$360,662	07/21/2019
19-022-0020-02(01)	BENSENVILLE ELEM SCH DIST 2	BENSENVILLE	\$313,500	07/23/2019
19-022-0040-02(00)	COUNTY OF DUPAGE SCHOOL DIST 4	ADDISON	\$381,742	07/02/2019
19-022-0040-02(01)	COUNTY OF DUPAGE SCHOOL DIST 4	ADDISON	\$359,640	07/08/2019
19-022-0070-02(00)	WOOD DALE SD 7	WOOD DALE	\$418,592	07/22/2019
19-022-0110-02(00)	MEDINAH SD 11	ROSELLE	\$282,162	07/10/2019
19-022-0150-61(01)	COOP ASSOC FOR SPEC EDUC	GLEN ELLYN	\$667,720	07/09/2019
19-022-0160-02(00)	QUEEN BEE SD 16	GLENDALE HTS	\$132,755	07/17/2019
19-022-0200-02(00)	KEENEYVILLE SD 20	HANOVER PARK	\$171,546	07/02/2019
19-022-0330-02(00)	WEST CHICAGO SD 33	WEST CHICAGO	\$961,603	07/08/2019
19-022-0330-02(PE)	WEST CHICAGO SD 33	WEST CHICAGO	\$315,438	07/09/2019
19-022-0440-02(00)	LOMBARD SD 44	LOMBARD	\$437,104	07/02/2019
19-022-0450-02(00)	VILLA PARK SD 45	VILLA PARK	\$361,501	07/08/2019
19-022-0580-02(00)	DOWNERS GROVE GSD 58	DOWNERS GRO	\$359,372	07/17/2019
19-022-0630-02(00)	COUNTY OF DUPAGE	DARIEN	\$154,000	07/15/2019
19-022-0680-02(00)	WOODRIDGE SD 68	WOODRIDGE	\$522,723	07/17/2019
19-022-073P-00(00)	EDUCARE OF WEST DUPAGE	WEST CHICAGO	\$119,919	07/02/2019
19-022-073P-00(PE)	EDUCARE OF WEST DUPAGE	WEST CHICAGO	\$356,142	07/05/2019
19-022-0930-04(00)	COMMUNITY CONS SCHOOL DIST 93	BLOOMINGDALE	\$72,036	07/16/2019
19-022-0930-04(PE)	COMMUNITY CONS SCHOOL DIST 93	BLOOMINGDALE	\$93,475	07/17/2019
19-022-2010-26(00)	COMMUNITY UNIT SCHOOL DIST 201	WESTMONT	\$127,050	07/15/2019
19-022-2040-26(00)	INDIAN PRAIRIE 204	AURORA	\$261,362	07/02/2019
19-022-2050-26(00)	ELMHURST SD 205	ELMHURST	\$239,836	07/25/2019
20-030-0070-26(00)	GALLATIN CUSD 7	JUNCTION	\$197,959	07/02/2019
20-033-0100-26(00)	HAMILTON CNTY CUSD 10	MCLEANSBORO	\$504,953	07/02/2019
20-033-0100-26(01)	HAMILTON CNTY CUSD 10	MCLEANSBORO	\$210,900	07/02/2019
20-035-0010-26(00)	HARDIN CNTY CUD 1	ELIZABETHTOW	\$51,851	07/02/2019
20-083-0010-26(00)	GALATIA CUSD 1	GALATIA	\$125,531	07/05/2019
20-083-0020-26(00)	CARRIER MILLS-STONEFORT CUSD 2	CARRIER MILLS	\$104,678	07/29/2019
20-093-0170-24(00)	ALLENDALE CCSD 17	ALLENDALE	\$60,000	07/02/2019
20-093-3480-26(00)	WABASH CUSD 348	MOUNT CARMEL	\$261,362	07/02/2019
20-093-3480-26(01)	WABASH CUSD 348	MOUNT CARMEL	\$184,608	07/02/2019
20-096-009P-00(00)	KIDDIE KOLLEGE OF FAIRFIELD INC	FAIRFIELD	\$130,681	07/05/2019
20-096-1120-04(00)	FAIRFIELD PSD 112	FAIRFIELD	\$392,042	07/02/2019
20-096-2000-26(00)	NORTH WAYNE CUSD 200	CISNE	\$77,665	07/16/2019
20-097-0010-26(00)	GRAYVILLE CUSD 1	GRAYVILLE	\$121,704	07/10/2019
20-097-0050-26(00)	CARMI-WHITE COUNTY CUSD 5	CARMI	\$283,033	07/15/2019
21-028-022P-00(00)	RASCAL X-PRESS INC	WEST FRANKFOR	\$130,681	07/02/2019
21-044-0010-26(00)	GOREVILLE CUD 1	GOREVILLE	\$283,544	07/19/2019
21-044-0320-03(00)	NEW SIMPSON HILL C D 32	TUNNEL HILL	\$115,231	07/02/2019
21-044-0550-02(00)	VIENNA PUBLIC SCHOOL DIST 55	VIENNA	\$120,110	07/12/2019
21-044-0640-02(00)	CYPRESS SD 64	CYPRESS	\$73,747	07/02/2019
21-061-0380-26(00)	JOPPA-MAPLE GROVE UD 38	JOPPA	\$65,886	07/18/2019
24-032-0010-26(00)	COAL CITY CUSD 1	COAL CITY	\$172,801	07/08/2019
24-032-0540-02(00)	MORRIS SD 54	MORRIS	\$403,242	07/02/2019
24-047-0880-26(00)	PLANO CUSD 88	PLANO	\$383,695	07/16/2019

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24-047-0880-26(PE)	PLANO CUSD 88	PLANO	\$366,000	07/05/2019
24-047-1150-26(00)	YORKVILLE CUSD 115	YORKVILLE	\$282,162	07/02/2019
26-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION26	MACOMB	\$429,288	07/08/2019
26-000-0000-00(01)	REGIONAL OFFICE OF EDUCATION26	MACOMB	\$342,000	07/03/2019
26-029-0010-26(00)	ASTORIA CUSD 1	ASTORIA	\$96,103	07/17/2019
26-029-0020-26(00)	V I T UNIT SCHOOL DIST 2	TABLE GROVE	\$123,600	07/16/2019
26-029-0040-26(00)	SPOON RIVER VALLEY CUSD 4	LONDON MILLS	\$123,600	07/24/2019
26-029-0660-25(00)	CANTON UNION SD 66	CANTON	\$261,362	07/08/2019
26-034-3170-04(00)	CARTHAGE ELEMENTARY DISTRICT 317	CARTHAGE	\$130,681	07/08/2019
26-034-3270-04(00)	DALLAS ELEMENTARY SCHOOL	DALLAS CITY	\$104,563	07/10/2019
26-034-3280-24(00)	HAMILTON CCSD 328	HAMILTON	\$102,938	07/17/2019
26-034-3370-26(00)	SOUTHEASTERN CUSD 337	AUGUSTA	\$112,331	07/16/2019
26-034-3470-04(00)	LA HARPE COMMUNITY SCHOOL	LA HARPE	\$87,763	07/02/2019
26-062-1850-26(00)	MACOMB CUSD 185	MACOMB	\$330,642	07/30/2019
26-085-0050-26(00)	SCHUYLER-INDUSTRY CUSD 5	RUSHVILLE	\$295,265	07/02/2019
28-000-0000-00(01)	REGIONAL OFFICE OF EDUCATION28	ATKINSON	\$423,448	07/17/2019
28-006-0840-04(00)	MALDEN CCSD 84	MALDEN	\$120,000	07/03/2019
28-006-0990-04(00)	SPRING VALLEY CCSD 99	SPRING VALLEY	\$196,021	07/22/2019
28-006-1030-22(00)	DEPUE CUSD 103	DEPUE	\$134,221	07/15/2019
28-006-3400-26(00)	BUREAU VALLEY CUSD 340	MANLIUS	\$260,204	07/08/2019
28-037-1900-02(00)	COLONA SD 190	COLONA	\$119,928	07/12/2019
28-037-2240-26(00)	GALVA CUSD 224	GALVA	\$123,265	07/08/2019
28-037-2250-26(00)	ALWOOD CUSD 225	WOODHULL	\$113,660	07/02/2019
28-037-2260-26(00)	ANNAWAN CUSD 226	ANNAWAN	\$99,089	07/02/2019
28-037-2290-26(00)	KEWANEE CUSD 229	KEWANEE	\$738,679	07/23/2019
28-037-2300-26(00)	WETHERSFIELD CUSD 230	KEWANEE	\$130,723	07/02/2019
28-088-0010-26(00)	BRADFORD CUSD 1	BRADFORD	\$51,415	07/15/2019
28-088-1000-26(00)	STARK COUNTY CUSD 100	WYOMING	\$171,253	07/02/2019
30-002-0010-22(00)	CAIRO SD 1	CAIRO	\$347,609	07/31/2019
30-002-0010-22(01)	CAIRO SD 1	CAIRO	\$218,387	07/23/2019
30-002-0050-26(00)	EGYPTIAN CUSD 5	TAMMS	\$262,120	07/02/2019
30-039-0950-02(00)	CARBONDALE ELEMENTARY SD 95	CARBONDALE	\$392,042	07/25/2019
30-039-1400-04(01)	UNITY POINT CCSD 140	CARBONDALE	\$222,300	07/02/2019
30-039-1400-04(PE)	UNITY POINT CCSD 140	CARBONDALE	\$642,102	07/26/2019
30-039-1650-16(01)	CARBONDALE CHSD 165	CARBONDALE	\$268,015	07/17/2019
30-039-9000-41(01)	ARCHWAY INC	CARBONDALE	\$182,428	07/02/2019
30-077-1000-26(00)	CENTURY CUSD 100	ULLIN	\$141,081	07/02/2019
30-077-1010-26(00)	MERIDIAN CUSD 101	MOUNDS	\$295,481	07/16/2019
30-091-0160-04(00)	LICK CREEK CCSD 16	BUNCOMBE	\$78,250	07/18/2019
30-091-0370-04(00)	ANNA SD 37	ANNA	\$188,451	07/23/2019
30-091-0660-22(00)	DONGOLA CUSD 66	DONGOLA	\$90,110	07/02/2019
31-045-005P-00(01)	KANE COUNTY	GENEVA	\$299,101	07/16/2019
31-045-087X-01(00)	SUMMIT SCHOOL INC	ELGIN	\$326,702	07/08/2019
31-045-1290-22(01)	AURORA WEST SCHOOL DIST 129	AURORA	\$689,700	07/08/2019
31-045-1310-22(01)	SCHOOL DIST 131 KANE CO	AURORA	\$513,000	07/11/2019
31-045-1310-22(PE)	SCHOOL DIST 131 KANE CO	AURORA	\$984,000	07/11/2019
31-045-3000-26(01)	COMMUNITY UNIT SCHOOL DIST 300	CARPENTERSVIL	\$330,600	07/08/2019
31-045-3030-26(00)	COMMUNITY UNIT SCHOOL DIST 303	ST CHARLES	\$261,362	07/22/2019
32-038-0040-26(00)	CENTRAL CUSD 4	ASHKUM	\$224,471	07/02/2019

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32-046-0010-26(00)	MOMENCE COMM UNIT SCH DIST 1	MOMENCE	\$245,027	07/02/2019
32-046-031P-00(00)	LASTING IMPRESSIONS VISIONS INC	KANKAKEE	\$130,681	07/03/2019
32-046-0530-02(00)	BOURBONNAIS ESD 53	BOURBONNAIS	\$182,131	07/30/2019
32-046-0610-02(00)	BRADLEY SD 61	BRADLEY	\$750,624	07/05/2019
32-046-1110-25(00)	KANKAKEE SD 111	KANKAKEE	\$719,831	07/25/2019
32-046-1110-25(01)	KANKAKEE SD 111	KANKAKEE	\$522,406	07/29/2019
32-046-1110-25(PE)	KANKAKEE SD 111	KANKAKEE	\$549,000	07/26/2019
32-046-2590-04(00)	PEMBROKE CCSD 259	HOPKINS PARK	\$234,406	07/17/2019
32-046-2590-04(01)	PEMBROKE CCSD 259	HOPKINS PARK	\$213,633	07/09/2019
33-000-0000-00(01)	REGIONAL OFFICE OF EDUCATION33	MONMOUTH	\$979,110	07/09/2019
34-049-0060-02(00)	ZION ESD 6	ZION	\$550,058	07/16/2019
34-049-031P-00(00)	ONE HOPE UNITED-NORTHERN REGION	LAKE VILLA	\$261,362	07/26/2019
34-049-031P-00(01)	ONE HOPE UNITED-NORTHERN REGION	LAKE VILLA	\$300,124	07/16/2019
34-049-0340-04(00)	ANTIOCH CCSD 34	ANTIOCH	\$352,838	07/02/2019
34-049-0340-04(01)	ANTIOCH CCSD 34	ANTIOCH	\$93,310	07/02/2019
34-049-034P-00(00)	HIGHLAND PK COM NUR SCH & DC	HIGHLAND PARK	\$130,681	07/15/2019
34-049-0370-02(00)	GAVIN SD 37	INGLESIDE	\$199,237	07/02/2019
34-049-0500-04(00)	WOODLAND CCSD 50	GURNEE	\$382,403	07/16/2019
34-049-0560-02(00)	GURNEE SD 56	GURNEE	\$197,025	07/02/2019
34-049-080P-00(00)	AMERICAN ASSOCIATION OF	WAUKEGAN	\$130,681	07/02/2019
34-049-1140-02(00)	FOX LAKE GSD 114	SPRING GROVE	\$277,645	07/10/2019
34-049-1160-26(00)	ROUND LAKE AREA SD 116	ROUND LAKE	\$414,599	07/16/2019
34-049-1870-26(00)	NORTH CHICAGO SD 187	NORTH CHICAG	\$958,864	07/12/2019
34-049-5320-51(00)	COLLEGE OF LAKE COUNTY DIST	GRAYSLAKE	\$70,540	07/18/2019
35-050-0440-02(00)	STREATOR ELEMENTARY SD 44	STREATOR	\$653,404	07/18/2019
35-050-1220-02(00)	LASALLE ESD 122	LA SALLE	\$531,092	07/19/2019
35-050-1240-02(00)	PERU PUBLIC SCHOOLS	PERU	\$264,527	07/30/2019
35-050-1240-02(PE)	PERU PUBLIC SCHOOLS	PERU	\$99,649	07/30/2019
35-050-1410-02(00)	OTTAWA ESD 141	OTTAWA	\$579,635	07/03/2019
35-050-1410-02(PE)	OTTAWA ESD 141	OTTAWA	\$161,705	07/05/2019
35-050-1500-02(00)	MARSEILLES ESD 150	MARSEILLES	\$211,621	07/09/2019
35-050-2890-04(00)	MENDOTA COMMUNITY CONS SD 289	MENDOTA	\$148,039	07/02/2019
35-050-2890-04(01)	MENDOTA COMMUNITY CONS SD 289	MENDOTA	\$251,101	07/02/2019
35-059-0070-26(00)	MIDLAND CUSD 7	VARNA	\$217,519	07/15/2019
35-078-5350-26(00)	PUTNAM COUNTY CU SCHOOL DIST 535	GRANVILLE	\$261,362	07/02/2019
39-055-0010-26(00)	ARGENTA-OREANA CUSD 1	ARGENTA	\$209,371	07/02/2019
39-055-0020-26(00)	MAROA FORSYTH CUSD 2	FORSYTH	\$229,197	07/16/2019
39-055-0030-26(00)	MT ZION CUSD 3	MT ZION	\$78,000	07/16/2019
39-055-0110-26(00)	WARRENSBURG-LATHAM CUSD 11	WARRENSBURG	\$179,686	07/09/2019
39-055-0150-26(00)	MERIDIAN CUSD 15	MACON	\$261,362	07/25/2019
39-055-0610-25(01)	DECATUR SD 61	DECATUR	\$402,546	07/02/2019
39-055-0610-25(PE)	DECATUR SD 61	DECATUR	\$477,623	07/18/2019
39-074-0050-26(00)	BEMENT CUSD 5	BEMENT	\$89,069	07/16/2019
39-074-0250-26(00)	MONTICELLO CU 25	MONTICELLO	\$195,000	07/22/2019
39-074-0570-26(00)	DELAND-WELDON CUSD 57	DE LAND	\$85,940	07/09/2019
40-031-0010-26(00)	CARROLLTON CUSD 1	CARROLLTON	\$130,681	07/30/2019
40-031-0030-26(00)	NORTH GREENE USD 3	WHITE HALL	\$288,894	07/10/2019
40-031-0030-26(01)	NORTH GREENE USD 3	WHITE HALL	\$513,000	07/16/2019
40-031-0100-26(00)	GREENFIELD CUSD 10	GREENFIELD	\$130,681	07/02/2019

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40-042-1000-26(00)	JERSEY CUSD 100	JERSEYVILLE	\$750,172	07/02/2019
40-042-1000-26(01)	JERSEY CUSD 100	JERSEYVILLE	\$212,600	07/02/2019
40-056-0010-26(00)	COUNTY OF MACOUPIN CUSD 1	CARLINVILLE	\$232,279	07/02/2019
40-056-0020-26(00)	NORTHWESTERN CUSD 2	PALMYRA	\$130,681	07/17/2019
40-056-0020-26(01)	NORTHWESTERN CUSD 2	PALMYRA	\$201,087	07/17/2019
40-056-0050-26(00)	MT OLIVE CUSD 5	MOUNT OLIVE	\$135,020	07/02/2019
40-056-0060-26(00)	STAUNTON CUSD 6	STAUNTON	\$276,653	07/23/2019
40-056-0070-26(00)	GILLESPIE CUSD 7	GILLESPIE	\$155,338	07/18/2019
40-056-0090-26(00)	SOUTHWESTERN CUSD 9	BRIGHTON	\$168,662	07/02/2019
40-056-009P-00(01)	ILLINOIS VALLEY ECON DEV COR	GILLESPIE	\$68,400	07/23/2019
40-056-0340-26(00)	NORTH MAC CUSD 34	GIRARD	\$442,577	07/22/2019
41-057-0010-26(00)	ROXANA CUSD 1	ROXANA	\$330,242	07/02/2019
41-057-0020-26(00)	TRIAD CUSD 2	TROY	\$317,882	07/19/2019
41-057-0020-26(01)	TRIAD CUSD 2	TROY	\$192,225	07/17/2019
41-057-0030-26(PE)	VENICE CUSD 3	VENICE	\$153,323	07/05/2019
41-057-0050-26(00)	HIGHLAND CUSD 5	HIGHLAND	\$404,960	07/18/2019
41-057-0070-26(00)	EDWARDSVILLE SD 7	EDWARDSVILLE	\$485,245	07/02/2019
41-057-0080-26(00)	BETHALTO CUSD 8	BETHALTO	\$375,882	07/31/2019
41-057-0100-26(00)	COLLINSVILLE CUSD 10	COLLINSVILLE	\$477,303	07/10/2019
41-057-0110-26(00)	ALTON CUSD 11	ALTON	\$951,810	07/02/2019
41-057-0110-26(01)	ALTON CUSD 11	ALTON	\$232,987	07/17/2019
41-057-0120-26(00)	MADISON CUSD 12	MADISON	\$465,290	07/02/2019
41-057-0120-26(01)	MADISON CUSD 12	MADISON	\$215,539	07/02/2019
41-057-0130-02(00)	EAST ALTON SD 13	EAST ALTON	\$580,873	07/02/2019
41-057-0130-02(01)	EAST ALTON SD 13	EAST ALTON	\$421,800	07/02/2019
41-057-0150-03(00)	WOOD RIVER-HARTFORD ESD 15	WOOD RIVER	\$416,773	07/19/2019
41-057-029P-00(00)	SOUTHERN ILL UNIV-EDWARDSVILLE	EDWARDSVILLE	\$141,045	07/08/2019
41-057-031P-00(PE)	RIVERBEND HEAD START & FAMILY SV	ALTON	\$769,537	07/18/2019
41-057-046P-00(00)	STEP BY STEP INC	ALTON	\$194,241	07/24/2019
41-057-054P-00(00)	COUNTON LEARNING CENTERS INC	MARYVILLE	\$130,681	07/10/2019
44-063-0190-24(00)	ALDEN HEBRON SD 19	HEBRON	\$69,293	07/02/2019
44-063-0190-24(01)	ALDEN HEBRON SD 19	HEBRON	\$256,540	07/02/2019
44-063-0260-04(00)	CARY CCSD 26	CARY	\$70,540	07/02/2019
44-063-029P-00(01)	OPTIONS & ADVOCACY FOR	CRYSTAL LAKE	\$497,700	07/17/2019
44-063-0360-02(00)	HARRISON SD 36	WONDER LAKE	\$130,681	07/18/2019
44-063-0500-26(00)	HARVARD CUSD 50	HARVARD	\$325,502	07/18/2019
44-063-0500-26(01)	HARVARD CUSD 50	HARVARD	\$307,800	07/08/2019
44-063-1650-03(00)	MARENGO-UNION ECSD 165	MARENGO	\$149,671	07/02/2019
44-063-2000-26(01)	COMMUNITY UNIT SCHOOL DIST 200	WOODSTOCK	\$355,849	07/30/2019
45-079-1390-26(00)	CHESTER CUSD 139	CHESTER	\$169,206	07/02/2019
45-079-1390-26(01)	CHESTER CUSD 139	CHESTER	\$196,392	07/02/2019
47-000-0000-00(01)	REGIONAL OFFICE OF EDUCATION47	STERLING	\$313,500	07/02/2019
47-052-2720-26(00)	AMBOY CUSD 272	AMBOY	\$141,081	07/02/2019
47-071-2200-26(00)	OREGON CUSD 220	OREGON	\$316,398	07/08/2019
47-071-2310-04(00)	ROCHELLE CCD 231	ROCHELLE	\$216,042	07/02/2019
47-098-0010-26(00)	ERIE CUSD 1	ERIE	\$279,099	07/16/2019
47-098-0050-26(00)	COMMUNITY UNIT SCHOOL DISTRICT	STERLING	\$292,313	07/02/2019
47-098-0060-26(00)	MORRISON COMMUNITY UNIT SD 6	MORRISON	\$130,681	07/29/2019
47-098-0130-02(00)	ROCK FALLS ESD 13	ROCK FALLS	\$500,102	07/02/2019

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48-000-0000-00(PE)	REGIONAL OFFICE OF EDUCATION48	PEORIA	\$732,000	07/18/2019
48-072-012P-00(00)	CRITTENTON CENTERS	PEORIA	\$120,036	07/16/2019
48-072-012P-00(01)	CRITTENTON CENTERS	PEORIA	\$210,070	07/23/2019
48-072-030P-00(01)	PEORIA CITIZENS CFEO INC	PEORIA	\$264,495	07/18/2019
48-072-091P-00(00)	CADENCE EDUCATION INC	SCOTTSDALE	\$496,277	07/05/2019
48-072-1500-25(PE)	BOARD OF EDUCATION CITY OF	PEORIA	\$915,000	07/05/2019
48-072-3250-26(01)	PEORIA HEIGHTS CUSD 325	PEORIA HEIGHT	\$402,203	07/02/2019
49-081-020P-00(00)	SAL FAMILY AND COMMUNITY SRVCS	MOLINE	\$42,324	07/11/2019
49-081-0340-02(00)	SILVIS SD 34	EAST MOLINE	\$162,267	07/16/2019
49-081-0400-22(00)	MOLINE-COLE VALLEY COMMUNITY	MOLINE	\$981,246	07/03/2019
49-081-0400-22(PE)	MOLINE-COLE VALLEY COMMUNITY	MOLINE	\$717,904	07/16/2019
49-081-0410-25(00)	ROCK ISLAND SD 41	ROCK ISLAND	\$501,544	07/09/2019
49-081-1000-26(00)	RIVERDALE CUSD 100	PORT BYRON	\$247,036	07/03/2019
49-081-2000-26(00)	SCHOOL DISTRICT 200 SHERRARD COM	SHERRARD	\$132,558	07/15/2019
50-082-0190-26(00)	MASCOUTAH CUD 19	MASCOUTAH	\$227,822	07/25/2019
50-082-025P-00(00)	TODDLE TOWN DAY CARE CENTER	BELLEVILLE	\$130,681	07/22/2019
50-082-0400-26(00)	MARISSA CUSD 40	MARISSA	\$172,852	07/09/2019
50-082-052P-00(00)	DEE DEES LEARNING ACADEMY INC	DUPO	\$121,737	07/12/2019
50-082-066P-00(00)	DISCOVERY SCHOOL	OFALLON	\$177,575	07/10/2019
50-082-088P-00(00)	SMART START LEARNING CENTER INC	BELLEVILLE	\$130,681	07/30/2019
50-082-0900-04(00)	OFALLON COMM CONS 90	OFALLON	\$204,958	07/02/2019
50-082-0900-04(01)	OFALLON COMM CONS 90	OFALLON	\$266,386	07/02/2019
50-082-104P-00(00)	THE EARLY YEARS INC	FAIRVIEW HTS	\$196,021	07/02/2019
50-082-1050-02(00)	PONTIAC-W HOLLIDAY SD 105	FAIRVIEW HGHT	\$381,421	07/03/2019
50-082-1150-02(00)	WHITESIDE SD 115	BELLEVILLE	\$199,562	07/29/2019
50-082-1180-02(00)	BELLEVILLE SD 118	BELLEVILLE	\$668,195	07/15/2019
50-082-1750-02(00)	HARMONY EMGE SD 175	BELLEVILLE	\$326,702	07/08/2019
50-082-1750-02(01)	HARMONY EMGE SD 175	BELLEVILLE	\$305,950	07/19/2019
50-082-1750-02(PE)	HARMONY EMGE SD 175	BELLEVILLE	\$489,163	07/08/2019
50-082-1870-26(00)	CAHOKIA CUSD 187	CAHOKIA	\$211,621	07/25/2019
50-082-1880-22(00)	BROOKLYN UD 188	LOVEJOY	\$99,986	07/25/2019
50-082-1960-26(00)	DUPO CUSD 196	DUPO	\$288,142	07/10/2019
51-065-2020-26(00)	PORTA CUSD 202	PETERSBURG	\$329,261	07/29/2019
51-065-2130-26(00)	ATHENS CUSD 213	ATHENS	\$261,362	07/22/2019
51-084-0010-26(00)	TRI CITY CUSD 1	BUFFALO	\$191,426	07/10/2019
51-084-0050-26(00)	BALL CHATHAM CUSD 5	CHATHAM	\$341,726	07/02/2019
51-084-0100-26(00)	AUBURN CUSD 10	AUBURN	\$303,045	07/29/2019
51-084-0110-26(00)	PAWNEE COMM UNIT SCHOOL DIST	PAWNEE	\$99,404	07/09/2019
51-084-0140-26(00)	RIVERTON CUSD 14	RIVERTON	\$392,563	07/11/2019
51-084-0150-26(00)	WILLIAMSVILLE CUSD 15	WILLIAMSVILLE	\$120,381	07/30/2019
51-084-0160-26(00)	COMMUNITY UNIT DISTRICT NO 16	NEW BERLIN	\$261,362	07/02/2019
51-084-069P-00(00)	CARE-O-SEL DAY CARE INC	VIRDEN	\$257,879	07/03/2019
51-084-069P-00(01)	CARE-O-SEL DAY CARE INC	VIRDEN	\$350,293	07/18/2019
51-084-1860-25(01)	SPRINGFIELD SD 186	SPRINGFIELD	\$452,455	07/19/2019
51-084-1860-25(PE)	SPRINGFIELD SD 186	SPRINGFIELD	\$549,701	07/19/2019
53-060-1260-26(00)	HAVANA CUSD 126	HAVANA	\$216,685	07/24/2019
53-060-1260-26(01)	HAVANA CUSD 126	HAVANA	\$200,865	07/16/2019
53-060-1260-26(PE)	HAVANA CUSD 126	HAVANA	\$174,120	07/25/2019
53-060-1890-26(00)	ILLINI CENTRAL SCHOOL DIST 189	MASON CITY	\$262,382	07/22/2019

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53-060-1910-26(00)	MIDWEST CENTRAL CUD 191	MANITO	\$352,702	07/08/2019
53-090-028P-00(00)	EASTSIDE EDUCATIONAL CTR INC	MACKINAW	\$261,362	07/31/2019
53-090-1020-02(00)	SCHOOL DIST NO 102	MARQUETTE HE	\$233,529	07/02/2019
53-090-1080-02(01)	PEKIN PUBLIC SD 108	PEKIN	\$188,472	07/02/2019
53-090-7010-26(00)	DEER CREEK-MACKINAW CUSD 701	MACKINAW	\$130,681	07/22/2019
53-102-0110-26(00)	EL PASO-GRIDLEY CUSD 11	EL PASO	\$196,021	07/09/2019
53-102-8010-60(00)	WOODFORD CTY SPECIAL ED ASSOC	METAMORA	\$326,702	07/03/2019
54-092-1180-24(01)	DANVILLE CCSD 118	DANVILLE	\$348,524	07/09/2019
56-099-030C-04(00)	TROY CCSD 30C	PLAINFIELD	\$261,362	07/02/2019
56-099-030C-04(PE)	TROY CCSD 30C	PLAINFIELD	\$183,000	07/12/2019
56-099-060P-00(00)	GODLEY PARK DISTRICT	GODLEY	\$64,737	07/02/2019
56-099-070C-04(00)	LARAWAY CCSD 70C	JOLIET	\$210,021	07/02/2019
56-099-073P-00(00)	CHILD CARE RESOURCE & REFERRAL	JOLIET	\$247,244	07/14/2019
56-099-073P-00(PE)	CHILD CARE RESOURCE & REFERRAL	JOLIET	\$137,159	07/14/2019
56-099-0910-02(00)	LOCKPORT SD 91	LOCKPORT	\$115,826	07/09/2019
56-099-1140-02(00)	MANHATTAN SD 114	MANHATTAN	\$280,832	07/02/2019
56-099-201U-26(00)	CRETE-MONEE COMMUNITY UNIT	CRETE	\$457,383	07/02/2019
56-099-209U-26(00)	WILMINGTON CUSD 209U	WILMINGTON	\$130,681	07/02/2019
56-099-365U-26(00)	VALLEY VIEW CUSD 365U	ROMEOVILLE	\$879,660	07/11/2019
56-099-365U-26(PE)	VALLEY VIEW CUSD 365U	ROMEOVILLE	\$173,904	07/18/2019
56-099-5270-51(00)	GOVERNORS STATE UNIVERSITY	UNIV PARK	\$443,959	07/10/2019
56-099-5270-51(PE)	GOVERNORS STATE UNIVERSITY	UNIV PARK	\$277,056	07/05/2019
64-108-6750-51(01)	ABILITIES PLUS INC	KEWANEE	\$168,038	07/12/2019
65-108-2355-51(01)	COUNTY OF WAYNE	FAIRFIELD	\$259,843	07/16/2019
65-108-5155-51(01)	EL VALOR CORPORATION	CHICAGO	\$626,073	07/09/2019
65-108-5185-51(01)	TRANSITIONS OF WESTERN IL INC	QUINCY	\$341,606	07/12/2019
65-108-5600-51(01)	CHILDRENS HOME ASSOC OF ILL	PEORIA	\$427,500	07/17/2019
65-108-5910-51(01)	SAINT XAVIER UNIVERSITY		\$346,234	07/09/2019
65-108-8160-51(01)	COMMUNITY SUPPORT SYSTEMS	TEUTOPOLIS	\$305,926	07/16/2019
65-108-8295-51(01)	BOYS & GIRLS CLUB OF GREATER	PEORIA	\$303,789	07/09/2019
65-108-9145-51(01)	SINNISSIPPI CENTERS INC		\$364,153	07/23/2019
65-108-9185-51(01)	COUNTY OF EFFINGHAM	EFFINGHAM	\$663,945	07/21/2019
65-108-9460-51(01)	ACADEMIC DEVELOPMENT INST		\$204,986	07/11/2019
65-108-9725-51(01)	CLAY COUNTY	FLORA	\$277,300	07/21/2019
			\$142,120,093	

Program: 2020 - 3730, ROE/ISC Operations

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01-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION01	QUINCY	\$125,342	07/02/2019
03-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION03	VANDALIA	\$122,558	07/02/2019
04-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION04	LOVES PARK	\$186,048	07/02/2019
05-000-0000-00(00)	INTERMEDIATE SERVICE CENTER 1	DES PLAINES	\$348,793	07/02/2019
06-000-0000-00(00)	INTERMEDIATE SERVICE CENTER 2	HILLSDALE	\$248,030	07/02/2019
07-000-0000-00(00)	INTERMEDIATE SERVICE CENTER 4	CHICAGO HTS	\$330,438	07/02/2019
08-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION08	FREEPORT	\$110,035	07/09/2019
09-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION09	CHAMPAIGN	\$137,479	07/02/2019
11-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION11	CHARLESTON	\$128,260	07/02/2019
12-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION12	OLNEY	\$108,900	07/02/2019
13-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION13	CARLYLE	\$124,364	07/02/2019

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15-016-2990-25(00)	CITY OF CHICAGO SD 299	CHICAGO	\$736,435	07/22/2019
16-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION16	DEKALB	\$118,667	07/02/2019
17-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION17	BLOOMINGTON	\$153,272	07/30/2019
19-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION19	WHEATON	\$356,958	07/02/2019
20-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION20	NORRIS CITY	\$114,834	07/02/2019
21-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION21	BENTON	\$125,813	07/02/2019
24-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION24	MORRIS	\$161,227	07/02/2019
26-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION26	MACOMB	\$110,270	07/02/2019
28-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION28	ATKINSON	\$114,376	07/02/2019
30-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION30	MURPHYSBORO	\$114,448	07/02/2019
31-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION31	GENEVA	\$296,964	07/02/2019
32-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION32	KANKAKEE	\$127,619	07/02/2019
33-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION33	MONMOUTH	\$110,419	07/02/2019
34-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION34	GRAYSLAKE	\$321,230	07/02/2019
35-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION35	OTTAWA	\$120,318	07/02/2019
39-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION39	DECATUR	\$122,752	07/22/2019
40-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION40	CARLINVILLE	\$112,566	07/02/2019
41-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION41	EDWARDSVILLE	\$159,651	07/02/2019
47-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION47	STERLING	\$128,324	07/02/2019
48-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION48	PEORIA	\$139,061	07/02/2019
49-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION49	MOLINE	\$130,268	07/02/2019
50-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION50	BELLEVILLE	\$160,166	07/02/2019
51-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION51	SPRINGFIELD	\$144,635	07/23/2019
53-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION53	PEKIN	\$141,990	07/02/2019
54-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION54	DANVILLE	\$111,249	07/02/2019
56-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION56	NEW LENOX	\$282,286	07/02/2019
			\$6,686,045	

Program: 2020 - 3961, Advanced Placement Classes-State Grant

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44-063-2000-26(00)	COMMUNITY UNIT SCHOOL DIST 200	WOODSTOCK	\$50,000	07/19/2019
51-084-1860-25(00)	SPRINGFIELD SD 186	SPRINGFIELD	\$49,983	07/19/2019
56-099-2040-17(00)	JOLIET TWP HSD 204	JOLIET	\$50,000	07/19/2019
			\$149,983	

Program: 2020 - 3999, Other State Programs

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01-000-0000-00(RS)	REGIONAL OFFICE OF EDUCATION01	QUINCY	\$40,076	07/02/2019
04-000-0000-00(RS)	REGIONAL OFFICE OF EDUCATION04	LOVES PARK	\$48,878	07/02/2019
05-000-0000-00(RS)	INTERMEDIATE SERVICE CENTER 1	DES PLAINES	\$73,973	07/02/2019
09-000-0000-00(RS)	REGIONAL OFFICE OF EDUCATION09	CHAMPAIGN	\$42,059	07/02/2019
09-010-0030-26(ER)	COMMUNITY UNIT SCHOOL DIST 3	MAHOMET	\$49,478	07/15/2019
11-000-0000-00(RS)	REGIONAL OFFICE OF EDUCATION11	CHARLESTON	\$40,769	07/02/2019
11-087-003A-26(ER)	COWDEN-HERRICK CUSD 3A	COWDEN	\$39,250	07/15/2019
12-017-0020-26(ER)	COMMUNITY UNIT SCHOOL DIST 2	ROBINSON	\$28,098	07/15/2019
13-000-0000-00(RS)	REGIONAL OFFICE OF EDUCATION13	CARLYLE	\$40,004	07/02/2019
16-000-0000-00(RS)	REGIONAL OFFICE OF EDUCATION16	DEKALB	\$39,408	07/22/2019
17-000-0000-00(RS)	REGIONAL OFFICE OF EDUCATION17	BLOOMINGTON	\$44,443	07/30/2019
17-020-0150-26(ER)	CLINTON CUSD 15	CLINTON	\$33,644	07/31/2019
17-064-0020-26(ER)	LEROY CUSD 2	LE ROY	\$71,714	07/15/2019

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17-064-0160-26(ER)	OLYMPIA CUSD 16	STANFORD	\$209,633	07/15/2019
19-000-0000-00(RS)	REGIONAL OFFICE OF EDUCATION19	WHEATON	\$75,745	07/02/2019
20-000-0000-00(RS)	REGIONAL OFFICE OF EDUCATION20	NORRIS CITY	\$38,733	07/02/2019
21-000-0000-00(RS)	REGIONAL OFFICE OF EDUCATION21	BENTON	\$40,310	07/02/2019
26-000-0000-00(RS)	REGIONAL OFFICE OF EDUCATION26	MACOMB	\$38,053	07/02/2019
28-088-1000-26(ER)	STARK COUNTY CUSD 100	WYOMING	\$5,100	07/15/2019
30-039-1760-26(ER)	TRICO CUSD 176	CAMPBELL HILL	\$933	07/31/2019
31-000-0000-00(RS)	REGIONAL OFFICE OF EDUCATION31	GENEVA	\$66,191	07/02/2019
32-000-0000-00(RS)	REGIONAL OFFICE OF EDUCATION32	KANKAKEE	\$40,597	07/02/2019
33-000-0000-00(RS)	REGIONAL OFFICE OF EDUCATION33	MONMOUTH	\$38,035	07/02/2019
33-094-3040-26(ER)	UNITED CUSD 304	MONMOUTH	\$105,655	07/31/2019
35-000-0000-00(RS)	REGIONAL OFFICE OF EDUCATION35	OTTAWA	\$39,563	07/02/2019
35-050-2300-04(ER)	RUTLAND CCSD 230	OTTAWA	\$45,000	07/15/2019
39-055-0110-26(ER)	WARRENSBURG-LATHAM CUSD 11	WARRENSBURG	\$107,411	07/15/2019
40-007-0420-26(ER)	BRUSSELS CUSD 42	BRUSSELS	\$144,309	07/15/2019
44-063-0120-26(ER)	JOHNSBURG CUSD 12	JOHNSBURG	\$25,323	07/15/2019
50-000-0000-00(RS)	REGIONAL OFFICE OF EDUCATION50	BELLEVILLE	\$45,435	07/02/2019
51-000-0000-00(RS)	REGIONAL OFFICE OF EDUCATION51	SPRINGFIELD	\$43,019	07/02/2019
53-102-0020-04(ER)	RIVERVIEW CCSD 2	EAST PEORIA	\$10,000	07/31/2019
54-000-0000-00(RS)	REGIONAL OFFICE OF EDUCATION54	DANVILLE	\$38,221	07/02/2019
			\$1,749,060	

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>
15-016-317N-00(25)	FRIDA KAHLO COMMUNITY ORGANIZN	CHICAGO	\$404,869	07/24/2019
28-000-0000-00(19)	REGIONAL OFFICE OF EDUCATION28	ATKINSON	\$449,723	07/24/2019
33-000-0000-00(13)	REGIONAL OFFICE OF EDUCATION33	MONMOUTH	\$150,000	07/24/2019
			\$1,004,592	

Program: 2020 - 4600, Fed. - Sp. Ed. - Pre-School Flow Through

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-069-8010-60(00)	FOUR RIVERS SPEC EDUC DIST		\$137,728	07/26/2019
05-016-8050-60(00)	NSSEO	MT PROSPECT	\$196,904	07/26/2019
06-016-0830-61(00)	LEYDEN AREA SPEC EDUC COOP	FRANKLIN PARK	\$79,064	07/26/2019
07-016-1275-61(00)	EISENHOWER COOPERATIVE	CRESTWOOD	\$104,001	07/26/2019
07-016-8060-60(00)	AERO SPECIAL EDUC COOP	BURBANK	\$101,299	07/26/2019
13-041-8010-60(00)	FRANKLIN-JEFFERSON CO SPEC ED	BENTON	\$114,374	07/29/2019
13-058-8010-60(00)	KASKASKIA SPECIAL ED DIST 801	CENTRALIA	\$138,883	07/26/2019
17-053-0000-61(00)	LIVINGSTON CO SPEC SERVICES	FLANAGAN	\$57,499	07/26/2019
19-022-0150-61(00)	COOP ASSOC FOR SPEC EDUC	GLEN ELLYN	\$176,015	07/26/2019
19-022-8020-60(00)	NORTH DUPAGE SP ED COOPERATIVE	ROSELLE	\$75,996	07/26/2019
21-100-8010-60(00)	WILLIAMSON COUNTY SP ED DIST	MARION	\$66,023	07/26/2019
24-032-1010-61(00)	GRUNDY COUNTY SPEC EDUC COOP	MORRIS	\$53,073	07/26/2019
26-062-0000-61(00)	WEST CENTRAL ILL SPEC EDUC C	MACOMB	\$146,426	07/26/2019
35-059-0050-61(00)	BMP TRI-CO SPEC EDUC COOP	TISKILWA	\$63,087	07/26/2019
41-057-8010-60(00)	REGION III SPECIAL EDUCATION	COTTAGE HILLS	\$127,679	07/26/2019
44-063-8010-60(00)	SPECIAL EDUCATION DISTRICT	WOODSTOCK	\$117,347	07/26/2019
45-079-1320-61(00)	PERANDOE SPEC EDUC DISTRICT	RED BUD	\$47,657	07/26/2019
47-052-1700-61(00)	LEE COUNTY SPEC EDUC ASSOC	DIXON	\$31,124	07/26/2019
47-071-8010-60(00)	OGLE COUNTY EDUC COOP	BYRON	\$90,598	07/26/2019

**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:(07/01/2019-07/31/2019)

47-098-0000-61(00)	BI COUNTY SPECIAL EDUC COOP	STERLING	\$87,894	07/26/2019
48-072-0000-61(00)	SPEC EDUC ASSOC OF PEORIA CO	BARTONVILLE	\$103,051	07/29/2019
49-081-8650-60(00)	BLACK HAWK AREA SP ED DISTRI	EAST MOLINE	\$204,230	07/30/2019
53-090-3090-61(00)	TAZEWELL-MASON CNTYS SP ED A	PEKIN	\$276,277	07/26/2019
56-099-0880-61(00)	LOCKPORT AREA SPEC EDUC COOP	LOCKPORT	\$24,595	07/26/2019
			\$2,620,824	

Program: 2020 - 4605, Fed. - Sp. Ed. - Pre-School Discretionary

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
07-016-1420-61(00)	SOUTHWEST COOK COOP SPEC ED	OAK FOREST	\$489,250	07/26/2019
15-016-2990-25(01)	CITY OF CHICAGO SD 299	CHICAGO	\$489,250	07/26/2019
19-022-8030-60(00)	SCHOOL ASSN FOR SPECIAL EDUC	LISLE	\$409,000	07/26/2019
20-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION20	NORRIS CITY	\$250,000	07/26/2019
50-000-0000-00(00)	REGIONAL OFFICE OF EDUCATION50	BELLEVILLE	\$489,250	07/26/2019
65-108-0160-51(00)	THE CENTER RESOURCES FOR	ARLINGTON HTS	\$489,250	07/26/2019
65-108-9000-80(R1)	DEPT OF HUMAN SERVICES	SPRINGFIELD	\$28,100	07/26/2019
65-108-9000-80(RS)	DEPT OF HUMAN SERVICES	SPRINGFIELD	\$20,645	07/26/2019
			\$2,664,745	

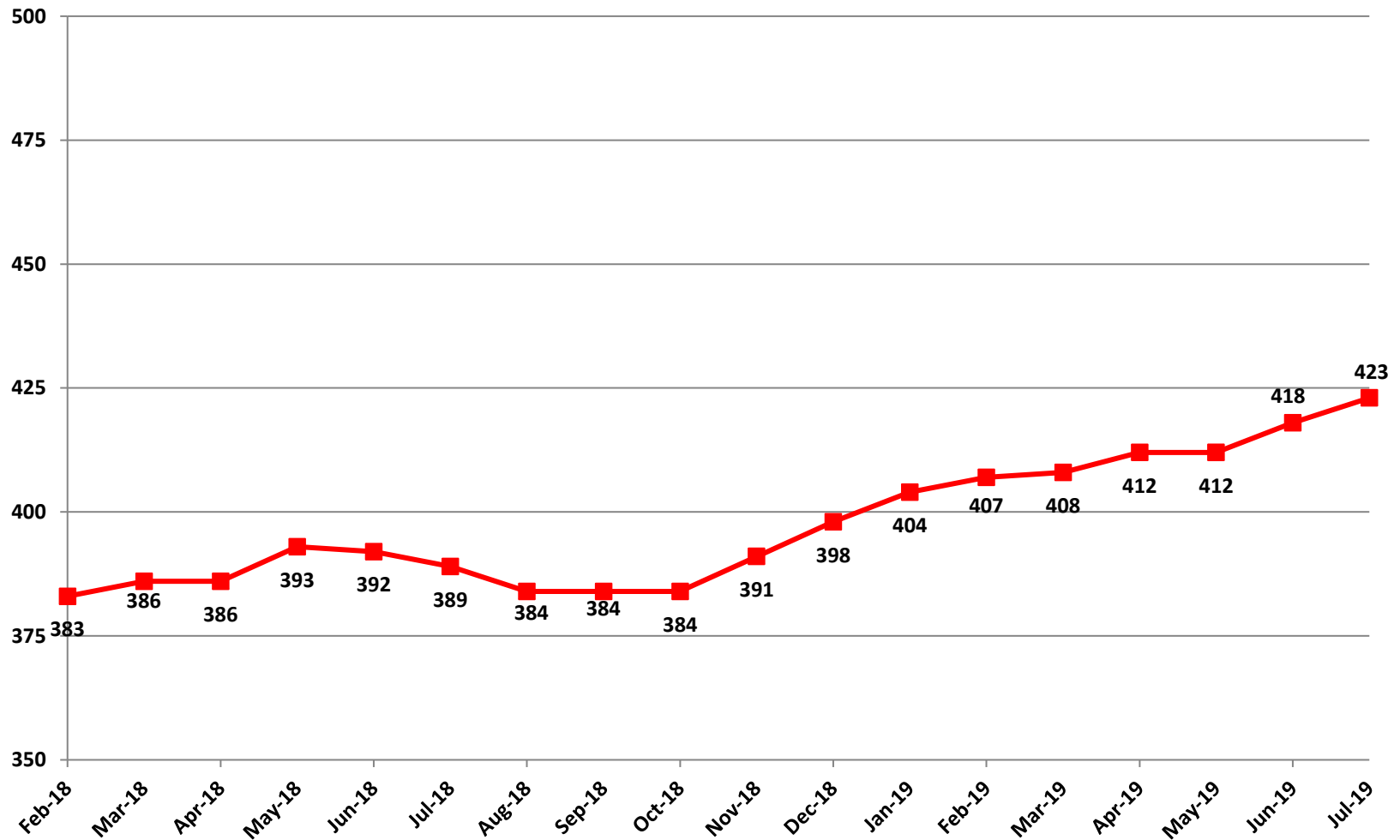
Program: 2020 - 4620, Fed. - Sp. Ed. - I.D.E.A. - Flow Through

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
47-052-1700-61(00)	LEE COUNTY SPEC EDUC ASSOC	DIXON	\$762,478	07/26/2019
56-099-0880-61(00)	LOCKPORT AREA SPEC EDUC COOP	LOCKPORT	\$610,008	07/31/2019
			\$1,372,486	

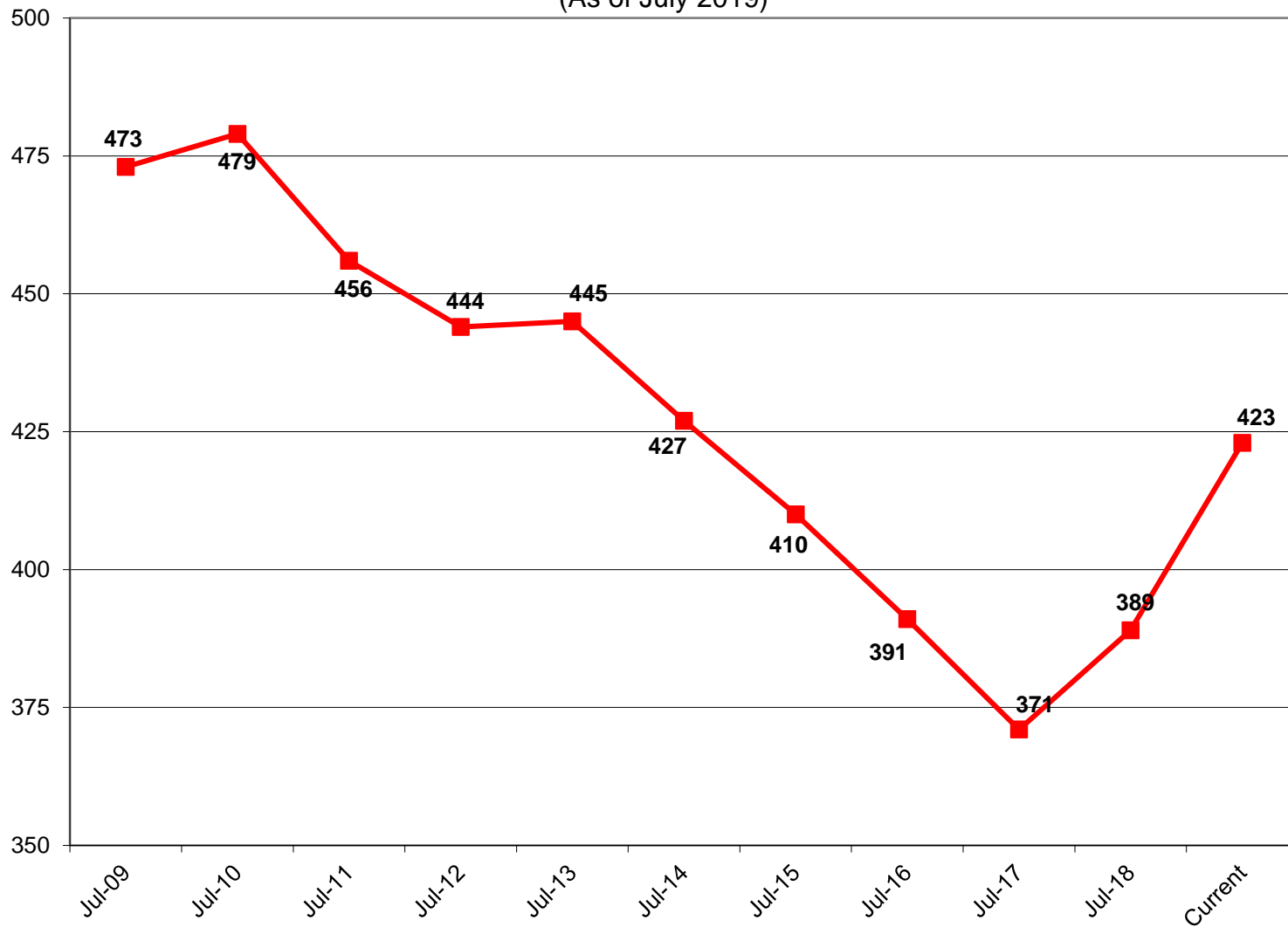
Program: 2020 - 4909, Title III - Lang Inst Prog-Limited Eng LIPLEP

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
07-016-1110-02(00)	SCHOOL DISTRICT 111	BURBANK	\$128,600	07/26/2019
07-016-1275-02(00)	CHICAGO RIDGE SD 1275	CHICAGO RIDGE	\$50,700	07/26/2019
34-049-0030-04(00)	BEACH PARK CCSD 3	BEACH PARK	\$46,000	07/26/2019
35-050-1220-02(00)	LASALLE ESD 122	LA SALLE	\$13,600	07/26/2019
			\$238,900	

**ILLINOIS STATE BOARD OF EDUCATION
18-MONTH HEADCOUNT HISTORY
(As of July 2019)**



ILLINOIS STATE BOARD OF EDUCATION
10-yr HEADCOUNT HISTORY
(As of July 2019)





**ILLINOIS STATE BOARD OF EDUCATION
AGENCY STAFF DETAIL AS OF JULY 2019**

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
STATE SUPERINTENDENT (001)						
Center Administration	1	2	0	3	0	3
Board Services	0	1	0	1	0	1
Legal	3	11	1	14	1	15
Legislative Affairs	1	2	1	4	0	4
Internal Audit	1	5	1	7	0	7
Sub-Total	6	21	3	29	1	30
FINANCE (002)						
Center Administration	2	0	1	3	0	3
Budget and Financial Management	1	3	0	4	0	4
Fiscal Support Services	1	9	3	13	0	13
Funding and Disbursements	1	14	4	14	5	19
State Funding & Forecasting	1	2	0	3	0	3
School Business Services	2	6	1	9	0	9
Sub-Total	8	34	9	46	5	51
RESEARCH AND EVALUATION (007)						
Center Administration	1	0	0	1	0	1
Research	1	3	0	4	0	4
Data Strategies and Analytics	3	6	0	9	0	9
Sub-Total	5	9	0	14	0	14
OPERATIONS AND PROFESSIONAL CAPITAL (010)						
Center Administration	1	1	2	4	0	4
Professional Capital	6	0	0	6	0	6
Human Resources	1	4	5	10	0	10
Facility Management	1	2	6	9	0	9
Information Technology	5	29	1	35	0	35
Technology and Infrastructure	3	21	0	24	0	24
Internal Communications	1	2	0	3	0	3
External Communications	1	2	0	3	0	3
Sub-Total	19	61	14	94	0	94
SAFE & HEALTHY CLIMATE (017)						
Center Administration	2	0	1	3	0	3
Regulatory Support and Wellness	2	13	1	10	6	16
Nutrition and Wellness Programs	2	36	4	4	38	42
Sub-Total	6	49	6	17	44	61
INNOVATION AND SECONDARY TRANSFORMATION (019)						
Center Administration	1	2	0	3	0	3
GATA	1	6	1	8	0	8
Assessment and Accountability	3	9	1	11	2	13
Federal and State Monitoring	2	12	1	15	0	15
Sub-Total	7	29	3	37	2	39
CPS REGIONAL OFFICE OF EDUCATION SERVICES (028)						
CPS Regional Office of Education Services	0	0	0	0	0	0
Sub-Total	0	0	0	0	0	0

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
CHIEF EDUCATION OFFICER (039)						
Center Administration	1	0	0	1	0	1
English Language Learners	1	5	1	7	0	7
Sub-Total	2	5	1	8	0	8
SPECIAL EDUCATION ADMINISTRATION (050)						
Center Administration	1	0	0	0	1	1
Special Education Services	4	30	6	0	40	40
Sub-Total	5	30	6	0	41	41
TEACHING AND LEARNING (070)						
College and Career Readiness	0	7	1	6	2	8
Teaching and Curriculum	3	5	1	6	3	9
Early Childhood	1	13	2	15	1	16
Title Grant Administration	2	14	1	0	17	17
Center Administration	1	0	1	2	0	2
Educator Effectiveness	2	22	6	0	30	30
Sub-Total	9	61	12	29	53	82
IL-Empower (073)						
IL-Empower	2		1	1	2	3
Sub-Total	2	0	1	1	2	3
GRAND TOTAL, ALL CENTERS						
	69	299	55	275	148	423
	16%	71%	13%	65%	35%	100%

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 14, 2019

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Trisha Olson, General Counsel 

Agenda Topic: Information Item: FOIA Monthly Report

Materials: May 31st – July 31st FOIA Report – FY19/FY20

Staff Contact(s): Brittany Crawford, FOIA Coordinator

Purpose of Agenda Item

To provide the Board a report with general information on recent FOIA requests of the State Agency.

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

Not applicable – informational purposes only.

Expected Outcome(s) of Agenda Item

Not applicable – informational purposes only.

Background Information

FOIA is the Illinois Freedom of Information Act. Under the Illinois Freedom of Information Act ([5 ILCS 140](#)), records in possession of public agencies may be accessed by the public upon written request.

From May 31st to July 31st, the State Agency received 99 FOIA requests that are listed in detail in the attached report.

Superintendent's Recommendation

None needed.

Next Steps

Continue to provide this report monthly.

Monthly FOIA review for Board Meetings

Run Date: 08/06/2019 2:49 PM

F000214-060319

Create Date	Customer Full Name	Company Name	Public Record Desired
6/3/2019	Joseph Varan		I request, for a non-commercial purpose, for the time period of 1997 to the date of this request: 1)all public documents for all schools showing all information collected by you concerning the "Illinois Report Card" for all years that you have collected this information. 2) All Annual Reports, Board Meetings, Internal Audits for the same period of time as the report card; 3) All emails from or to any employee regarding any data in the report card referenced in #1; 4) All teacher licensure information for any school reported in the Illinois Report Card, 5) All contracts or agreements that were entered into by you; 6) All banking account statements; 7) All copies of checks, front and back; 8) All freedom of information requests that were denied, in whole or part; 9) All employee information, including, but not limited to, agreements, pay schedules and resumes. Please send the documents in whatever electronic format that you maintain these documents in to [REDACTED], or you can mail the electronic media to me at: [REDACTED]

F000215-060319

Create Date	Customer Full Name	Company Name	Public Record Desired
6/3/2019		UConn Rudd Center for Food Policy and Obesity	Community Eligibility Provision data including school level participation, and ISP numbers from the school years 2011-12, 2012-13, 2013-14.

F000216-060319

Create Date	Customer Full Name	Company Name	Public Record Desired
6/3/2019	Ms. Beverley Alexander		Archived records of 60 students 30 students who maintained services through to graduation. another 30 students who were exited from services in ninth and tenth grade into general education Graduation records of the students

F000217-060419

Create Date	Customer Full Name	Company Name	Public Record Desired
6/4/2019	Stephen Miller	Forecast5 Analytics	i am looking for current square footage data for each school in the state. A file on the Life Safety page of the ISBE website (inventory_list.xls) is in a format that would work and contains the types of information that I am looking for, however it does not appear to have been updated for more than 10 years. Is there more current information available? If so, this format including RCDT, district name, school name and RCDTS would be ideal.

F000218-060419

Create Date	Customer Full Name	Company Name	Public Record Desired
6/4/2019	Emily Coleman	Chicago Tribune Media Group	One-year teacher retention rates (not the three-year average available through state Report Cards) for the last five years for all schools in Illinois with school individual identifier, school district and county included in data set

F000219-060519

Create Date	Customer Full Name	Company Name	Public Record Desired

F000219-060519

Create Date	Customer Full Name	Company Name	Public Record Desired
6/5/2019	Ms. Kristen Charkow	Engler Callaway Baasten & Sraga, LLC	For Child's Voice in Wood Dale, Illinois: the most recent application for renewal of approval as a nonpublic special education program, including all supporting documentation.

F000220-060619

Create Date	Customer Full Name	Company Name	Public Record Desired
6/6/2019	Attorney John Swinney	Franczek P.C.	Documents sufficient to show the names/captions of all due process decisions between 07/01/2017 and 01/01/2019 and the attorneys and/or law firms for each party involved in said due process hearings.

F000221-060619

Create Date	Customer Full Name	Company Name	Public Record Desired
6/6/2019	Bethany Simpson		SmartProcure is submitting a commercial FOIA request to the Illinois Board of Education for any and all purchasing records from 2-21-2019 to current. The request is limited to readily available records without physically copying, scanning or printing paper documents. Any editable electronic document is acceptable. The specific information requested from your record keeping system is: 1. Purchase order number. If purchase orders are not used a comparable substitute is acceptable, i.e., invoice, encumbrance, or check number 2. Purchase date 3. Line item details (Detailed description of the purchase) 4. Line item quantity 5. Line item price 6. Vendor ID number, name, address, contact person and their email address

F000222-060619

Create Date	Customer Full Name	Company Name	Public Record Desired
6/6/2019	Dusty Rhodes	WUIS / NPR Illinois	1) The yearly total number of Illinois SPED students placed in out-of-state schools from school year 2014-15 forward 2) A list of out-of-state schools that currently accept or have accepted in 2014 forward any SPED students from Illinois 3) School district reimbursement claims for OOS placement of SPED students 4) ISBE rules regarding how such schools are deemed suitable and regulated 5) Any complaints filed with ISBE regarding students' experiences at such schools from Jan 1, 2010 to present

F000223-060719

Create Date	Customer Full Name	Company Name	Public Record Desired
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F000223-060719

Create Date	Customer Full Name	Company Name	Public Record Desired
6/7/2019	Jason Cohee	Intelligence R us	<p>Freedom of Information Request I, Jason Cohee, make this request under color of the Illinois Freedom of Information Act pursuant 5 Illinois compiled statutes 140 / 3 (c)</p> <p>"Requests for inspection of copy shall be made in writing and directed to the public body. Written request may be submitted to a public body via personal delivery, mail, telefax, or other means available to the public body." This request is for the information Illinois legislation wants compiled pursuant 105 Illinois compiled statutes 14 - 8.05 (a)(3) Behavioral intervention "That a Statewide study be conducted of the use of Behavioral interventions... (b) The scope of the study shall be developed by the State Board of Education..., This study is being initiated in an effort to determine if the behavior plans are being written in good faith. In ALEX R. ex rel. Vs FORRESTVILLE VALLEY SCHOOL, 375 f.3d 603, 617 (7th cir. 2004) states;"[M]ale a good faith effort to assist a child to achieve the goals and objectives or benchmarks listed in the IEP." The 7th circuit leaves the good faith issue in the abstract. Whereas, the eighth circuit, which is discovered in Alex r. He finds a good faith attempt with behavior issues; "In response to his difficulties, the district made its suspension policy more lenient, suspending him only in the case of physical aggression to adults, children, or property. We believe this is a good faith effort..."(CJN ex rel SON Vs. MINNEAPOLIS PUBLIC SCHOOLS, 323 f.3d 630, 639 (8th cir. 2003)) The aspect of punishment is the goal of the study that needs to be stressed for disruptive students, and how is it Court going interpret Shady Avenues of discipline? The requester request Tremont number 702 and Illini Bluffs number 327 records as pertains to a aforesaid Illinois school code statute guidelines. This study is done by a 48 year old with a mental health defect that wasn't triggered until his late twenties. His concern for the younger generation is quite genuine. The information can be mailed US Postal Service to the above street address. I am quite well-versed in the FOIA. FEEL free to ask me any questions that you might need answered or guided to an Illinois case law Authority.</p> <p>Thanks With respect, Jason Cohee</p>

F000224-060719

Create Date	Customer Full Name	Company Name	Public Record Desired
6/6/2019	Mr. Deshawnta Robinson		<p>Dear Illinois State Board of Education Freed of Information Officer: I am bringing this request under the Illinois Freedom of Information Act ((5 ILCS 140/let. Seq.)). This request is not for commercial purposes. I hereby request the following documents to be sent to me via U.S. Mail Service.</p> <p>I went to school in Decatur, IL. My social security # is -</p> <p>In advance, I thank you for your anticipated cooperation in assisting me and I hope to here from your office within 10 working days. Respectfully Placed, Deshawnta L. Robinson</p>

F000225-060719

Create Date	Customer Full Name	Company Name	Public Record Desired
6/7/2019	Michael Duback		<p>I would like to request via the 5-day FOIA process the following information: All the data within the 2018 ATSB file data + EDUCATION LEVEL (if possible, all education i.e. MA+15... if not possible, then just Highest Degree Earned) + YEARS OF EXPERIENCE (if possible, total years *and* years in current district) for all employees/districts in the State. I know the ATSB file is already all districts and all certified employees, roles, etc... I just want to add the data points listed above as additional columns.</p>

F000226-060719

Create Date	Customer Full Name	Company Name	Public Record Desired
6/7/2019	staff writer Valerie Wells	Herald & Review	<p>I am seeking statistics on the number of substitute teachers in long-term positions (three months or longer) in Illinois districts.</p>

F000227-061019

Create Date	Customer Full Name	Company Name	Public Record Desired
6/10/2019	Proposal Specialist Kristine Lindquist	LearningMate Solutions, Inc	Bid Number: 19-586SBE-CHFOP-B-6041 Description: SBE: Early Childhood Data Systems Team - Sp Want all vendors who applied and the scoring (evaluation) sheets

F000228-061119

Create Date	Customer Full Name	Company Name	Public Record Desired
6/11/2019	Dr. Jennifer Timmer		I'm looking for school-level attendance data for all schools in the state for the 2008-2009 and 2009-2010 academic years. This data is available on the data library site for later years, but not those two. I would like data both for schools overall as well as for the student subgroups typically included in data reports, including: students who are identified as white, black, Hispanic, Asian, Hawaiian/Pacific Islander, Native American, or two or more races; students with Limited English Proficiency; students with Individualized Education Plans; and students identified as Low Income. Thank you!

F000229-061119

Create Date	Customer Full Name	Company Name	Public Record Desired
6/11/2019	Armando Vega		To Whom my concern: Attention, Illinois State Board of Education My name is Armando Vega, I was wondering, if anyone in you department can help me. I am trading to obtain some personal information from my elementary school and high school that I went from 1979 to 1983. Please see attached letter.

F000230-061119

Create Date	Customer Full Name	Company Name	Public Record Desired
6/11/2019	Professor Rita Brusca-Vega	Purdue University Northwest	According to 2017-18 school year data on student home (primary) language, there are 1,140,036 students who claim English as their primary language. Is there a record of the racial/ethnic breakdown for this group of students? According to 2017-18 school year data on students in special education by primary language and disability, 201,585 students claim English as their primary language. Is there a record of the racial/ethnic breakdown for this group of students overall and by disability category? According to 2017-18 school year data on students in special education by primary language and disability, 93,481 students claim a language other than English as their primary language. Is there a record of how many students in this group overall have English learner (EL) or Limited English Proficient (LEP) status? Is there a record of how many of these students have EL/LEP status by language group and disability category?

F000231-061219

Create Date	Customer Full Name	Company Name	Public Record Desired

F000231-061219

Create Date	Customer Full Name	Company Name	Public Record Desired
6/12/2019	Superintendent Landon Sommer		I apologize in advance because I know this is going to be a burden but it's for my dissertation. I am submitting a FOIA request for the following data: Both ELA and Math PARCC scores for each middle school student from grades 6 (year 2015-2016), 7 (year 2016-2017), and 8 (2017-2018) from the following schools. I do not need scores organized by student over the three year period, which I was told is the reason the initial FOIA request was denied. I just need each school's 6th grade scores from 2015-2016, 7th grade scores from 2016-2017, and 8th grade scores from 2017-2018. I also need gender identification and special education identification for each student. No student ID will be in the study. The schools may be identified by the RCDTS code. Abingdon-Avon Middle School (33-048-2760-26-1001) Bushnell-Prairie City (26-062-1700-26-1002) Dever (15-016-2990-25-2158) Budlong (15-016-2990-25-2101) Burnham Elementary (07-016-1545-02-2001) Garfield (07-016-1700-02-2007) Lundahl Middle School (44-063-0470-04-1004) Winnebago Middle School (04-101-3230-26-1002) Oak Grove School (34-049-0680-02-2001) Northwood Junior High School (34-049-1120-02-1001) Murphy Junior High (24-047-3080-26-1006) Ewing (21-028-1150-04-2001) Lick Creek (30-091-0160-04-2001) Pope County (20-076-0010-26-2002) Wilbur Trimpe Middle (41-057-0080-26-1002) Dakota District (08-089-2010-26-0000) Oregon District (47-071-2200-26-0000) Bourbonnais (32-046-0530-02-0000) Hamilton County Unit 10 (20-033-0100-26-0000) Marissa (50-082-0400-26-0000) Please let me know if I need to clarify this request. And I understand that this will definitely take some time. Thank you so much in advance.

F000232-061219

Create Date	Customer Full Name	Company Name	Public Record Desired
6/12/2019	Attorney Vincent Cainkar		The most latest available list (even if old) of foundation school districts located in Cook County.

F000233-061319

Create Date	Customer Full Name	Company Name	Public Record Desired
6/13/2019		Chicago Public Schools	Requesting a file of all Chicago Public Schools' educators that have completed the following training. Gather Evidence: 1448, 1451, 1452, 1801, 1865 Student Growth: 3000, 3001, 3002 Please include the Educator's IEIN, the number of the course/module, the name of the course/module, the training completed date. And, please include column headings.

F000234-061319

Create Date	Customer Full Name	Company Name	Public Record Desired
6/13/2019	Sarah Butrymowicz	The Hechigner Report	-Can I get unduplicated student counts by cluster and by race? (So all the health pathways lumped together, for instance) -Is there a master list or key of which CIPcode(s) each statecourseID belongs to?

F000235-061419

Create Date	Customer Full Name	Company Name	Public Record Desired
6/14/2019	Kevin Bowsher	BIS Inc.	Please provide the scoring matrix for all bidders for the following RFP: 19-586SBE-CHFOP-B-5390 Thank you

F000236-061419

Create Date	Customer Full Name	Company Name	Public Record Desired
6/14/2019	Legal Assistant Patty Hull	Robbins Schwartz	All documents relating to ISBE Complaint No. 2019-CO-0193

F000237-061419

Create Date	Customer Full Name	Company Name	Public Record Desired
6/14/2019	Legal Assistant Patty Hull	Robbins Schwartz	All documents relating to ISBE Complaint No: 2019-CO-0205.

F000238-061519

Create Date	Customer Full Name	Company Name	Public Record Desired
6/15/2019	President James Winter	Wavelength Inc.	Email addresses for Entity Profile System listees including Superintendents, Principals, Asst. Supts. Asst. Principals, Directors of Professional Development. Public and non-public schools. Pre-K to 12.

F000239-061619

Create Date	Customer Full Name	Company Name	Public Record Desired
6/16/2019	Jason Cohee	Intelligence R us	FREEDOM of Information Act Request I, Jason Cohee, request records and direction that 405 Illinois compiled statutes 49 / 15 (a) commands the ISBE to develop. The statute reads in pertinent part; " The ISBE shall develop and Implement a plan to incorporate social and emotional development standards as part of the Illinois Learning Standards for purpose of enhancing and measuring School Readiness and ability to achieve academic success." The request wants to know if the Plans are in place and what have we discovered by its implantation. The purpose of the plan is to enhance and measure schools Readiness and ability to achieve academic success. Do we look at the public schools readiness to accept kids that have Behavioral Issues on an IEP that are transitioning out of an alternative school such as Normal Illinois alternative school Hammitt in conjunction with The Baby Fold. The question has to be asked; "Are we doing our best for our students as legislation intends it to happen." Email me at: [REDACTED] With respect, Jason Cohee ORGANIZATION: Intelligence-R-US

F000240-061719

Create Date	Customer Full Name	Company Name	Public Record Desired
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F000240-061719

Create Date	Customer Full Name	Company Name	Public Record Desired
6/14/2019	Jason Cohee	Intelligence R us	Hi FOIA officer of the ISBE, FREEDOM OF INFORMATION ACT REQUEST FOR ALL STUDIES DONE BY ISBE OR ANY OTHER KNOWN STUDIES RELIED UP TO INTRODUCE THE TEACHING OF THE HOMOSEXUAL IDEA IN HISTORY BOOKS ORGANIZATION: Intelligence-R-US This request is issued pursuant and direction of Illinois statute 5 ILCS 140/3 (c) . Illinois House Bill 246 was passed waiting for another vote. My headline is the nuts and bolts of my request of an extremely complex, complicated, and controversial issue that has to pass the scrutiny and the muster of HAZELWOOD SCHOOL DISTRICT vs. KUHLMIEER, (1988). The United States Supreme Court holds at page 271; "Educators Are entitled to exercise greater control over the second form of student expression to assure that participants learn whatever lessons the activity is designed to teach, that readers or listeners are not exposed to material that may be inappropriate for their level of maturity, and that the views of the individual speaker or not erroneously attributed to the school." Are there any other subjects, such as possibly teaching the birds and bees of the homosexual idea in Health class, being done? I request those studies as well. At page 272 the Court mentions the people with the strength to influence a decision on what the curriculum should be; " This Standard is consistent with our often expressed view is that the education of the Nation's youth is primarily the responsibility of parents, teachers and State and local school officials, and not of federal judges." The Court strikes down the influence of one of our branches of government to influence what is force fed to our children in the schools, and I ponder the idea if the Court might side against the legislative body if we look at the studies of the suicide rate of LBTGQ youths. HAZELWOOD is what our organization stands on to defeat any study presented that approves of the teaching of the Homosexual history. Date issued: 6/14/2019 Respectfully submitted, s/ Jason Cohee

F000241-061719

Create Date	Customer Full Name	Company Name	Public Record Desired
6/17/2019	Director of IT Consulting Laurel King	MSF&W Consulting, Inc.	I would like to see a copy of Learning Mates Proposal for the ILDS Finance Team (18-586SBE-CHFOP-B-5392). Specifically: - Packet #1- SPECIFICATIONS/QUALIFICATIONS/STATEMENT OF WORK - Packet #2 - Pricing -Packet #6- BEP Utilization Plan Thank you Laurie King, Director of Consulting MSF&W Consulting, Inc.

F000242-061819

Create Date	Customer Full Name	Company Name	Public Record Desired
6/18/2019	Attorney John Swinney	Franczek P.C.	Documents sufficient to show the names/captions of all due process decisions between 07/01/2017 and 01/01/2019 and the attorneys and/or law firms for each party involved in said due process hearings.

F000243-061819

Create Date	Customer Full Name	Company Name	Public Record Desired
6/18/2019	Ross Weidner	WLS-TV ABC7 Chicago	Via FOIA, I'm writing to request access to and a copy of any and all ISBE reports on radon test results in Illinois Public Schools including but not limited to initial test results and follow-up test results. For this request, please provide information from 2014 to the most current date available upon production of this request. A sample of the database I'm seeking is available on page two of this pdf: https://www.isbe.net/Documents/radon-rpt-14.pdf If your department does not maintain this information, please forward this request to the appropriate department. If you believe a portion of these records are not subject to FOIA, please provide all segregable portions of the records and cite specific exemptions that you believe justifies withholding of records. Please provide this information on a rolling basis as it becomes available. Please provide this information in an electronic spreadsheet format such as excel. Thanks for your assistance, Ross Weidner

F000244-061819

Create Date	Customer Full Name	Company Name	Public Record Desired
6/18/2019	Daniel Diana	Logikcull	<p>Illinois Department of Education Re: Illinois Freedom of Information Act Request To Whom It May Concern, Under the Illinois Freedom of Information Act, 5 ILCS 140, I am requesting to obtain copies of public records that contain information detailing the agency's legal costs and expenditures, including both quantitative numerical data and qualitative background such as what said payments are in response to and who authorized them. I am seeking any documents related to the litigation spend by the Department of Education from the last calendar year: January 1st, 2018- December 31st, 2018. Specifically, I seek all documents related to: attorney's fees, costs and contracts associated with legal services technology and legal services vendors such as eDiscovery software, and costs incurred to resolve legal matters (e.g. settlement payments). If there are any fees for searching or copying these records, please inform me if the cost will exceed \$100. However, I would also like to request a waiver of all fees in that the disclosure of the requested information is in the public interest and will contribute significantly to the public's understanding of the taxpayer burden associated with legal services. Upon their publication, these records will reveal degrees of accountability, transparency, and responsibility from the top down, proving that their government is functioning properly and efficiently. This information is not being sought for commercial purposes. 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, Daniel Diana [REDACTED] daniel.diana@logikcull.com</p>

F000245-061819

Create Date	Customer Full Name	Company Name	Public Record Desired
6/18/2019	Legislative Director Cynthia Riseman Lund	Illinois Federation of Teachers	2018 Employment Information System (EIS) data for North Cook Young Adults Academy, a regional safe school operated by the North Cook Intermediate Service Center.

F000246-061919

Create Date	Customer Full Name	Company Name	Public Record Desired
6/19/2019	Ms. Barbara Burns		<p>This is a request for information under the Illinois Freedom of Information Act, 5 ILCS 140. I request documents pertaining to the following be provided to me: * Elementary School District 159 Administrators and Teachers 2017-2018 school year base salary and benefits submitted to the Illinois State Board of Education. * Elementary School District 159 Administrators and Teachers 2018-2019 school year base salary and benefits submitted to the Illinois State Board of Education. Please send this information on a CD or Email. Thank you in advance for your assistance. My mailing address is [REDACTED] [REDACTED] If you have any questions or need additional information, please do not hesitate to contact me.</p>

F000247-062019

Create Date	Customer Full Name	Company Name	Public Record Desired
6/20/2019	Jason Cohee	Intelligence R us	<p>Hi, Freedom of Information Act request I, Jason Cohee, request Information from the Sex Education Advisory Board, 105 ILCS 130/3. I would like copies how : 1. The Board views the Homosexual idea in the public schools? 2 . The Boards vision on how the homosexual idea should be taught in Illinois schools? 3. The board's view of the homosexual idea compared to 105 ILCS 130/4? 4. Does the Board have a documented stance on the homosexual idea in schools similar to 105 ILCS 130/4? and 5. What books and movies has the Board viewed as improper because of the homosexual idea and taken away from the student's view? With respect, Jason Cohee</p>

F000248-062119

Create Date	Customer Full Name	Company Name	Public Record Desired
6/21/2019	Dusty Rhodes	WUIS / NPR Illinois	1) Any complaints filed with ISBE regarding students' experiences at private residential special ed schools in the most recent school year from Tier IV districts 2) 1) Any complaints filed with ISBE regarding students' experiences at private residential special ed schools in the most recent school year from Tier I districts

F000249-062119

Create Date	Customer Full Name	Company Name	Public Record Desired
6/21/2019	Jacob Oertel		Hello ISBE, I am a research assistant working on a project about varying and changing definitions of Emotional Behavior Disorder (E/BD), also known as Emotional Disturbance (ED) or Serious Emotional Disturbance (SED). As no standard medical or psychological definition of this disorder was ever devised, it was left up to state boards of education to create their own definitions and diagnoses for the disorder, altering how and which students received special attention and interventions on a state-by-state basis. I am looking for the specific wording of Illinois' definition of E/BD, as well as any other available information surrounding the creation of that definition.

F000250-062119

Create Date	Customer Full Name	Company Name	Public Record Desired
6/21/2019	Scott Lawson	Paralegal Consulting Services	Hearing docket (without personal identifying information) for all special education due process requests for hearings, regardless of outcome, from 2017 to present to include case caption, date filed, date closed and outcome, if available. In reference to the outcome of the hearing, we do not request the actual hearing decision, merely if the matter was adjudicated by hearing, settled or withdrawn. I have attached a copy of the file provided by New Jersey in response to a similar request showing the information we are requesting. If only partial information is available pursuant to this request please provide the available information that is pertinent to this request. I am aware of the hearing decisions being made publicly available at https://sec1.isbe.net/sedsinquiry/dueprocessdecisions.aspx Our client is an academic researcher and this request is not for any commercial purpose.

F000251-062119

Create Date	Customer Full Name	Company Name	Public Record Desired
6/21/2019	Shyla Folker	Ashbaugh & Associates, Inc.	Under the Illinois Freedom of Information Act, Ashbaugh & Associates, Inc. (AAI) requests a copy of the all documents provided by Bowsher Information Systems (BIS) for the RFP 19-586SBE-CHFOP-B-5390 WINS Business Analyst.

F000252-062119

Create Date	Customer Full Name	Company Name	Public Record Desired
6/21/2019	Stephanie Diaz		My name is Stephanie Diaz and wanted to know if I can request the final budget detail documents for the FY19 cohort that was funded/awarded in June of 2018. I am currently working on a research paper for school an I'm in need of information. Hope to hear from you soon. Thank you in advance!

F000253-062319

Create Date	Customer Full Name	Company Name	Public Record Desired

F000253-062319

Create Date	Customer Full Name	Company Name	Public Record Desired
6/23/2019	Jason Cohee	Intelligence R us	FREEDOM OF INFORMATION ACT REQUEST I, Jason Cohee, request the following : 1. State mandate reports, 105 ILCS 5/2-3.104 for Illini Bluffs, Tremont, and Canton. 2. Survey of learning conditions, 105 ILCS 5/2-3.153 for Illini Bluffs, Tremont and Canton. 3, Student discipline report; school discipline improvement plan, 105 ILCS 5/2-3.162 for same three schools of mention. email: [REDACTED] with respect, Jason Cohee

F000254-062419

Create Date	Customer Full Name	Company Name	Public Record Desired
6/24/2019	Attorney John Swinney	Franczek P.C.	Documents sufficient to show the attorneys and/or law firms representing school districts in due process hearing decisions between 07/01/2017 and 01/01/2019.

F000255-062619

Create Date	Customer Full Name	Company Name	Public Record Desired
6/26/2019	Hyong Chon	Change Your Mind Technologies	FOIA Request Bid # : 19-586SBE-CHFOP-B-5388 SBE: Special Ed Systems - Two Software Developers and One Business Analyst

F000256-062619

Create Date	Customer Full Name	Company Name	Public Record Desired
6/26/2019	senior reporter Linda Jacobson	Education Dive	I am asking for the number of traditional school districts in Illinois in the 1993-94 school year.

F000257-062719

Create Date	Customer Full Name	Company Name	Public Record Desired
6/27/2019	Operations Coordinator Taylor Goodwin	Urban Policy Development, LLC	UPD Consulting's scores for Bid Number: 19-586SBE-CHFED-B-6310; Description: SBE: Preschool Development Grant B-5 - Strategic Plan

F000258-062719

Create Date	Customer Full Name	Company Name	Public Record Desired
6/27/2019	Paralegal Michelle Costello	Greensfelder, Hemker & Gale, P.C.	Request for copies of all correspondence and records (including emails, written letters, memoranda, plus any included attachments or photographs or reports) between January 1, 1950 and the present date, concerning asbestos and asbestos abatement at the following schools: St. Mary's Grade School in Sterling, Illinois and Sterling Township High School in Sterling, Illinois. Please inform me of any fees for searching or copying these records, and I will promptly remit payment. Thank you, Michelle Costello

F000259-062719

Create Date	Customer Full Name	Company Name	Public Record Desired
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F000259-062719

Create Date	Customer Full Name	Company Name	Public Record Desired
6/27/2019	Derreck Langwith		All payments made to Dr. Tami Roskamp and Dr. Donna McCaw with School Consulting Inc. for professional development titled "Keeping Positive For the Win!" that occurred between January 17-25, 2019 at the Springfield and Chicago ISBE offices. Payments should include compensation for services offered, reimbursement for travel, lodging, meals, or any other payment made to the presenters for their professional development.

F000260-062819

Create Date	Customer Full Name	Company Name	Public Record Desired
6/28/2019	Peter Medlin	Northern Public Radio	I would like to make a Freedom of Information Act request for a list of Illinois high schools who did not offer any dual credit courses for the 2017-18 and 2018-19 school years, as well as for the 2019-20 school year if that information is available yet. Thank you.

F000261-070119

Create Date	Customer Full Name	Company Name	Public Record Desired
7/1/2019	Vance Gloder		Total amount of employees that live within Illinois vs. employees who live out of state. Teachers, administration, aids, office help, custodians, etc.

F000262-070219

Create Date	Customer Full Name	Company Name	Public Record Desired
7/2/2019	Sarah Freishtat	The Beacon-News	Any and all records pertaining to Luis Mora. This includes, but is not limited to, any correspondence with Mora, correspondence pertaining to Mora, records related to investigations pertaining to Mora, records related to disciplinary action taken against Mora and licensure information for Mora.

F000263-070219

Create Date	Customer Full Name	Company Name	Public Record Desired
7/2/2019	Peter Medlin	Northern Public Radio	I'd like to make a Freedom of Information Act request for a list of Illinois school districts who offer less than three AP courses. If that's too much, I'd like a list of schools who offer zero. Thank you.

F000264-070219

Create Date	Customer Full Name	Company Name	Public Record Desired
7/2/2019	Daniel Dinkins		Number of students in grades 6, 7 and 8 that attend Title 1 schools (charter and non-charter) in Illinois.

F000265-070319

Create Date	Customer Full Name	Company Name	Public Record Desired
7/3/2019	Mr. Adam Slade	Metropolitan Planning Council	Incorporation and dissolution/consolidation dates of past and present Illinois school districts.

F000266-070319

Create Date	Customer Full Name	Company Name	Public Record Desired
7/3/2019	Ms. Barbara Adams	Holland & Knight LLP	Correspondence or other written communications (including emails) from Data Recognition Corporation ("DRC") to the Chairman and/or Superintendent of the Illinois State Board of Education regarding possible procurements involving agreements or contracts for services as the Illinois assessment of readiness accountability assessment administrative vendor between May 24, 2019 and the current date.

F000267-070319

Create Date	Customer Full Name	Company Name	Public Record Desired
7/3/2019	Hyong Chon	Change Your Mind Technologies	FOIA Request Bid # : 19-586SBE-CHFOP-B-5392 SBE: Illinois State Board of Education ILDS Finance Team Agency ISBE I want to request a copy of the documents in reference to the above Bid # 19-586SBE-CHFOP-B-5392 that are titled Uniform Letter of Intent Business Enterprise Program or Veteran Small Business, and any documents that pertain to the BEP Utilization Plan and Veteran Utilization Plan submitted by the successful bidders: MSF&W CONSULTING, INC, Synapsis, and LearningMate Solutions. Also, I would like copies of the documents that pertain to the candidates/narratives and pricing/scoring submitted by the successful bidders: MSFW, Synapsis, and LearningMate Solutions

F000268-070319

Create Date	Customer Full Name	Company Name	Public Record Desired
7/3/2019	Hyong Chon	Change Your Mind Technologies	This is in reference to submitted FOIA request reference # F000267-070319 Attached is a copy of the word document request.

F000269-070519

Create Date	Customer Full Name	Company Name	Public Record Desired
7/5/2019	Elise Schimke	Northwestern Medill	Any budgetary records or communications related to the State of Illinois' financial support of public school districts working to comply with the following statute since January 1, 2015: Section 27-20.4 of the School Code [105 ILCS 5/27-20.4]. I am seeking information regarding how the State of Illinois is supporting school districts who are changing their social sciences curriculum to accommodate the ISBE mandate (effective January 1, 2019) that students receive at least one unit of black history.

F000270-070519

Create Date	Customer Full Name	Company Name	Public Record Desired
7/5/2019	Professor Kimberly Potowski		I am conducting a research project and I would like to know the names of all high schools in the state of Illinois that offer Spanish for Native Speakers courses.

F000271-070719

Create Date	Customer Full Name	Company Name	Public Record Desired

F000271-070719

Create Date	Customer Full Name	Company Name	Public Record Desired
7/7/2019	Professor Rita Brusca-Vega	Purdue University Northwest	Dear ISBE Staff: Concerning FOIA Request - F000230-061119: You recently sent me a file with data in response to several inquiries I made. I have some questions about the information in the files: The first data sheet, "PK-12/Public/All students/Home Language: English – English by Race" indicates a total of 1,654,986 students for the 2017-18 school year. If this number is subtracted from the total number of Illinois students for that year, 2,001,519, then 346,533 students would have a non-English home language. However, previous data sent to me by your office for that same year indicate that there were 861,493 students in the state who had a non-English home language. Can you explain? The second data sheet, "PK-12/Public/IEPs/Home Language: English – IEP English by Race and Disability," indicates a total of 436,127 students for the 2017-18 school year. However, this total is far greater than the reported total of all students with IEPs for the same year, 295,066. Should I have requested an unduplicated count by race/ethnicity of this group? Does the third data sheet, IEPs Not English by EL, Language and Disability, reflect a duplicated count? If so, may I have the unduplicated count? If this is easier to explain over the phone, please let me know when a good time to reach you is. Thank you. Rita Brusca-Vega

F000272-070819

Create Date	Customer Full Name	Company Name	Public Record Desired
7/8/2019	Alyssa Brown		Hello, I'm a researcher at the University of California, San Diego and am requesting the following information on Illinois's Summer Food Service Program and Seamless Summer Option: 1. Seamless Summer Option school addresses, and the weeks that each school was serving SSO meals, for years 2013-2018. 2. Summer Food Service Program and Seamless Summer Option reimbursement amounts, by site, for the years 2013-2018. If you only have reimbursement amounts for each sponsor, that will suffice. I also request a count of how many meals were served, either by site or by sponsor, if the information exists. I was told by the USDA Food and Nutrition Service that states were responsible for maintaining these records. If the Illinois State Board of Education does not maintain these records, please connect me with the department that does. The Illinois Freedom of Information Act requires a response to this request within five business days. If access to these records will take longer than five days, please contact me with information about when I can expect to receive these files. Thank you for your help in locating this information. Best, Alyssa Brown UC San Diego Economics

F000273-070819

Create Date	Customer Full Name	Company Name	Public Record Desired
7/8/2019	Ms. Deborah Weiss	Whitted Takiff, LLC	Please provide licensure documentation submitted by or on behalf of Jen Petta from her initial licensure by the ISBE in 2002 through the present along with any continuing education submissions in the possession of the ISBE.

F000274-070919

Create Date	Customer Full Name	Company Name	Public Record Desired
7/9/2019	Peter Medlin	Northern Public Radio	I'd like to make a Freedom of Information Act request for the amount of students enrolled in AP & dual-credit courses each high school in DeKalb, Lee, Ogle, Kendall, Whiteside, & Winnebago counties. I'd also like to know what classes they're enrolled in, if possible. Thanks!

F000275-070919

Create Date	Customer Full Name	Company Name	Public Record Desired

F000275-070919

Create Date	Customer Full Name	Company Name	Public Record Desired
7/9/2019	Carl Buehler		<p>Freedom of Information Officer Illinois State Board of Education 100 N. 1st Street Springfield, IL 62777 Dear Sir or Madam, This is a request under the Illinois Freedom of Information Act, 5 ILCS 140/1, for information of public funding for the following entity; Jack and Jill Child Development Center 725 East Main Street Belleville, IL 62220 RSDT Code 50-082-053P-00 DUNS 853812330 I request that a copy of the following documents, or documents containing the following information, be provided to me: -Final Approved Proposals and Budget Sheets for any grant monies received from the Illinois State Board of Education (ie. Pre School for All), including Federal "flow-through" funding, for FYI 7, 18, and 19: -Final Approved Proposals and Budget Sheets for any grant monies received from Head Start for FY17, FY18, and FY19. -Final Approved Proposals and Budget Sheets for any other grant monies received from Federal, State, or Local agencies for FY17, FY18, and FY19. I am willing to pay fees for this request up to a maximum of \$.10 per page, or the permissible fees listed in the Freedom of Information Act. As an alternative, electronic versions/of the above information may be sent to the following email address Jack and Jill Child Development Center has been previously contacted for this information but the request was denied. This information is requested for articles of opinion or features of interest to the public Thank you for your attention to this matter. Respectfully Submitted, Carl Buehler</p>

F000276-071119

Create Date	Customer Full Name	Company Name	Public Record Desired
7/11/2019	John Kugler	Substance News	<p>Dear FOIA Officer, We are seeking a list or records of: 1) all teachers with records of working for Instituto Health Science Career Academy & Instituto Justice and Leadership Academy that hold Illinois teaching credentials/licenses to include full name, last school worked, all endorsements held, region registration, email address 2) any and all communications with Instituto Health Science Career Academy from July 1, 2018 to July 1, 2019 3) any and all communications with Instituto Justice and Leadership Academy from July 1, 2018 to July 1, 2019 4) any and all communications with Instituto del Progreso Latino from July 1, 2018 to July 1, 2019 Please produce the requested record(s) to Dr. John Kugler. If the requested record(s) cannot be produced within five (5) working days, please notify us in writing of the reason(s) for the delay and the date by which the requested record(s) will be available. It is preferred that all the documents be in unlocked electronic files by email to [REDACTED] If you do not understand this request, or any portion thereof, or if you feel you require clarification of this request, or any portion thereof, please contact me at [REDACTED] Thank you for your attention to this matter. Sincerely, John Kugler, Reporter Substance News http://www.substanceneews.net/ [REDACTED]</p>

F000277-071219

Create Date	Customer Full Name	Company Name	Public Record Desired
7/12/2019	Ms Tess Klinger		<p>REQUESTED INFORMATION: 1. Case Number(s) for Due Process Hearing Request(s) in Freeport School District #145, commencing 4/27/07 to date. 2. Decision Summaries for aforementioned respective case(s). This request is not for commercial use.</p>

F000278-071519

Create Date	Customer Full Name	Company Name	Public Record Desired

F000278-071519

Create Date	Customer Full Name	Company Name	Public Record Desired
7/15/2019	Ms. Barbara Burns		This is a request for information under the Illinois Freedom of Information Act, 5 ILCS 140. I request to receive 2016-2017 and 2017-2018 salary and benefits information for the following ESD 159 following certified school personnel names provided below. The names appear to not included in the 2018 data set. Nathan Vent Natalie Mitchell Barbara Burns Suzanne Goldsborough Jabari Dowdell Natalie Graves Jean O'Gorman-Fazy Please send this information via email within five business days. Thank you in advance for your assistance. If you have any questions or need additional information, please do not hesitate to contact me.

F000279-071519

Create Date	Customer Full Name	Company Name	Public Record Desired
7/15/2019	JEFFREY SMITH	Township High School District 214	Please provide the number of Illinois EL students taking Access, scoring high enough on the composite to exit EL services by building, and grade level, for years 2017, 2018, and 2019. Excel/csv format is preferred. 1 row per year, per Serving District total (RCDTS) and Serving Building (RCDTS), per grade level (Year in school), with demographic, and score level information. Ideally i'd like something like a 'wide' version of the "ACCESS Score (Summary)" report found in IWAS-SIS, but with an additional field similar to the "Composite (Overall) Proficiency Level: xxxx" fields that is 4.8-6.0. for each building. See the example file attached. Please contact me with any additional clarification. Jeffrey Smith Director of Research and Evaluation Township High School District 214 [REDACTED]

F000280-071519

Create Date	Customer Full Name	Company Name	Public Record Desired
7/15/2019	Hyong Chon	Change Your Mind Technologies	FOIA Request Bid # : 19-586SBE-CHFOP-B-2667 SBE: Two Data Analysts for the ISBE Data Warehouse/ESSA - CRF Hello FOIA Officer, I want to request a copy of the documents in reference to the above Bid # 19-586SBE-CHFOP-B-2667 that are titled Uniform Letter of Intent Business Enterprise Program or Veteran Small Business, and any documents that pertain to the BEP Utilization Plan and Veteran Utilization Plan submitted by the successful bidders: MSF&W and Synapsis. Also, I would like copies of the documents that pertain to the candidates/narratives and pricing/scoring submitted by the successful bidders: MSFW and Synapsis.

F000281-071619

Create Date	Customer Full Name	Company Name	Public Record Desired
7/15/2019	Donise Floyd		Greetings, Please allow this request to serve as a formal request to obtain information regarding Special Education Resolutions, Due Process, State Complaints and Compensatory (Damages) or Awards. The following are tables that outline how the information can be summarized. I am not sure if there is a database where this information can be access if so please advise. If you need additional information, I am happy to update this request or clarify. If all the requested records cannot be emailed to me, please inform me by email of the portions that can be emailed and advise me of the cost for reproducing the remainder of the records requested. If the requested records cannot be emailed to me due to the volume of records identified in response to my request, please advise me of the actual cost of copying all records onto a data drive (flash drive). If my request is too broad or does not reasonable describe the records, please contact me via email or phone so that I may clarify my request, and when appropriate inform me of the manner in which records ae filed, retrieved or generated. If it necessary to modify my request, and an email response is not preferred, please contact me at the following telephone number [REDACTED] If for any reason any portion of my request is denied, please inform me of the reasons for the denial in writing and provide the name, address and email address of the person or body to whom an appeal should be directed. Please advise the timeline that I can expect to receive this information. **Tables are attached

F000281-071619

Create Date	Customer Full Name	Company Name	Public Record Desired
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F000282-071619

Create Date	Customer Full Name	Company Name	Public Record Desired
7/15/2019	Chad Wahl		I request the following under the Illinois Freedom of Information Act Administrative Code 5 ILCS 140/ et. seq. 1) Copies of any requests and approvals for (EFE 580) under the Perkins Grant from 2015-2019 for the Rushville Treatment and Detention Facility (RTDF). 2) Copies of any request and approvals for EFE 580 under the CTEI grant for years 2015-2019 for the RTDF. 3) Copies of any/all educational grants IDHS RTDF has applied for or received from the Illinois State Board of Education from 2015-2019. Thank you, Chad Wahl

F000283-071619

Create Date	Customer Full Name	Company Name	Public Record Desired
7/16/2019	Associate Professor of Psychology Doreen Arcus	University of Massachusetts Lowell	2016-17 enrollment data: Total numbers for 1. All students 2. All students with disabilities 3. All students with autism Alternatively the total enrollment for each region and a breakdown of special education by disability category would work as well. I need these data for the following eight educational regions/counties 1. Cook 2. DeKalb 3. Kane 4. Kendall 5. Lake 6. McHenry 7. Rock Island 8. Will Thank you very much.

F000284-071619

Create Date	Customer Full Name	Company Name	Public Record Desired
7/16/2019	Admin. Asst Lisa Grimm		I am looking for a printable version of the Public School District List. It is on your website but not printable. I need the Dist #, School Name, Administrator Name, Address, Phone # and email(if possible).

F000285-071619

Create Date	Customer Full Name	Company Name	Public Record Desired
7/16/2019	FSW Lindsey Fowler	TN DCS	All, if any, educational records for a youth in the Tennessee Department of Children's Services custody. I am the family service worker for a youth in State's custody and need educational records to determine if the youth has suffered any educational neglect. I need these requested records ASAP and can fax any appropriate documentation to obtain them. Please email all records electronically to [REDACTED]. The student in questions name is [REDACTED].

F000286-071719

Create Date	Customer Full Name	Company Name	Public Record Desired
7/17/2019	Mr Stuart Davis	NextWaveSTEM	Current number of Science and Technology Teachers in Illinois

F000287-071719

Create Date	Customer Full Name	Company Name	Public Record Desired
7/17/2019			I need my school records to prove the spell.

F000288-071919

Create Date	Customer Full Name	Company Name	Public Record Desired
7/19/2019	Leah Jones		High school diploma

F000289-071919

Create Date	Customer Full Name	Company Name	Public Record Desired
7/19/2019	Belleville News-Democrat reporter Alexis Cortes	Belleville News-Democrat	Communications sent to or from ISBE and schools or school districts in St. Clair, Madison, Monroe, Randolph and Clinton counties from Oct. 31, 2018, to present regarding improvement plans to address discipline issues, including racial disparities, excluding the "Exclusionary Discipline Notification" email sent from Jeff Aranowski on Oct. 31, 2018. Please include the submitted improvement plans for school districts in St. Clair, Madison, Monroe, Randolph and Clinton counties.

F000290-071919

Create Date	Customer Full Name	Company Name	Public Record Desired
7/19/2019	Jason Cohee	Intelligence R us	I, Jason Cohee, request, as the Secretary of Education would, all Data requested in 20 usc s1418(a) to be disclosed.

F000291-072119

Create Date	Customer Full Name	Company Name	Public Record Desired
7/21/2019	Walter Brzeski		The ISBE documents and forms relating to the name of the employing school district which requested the form 73-42 "Request for Approval of Adaptive Physical Education Teacher (PPE)" for educator Vincent Rociola. The specific information requested is: the employing school district's name, contact information, and their contact person's name and contact information. Rociola's Approval Granted Date = 02/13/2019, Approval Code = PPE, Approval = Adapted PE, RCDT = 07016802060.

F000292-072219

Create Date	Customer Full Name	Company Name	Public Record Desired
7/22/2019	Charles Burns	Jacobs, Burns, Orlove & Hernandez	For any school operated by Urban Prep Academies, all charter agreements between Urban Prep Academies and the Illinois State Charter School Commission ("SCSC"), and all reports submitted by Urban Prep Academies to SCSC and/or the Illinois State Board of Education, including annual budgets, financial statements, audit reports, and lists of employees.

F000293-072219

Create Date	Customer Full Name	Company Name	Public Record Desired
7/22/2019	Emily Coleman	Chicago Tribune Media Group	Any and all submitted reports of irregularities or security issues during standardized testing for the 2018-19 school year

F000294-072219

Create Date	Customer Full Name	Company Name	Public Record Desired

F000294-072219

Create Date	Customer Full Name	Company Name	Public Record Desired
7/22/2019	Hyong Chon	Change Your Mind Technologies	I want to request a copy of the documents in reference to the above contract. I want to request a copy of the technical (narrative) and price scoring documents, which includes the proposal and cost from all the successful bidders. FOIA Reference # 22042884 SBE: Illinois ePlan

F000295-072219

Create Date	Customer Full Name	Company Name	Public Record Desired
7/22/2019	Education Attorney Verity Sandell	James. B. Moran Center for Youth Advocacy	Any and all contracts between the Illinois State Board of Education and Lakemary Center in Paola, Kansas, from 2017 to present. This request is submitted to assist my office in accessing disseminating meaningful information about the legal rights of the public. As such, we request a waiver of fees, as it is in the public interest pursuant to 5 ILCS 140/6 (c).

F000296-072319

Create Date	Customer Full Name	Company Name	Public Record Desired
7/23/2019	Terry E. Shotts		I am requesting to obtain copies of the following records/information. 1) Copy of Mrs. Crystal Maxwell, work history as a licensed teacher in the State of Illinois. 2) Copy of Mrs. Crystal Maxwell, application, partial applications, license, Illinois approved program/endorsements for selected License, approvals, designations, registration. 3) Copy of Mrs. Crystal Maxwell, written complaints during her tenure as a licensed Teacher in the State of Illinois, filed with ISBE. 4) Copy of Mrs. Crystal Maxwell, all remedial warnings issued. Respectfully submitted, Terry Shotts

F000297-072419

Create Date	Customer Full Name	Company Name	Public Record Desired
7/24/2019	E-rate consultant Gary Michaels	Summa E-rate Solutions	I am seeking the email addresses and telephone numbers for the Superintendent, Asst. Superintendent, Administrator, Principal, Asst. Principal, Director, Asst. Director, Supervisor, Coordinator, CFO, Business Mgr., IT Admin., CEO, Headmaster, Chancellor, and COO of the K12 Public Dist & School, Spec Educ Dist & School, ISC, ROE, Reg Prg, Voc Tech, Non-Public School, Sp Ed Priv Fac, and Charter Schools in the state of Illinois. Essentially, I am trying to get email addresses to the administrators listed in the dir_ed_entities excel document that your web site generates. Thank you.

F000298-072419

Create Date	Customer Full Name	Company Name	Public Record Desired
7/24/2019	Doctoral Candidate Farris Watson	University of Illinois	Annual Reports consisting of Educational and Financial Data for East St. Louis School District 189 from 1994 through 2019.

F000299-072519

Create Date	Customer Full Name	Company Name	Public Record Desired
7/25/2019	Zachary Nowak		If you could please be so kind to provide a full list of school districts participating in the National School Lunch Program that currently have a food service management contract (FSMC). As well as the current vendor that is in contract with each school district. Thank you!

F000300-072519

Create Date	Customer Full Name	Company Name	Public Record Desired
7/25/2019	Belleville News-Democrat reporter Alexis Cortes	Belleville News-Democrat	Please provide copies of any communications from ISBE to the Belleville Area Special Services Cooperative regarding Donald Rowe from August 2018 to present, including but not limited to subpoenas or requests for BASSC's investigative documents on Donald Rowe. Please include the responsive documents that BASSC provided to ISBE.

F000301-072519

Create Date	Customer Full Name	Company Name	Public Record Desired
7/25/2019	Megan		CACFP -- all Independent Day Care Centers (no sponsors) that are currently affiliated with the Illinois CACFP.

F000302-072619

Create Date	Customer Full Name	Company Name	Public Record Desired
7/26/2019	Kim Hoang	Meemic Insurance Company	Please consider this the initiation of a FOIA request. Please deliver the following information electronically for active teachers with original certification date. If possible, we would like both a home mailing address and a school mailing address. If you have any questions, please feel free to contact me. First Name Last Name Date of Original Certification School Code School Name Parent/District Name Mailing Address 1 Mailing Address 2 Mailing City Mailing State Mailing Zip Mailing Zip4 Grades Assignment Description Thank you!

F000303-072619

Create Date	Customer Full Name	Company Name	Public Record Desired
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F000303-072619

Create Date	Customer Full Name	Company Name	Public Record Desired
7/26/2019	reporter Jennifer Smith Richards	Chicago Tribune	<p>July 26, 2019 Megan Griffin Public Information Division Illinois State Board of Education 100 N. First St. Springfield, IL 62777 [REDACTED] Ms. Griffin, Pursuant to the Illinois Freedom of Information Act, I request the following public records in the possession of the Illinois State Board of Education: - The statewide study and report on the use of behavioral interventions for students with disabilities, including supplemental materials or appendices, that were required to be produced by Sept. 30, 1993 per 105 ILCS 5/14-8.05 (excerpted below) On or before September 30, 1993, the State Superintendent of Education shall conduct a statewide study of the use of behavioral interventions with students with disabilities receiving special education and related services. The study shall include, but not necessarily be limited to identification of the frequency in the use of behavioral interventions; the number of districts with policies in place for working with children exhibiting continuous serious behavioral problems; how policies, rules, or regulations within districts differ between emergency and routine behavioral interventions commonly practiced; the nature and extent of costs for training provided to personnel for implementing a program of nonaversive behavioral interventions; and the nature and extent of costs for training provided to parents of students with disabilities who would be receiving behavioral interventions. The scope of the study shall be developed by the State Board of Education, in consultation with individuals and groups representing parents, teachers, administrators, and advocates. - Any guidance issued to schools related to the use of appropriate behavioral interventions for students with disabilities per 105 ILCS 5/14-8.05 (excerpted below) On or before June 30, 1994, the State Board of Education shall issue guidelines based on the study's findings. The guidelines shall address, but not be limited to, the following: (i) appropriate behavioral interventions, and (ii) how to properly document the need for and use of behavioral interventions in the process of developing individualized education plans for students with disabilities. The guidelines shall be used as a reference to assist school boards in developing local policies and procedures in accordance with this Section. If the files are available electronically, please provide access to them electronically. Because this information would be used in a newspaper story intended to educate the public, we ask that you waive or reduce the normal fee for producing this information. If the cost of producing this information would be more than \$50, please notify me before proceeding. If in your view any of the above records contain information you deem to be exempt from disclosure please redact that portion of the record and provide the remainder, specifying the precise nature of the redacted information and the exemption on which you rely should we were to ask for its disclosure. Feel free to contact me if you have questions. I would be happy to discuss the request. Sincerely, Jennifer Smith Richards Reporter Chicago Tribune [REDACTED]</p>

F000304-072619

Create Date	Customer Full Name	Company Name	Public Record Desired
7/26/2019	Doctoral Candidate Farris Watson	University of Illinois	Annual Reports for the Financial Oversight Panel for East School District 189 for the years of 1994-2004 and 2012-2019.

F000305-072919

Create Date	Customer Full Name	Company Name	Public Record Desired
7/29/2019	Elana Freeman		I am hoping for a breakdown of the number of schools (each individual school, including Charter schools, private schools, and public schools) by county across Illinois. So, for example, the report would include the total number of schools in Cook County. The breakdown is number of schools (versus number of school districts, etc). Please let me know if this requires further clarification or information. Thank you, Elana

F000306-072919

Create Date	Customer Full Name	Company Name	Public Record Desired

F000306-072919

Create Date	Customer Full Name	Company Name	Public Record Desired
7/29/2019	Hyong Chon	Change Your Mind Technologies	FOIA Reference # 19-586SBE-FRSTD-B-3048 SBE: Illinois ePlan Hello FOIA Officer, I want to request a copy of the documents in reference to the above contract. I want to request a copy of the technical (narrative) and price scoring documents, which includes the proposal and cost from the following bidders : LearningMate, Metmox, Alert IT, Guidehouse, Ernst and Young, and Change Your Mind Technologies. This should include the scoring/points documents from the readers that determined the successful bidder.

F000307-073019

Create Date	Customer Full Name	Company Name	Public Record Desired
7/30/2019	Dwayne Hall		Kindergarten school records

F000308-073019

Create Date	Customer Full Name	Company Name	Public Record Desired
7/30/2019	Children's Social Worker Naomi Rodriguez	LA Dept of Children and Family Services	To Whom It May Concern: I am a Children's Social Worker for the Los Angeles County Department of Children and Family Services. I have been assigned to the case of children, [REDACTED] who are currently whereabouts unknown with their mother [REDACTED]. I am contacting school districts in other States in an effort to locate the children as there is a current warrant for their detention upon locating them issued by the Los Angeles County Dependency Court. [REDACTED] Please accept this letter as a formal request for a "Statewide School District Search". Feel free to contact me should you have any questions or concerns. You may also email your response to [REDACTED] Thank you in advance for your assistance in the matter.

F000309-073019

Create Date	Customer Full Name	Company Name	Public Record Desired
7/30/2019	Children's Social Worker Naomi Rodriguez	LA Dept of Children and Family Services	To Whom It May Concern: I am a. Children's Social Worker for the Los Angeles County Department of Children and Family Services. I have been assigned to the case of children, [REDACTED] who are currently whereabouts unknown with their mother [REDACTED]. I am contacting school districts in other States in an effort to locate the children as there is a current warrant for their detention upon locating them issued by the Los Angeles County Dependency Court. [REDACTED] Please accept this letter as a formal request for a "Statewide School District Search". Feel free to contact me should you have any questions or concerns. You may also email your response to [REDACTED] Thank you in advance for your assistance in the matter.

F000310-073019

Create Date	Customer Full Name	Company Name	Public Record Desired
7/30/2019	Kathie Lange		This is a non-commercial FOIA request for information. For each of the following counties Cook DuPage Kane Lake McHenry Will Please provide: 1. Names of each school district 2. The superintendent's name 3. The superintendents school district email contact information

F000311-073119

Create Date	Customer Full Name	Company Name	Public Record Desired
7/31/2019	Ms. Brenda Meunier	CORE Group Sales	I need to get a report for all IL school districts that are taking diversions from the following companies on commodity 100506: Lamb Weston, Cavendish, Simplot for the SY's of 18-19 and of 19-20. I also need the same requirements for commodity 110227 from: Simplot, Idahoan. I also need the same requirements for commodity 100980 from: Lamb Weston, Simplot, and Cavendish. I also need the same requirements for commodity 100103 from: Tyson, ProView, and Brakebush. I also need the same requirements for commodity 100047 from: Michael Foods, Cargill, and Deb El. These can all be separate reports to keep info and file size to a minimum.

F000312-073119

Create Date	Customer Full Name	Company Name	Public Record Desired
7/31/2019	Ms. Brenda Meunier	CORE Group Sales	Looking for a complete report of all school districts in IL and a breakdown of their allocated funds from the start of the 19-20SY and how it was divided up per school district. I.E. Columns: Starting money, PAL, Diversions, DoD, Allocated Total, and Balance left to use. This is used as a master report to determine HOW each school district is using their funds for their school lunch programs. It's also used to determine which schools have unused money to allocate for diversions, etc. going forward in the SY.

F000313-073119

Create Date	Customer Full Name	Company Name	Public Record Desired
7/31/2019	WBEZ Carrie Shepherd	WBEZ	Any and all documents related to a specific educator license investigation