

ILLINOIS STATE BOARD OF EDUCATION



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

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

December 12, 2018
10:30 a.m.

I. Roll Call/Pledge of Allegiance

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

II. Public Participation

III. Resolutions & Recognition

- A. Susan Converse, 2019 Illinois Teacher of the Year **pp. 3**

IV. Presentations & Updates

- A. FY20 Budget Development

1. FY20 Revenue Projections: Clayton Klenke and Jim Muschinske, COGFA
2. Development of the Fiscal Year 2020 Budget Recommendation: Robert Wolfe, CFO **pp. 4-26**

- B. IDEA Part B Flow through Procedural Change Update

V. Superintendent's Report - Consent Agenda

- A. *Approval of Minutes

1. Plenary Minutes: November 16, 2018 **pp. 27-34**

- B. *Rules for Initial Review

1. Part 1 (Public Schools Evaluation, Recognition, and Supervision) **pp. 35-42**
2. Part 25 (Educator Licensure) **pp. 43-174**
3. General Grantmaking (44 Illinois Administrative Code 7200) **pp. 175-268**

- C. *Rules for Adoption

1. Part 227 (Gifted Education) **pp. 269-291**

- D. *Contracts & Grants Over \$1 Million

1. Request for Sealed Proposals - Illinois Virtual Course Catalog **pp. 292-294**
2. Illinois Multi-tiered System of Supports Network (IL MTSS-N)—Individuals with Disabilities Education Act (IDEA) Part D State Personnel Development Grant (SPDG) **pp. 295-297**
3. Request for Sealed Proposal (RFSP) – Information Systems – ILDS Finance Team **pp. 298-301**
4. Request for Sealed Proposal (RFSP) – Information Systems – Special Education Systems – Two Developers and One Business Analyst **pp. 302-305**
5. Request for Sealed Proposal (RFSP) – Information Systems – Two Business Intelligence Developers **pp. 306-308**
6. Request to Award – ISBE Student Information System (SIS) Information Technology Support **pp. 309-311**

- E. *Draft Annual Report **pp. 312-383**

End of Consent Agenda

- F. Capital Needs Assessment Biennial Report **pp. 384-392**

VI. Discussion Items

- A. District Oversight Update
- B. 2018 Tracked Legislation and 2019 Legislative Agenda **pp. 393-404**
- C. ESSA Update
- D. Teach Illinois Update
- E. Instructional Day Flexibility **pp. 405-409**
- F. Other Items for Discussion

VII. Announcements & Reports

- A. Superintendent's/Senior Staff Announcements
- B. Chairman's Report
- C. Member Reports

VIII. Information Items

- A. ISBE Fiscal & Administrative Monthly Reports (*available online at isbe.net*)
- B. Anticipated Regulatory Agenda **pp. 410-416**

IX. Closed Session (as needed)

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: Chairman Meeks may call for a break in the meeting as necessary in order for the Board to go into closed session.

RESOLUTION



**Honoring
Susan Converse
December
2018**

WHEREAS, Susan Converse exemplifies teacher leadership through her passion and creativity educating students with disabilities at Edwardsville High School; and

WHEREAS, Susan Converse demonstrates a love for learning in her own professional life. She began her career as a journalist before finding her true calling in teaching. She returned to Southern Illinois University-Edwardsville to earn her certification in special education and again for her master’s degree in educational leadership. She served for nine years as the Edwardsville Community School District 7 special education coordinator; and

WHEREAS, Susan Converse started a student-run coffee and pastry shop called the Tiger Den to create opportunities for her students to develop skills to lead more independent lives after high school. The Tiger Den curriculum presents critical concepts from the Illinois Learning Standards to students in a practical, hands-on way; and

WHEREAS, Susan Converse celebrates diversity. The Tiger Den fosters a culture of inclusion by facilitating meaningful interactions between students with disabilities and their peers; and

WHEREAS, Susan Converse goes beyond her work in the classroom to help students with resumes, interview skills, and connections to secure employment after high school; and

WHEREAS, Susan Converse’s high expectations, caring commitment, and individualized supports for each of her students have transformed the lives of students, families, and the community; and

WHEREAS, Susan Converse was named the **2019 Illinois Teacher of the Year** on October 20, 2018;

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education extends its sincere appreciation and gratitude to **Susan Converse** for her commitment and dedication to the students of Illinois and the field of education.

James T. Meeks, Board Chair

Eligio Pimentel, Vice Chair

Cesilie Price, Secretary

Ruth Cross, Member

Lula Ford, Member

Mitch Holzrichter, Member

Craig Lindvahl, Member

Susie Morrison, Member

Kevin Settle, Member

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 12, 2018

TO: Illinois State Board of Education

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

Agenda Topic: Development of the Fiscal Year 2020 Budget Recommendation on behalf of pre-K through 12th grade educational service providers

Materials: Exhibit A General Funds Appropriation History
Exhibit B Fiscal Year 2020 General Funds Budget – Advocate Request
Exhibit C Longitudinal View of Board General Funds Recommendations
Exhibit D Longitudinal View of General Funds Appropriations

Staff Contact: Scott Harry, Director, Budget

Purpose of Agenda Item

The purpose of this agenda item is to provide the Board with a summary of the community-driven requests for education funding on behalf of all the children throughout the state of Illinois. Additionally, data requested by the Board regarding Evidence-Based Funding and Early Childhood Education at the September Board Retreat have been provided. Community-driven funding requests were received from testimony at the three public budget hearings and submitted by email from those persons who did not attend a hearing. Direction is also needed from the Board on the development of the Fiscal Year 2020 Budget Recommendation that will be presented at the Jan. 16, 2019, Board meeting.

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

The budget is important for all aspects of the State Board’s Strategic Plan. State funding supports critical school functions to uphold efforts toward attaining the Board’s goals. This funding provides the most support to Illinois’ communities most in need.

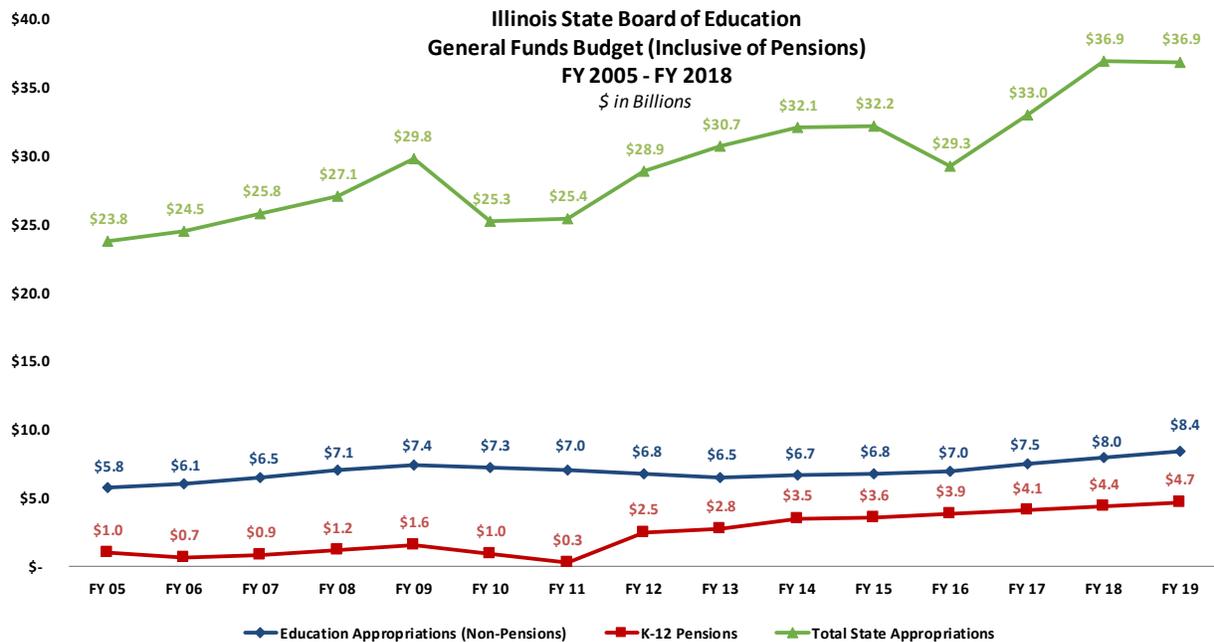
Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- 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-graders 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.

Background Information

The FY 2019 General Funds budget for the Illinois State Board of Education (ISBE) is \$8.385 billion, which represents a \$168.8 million or 2.1% increase when compared to FY 2018 appropriations. The graph below shows the 15-year appropriation history for the state’s General

Funds, pre-K to 12th grade education, and K-12 pensions. The appropriations in the graph for FY 2018 were adjusted as ISBE’s Evidence-Based Funding included \$221.3 million for the Chicago Public School Teacher Pension Fund. The FY 2018 Education Appropriations were reduced by \$221.3 million and reallocated to K-12 pensions for consistent presentation purposes. Total education appropriations including pensions in FY 2019 are more than one-third of the overall state’s General Funds appropriations.



Source: Illinois Office of the Comptroller

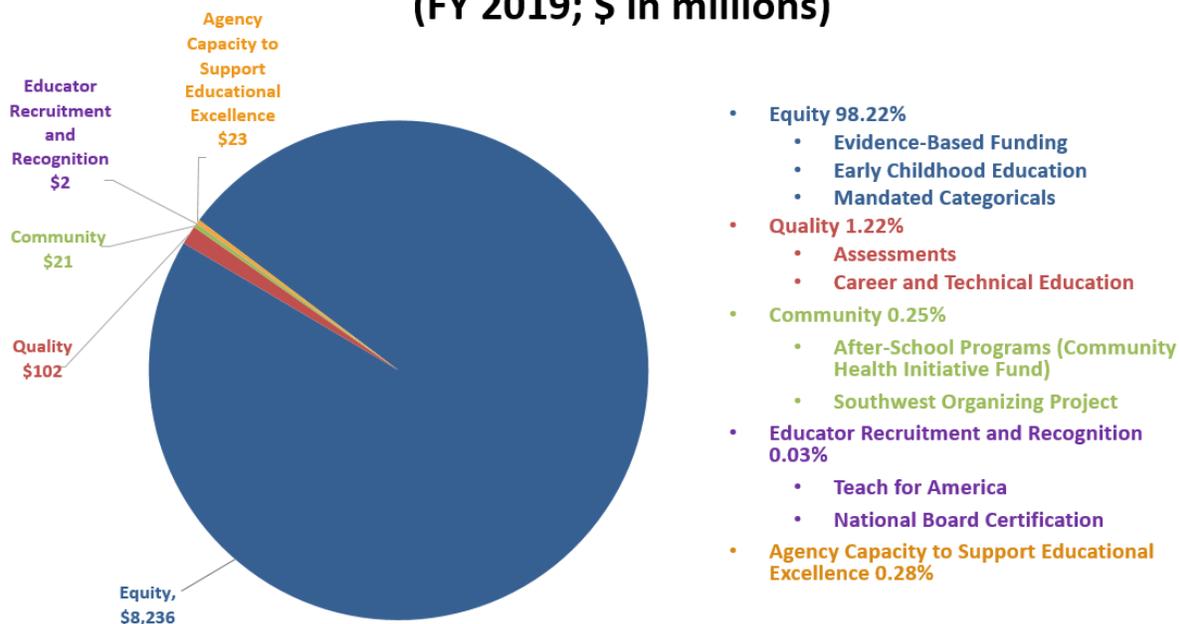
The Illinois Office of the Comptroller (IOC) continues to face challenges in addressing the backlog of unpaid bills. The General Funds backlog of unpaid bills estimated by the IOC as of Nov. 26, 2018, is \$7.0 billion. IOC has been unable to make payment on 9,406 delayed ISBE vouchers totaling approximately \$432.2 million. Sixty percent, or nearly \$263 million, of the delayed vouchers are for Mandated Categorical Reimbursement lines. ISBE continues to hear concerns from education providers, including testimony at this year’s budget hearings, regarding their challenges of delayed payments. Providers with limited sources of revenues continue to struggle in providing opportunities for children as a result of payment delays.

Staff from the Commission on Government Forecasting and Accountability (COGFA) is on the Dec. 12, 2018, agenda to present their FY 2020 revenue projections. In addition, the Governor’s Office of Management and Budget’s (GOMB) Illinois and Fiscal Policy Report was released on Nov. 15, 2018. GOMB estimates General Funds spending will exceed revenues by \$546 million in FY 2019, and this deficit could grow to over \$1.0 billion when factoring in the potential maximum impact from the pending American Federation of State, County and Municipal Employees (AFSCME) case. GOMB forecasts that the state’s FY 2020 General Funds deficit could reach \$2.8 billion based on current laws for revenue projections and modest increases for spending. GOMB factored in a \$400 million increase in FY 2020 for pre-K to 12th grade education. GOMB estimated the General Funds backlog of unpaid bills to grow to \$7.8 billion by June 2019 and \$10.6 billion by June 2020 if there is no action to close the projected deficits.

Snapshot of ISBE's FY 2019 General Funds Budget

ISBE's General Funds budget in FY 2019 aligns with the Board's commitment to Equity, Quality, Community, and Educator Recruitment and Recognition. The graph below provides the allocation of the Agency's budget by these four funding principles with examples of programs for each principle.

General Funds Appropriation by Funding Principles (FY 2019; \$ in millions)



Source: Illinois Office of the Comptroller – Public Act 100-586

Determining the Fiscal Year 2020 Budget

ISBE commits to promoting and implementing comprehensive policies, practices, and programs that ensure fair access to quality for all students in our state. The Board finalized the following set of guiding values and beliefs in October to guide the development of the FY 2020 budget and the daily work of agency staff:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027, and beyond, the State has a kindergarten through Grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.

- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content, their ability to adjust their pedagogy to student need, their ability to establish positive relationships with all students including students whose background and life experience is different from theirs, and their understanding of human development.

These statements were presented at each of the three public budget hearings held throughout the state and were included on the FY 2020 Budget Request Form that advocates used to submit their specific funding requests. These budget hearings were conducted in Springfield, Mt. Vernon, and Chicago. Participants (educators, parents, families, and community and business leaders) were encouraged to present their stories about the programmatic and financial needs of Illinois' public schools and the students and families they serve.

Approximately 200 individuals attended the three budget hearings, which is a 64 percent increase from last year. Testimonials and funding requests were also received via email at ISBEFY20@isbe.net. There were more than 425 community-driven requests for funding for ISBE programs for the FY 2020 education budget, which is approximately a 130 percent increase in the number of requests from last year.

Below is a summary by program of the FY 2020 community-driven funding requests:

Program	Submitted Testimony	Community-Driven Request Amount
After School Matters	2	\$2,443,800
After School Programs	8	\$20,000,000
Agricultural Education	16	\$5,000,000
Assessments – English Learners	1	\$5,000,000
Autism	1	\$100,000
Bilingual Education	1	\$29,000,000
Blind & Dyslexic	9	\$990,000
Career and Technical Education	42	\$50,671,600
Career and Technical Education Infrastructure	1	\$1,200,000
Communities Schools	12	\$15,000,000
Competency-Based Pilot	1	\$5,000,000
District Intervention – North Chicago/East St. Louis	4	\$6,560,200
Diverse Educator Recruitment	1	\$700,000
Early Childhood Block Grant	19	\$643,738,100
Educator Rising	6	\$325,000
Evidence-Based Funding	14	\$11,765,107,100
Freshmen on Track Early Intervention	1	\$5,000,000
Healthy Community Incentive Fund	8	\$15,000,000
Illinois Free Lunch and Breakfast	2	\$32,000,000
National Board Certification	5	\$1,000,000
Parent Education Pilot Program	1	\$174,930
Philip J. Rock Center & School – Operations	1	\$3,777,800
Philip J. Rock Center & School – Capital	1	\$1,500,000

Principal Mentoring	1	\$1,000,000
Program	Submitted Testimony	Community-Driven Request Amount
Regional Safe Schools Program/Alternative Ed	66	\$11,300,000
Regional Safe Schools Cooperative Education Program/Vocational Education	44	\$1,700,000
ROE School Services	46	\$11,000,000
ROE School Bus Driver Training	45	\$100,000
School Maintenance Grants - Capital	1	\$44,391,137
Southwest Organizing Project-Parent Mentoring	3	\$3,500,000
Special Education – Orphanage Tuition	2	\$73,000,000
Special Education – Private Facility	2	\$135,265,500
State & District Technology Support – Learning Technology Center	6	\$2,443,800
Teach for America	1	\$1,900,000
Teacher Mentoring Programs	3	\$2,000,000
Transportation – Regular and Vocational	2	\$343,800,000
Truancy Alternative & Optional Education	50	\$14,500,000

EQUITY

Evidence-Based Funding (EBF) – Aligned to Goals 1-7

At the heart of the Board’s commitment to equity is the Evidenced-Based Funding formula. EBF allows school districts to receive state money in direct proportion to the needs of the district and its students. EBF creates a hold-harmless payment and provides for increases in funding to be distributed to districts most in need per the statutory formula.

The state constitution mandates that the “primary responsibility for financing the system of public education” belongs to the state. Yet in FY 2018, the state contributed approximately one-third of school districts’ revenues. The first sentence of the general provisions in statute creating EBF states “The purpose of this Section is to ensure that, by June 30, 2027 and beyond, this State has a kindergarten through Grade 12 public education system with the capacity to ensure the educational development of all persons to the limits of their capacities in accordance with Section 1 of Article X of the Constitution of the State of Illinois.”

Testimony was presented at the public budget hearings advocating for full funding for EBF at 90 percent adequacy. Preliminary estimates for FY 2020 to meet 90 percent adequacy is \$11.765 billion, or a \$4.929 billion increase over the FY 2019 appropriation level. This preliminary estimate is based on current FY 2019 EBF data, and future funding projections will be affected by changes to student enrollment, local resources, recalibration of the cost factors, low-income data, and many other variables.

While significant progress to improve equity has been achieved through the enactment of EBF, the gap to 90 percent adequacy for all Tier 1 and Tier 2 districts, per the FY 2019 EBF calculations, is \$4.83 billion after the FY 2019 tier funding was distributed. In order for all Tier 1 and 2 districts to reach 90 percent adequacy by June 2027, the state would need to commit to an annual increase of approximately \$610 million in tier distribution funding or \$660 million when adding in \$50 million for Property Tax Relief Pool Funds for the next eight fiscal years. Included

in this amount is a 1 percent allocation for tier distribution for Tier 3 and 4 districts per the statutory formula. A \$660 million increase for the EBF appropriation in FY 2020 should be considered as the minimum amount needed to comport with the statutory intent of funding public education “to ensure every student receives a meaningful opportunity to learn irrespective of race, ethnicity, sexual orientation, gender, or community-income level.”

Early Childhood Education – Aligned to Goals 1-7

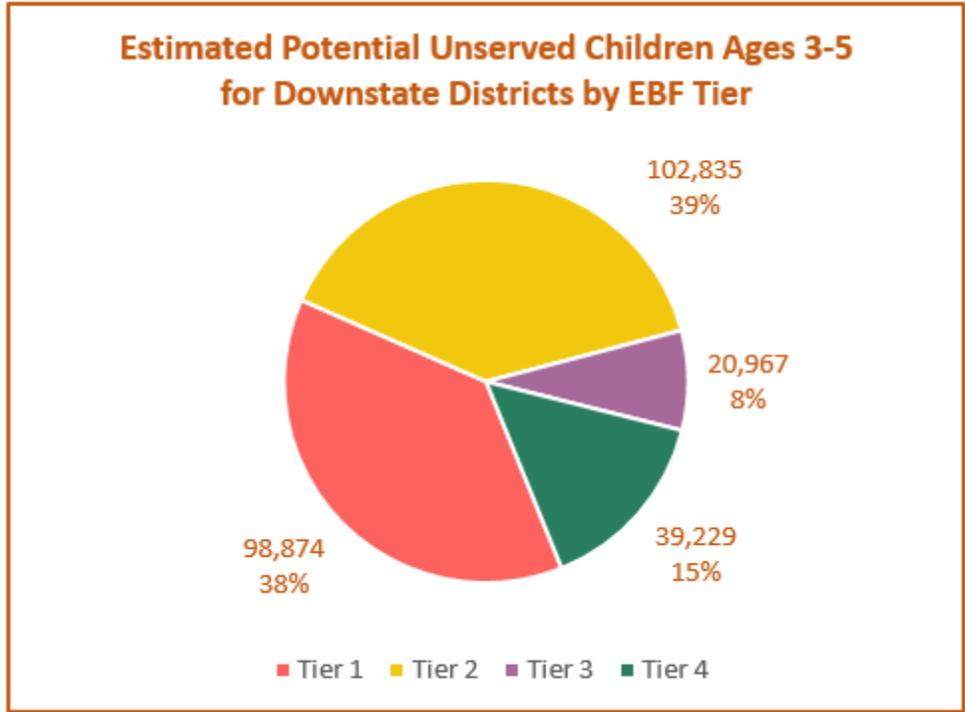
The Board’s third equity value and belief statement identifies the need for the state to end disparities and gaps in education achievement by supporting quality early learning programs. As a result, full funding the Early Childhood Block Grant (ECBG) line in FY 2020 is estimated at \$2.4 billion. Educators and community and business leaders requested a \$150 million funding increase for early childhood education programs at the three public budget hearings.

ISBE staff completed a preliminary analysis to calculate the approximate number of children ages 3 to 5 that are potentially unserved by an early childhood education program this fiscal year. The table below summarizes the data for all school districts showing that approximately two out of 10 children ages 3 to 5 are enrolled in a Preschool for All (PFA) or Preschool for All Expansion (PFAE) program funded by ISBE in FY 2019.

	SFY2018 Kindergarten Headcount	Potential Pre-K (K x 3)	Estimated PFA And PFAE Funded	Estimated Potential Unserved
Chicago	25,168	75,504	22,000	53,504
Downstate	106,532	319,596	57,691	261,905
Total	131,700	395,100	79,691	315,409
% of children			20%	80%

ISBE’s preliminary analysis also included an approximation of the number of served and unserved children by FY19 EBF tier designations for downstate districts. This analysis did not include Chicago Public Schools as it is designated as a Tier 1 district. The following chart and pie graph below represents this baseline data for the downstate district analysis:

Estimated Potential Unserved Children Ages 3-5 for Downstate Districts					
FY19 EBF Tier	SY2018 Kindergarten Headcount	Potential Pre-K (K x 3)	Estimated PFA and PFAE Funded	Estimated Potential Unserved	Estimated Cost
Tier 1	43,751	131,253	32,379	98,874	\$754,420,334
Tier 2	40,660	121,980	19,145	102,835	\$701,120,678
Tier 3	7,700	23,100	2,133	20,967	\$132,774,944
Tier 4	14,421	43,263	4,034	39,229	\$248,668,502
Grand Total	106,532	319,596	57,691	261,905	\$1,836,984,458



Of the 315,409 children potentially not served by an early childhood education program in FY 2019, nearly 81 percent or 255,213 children are assumed to be linked to a Tier 1 or 2 school district. A preliminary estimate to fund the unserved children in Tier 1 and 2 districts is approximately \$1 billion-\$2 billion without taking regionalized cost differences into account. The lower end of the range represents full participation in a half-day Preschool for All program while the upper range estimate represents full participation in a full-day Preschool for All Expansion program that also offers more intense services.

ISBE estimates it would need approximately a \$190 million increase to the Early Childhood Block Grant line for each fiscal year from FY 2020 through FY 2027 to offer a high-quality early childhood program for all children in Tier 1 and 2 districts by June 2027. The \$190 million per year increase assumes an average of a 50/50 mix of half-day and full-day programming. Fully funding early childhood programs for all EBF tier districts is estimated at \$2.4 billion, or a \$1.9 billion increase, using the same 50/50 mix of half-day and full-day programs. These estimates do not factor in statutory percentage requirements for amounts that must be allocated specifically to Chicago (37 percent allocation of ECBG appropriation) or the Prevention Initiative Program (20 percent allocation of ECBG line) that provides services for children in the birth-to-3 range. The following table provides the components of the preliminary estimate for full funding for early childhood programs:

Early Childhood Programs	FY 2020 Preliminary Estimate
Downstate Districts	\$1,836,984,458
Chicago Public Schools	\$433,984,388
Prevention Initiative Program	\$112,000,000
ECBG Infrastructure/Administration/Monitoring	\$17,031,154
Total	\$2,400,000,000

The U.S. Department of Education awarded Illinois an \$80 million grant in December 2014 for Preschool Expansion. The approved application incorporated the state’s plan to invest more in early childhood education, expanding access to quality services for children in Illinois. As part of the grant proposal, beginning in 2016, Illinois was to provide an increase of \$50 million per year for five years to the Early Childhood Block Grant. FY 2020 will be the fifth year of the five-year commitment.

Mandated Categorical Reimbursements (MCATs) – Aligned to Goals 1-5, 7

The table below provides the estimated FY 2019 proration levels for each of the other MCAT lines. An additional \$182.6 million would be needed to provide full funding for all MCAT lines in FY 2019. Presenters at the public hearings spoke about the importance of MCAT funding to their schools’ budgets, and funding increases were requested for these lines.

Program Name	FY 2018 Proration Level	FY 2019 Estimated Proration Level	Additional amount needed to fully fund in FY19
Transportation-Regular/Vocational	84.1%	83.8%	\$80,890,200
Transportation-Special Education	91.0%	87.1%	\$57,517,400
Special Education-Private Tuition	89.9%	86.1%	\$21,834,500
Illinois Free Lunch/Breakfast	29.0% est.	28.7%	\$22,400,000

The final projections for FY 2020 MCATS will be completed by staff in late December, and the Board will be provided appropriation amounts for fully funded and FY 2019 proration levels. The results of those projections and consideration of federal Maintenance of Effort requirements will be reflected in the Superintendent’s recommendations to be presented in January.

Alternative Education Services – Aligned to Goals 4-7

Educators and students testified in support of \$25.8 million for Alternative Education services (Regional Safe Schools Program and Truant Alternative and Optional Education). This amounts to 60.5 percent of the amount appropriated in FY 2009, when appropriations provided \$42.6 million in funding opportunities for Alternative Education services. That is the highest level of funding for these line items in the last decade.

In addition, testimony was submitted to maintain level funding for the Regional Safe Schools Cooperative Education Program at \$1.7 million from state Career and Technical Education funding. This aligns with the Board’s second equity value and belief statement as this program provides opportunities for suspended or expelled youth to become reoriented and motivated to complete their education by allowing a student to participate in career-related classroom and structure cooperative work experience provided by the private sector. This provides a pathway to motivate and encourage students to complete high school while enabling them to make a successful transition to postsecondary education, employment, or other career advancement opportunities.

Philip J. Rock Center and School – Aligned to Goals 1-7

Educators and parents testified in support for the Philip J. Rock Center and School, which is a residential facility that provides programming for deaf-blind students as well as professional support for deaf-blind students throughout the state. An increase of \$200,000 was requested

for operations, and ISBE staff are working with Philip J. Rock Center staff to develop a capital request for Board consideration for repair and maintenance needs of its state-owned facility.

Quality

Assessments – Aligned to Goals 2-4

Final cost estimates are being determined for the FY 2020 assessments, where added complexity exists due to two contracts being procured. Assessments will be conducted in multiple grades to ensure student growth can be calculated for the overall summative rating in the accountability system.

Career and Technical Education – Aligned to Goals 4-6

Testimony was received from advocates requesting a \$12.6 million increase to the \$38.1 million Career and Technical Education (CTE) line in FY 2020 to incentivize more participation in high-wage, high-demand industries. In addition, \$5 million for the Competency-Based Pilot program, \$1.2 million for a CTE Infrastructure line, and \$5 million for Freshman-on-Track Early Intervention Systems were requested for FY 2020. Educators and students testified for continued support of \$5 million for Agricultural Education.

This funding allows the state to meet the federal matching requirement of the Carl D. Perkins Career and Technical Education Act of 2006 and leverages approximately \$42.3 million in federal funding annually.

State and District Technology Support – Aligned to Goals 1-7

Testimony was submitted in continued support of level funding for the State and Technology Support line for Learning Technology Centers.

Community

After School Matters – Aligned to Goals 2-5, 7

Community members requested continued support of \$2.4 million to provide programming to high school students in the City of Chicago.

After-School Programs – Aligned to Goals 2-5,7

Community members requested \$20 million for FY 2020 for After School programming, which is a \$5 million increase over FY 2019. FY 2019 funds were allocated to Healthy Community Incentive Fund grants.

Community Schools – Aligned to Goals 1-7

Community members requested \$15 million for FY 2020 for Community School programming.

Healthy Community Incentive Fund – Aligned to Goals 1-7

Community members requested \$15 million for FY 2020 to help coordinate, align, and leverage efforts aimed toward serving the needs of the whole child by enabling school districts to take the lead role in cross-sector partnerships as centers of collective impact.

Southwest Organizing Project – Aligned to Goals 1-5, 7

Community members requested \$3.5 million for FY 2020 for this Parent Mentoring Program.

Educator Recruitment and Recognition

Budget proposals are currently being developed for funding recommendations for the Teach Illinois report that will be included in the Superintendent's January budget recommendation. The funding requests below were submitted by educators and community members and support the fifth equity statement and the Board's goal that all students are supported by highly effective teachers and school leaders.

Diverse Educator Recruitment – Aligned to Goal 6

Educators requested \$700,000 for FY 2020 for Diverse Educator Recruitment to support recruitment programs for schools to diversify the teacher pipeline and ensure all teachers practice culturally responsive teaching. Out of approximately 2 million students in Illinois, 52 percent are non-white while only 17 percent of teachers in Illinois are non-white.

Educator Rising – Aligned to Goal 6

Educators requested \$325,000 for FY 2020 for Educators Rising to cultivate a pipeline of future effective educators for Illinois students by fostering interest among high school students in the profession of teaching through pathway opportunities. Research demonstrates that 60 percent of teachers live within 20 miles of where they attend high school. The seven Educators Rising standards, designed in partnership with the National Board for Professional Teaching Standards, articulate a framework for highly prepared and effective teachers. High school students who are exposed to these standards will be well-situated to pursue a pathway to licensure that will prioritize that framework.

National Board Certification – Aligned to Goal 6

Educators and community members requested \$1 million for FY 2020 for the National Board Certification program to increase the number of teachers certified by the National Board for Professional Teaching Standards and to provide mentoring and professional development to classroom teachers.

The funds provide support of teachers and school counselors seeking National Board Certification, with priority given to educators in schools on Early Academic Warning or Watch status or who serve in schools with 50 percent or more low-income students.

Parent Education Pilot Program – Aligned to Goal 6

Community members requested \$174,930 for FY 2020 for a Parent Education Pilot Program to fund PA 100-1043 that requires a three-year pilot program, beginning with the 2019-20 school year, to support the health and wellness of student-learning to provide instruction on parenting education.

Principal Mentoring – Aligned to Goal 6

Community members requested \$1 million for FY 2020 for a Principal Mentoring Program to direct mentoring support to first-year principals and their mentors. This funding would provide mentor services to an estimated 360 new principals.

Teach for America – Aligned to Goal 6

Community members requested \$1.9 million for FY 2020 for the Teach for America program. Teach for America recruits, supports, and places teachers in schools serving low-income students. The program recruits outstanding and diverse leaders (prioritizing minority teachers to reflect the racial and ethnic backgrounds of students they will serve) who have demonstrated a commitment to expand opportunity and access for all children inside and outside of the classroom.

Teacher Mentoring – Aligned to Goal 6

Educators and community members requested \$2 million for FY 2020 for the Teacher Mentoring Program that provides mentoring and support for new teachers to help them provide quality instruction and support to students and become more effective, and also to improve the retention of teachers.

Superintendent's Recommendation

This summary of the testimony from the three public budget hearings and email requests is for information purposes only and does not require Board action. In addition, this fulfills the Board's request for Evidence-Based Funding and Early Childhood Education information.

Next Steps

Cross-functional teams will continue to review the community-driven funding requests and prepare budget recommendations aligned with the Board's goals, four funding principles, and equity value and belief statements. Staff will present the Superintendent's FY 2020 budget recommendation for consideration by the Board at its January meeting based on feedback from the Board that incorporates the community-driven requests for education funding on behalf of children throughout the state of Illinois.

ILLINOIS STATE BOARD OF EDUCATION
General Funds Appropriation History FY10 - FY19
December 12, 2018
Exhibit A

\$000's	FY10	FY11	FY12	FY13	FY14	FY15	FY16*	FY17	FY18**	FY19	% of FY19 TOTAL
GENERAL FUNDS											
General State Aid	4,615,976	4,600,305	4,448,105	4,286,753	4,442,198	4,425,274	4,717,188	5,078,589	-	-	0.00%
Evidence-Based Funding	-	-	-	-	-	-	-	-	6,455,160	6,836,163	81.53%
Chicago Teacher Pension Fund	-	-	-	-	-	-	-	-	221,300	-	0.00%
Mandated Categoricals	1,944,078	1,845,847	1,781,628	1,755,948	1,749,948	1,716,949	1,762,739	1,781,211	885,335	881,458	10.51%
Early Childhood Education	342,235	342,235	325,124	300,192	300,192	293,438	314,238	393,738	443,738	493,738	5.89%
ADA Block Grant	18,710	-	-	-	-	-	-	-	-	-	0.00%
Reading Improvement Block Grant	68,526	-	-	-	-	-	-	-	-	-	0.00%
Bilingual Education	68,087	63,381	63,381	63,381	63,381	62,248	61,681	65,541	29,000	-	0.00%
Transitional Assistance	-	-	-	-	-	-	-	-	-	-	0.00%
District Consolidation Costs	3,700	3,700	1,800	2,805	2,900	3,309	3,309	5,046	3,100	1,900	0.02%
Textbook Loans	42,827	42,827	-	-	-	-	-	-	-	-	0.00%
Other Grants	151,621	96,805	108,095	117,066	105,579	231,106	78,240	142,020	156,817	148,317	1.77%
Agency Operations	26,800	24,662	22,254	23,654	23,181	22,659	-	23,312	21,526	23,217	0.28%
TOTAL GENERAL FUNDS	7,282,560	7,019,761	6,750,387	6,549,799	6,687,380	6,754,984	6,937,395	7,489,457	8,215,977	8,384,793	100.00%

\$000's	Change FY09-FY10	Change FY10-FY11	Change FY11-FY12	Change FY12-FY13	Change FY13-FY14	Change FY14-FY15	Change FY15-FY16	Change FY16-FY17	Change FY17-18	Change FY18-FY19	Change FY10-FY19
General State Aid	8,308	(15,671)	(152,201)	(161,352)	155,446	(16,925)	291,915	361,401	(5,078,589)	-	(4,615,976)
Evidence Based Funding	-	-	-	-	-	-	-	-	6,455,160	381,003	6,836,163
Chicago Teacher Pension Fund	-	-	-	-	-	-	-	-	221,300	(221,300)	-
Mandated Categoricals	144,274	(98,232)	(64,218)	(25,680)	(6,000)	(32,999)	45,789	18,473	(895,876)	(3,877)	(1,062,620)
Early Childhood Education	(38,026)	-	(17,112)	(24,931)	-	(6,754)	20,800	79,500	50,000	50,000	151,503
ADA Block Grant	(56,131)	(18,710)	-	-	-	-	-	-	-	-	(18,710)
Reading Improvement Block Grant	(7,614)	(68,526)	-	-	-	-	-	-	-	-	(68,526)
Bilingual Education	(7,565)	(4,706)	-	-	-	(1,133)	(567)	3,860	(36,541)	(29,000)	(68,087)
Transitional Assistance	(19,210)	-	-	-	-	-	-	-	-	-	-
District Consolidation Costs	(4,150)	-	(1,900)	1,005	95	409	-	1,737	(1,946)	(1,200)	(1,800)
Textbook Loans	-	-	(42,827)	-	-	-	-	-	-	-	(42,827)
Other Grants	(140,961)	(54,816)	11,290	8,971	(11,486)	125,527	(152,866)	63,780	14,797	(8,500)	(3,304)
Agency Operations	1,795	(2,138)	(2,408)	1,400	(473)	(522)	(22,659)	23,312	(1,786)	1,691	(3,583)
TOTAL GENERAL FUNDS	(119,280)	(262,799)	(269,375)	(200,588)	137,581	67,604	182,411	552,062	726,520	168,817	1,102,233

*FY16 payrolls were sustained via court order due to veto of HB4151. FY17 appropriations were used to cover administration shortfalls in FY16 pursuant to PA99-524.

**Public Act 110-0465 integrated five programs into Evidence-Based Funding.

ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2020 - Advocate Request
December 12, 2018
Exhibit B

\$000s	FY19 Board Recommendation	FY19 Enacted Budget PA 100-586	FY20 Advocate Request	Comparison of FY20 Advocate Request to FY19 Appropriation	
				\$ Increase (Decrease)	% Increase (Decrease)
GENERAL FUNDS					
<u>EQUITY</u>					
Evidence-Based Funding	13,884,200.0	6,836,163.2	11,765,107.1	4,928,943.9	72.1%
Transportation - Special Education	445,200.0	387,682.6		(387,682.6)	(100.0%)
Transportation - Regular/Vocational	343,800.0	262,909.8	343,800.0	80,890.2	30.8%
Special Education - Private Tuition	157,100.0	135,265.5	157,100.0	21,834.5	16.1%
Special Education - Orphanage Tuition	65,500.0	73,000.0	73,000.0	0.0	0.0%
Illinois Free Lunch/Breakfast	31,400.0	9,000.0	32,000.0	23,000.0	255.6%
Orphanage Tuition	13,600.0	13,600.0		(13,600.0)	(100.0%)
<i>Subtotal, Mandated Categorical Reimbursements</i>	<i>1,056,600.0</i>	<i>881,457.9</i>	<i>605,900.0</i>	<i>(275,557.9)</i>	<i>(31.3%)</i>
Early Childhood Education	493,738.1	493,738.1	643,738.1	150,000.0	30.4%
Truant Alternative and Optional Education	14,500.0	11,500.0	14,500.0	3,000.0	26.1%
Alternative Education - Regional Safe Schools	11,300.0	6,300.0	11,300.0	5,000.0	79.4%
Homeless Education	3,000.0	0.0		0.0	0.0%
Philip J. Rock Center and School	3,577.8	3,577.8	3,777.8	200.0	5.6%
Materials Center for the Visually Impaired	1,421.1	1,421.1		(1,421.1)	(100.0%)
Blind and Dyslexic	846.0	846.0	990.0	144.0	17.0%
Community and Residential Services Authority	634.0	579.0		(579.0)	(100.0%)
Autism	100.0	100.0	100.0	0.0	0.0%
Tax Equivalent Grants	222.6	222.6		(222.6)	(100.0%)
Bilingual Education	** 0.0	0.0	29,000.0	29,000.0	100.0%
Subtotal, Equity	15,470,139.6	8,235,905.7	13,074,413.0	4,838,507.3	58.7%
<u>QUALITY</u>					
Assessments	48,600.0	48,600.0	53,600.0	5,000.0	10.3%
Career and Technical Education Programs	38,062.1	38,062.1	51,871.6	13,809.5	36.3%
District Intervention	6,561.9	6,560.2	6,560.2	0.0	0.0%
District Broadband Expansion	6,300.0	0.0		0.0	0.0%
Agricultural Education	5,000.0	5,000.0	5,000.0	0.0	0.0%
Parent Education Pilot Program	0.0	0.0	174.9	174.9	100.0%
School Support Services	5,000.0	1,002.8		(1,002.8)	(100.0%)
State and District Technology Support	4,500.0	2,443.8	2,443.8	0.0	0.0%
Competency-Based Pilot	2,200.0	0.0	5,000.0	5,000.0	100.0%
Freshmen on Track Early Intervention	0.0	0.0	5,000.0	5,000.0	100.0%

	FY19 Board Recommendation	FY19 Enacted Budget PA 100-586	FY20 Advocate Request	Comparison of FY20 Advocate Request to FY19 Appropriation	
				\$ Increase (Decrease)	% Increase (Decrease)
\$000s					
Advanced Placement - Low-Income AP Test Fee	2,000.0	0.0		0.0	0.0%
Charter Schools Revolving Loan Fund Deposit	2,000.0	0.0		0.0	0.0%
Advance Placement - Course Implementation	1,000.0	500.0		(500.0)	(100.0%)
Subtotal, Quality	121,224.0	102,168.9	129,650.5	27,481.6	26.9%
<u>COMMUNITY</u>					
After School Programs	20,000.0	15,000.0	20,000.0	5,000.0	33.3%
Community Schools	0.0	0.0	15,000.0	15,000.0	100.0%
Healthy Community Incentive Fund	15,000.0	0.0	15,000.0	15,000.0	100.0%
Southwest Organizing Project	2,500.0	2,000.0	3,500.0	1,500.0	75.0%
After School Matters	2,443.8	2,443.8	2,443.8	0.0	0.0%
District Consolidation Costs	1,900.0	1,900.0		(1,900.0)	(100.0%)
Subtotal, Community	41,843.8	21,343.8	55,943.8	34,600.0	162.1%
<u>EDUCATOR RECRUITMENT AND RECOGNITION</u>					
Teacher Mentoring Program	2,000.0	0.0	2,000.0	2,000.0	100.0%
Teach for America	1,900.0	977.5	1,900.0	922.5	94.4%
Educator Rising	0.0	0.0	325.0	325.0	100.0%
National Board Certification	1,000.0	1,000.0	1,000.0	0.0	0.0%
Principal Mentoring Program	1,000.0	0.0		0.0	0.0%
Diverse Educator Recruitment	700.0	0.0	700.0	700.0	100.0%
Educator Investigations/Hearings	250.0	179.9		(179.9)	(100.0%)
Performance Evaluations	200.0	0.0		0.0	0.0%
Teacher of the Year	130.0	0.0		0.0	0.0%
Subtotal, Educator Recruitment and Recognition	7,180.0	2,157.4	5,925.0	3,767.6	174.6%
TOTAL - GRANTS	15,640,387.4	8,361,575.8	13,265,932.3	4,904,356.5	58.7%
Agency Capacity to Support Educational Excellence	23,530.9	23,217.2		(23,217.2)	(100.0%)
GENERAL FUNDS TOTAL	15,663,918.3	8,384,793.0	13,265,932.3	4,881,139.3	58.2%

	FY19 Board Recommendation	FY19 Enacted Budget PA 100-586	FY20 Advocate Request	Comparison of FY20 Advocate Request to FY19 Appropriation	
				\$ Increase (Decrease)	% Increase (Decrease)
OTHER STATE FUNDS					
AGENCY CAPACITY--OTHER STATE FUNDS					
Ordinary & Contingent Expenses - Indirect Cost Recovery	7,015.2	7,015.2		(7,015.2)	(100.0%)
Ordinary & Contingent Expenses - Teacher Certificate Fees	6,000.0	6,000.0		(6,000.0)	(100.0%)
Ordinary & Contingent Expenses - Chicago Teacher Cert. Fees	2,208.9	2,208.9		(2,208.9)	(100.0%)
Ordinary & Contingent Expenses - School Infrastructure Fund	600.0	600.0		(600.0)	(100.0%)
Subtotal, Agency Capacity	15,824.1	15,824.1	0.0	(15,824.1)	(100.0%)
TOTAL - AGENCY CAPACITY	15,824.1	15,824.1	0.0	(15,824.1)	(100.0%)
STATE CHARTER SCHOOL COMMISSION					
State Charter School Commission Fund	1,250.0	1,250.0		(1,250.0)	(100.0%)
Subtotal, State Charter School Commission	1,250.0	1,250.0	0.0	(1,250.0)	(100.0%)
GRANTS--OTHER STATE FUNDS					
Drivers Education Fund	18,750.0	18,750.0		(18,750.0)	(100.0%)
Personal Property Replacement Tax Fund - ROE Salaries	11,000.0	11,000.0		(11,000.0)	(100.0%)
Personal Property Replacement Tax Fund - ROE Services	8,000.0	6,970.0	11,000.0	4,030.0	57.8%
Personal Property Replacement Tax Fund - Bus Driver Training	70.0	70.0	100.0	30.0	42.9%
State Board of Education Special Purpose Trust Fund	8,484.8	8,484.8		(8,484.8)	(100.0%)
School Technology Revolving Loan Fund	7,500.0	7,500.0		(7,500.0)	(100.0%)
Charter Schools Revolving Loan Fund	2,000.0	200.0		(200.0)	(100.0%)
School District Emergency Financial Assistance Fund	1,000.0	1,000.0		(1,000.0)	(100.0%)
Temporary Relocation Expenses Revolving Grant Fund	1,000.0	1,000.0		(1,000.0)	(100.0%)
After School Rescue Fund	200.0	200.0		(200.0)	(100.0%)
Subtotal, Grants	58,004.8	55,174.8	11,100.0	(44,074.8)	(79.9%)
TOTAL - GRANTS	58,004.8	55,174.8	11,100.0	(44,074.8)	(79.9%)
OTHER STATE FUNDS TOTAL	75,078.9	72,248.9	11,100.0	(61,148.9)	(84.6%)

\$000s	FY19 Board Recommendation	FY19 Enacted Budget PA 100-586	FY20 Advocate Request	Comparison of FY20 Advocate Request to FY19 Appropriation	
				\$ Increase (Decrease)	% Increase (Decrease)
FEDERAL FUNDS					
AGENCY CAPACITY					
Contractual	35,380.4	35,380.4		(35,380.4)	(100.0%)
Personal Services	17,990.2	17,990.2		(17,990.2)	(100.0%)
Retirement	7,732.7	7,732.7		(7,732.7)	(100.0%)
Group Insurance	5,252.8	5,252.8		(5,252.8)	(100.0%)
Travel	2,030.0	2,030.0		(2,030.0)	(100.0%)
Social Security/Medicare	1,259.3	1,259.3		(1,259.3)	(100.0%)
Equipment	1,001.0	1,001.0		(1,001.0)	(100.0%)
Printing	498.0	498.0		(498.0)	(100.0%)
Telecommunications	459.0	459.0		(459.0)	(100.0%)
Commodities	430.0	430.0		(430.0)	(100.0%)
Retirement Pick-Up	119.9	119.9		(119.9)	(100.0%)
TOTAL-- AGENCY CAPACITY	72,153.3	72,153.3	0.0	(72,153.3)	(100.0%)
GRANTS					
<u>Career and Technical Education</u>					
Career and Technical Education - Basic	55,000.0	55,000.0		(55,000.0)	(100.0%)
Subtotal, Career and Technical Education	55,000.0	55,000.0	0.0	(55,000.0)	(100.0%)
<u>Child Nutrition</u>					
Child Nutrition Programs	1,062,500.0	1,062,500.0		(1,062,500.0)	(100.0%)
Subtotal, Child Nutrition	1,062,500.0	1,062,500.0	0.0	(1,062,500.0)	(100.0%)
<u>Individuals with Disabilities Act</u>					
Individuals with Disabilities Education Act	754,000.0	754,000.0		(754,000.0)	(100.0%)
Individuals with Disabilities Education Act - Preschool	29,200.0	29,200.0		(29,200.0)	(100.0%)
Individuals with Disabilities Education Act - State Improvement	5,000.0	5,000.0		(5,000.0)	(100.0%)
Individuals with Disabilities Education Act - Deaf and Blind	500.0	500.0		(500.0)	(100.0%)
Subtotal, Individuals with Disabilities Act	788,700.0	788,700.0	0.0	(788,700.0)	(100.0%)
<u>Title Programs (excluding Assessments)</u>					
Title I	1,090,000.0	1,090,000.0		(1,090,000.0)	(100.0%)
Title IV	200,000.0	200,000.0		(200,000.0)	(100.0%)
Title II	160,000.0	160,000.0		(160,000.0)	(100.0%)
Title III	50,400.0	50,400.0		(50,400.0)	(100.0%)
Title V - Charter Schools	21,100.0	21,100.0		(21,100.0)	(100.0%)
Title II - Math/Science Partnerships	18,800.0	18,800.0		(18,800.0)	(100.0%)
Title X	5,000.0	5,000.0		(5,000.0)	(100.0%)
Title I - Advanced Placement Program	3,300.0	3,300.0		(3,300.0)	(100.0%)
Title VI	2,000.0	2,000.0		(2,000.0)	(100.0%)
Subtotal, Title Programs (excluding Assessments)	1,550,600.0	1,550,600.0	0.0	(1,550,600.0)	(100.0%)

\$000s	FY19 Board Recommendation	FY19 Enacted Budget PA 100-586	FY20 Advocate Request	Comparison of FY20 Advocate Request to FY19 Appropriation	
				\$ Increase (Decrease)	% Increase (Decrease)
Assessments					
Assessments	35,000.0	35,000.0		(35,000.0)	(100.0%)
Subtotal, Assessments	35,000.0	35,000.0	0.0	(35,000.0)	(100.0%)
Other Grants					
Early Learning Challenge	35,000.0	35,000.0		(35,000.0)	(100.0%)
Preschool Expansion	35,000.0	35,000.0		(35,000.0)	(100.0%)
Abstinence Education	6,500.0	6,500.0		(6,500.0)	(100.0%)
Substance Abuse and Mental Health Services	5,300.0	5,300.0		(5,300.0)	(100.0%)
Longitudinal Data System	5,200.0	5,200.0		(5,200.0)	(100.0%)
Congressional Special Projects	5,000.0	5,000.0		(5,000.0)	(100.0%)
Adolescent Health	500.0	500.0		(500.0)	(100.0%)
Subtotal, Other Grants	92,500.0	92,500.0	0.0	(92,500.0)	(100.0%)
TOTAL - GRANTS	3,584,300.0	3,584,300.0	0.0	(3,584,300.0)	(100.0%)
TOTAL - FEDERAL FUNDS	3,656,453.3	3,656,453.3	0.0	(3,656,453.3)	(100.0%)
GRAND TOTAL	19,395,450.5	12,113,495.2	13,277,032.3	1,163,537.1	9.6%

* Amounts do not include capital appropriations contained in PA 100-586.

** This appropriation line is integrated into the Evidence-Based Funding appropriation in FY19.

ILLINOIS STATE BOARD OF EDUCATION
Longitudinal View of Board's General Funds Budget Recommendations (\$000s)
Fiscal Years 2010 Through 2019
December 12, 2018
Exhibit C

	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	10 Year Average	FY19 to 10 Year Avg
Equity												
Evidence-Based Funding (EBF)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13,884,200.0	1,388,420.0	12,495,780.0
General State Aid	4,722,633.4	4,651,579.1	5,132,502.9	4,649,390.8	5,031,849.5	5,321,528.2	5,088,908.9	5,077,679.3	5,078,585.9	0.0	4,475,465.8	(4,475,465.8)
MCATS	1,926,936.8	1,940,938.7	1,938,750.7	1,785,805.0	1,760,619.6	1,806,922.4	1,813,036.5	1,574,396.3	1,893,215.5	1,056,600.0	1,749,722.2	(693,122.2)
Early Childhood Education	392,761.4	381,161.4	340,711.8	345,000.0	340,192.4	325,123.5	350,192.4	393,738.1	443,738.1	493,738.1	380,635.7	113,102.4
Truant Alternative and Optional Education	20,078.1	18,070.3	14,059.0	14,059.0	12,000.0	18,070.0	14,500.0	14,500.0	14,500.0	14,500.0	15,433.6	(933.6)
Alternative Learning/Regional Safe Schools	18,535.5	16,682.0	9,341.9	9,341.9	9,341.9	16,682.0	11,300.0	11,300.0	11,300.0	11,300.0	12,512.5	(1,212.5)
Phillip J Rock Center	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	0.0
Homeless Education	0.0	0.0	0.0	1,000.0	3,000.0	3,000.0	3,000.0	3,000.0	3,000.0	3,000.0	1,900.0	1,100.0
Materials Center for the Visually Impaired	2,121.0	1,421.1	1,421.1	1,421.1	1,421.1	1,421.1	1,421.1	1,421.1	1,421.1	1,421.1	1,491.1	(70.0)
Blind and Dyslexic	1,218.8	816.6	816.6	894.0	816.6	846.6	846.0	1,010.0	846.0	846.0	895.7	(49.7)
Community and Residential Services	600.0	575.0	592.3	627.0	592.3	592.3	620.0	592.3	579.0	634.0	600.4	33.6
Tax Equivalent Grants	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	0.0
Autism	450.0	100.0	100.0	100.0	250.0	100.0	0.0	0.0	0.0	100.0	120.0	(20.0)
Bilingual Education	83,557.0	75,652.0	66,881.2	70,381.2	74,381.2	75,652.0	75,652.0	75,652.0	102,057.5	0.0	69,986.6	(69,986.6)
sub-total	7,172,692.4	7,090,796.6	7,508,977.9	6,881,820.4	7,238,265.0	7,573,738.5	7,363,277.3	7,157,089.5	7,553,043.5	15,470,139.6	8,100,984.1	7,369,155.5
Quality												
Assessments	32,514.2	24,161.8	26,334.7	27,400.0	35,500.0	54,534.4	49,600.0	53,100.0	51,000.0	48,600.0	40,274.5	8,325.5
Career and Technical Education Programs	38,562.1	38,562.1	38,562.1	38,562.1	38,062.1	38,062.1	38,062.1	38,062.1	38,062.1	38,062.1	38,262.1	(200.0)
District Interventions	0.0	0.0	0.0	0.0	0.0	13,090.0	11,200.0	0.0	6,560.2	6,561.9	3,741.2	2,820.7
District Broadband Expansion	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5,000.0	6,300.0	1,130.0	5,170.0
Agricultural Education	3,381.2	3,043.1	1,947.6	1,800.0	1,800.0	2,000.0	3,000.0	3,000.0	5,300.0	5,000.0	3,027.2	1,972.8
School Support Services(Lowest Performing	0.0	0.0	5,000.0	3,000.0	5,000.0	5,000.0	5,000.0	5,000.0	5,000.0	5,000.0	3,800.0	1,200.0
State and District Technology Support	4,169.7	6,346.2	6,300.0	3,000.0	3,000.0	5,600.0	4,034.5	2,500.0	4,500.0	4,500.0	4,395.0	105.0
Advance Placement Classes	1,646.9	1,647.0	527.0	527.0	750.0	2,500.0	2,500.0	1,630.0	1,630.0	3,000.0	1,635.8	1,364.2
Competency Based Pilot	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,000.0	2,200.0	320.0	1,880.0
Charter Schools Revolving Loan Fund Deposit	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2,000.0	2,000.0	400.0	1,600.0
Arts and Foreign Language	4,000.0	2,000.0	1,280.0	1,000.0	500.0	500.0	1,000.0	1,000.0	1,000.0	0.0	1,228.0	(1,228.0)
sub-total	84,274.1	75,760.2	79,951.4	75,289.1	84,612.1	121,286.5	114,396.6	104,292.1	121,052.3	121,224.0	98,213.8	23,010.2
Community												
After School Programs	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20,000.0	2,000.0	18,000.0
Community Health Initiative Fund	0.0	0.0	0.0	0.0	0.0	0.0	0.0	15,000.0	15,000.0	15,000.0	4,500.0	10,500.0
Southwest Organizing Project	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2,000.0	2,000.0	2,500.0	650.0	1,850.0
After School Matters	0.0	500.0	0.0	0.0	0.0	0.0	0.0	2,443.8	2,443.8	2,443.8	783.1	1,660.7
District Consolidation Costs	3,700.0	3,720.0	4,600.0	4,600.0	3,950.0	3,970.0	4,700.0	4,800.0	3,100.0	1,900.0	3,904.0	(2,004.0)
sub-total	3,700.0	4,220.0	4,600.0	4,600.0	3,950.0	3,970.0	4,700.0	24,243.8	22,543.8	41,843.8	11,837.1	30,006.7
Educator Recruitment and Recognition												
Teacher Mentoring Programs	14,000.0	9,380.0	6,315.2	3,157.6	5,000.0	5,000.0	3,000.0	1,000.0	2,000.0	2,000.0	5,085.3	(3,085.3)
Teach for America	450.0	225.0	1,225.0	1,975.0	1,975.0	1,950.0	1,000.0	1,900.0	1,900.0	1,900.0	1,450.0	450.0
National Board Certification	11,485.0	5,742.5	2,000.0	1,000.0	1,000.0	1,000.0	1,000.0	1,000.0	1,000.0	1,000.0	2,622.8	(1,622.8)
Principal Mentoring Program	2,100.0	2,077.0	900.0	900.0	900.0	1,000.0	1,000.0	1,000.0	1,000.0	1,000.0	1,187.7	(187.7)
Diversified Educator Recruitment	0.0	0.0	0.0	0.0	0.0	700.0	700.0	700.0	700.0	700.0	350.0	350.0
Educator Investigations/Hearings	495.0	500.0	375.0	375.0	184.0	184.0	326.4	250.0	250.0	250.0	318.9	(68.9)
Performance Evaluations	0.0	2,500.0	500.0	200.0	200.0	200.0	200.0	200.0	200.0	200.0	440.0	(240.0)
Teacher of the Year	135.0	0.0	0.0	0.0	0.0	0.0	130.0	130.0	130.0	130.0	65.5	64.5
sub-total	28,665.0	20,424.5	11,315.2	7,607.6	9,259.0	10,034.0	7,356.4	6,180.0	7,180.0	7,180.0	11,520.2	(4,340.2)

	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	10 Year Average	FY19 to 10 Year Avg
Agency Capacity												
Agency Capacity to Support Educational Excellence	29,926.4	29,043.3	26,915.2	24,927.3	23,987.7	23,787.7	23,380.9	23,380.9	23,530.9	23,530.9	25,241.1	(1,710.2)
<i>sub-total</i>	29,926.4	29,043.3	26,915.2	24,927.3	23,987.7	23,787.7	23,380.9	23,380.9	23,530.9	23,530.9	25,241.1	(1,710.2)

Miscellaneous												
Reading Improvement Block Grant	76,139.8	68,525.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	14,466.6	(14,466.6)
ADA Block Grant	74,841.0	18,710.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9,355.1	(9,355.1)
Regional Office of Education	17,309.0	14,522.1	14,420.0	14,820.0	16,670.0	0.0	0.0	0.0	0.0	0.0	7,774.1	(7,774.1)
Textbook Loan Program	42,826.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4,282.7	(4,282.7)
Extended Learning Opportunities (Summer	22,238.1	20,715.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4,295.3	(4,295.3)
Target Initiatives	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
School Security Grant Program	0.0	0.0	0.0	0.0	20,000.0	0.0	0.0	0.0	0.0	0.0	2,000.0	(2,000.0)
Teacher Instructional Support	0.0	0.0	0.0	0.0	0.0	10,000.0	5,000.0	5,000.0	0.0	0.0	2,000.0	(2,000.0)
Growth Model	3,000.0	3,500.0	2,400.0	2,400.0	2,400.0	0.0	0.0	0.0	0.0	0.0	1,370.0	(1,370.0)
Re-Enrolling Students	4,000.0	3,600.0	3,600.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,120.0	(1,120.0)
Extended Learning Time	0.0	0.0	0.0	0.0	0.0	10,000.0	5,000.0	0.0	0.0	0.0	1,500.0	(1,500.0)
Children's Mental Health Partnership	3,000.0	2,700.0	1,620.0	2,000.0	300.0	300.0	0.0	0.0	0.0	0.0	992.0	(992.0)
School District Emergency Fin Asst Fund	0.0	0.0	0.0	0.0	13,640.0	0.0	0.0	0.0	0.0	0.0	1,364.0	(1,364.0)
Statewide System of Support	4,842.7	1,671.4	1,002.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	751.7	(751.7)
ADP and Standards Materials and Training	2,000.0	1,120.0	3,300.0	2,000.0	2,000.0	0.0	0.0	0.0	0.0	0.0	1,042.0	(1,042.0)
Regional Consolidation Incentive Fund	0.0	0.0	0.0	0.0	0.0	10,000.0	0.0	0.0	0.0	0.0	1,000.0	(1,000.0)
Teacher Recruitment (Golden Apple & New Leader)	0.0	0.0	0.0	0.0	0.0	0.0	8,420.0	0.0	0.0	0.0	842.0	(842.0)
Grow Your Own Teachers	3,500.0	1,750.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	525.0	(525.0)
Response to Intervention	2,000.0	1,340.0	1,072.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	441.2	(441.2)
Longitudinal Data System	2,000.0	250.0	0.0	0.0	0.0	2,311.3	2,386.0	0.0	0.0	0.0	694.7	(694.7)
Charter Schools - Transition Impact Aid	3,421.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	342.2	(342.2)
Gifted Education	0.0	0.0	0.0	0.0	0.0	65.0	0.0	0.0	0.0	0.0	6.5	(6.5)
Emergency Relief for School Districts	0.0	0.0	0.0	0.0	0.0	5,000.0	0.0	0.0	0.0	0.0	500.0	(500.0)
Technology Immersion Pilot Project	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Transition Assistance	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Jobs for Illinois Graduates	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
On-Line Database	2,500.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	250.0	(250.0)
School Breakfast Incentive Program	723.5	361.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	108.5	(108.5)
Kindergarten Readiness	0.0	0.0	1,523.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	152.4	(152.4)
High Priority School Intervention	0.0	1,500.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	150.0	(150.0)
University of Chicago Teacher/Principal Science, Technology, Engineering & Match (STEM) Career Pathways	0.0	0.0	1,300.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	130.0	(130.0)
Temporary Relocation Fund Deposit	100.0	400.0	0.0	0.0	0.0	350.0	0.0	0.0	0.0	0.0	85.0	(85.0)
District Accountability System	0.0	0.0	900.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	90.0	(90.0)
Standard Aligned Classroom	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Digitized Educational Materials Program	0.0	0.0	500.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	(50.0)
Charter Schools - Start Up Grants	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
State Charter School Funding for Children with Disabilities	0.0	0.0	0.0	0.0	0.0	0.0	0.0	300.0	0.0	0.0	30.0	(30.0)
Superintendent Mentoring	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Education Funding Advisory Board	0.0	0.0	0.0	0.0	0.0	0.0	250.0	0.0	0.0	0.0	25.0	(25.0)
Financial Oversight/School Management Assistance	0.0	0.0	0.0	150.0	0.0	0.0	0.0	0.0	0.0	0.0	15.0	(15.0)
Illinois Governmental Internship Program	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<i>sub-total</i>	264,442.1	140,666.7	31,638.3	21,370.0	55,010.0	38,026.3	22,056.0	5,300.0	0.0	0.0	578,509.4	(578,509.4)

Total Board Budget Request	7,583,700.0	7,360,911.3	7,663,398.0	7,015,614.4	7,415,083.8	7,770,843.0	7,535,167.2	7,320,486.3	7,727,350.5	15,663,918.3	8,305,647.3	7,358,271.0
Actual Appropriation	7,282,559.8	7,019,761.2	6,750,386.7	6,549,799.1	6,687,380.4	6,754,984.2	6,937,394.8	7,489,456.8	8,215,976.5	8,384,793.0	7,207,249.2	1,177,543.8
Difference	(301,140.2)	(341,150.1)	(913,011.3)	(465,815.4)	(727,703.4)	(1,015,858.8)	(597,772.4)	168,970.5	488,626.0	(7,279,125.3)	(1,098,398.0)	(6,180,727.3)

ILLINOIS STATE BOARD OF EDUCATION
Longitudinal View of Board's General Funds Budget Recommendations (\$000s)
Fiscal Years 2010 Through 2019
December 12, 2018
Exhibit C

	FY10	% of Total	FY11	% of Total	FY12	% of Total	FY13	% of Total	FY14	% of Total	FY15	% of Total	FY16	% of Total	FY17	% of Total	FY18	% of Total	FY19	% of Total	
GSA	4,722,633.4	62.27%	4,651,579.1	63.19%	5,132,502.9	66.97%	4,649,390.8	66.27%	5,031,849.5	67.86%	5,321,528.2	68.48%	5,088,908.9	67.54%	5,077,679.3	69.36%	5,078,585.9	65.72%			
EBF	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	13,884,200.0	88.64%	
MCATS	1,926,936.8	25.41%	1,940,938.7	26.37%	1,938,750.7	25.30%	1,785,805.0	25.45%	1,760,619.6	23.74%	1,806,922.4	23.25%	1,813,036.5	24.06%	1,574,396.3	21.51%	1,893,215.5	24.50%	1,056,600.0	6.75%	
Early Childhood	392,761.4	5.18%	381,161.4	5.18%	340,711.8	4.45%	345,000.0	4.92%	340,192.4	4.59%	325,123.5	4.18%	350,192.4	4.65%	393,738.1	5.38%	443,738.1	5.74%	493,738.1	3.15%	
Bilingual	83,557.0	1.10%	75,652.0	1.03%	66,881.2	0.87%	70,381.2	1.00%	74,381.2	1.00%	75,652.0	0.97%	75,652.0	1.00%	75,652.0	1.03%	102,057.5	1.32%		0.00%	
Career Tech	38,562.1	0.51%	38,562.1	0.52%	38,562.1	0.50%	38,562.1	0.55%	38,062.1	0.51%	38,062.1	0.49%	38,062.1	0.51%	38,062.1	0.52%	38,062.1	0.49%	38,062.1	0.24%	
Other	389,322.9	5.13%	243,974.7	3.31%	145,989.3	1.91%	101,548.0	1.45%	145,991.3	1.97%	179,767.1	2.31%	145,934.4	1.94%	137,577.6	1.88%	148,160.5	1.92%	167,787.2	1.07%	
Agency Capacity	29,926.4	0.39%	29,043.3	0.39%	0.0	0.00%	24,927.3	0.36%	23,987.7	0.32%	23,787.7	0.31%	23,380.9	0.31%	23,380.9	0.32%	23,530.9	0.30%	23,530.9	0.15%	
	7,583,700.0		7,360,911.3		7,663,398.0		7,015,614.4		7,415,083.8		7,770,843.0		7,535,167.2		7,320,486.3		7,727,350.5		15,663,918.3		

ILLINOIS STATE BOARD OF EDUCATION
Longitudinal View of General Funds Appropriations (\$000s)
Fiscal Years 2010 Through 2019
December 12, 2018
Exhibit D

	FY10	FY11	FY12	FY13	FY14	FY15	FY16*	FY17	FY18**	FY19	10 Year Avg	FY19 to 10 Year Avg
Equity												
Evidence-Based Funding (EBF)	-	-	-	-	-	-	-	-	6,455,159.9	6,836,163.2	1,329,132.3	5,507,030.9
Chicago Teacher Pension Funds	-	-	-	-	-	-	-	-	221,300.0	-	22,130.0	(22,130.0)
General State Aid (GSA)	4,615,975.7	4,600,305.1	4,448,104.5	4,286,752.5	4,442,198.3	4,425,273.6	4,632,188.2	4,765,229.0	-	-	3,621,602.7	(3,621,602.7)
Hold Harmless Distribution Funding (HB317)	-	-	-	-	-	97,000.0	-	-	-	-	9,700.0	(9,700.0)
GSA Loss Limit	-	-	-	-	-	-	85,000.0	313,356.9	-	-	39,835.7	(39,835.7)
MCATS	1,944,078.4	1,845,846.5	1,781,628.3	1,755,948.3	1,749,948.3	1,716,949.4	1,762,738.6	1,781,211.1	885,335.5	881,457.9	1,610,514.2	(729,056.3)
Early Childhood Education	342,235.3	342,235.3	325,123.5	300,192.4	300,192.4	293,438.1	314,238.1	393,738.1	443,738.1	493,738.1	354,886.9	138,851.2
Bilingual Education	68,086.8	63,381.2	63,381.2	63,381.2	63,381.2	62,248.4	61,681.2	65,540.7	29,000.0	-	54,008.2	(54,008.2)
Truant Alternative and Optional Education	18,070.3	14,059.0	14,059.0	12,000.0	11,500.0	11,241.3	11,500.0	11,500.0	11,500.0	11,500.0	12,693.0	(1,193.0)
Alternative Learning/Regional Safe Schools	16,682.0	9,341.9	9,341.9	6,539.3	6,300.0	6,158.3	6,300.0	6,300.0	6,300.0	6,300.0	7,956.3	(1,656.3)
One-Time, Per Capita Grant to Alternative/Safe Schools	-	-	-	-	-	-	-	-	5,400.0	-	540.0	(540.0)
Phillip J Rock Center	3,577.8	3,577.8	3,577.8	3,577.8	3,577.8	3,497.3	-	7,155.6	3,577.8	3,577.8	3,569.8	8.1
Materials Center for the Visually Impaired	1,421.1	1,421.1	1,421.1	1,421.1	1,421.1	1,389.1	1,421.1	1,421.1	1,421.1	1,421.1	1,417.9	3.2
Blind and Dyslexic	816.6	816.6	816.6	816.6	816.6	816.6	846.0	846.0	846.0	846.0	828.4	17.6
Community and Residential Services Authority	575.0	575.0	592.3	592.3	592.3	579.0	-	579.0	579.0	579.0	582.5	(3.5)
Tax Equivalent Grants	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	222.6	-
Autism	100.0	100.0	100.0	100.0	100.0	97.8	-	100.0	100.0	100.0	89.8	10.2
Homeless Education	-	-	-	-	-	-	-	-	-	-	-	-
sub-total	7,011,841.6	6,881,882.1	6,648,368.8	6,431,544.1	6,580,250.6	6,618,911.5	6,876,135.8	7,347,200.1	8,064,480.0	8,235,905.7	7,069,652.0	1,166,253.7

Quality												
Assessments	28,606.8	26,334.7	24,000.0	27,400.0	27,400.0	43,596.5	-	46,182.5	51,000.0	48,600.0	32,312.1	16,288.0
Career and Technical Education Programs	38,562.1	38,562.1	38,562.1	38,062.1	38,062.1	38,062.1	38,062.1	38,062.1	38,062.1	38,062.1	38,212.1	(150.0)
District Interventions	-	-	-	-	-	12,795.5	11,200.0	-	6,560.2	6,560.2	3,711.6	2,848.6
District Broadband Expansion	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	700.0	0.0	70.0	(70.0)
Agricultural Education	3,043.1	1,947.6	1,800.0	1,800.0	1,250.0	1,759.5	1,800.0	1,800.0	5,000.0	5,000.0	2,520.0	2,480.0
State and District Technology Support	4,169.7	3,335.8	3,000.0	3,000.0	2,500.0	2,443.8	-	4,783.8	2,443.8	2,443.8	2,812.1	(368.3)
School Support Services(Lowest Performing Schools)	-	-	1,002.8	1,002.8	1,002.8	980.2	-	1,002.8	1,002.8	1,002.8	699.7	303.1
Advance Placement Classes	823.5	527.0	-	527.0	500.0	488.8	500.0	500.0	500.0	500.0	486.6	13.4
Arts and Foreign Language	2,000.0	1,280.0	1,000.0	500.0	-	488.8	500.0	500.0	-	-	626.9	(626.9)
sub-total	77,205.2	71,987.2	69,364.9	72,291.9	70,714.9	100,615.2	52,062.1	92,831.2	105,268.9	102,168.9	81,451.0	20,717.9

Community												
District Consolidation Costs	3,700.0	3,700.0	1,800.0	2,805.0	2,900.0	3,309.3	3,309.3	5,046.0	3,100.0	1,900.0	3,157.0	(1,257.0)
After School Matters	5,000.0	4,000.0	2,500.0	2,500.0	2,000.0	2,443.8	2,443.8	2,443.8	2,443.8	2,443.8	2,821.9	(378.1)
After School Programs	-	-	-	-	-	-	-	15,000.0	15,000.0	15,000.0	4,500.0	10,500.0
IL Coalition for Immigrant & Refugee Rights	-	-	-	1,000.0	1,000.0	1,466.3	1,466.3	1,466.3	2,000.0	2,000.0	1,039.9	960.1
sub-total	8,700.0	7,700.0	4,300.0	6,305.0	5,900.0	7,219.4	7,219.4	23,956.1	22,543.8	21,343.8	11,518.8	9,825.1

	FY10	FY11	FY12	FY13	FY14	FY15	FY16*	FY17	FY18**	FY19	10 Year Avg	FY19 to 10 Year Avg
Educator Recruitment and Recognition												
National Board Certification	5,742.5	2,756.4	1,000.0	1,000.0	1,000.0	977.5	1,000.0	1,000.0	1,000.0	1,000.0	1,647.6	(647.6)
Educator Misconduct	375.0	375.0	184.0	184.0	184.0	179.9	-	179.9	179.9	179.9	202.2	(22.3)
Principal Mentoring Program	2,077.0	830.8	-	-	-	-	-	-	-	-	290.8	(290.8)
Teach for America	225.0	225.0	1,225.0	1,225.0	1,000.0	1,000.0	977.5	977.5	977.5	977.5	881.0	96.5
Teacher Mentoring Programs	9,380.0	5,628.0	-	-	-	-	-	-	-	-	1,500.8	(1,500.8)
Teacher of the Year	-	-	-	-	-	-	-	-	-	-	-	-
sub-total	17,799.5	9,815.2	2,409.0	2,409.0	2,184.0	2,157.4	1,977.5	2,157.4	2,157.4	2,157.4	4,522.4	(2,365.0)
Agency Capacity												
Agency Capacity to Support Educational Excellence	26,799.5	24,661.8	22,254.0	23,654.0	23,180.9	22,659.4	-	23,312.0	21,526.4	23,217.2	23,473.9	256.7
sub-total	26,799.5	24,661.8	22,254.0	23,654.0	23,180.9	22,659.4	-	23,312.0	21,526.4	23,217.2	21,126.5	2,090.7
Miscellaneous												
Reading Improvement Block Grant	68,525.8	-	-	-	-	-	-	-	-	-	14,466.6	(14,466.6)
ADA Block Grant	18,710.3	-	-	-	-	-	-	-	-	-	9,355.1	(9,355.1)
Target Initiatives	-	-	-	-	350.0	3,128.0	-	-	-	-	6,029.9	(6,029.9)
Regional Office of Education	14,589.4	13,620.1	70.0	2,295.1	-	-	-	-	-	-	4,666.5	(4,666.5)
Extended Learning Opportunities (Summer	20,715.3	-	-	-	-	-	-	-	-	-	4,295.3	(4,295.3)
Textbook Loan Program	-	-	-	-	-	-	-	-	-	-	4,282.7	(4,282.7)
Transition Assistance	-	-	-	-	-	-	-	-	-	-	1,921.0	(1,921.0)
East St. Louis District 189	-	-	-	9,000.0	3,000.0	-	-	-	-	-	1,200.0	(1,200.0)
Re-Enrolling Students	3,600.0	3,600.0	-	-	-	-	-	-	-	-	1,120.0	(1,120.0)
Children's Mental Health Partnership	2,700.0	1,620.0	1,620.0	300.0	300.0	293.3	-	-	-	-	983.3	(983.3)
Growth Model	3,000.0	2,400.0	-	-	-	-	-	-	-	-	840.0	(840.0)
Gifted Education	-	-	-	-	-	-	-	-	-	-	700.0	(700.0)
Grow Your Own Teachers	3,150.0	-	-	-	-	-	-	-	-	-	665.0	(665.0)
Statewide System of Support	1,671.4	1,002.8	-	-	-	-	-	-	-	-	601.7	(601.7)
ADP and Standards Materials and Training	500.0	400.0	2,000.0	2,000.0	-	-	-	-	-	-	490.0	(490.0)
Response to Intervention	1,340.0	1,072.0	-	-	-	-	-	-	-	-	441.2	(441.2)
Technology Immersion Pilot Project	-	-	-	-	-	-	-	-	-	-	400.0	(400.0)
Charter Schools - Transition Impact Aid	-	-	-	-	-	-	-	-	-	-	342.2	(342.2)
Classroom Cubed	1,000.0	-	-	-	-	-	-	-	-	-	300.0	(300.0)
School District Emergency Fin Asst Fund	-	-	-	-	1,500.0	-	-	-	-	-	150.0	(150.0)
School Breakfast Incentive Program	361.8	-	-	-	-	-	-	-	-	-	108.5	(108.5)
Longitudinal Data System	250.0	-	-	-	-	-	-	-	-	-	25.0	(25.0)
Temporary Relocation Fund Depost	100.0	-	-	-	-	-	-	-	-	-	20.0	(20.0)
Jobs for Illinois Graduates	-	-	-	-	-	-	-	-	-	-	13.0	(13.0)
sub-total	140,214.0	23,714.9	3,690.0	13,595.1	5,150.0	3,421.3	-	-	-	-	18,978.5	(18,978.5)
Total Appropriation	7,282,559.8	7,019,761.2	6,750,386.7	6,549,799.1	6,687,380.4	6,754,984.2	6,937,394.8	7,489,456.8	8,215,976.5	8,384,793.0	7,207,249.2	1,177,543.8
Increase/Decrease from prior FY	(137,815.3)	(262,798.6)	(269,374.5)	(200,587.7)	137,581.4	67,603.8	182,410.6	552,062.0	726,519.7	168,816.5	96,441.8	72,374.7

*FY16 payrolls were sustained via court order due to veto of HB4151. FY17 appropriations were used to cover administration shortfalls in FY16 pursuant to PA99-524.

**Public Act 110-0465 integrated five programs into Evidence-Based Funding.

ILLINOIS STATE BOARD OF EDUCATION
Longitudinal View of General Funds Appropriations (\$000s)
Fiscal Years 2010 through 2019
December 12, 2018
Exhibit D

	% of Total	FY10	% of Total	FY11	% of Total	FY12	% of Total	FY13	% of Total	FY14	% of Total	FY15	% of Total	FY16*	% of Total	FY17	% of Total	FY18	% of Total	FY19	% of Total
GSA	62.09%	4,615,975.7	63.38%	4,600,305.1	65.53%	4,448,104.5	65.89%	4,286,752.5	65.45%	4,442,198.3	66.43%	4,425,273.6	65.51%	4,717,188.2	68.00%	5,078,585.9	67.81%	0.0	0.00%	0.0	0.00%
EBF	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%	6,455,159.9	78.57%	6,836,163.2	81.53%
MCATS	24.25%	1,944,078.4	26.69%	1,845,846.5	26.30%	1,781,628.3	26.39%	1,755,948.3	26.81%	1,749,948.3	26.17%	1,716,949.4	25.42%	1,762,738.6	25.41%	1,781,211.1	23.78%	885,335.5	10.78%	881,457.9	10.51%
Early Childhood	5.12%	342,235.3	4.70%	342,235.3	4.88%	325,123.5	4.82%	300,192.4	4.58%	300,192.4	4.49%	293,438.1	4.34%	314,238.1	4.53%	393,738.1	5.26%	443,738.1	5.40%	493,738.1	5.89%
Bilingual	1.02%	68,086.8	0.93%	63,381.2	0.90%	63,381.2	0.94%	63,381.2	0.97%	63,381.2	0.95%	62,248.4	0.92%	61,681.2	0.89%	65,540.7	0.88%	29,000.0	0.35%	0.0	0.00%
Career Tech	0.52%	38,562.1	0.53%	38,562.1	0.55%	38,562.1	0.57%	38,062.1	0.58%	38,062.1	0.57%	38,062.1	0.56%	38,062.1	0.55%	38,062.1	0.51%	38,062.1	0.46%	38,062.1	0.45%
Other	6.65%	246,822.0	3.39%	104,769.2	1.49%	71,333.1	1.06%	81,808.5	1.25%	70,417.2	1.05%	196,353.2	2.91%	43,486.6	0.63%	109,006.9	1.46%	343,154.5	4.18%	112,154.5	1.34%
Agency Capacity	0.34%	26,799.5	0.37%	24,661.8	0.35%	22,254.0	0.33%	23,654.0	0.36%	23,180.9	0.35%	22,659.4	0.34%	0.0	0.00%	23,312.0	0.31%	21,526.4	0.26%	23,217.2	0.28%
		7,282,559.8		7,019,761.2		6,750,386.7		6,549,799.1		6,687,380.4		6,754,984.2		6,937,394.8		7,489,456.8		8,215,976.5		8,384,793.0	

*FY16 payrolls were sustained via court order due to veto of HB4151. FY17 appropriations were used to cover administration shortfalls in FY16 pursuant to PA99-524.

**FY18 Public Act 110-0465 integrated 5 programs into Evidence-Based Funding. FY18 EBF does not include \$221.3 million for Chicago Teacher Pension Fund.

**Draft—Pending
Approval**

Illinois State Board of Education Meeting

November 16, 2018

Conference Room 16-503, James R. Thompson Center
100 W. Randolph, Chicago, IL

ROLL CALL

Board Secretary Cesilie Price (in the absence of the Chairman and Vice Chair), called the meeting to order at 9:30 a.m. Dr. Tony Smith was in attendance, and a quorum was present.

Members Present in Chicago

Cesilie Price, Board Secretary

Ruth Cross

Lula Ford

Mitchell Holzrichter

Susie Morrison

Kevin Settle

PUBLIC PARTICIPATION

Major Robert Stevenson, U.S. Marine Corps (USMC), discussed the non-compliance of school districts to provide student roster information required per section 8528 of ESSA. Major Stevenson thanked Jeff Aranowski, Executive Director of Safe and Healthy Climate, for his support in publishing the military recruitment access reminder to district superintendents. While this is a step in the right direction, there are many discrepancies throughout the state. The major's intent is to identify each district and corresponding high school to ISBE before seeking a congressional inquiry.

Captain Matthew Cetta, Executive Officer, USMC, invited Board members to an Educators Workshop. This opportunity would provide insight into how young men and women become U.S. Marines. A few seats have been allocated.

Jimmy Gunnell, Executive Director of A.E.R.O. Special Education Cooperative, spoke on ISBE's procedural changes regarding the allocation of Individuals with Disabilities Education Act (IDEA) funding. The A.E.R.O. Special Education Cooperative and its 11-member district superintendents and school boards respectfully request the State Board of Education to direct the State Superintendent and his staff to convene stakeholder meetings to address ISBE's goal and to allow for purposeful planning on the part of special education cooperatives.

Tarin L. Kendrick, Executive Director of Niles Township District for Special Education 807, spoke on behalf of nine area superintendents regarding an extension for the IDEA procedural changes to July 1, 2020. Impacts to operations with the current date of January 1, 2020, were described in detail.

Kathy Gavin, Director of Fiscal Services for Niles Township District for Special Education 807, pleaded for collaboration regarding the IDEA procedural

changes. Financial difficulties were highlighted while asking for an extension to July 1, 2020.

Brad Voehringer, Superintendent of Morton Grove School District 70, expressed concern with ISBE taking on the extra lift of grants when a backlog currently exists with other grants.

Margaret Clauson, Superintendent, Skokie-Morton Grove District 69, reiterated the messages above while stressing the need for the extension to July 1, 2020.

Dr. John W. Sparlin, Superintendent of Schools for Oswego Community Unit School District 308, brought attention to the lack of full funding for education per Public Act 100-465. For this district to reach adequate funding by 2027, current allocations would have to be doubled. Continued advocacy for full funding was requested to reach 90 percent adequacy for all districts by 2027.

Larry Frank, Illinois Education Association, and Cynthia Lund, Illinois Federation of Teachers, discussed the joint Illinois Education Association-Illinois Federation of Teachers (IEA-IFT) instructional day memorandum dated November 9, 2018. Both organizations will be advocating that legislators in both the House and Senate restore the definition of an instructional day that was inadvertently removed, as quickly as possible. Serious conversation during the spring session is welcome.

Kylie Spahn, concerned parent, spoke of her concern with school funding and future summative standardized testing related to tier distributions. Chronic absenteeism was also stressed concerning those students with chronic illnesses and the impact on the overall school rating.

Kerry Sloyan, concerned parent, voiced her frustration with the apparent lack of process in place for remedy for the Chicago Public Schools' (CPS) systemic special education violations. The request for the resources needed to provide remedy was made.

Chris Yun, Education Policy Analyst for Access Living, asked for the Board to consider hiring more support staff to monitor the CPS special education reform. With continued issues, current staff is inadequate.

Barb Cohen, Legal Counsel for Health Justice, requested that ISBE provide sufficient funding for the Chicago Public School Monitor's Office to hire sufficient staff to perform the functions ISBE outlined regarding CPS special education. Specific examples of inadequate special education were cited.

Terri Smith-Roback, concerned parent and Chair of the Office of Diverse Learner Supports and Services (ODLSS) Parent Advisory Council, thanked the Board for authorizing the inquiry into CPS special education. Despite good intentions, remedies are not being implemented properly. Communication with

parents outlining The Inquiry was insufficient and hard to understand with uneven distribution.

Cesilie Price also asked any regional superintendents to stand and identify themselves. Present were Regional Superintendent Mark Jontry and Assistant Regional Superintendent Carmen Bergmann from ROE 17 (*DeWitt, Livingston, Logan and McLean counties*).

PRESENTATIONS AND UPDATES

North Chicago, Superintendent John Price

John Price, Superintendent North Chicago Schools, presented an update on the progress and promise of North Chicago School District 187. Oscar Hawthorne, Deputy Superintendent; Dora King, Chair of the Independent Authority; and 15 students and advisors of the North Chicago Community Student Council joined in the effort. Long-term foundation for growth has been laid, facilities and staff master plans have been created as well as a comprehensive annual financial report and budgeting report. A research-based framework was utilized. Five core strategies emerged: 1) build the capacity of adults who serve our students, 2) build a team of educators who lead each of the initiatives, 3) build strong relationships within and between each school, 4) build a strong foundation focusing on routine and structures, and 5) build a continuous improvement cycle in belief. The ISBE Planning Grant made this possible.

Mr. Hawthorne stressed the importance of the district's foundation is to build the capacity to hire, develop, and maintain highly effective leaders. Building wide strategic planning has taken place to meet priorities of the district-wide strategic plan, and input from all stakeholders was key. Mr. Price and Mr. Hawthorne shared a presentation called *Laying the Foundation for Success*. (See handout from November 16, 2018, Board packet.)

Marisol Garcia, senior at North Chicago, shared that she is proud of the person she has become at North Chicago School District, as she has taken on many leadership roles that she would have never predicted. She also listed the various activities offered by the district in which she partakes as well as her personal struggles that were supported by the district to ensure success. Maria Fernandez, senior at North Chicago, spoke of her journey through education and obtaining college credit as a high school student. Lauri Arizmendi, senior at North Chicago, described her struggles through education and how teachers aided in her obtaining college credit as a high school student. Lenyia Weathersby, freshman at North Chicago, described teachers going above and beyond to help any and all students stressing the family atmosphere.

Mr. Price stated the district has adopted a new mission statement. ISBE has set ambitious goals to guide the district for the next four years: Third-grade achievement is set at national averages in reading and math; growth is to provide 120% of projected annual growth for every student in every school, increase graduation rate to 80% over the next five years, and help each student create his or her own post-secondary plan. Implementation and monitoring will

be key. Long-term financial issues were outlined, and Evidence Based Funding has aided the cause. ISBE support has been imperative, and there remains a lot of work to complete with optimism. The district's goal is to thrive and provide its students with the education they deserve.

Ms. Price recognized the students and administration for all of their hard work and vision leading them into the future. Ms. Cross asked if professional development was included in their efforts. Mr. Price stated a large portion of the \$1.2 million for curriculum was job-embedded professional development.

PUBLIC INQUIRY

The Public Inquiry, One Year Later

Stephanie Jones, General Counsel, and Laura Boedeker, Assistant General Counsel, presented an update regarding the implementation of corrective action in CPS. Activities highlighted were training of staff and parents, stakeholder collaboration, as well as continued planning regarding student-specific corrective action and the obstacles ISBE has faced in creating a system for student-specific corrective action that makes sense to all stakeholders involved. Some significant progress has been made, especially in the area of an electronic IEP system that was a large undertaking. There have been a lot of changes for the schools to digest. With large staff across-the-board, it will take time to get everyone on the same page. More than 7,500 staff were trained at the beginning of the 2018-19 school year. Three ROE positions have yet to be filled to aid the Monitor. Trend data continues to be collected.

Stephanie Jones identified four major challenges:

- Student Specific Corrective Action: There are more than 50,000 special education students and all could potentially need specific action. The IEP team is the decision-maker and we need a clear system in place by second semester. There is a one-year statute of limitation on complaints, with the ability to extend, and we have made clear this will occur. Establishing a process has taken longer than anticipated and proved to be more complicated than originally predicted.
- Teacher Shortage/Staffing Issues: CPS is not immune to the teacher shortage. They are struggling to recruit staff, yet have more staff at this time versus last year, which is promising. There is a struggle to obtain substitutes and we do not have complete control over this, partially due to their collective bargaining agreement. We continue to promote innovative ways to attract substitutes. A differential in pay for substitutes has been established for hard-to-fill positions. This is an ongoing challenge.
- Rogue schools: There is a disparity in the way schools within CPS implement special education laws. We do have schools not listening to our directives and guidance. The difficulty is determining when and where that is happening. We are glad to receive parent comment to inform us about specific schools that need a visit from us. We have a process in

place to receive complaints. Both sides of the story are always taken into account, with collaboration taking place for a solution. Four legislative mandates aid in the effort. This has been tricky with many questions to field. Knowing where we need to provide support is the most difficult issue.

- Moving a Mountain: We are moving slowly and deliberately to ensure that the mountain does not move back. The urgency is understood, but moving a mountain quickly increases the risk of moving it back.

Ms. Morrison thanked Ms. Jones and Ms. Boedeker for the update and agreed they are taking the right approach to be slow and deliberate. Ms. Morrison asked if Ms. Jones has enough staff to do the work at the rate necessary. Ms. Jones stated that is a difficult question to answer and she and Superintendent Smith constantly evaluate staff needs, but there are processes in place for the staff we have now. We need eyes and ears in place to help, and the ROE positions will be key to fill. Dr. Smith reminded everyone this inquiry was initiated last year. We are focusing on hiring and collaborating with CPS on the issue. He thanked those in attendance and asked them to keep the communication coming as we do need to hear from both sides.

CONSENT AGENDA

Kevin Settle moved that the State Board of Education approve the consent agenda as presented. Ruth Cross seconded the motion and it passed with a unanimous voice vote (Mr. Holzrichter abstained from vote due to absence at October meeting.)

The following motion was approved by action taken in the consent agenda motion:

Approval of Minutes

The State Board of Education approves the minutes for the October 17, 2018, Board meeting.

END OF THE CONSENT AGENDA

DISCUSSION ITEMS

Legislative Update

Amanda Elliott, Co-Director of Legislative Affairs, presented on current legislation at the General Assembly.

Veto Session began last week and continues next week for a total of six session days. The election resulted in significant turnover, with at least 37 new members and three elections still not determined. We anticipate other members may leave the legislature for the new administration. We look forward to building new relationships and helping the new members navigate their new positions.

The New General Assembly will be sworn in on January 9, 2019, with the Governor being sworn in on January 14, 2019. This marks the end of the 100th General Assembly and the beginning of the 101st.

The Senate Education Committee held a hearing on Early Childhood Funding and the process of allocating funds through the RFP. Questions arose around how equitable the funding process is versus Evidence- Based Funding. Statute currently drives the method and we look forward to engaging in dialogue with the Early Learning Council, legislators, and the Professional Review Panel to discuss any ideas for potential changes.

The General Assembly took action on a few override motions including the bill that created the Emotional Intelligence Social Emotional Learning Task Force. The House voted to override; however, both chambers have to act before the bill becomes law. Also, the new waiver process was overridden in the House, which will require all waivers of Article 17 (tax rates) to go directly to the General Assembly, which is a change in current process. Bills that have not been addressed as yet include minimum teacher salaries, physical education, and the grant program for safe & healthy learning environments.

Budget Update

Dr. Smith and Robert Wolfe, Chief Financial Officer, gave a brief budget update.

Mr. Wolfe shared that ISBE has been modeling universal funding for quality pre-K. This will be discussed further at the December meeting when information and a summary of advocate testimony regarding the budget proposal will be ready for the Board's review. More than 90 attendees were at each of the first two budget hearings, with discussion regarding Early Childhood, Evidence-Based Funding, and we have heard from students who presented on the impact of their education on their lives. Following the Board's discussion and direction in December, staff will prepare a budget recommendation for Board action at the January meeting. Mr. Wolfe indicated the application period for the Property Tax Relief Grant (PTRG) has been opened, which provides tax relief to the highest-taxed school districts. This is not only a one- time grant, but the amount allocated would be embedded in their EBF base minimum going forward. Ms. Elliott and Mr. Wolfe will be talking with districts starting Monday to field questions related to PTRG. With \$50 million being allocated for the PTRG, if we have requests larger than this amount, they will not be prorated. Any information collected will be public knowledge. Dr. Smith reiterated this will be a transparent process. The longer the list is, the more it will allow us to have discussions with the General Assembly for a greater need.

Every Student Succeeds Act Update

Ralph Grimm, Acting Chief Education Officer, informed the Board that the Illinois Report Card was released on-time on October 30, 2018. This is a much-improved representation of our school and school districts. Comments from the field have been very supportive and positive, with a few critics. Mr. Grimm acknowledged the entire ISBE team in making this a reality. He stated the new designation system allows for equity to be addressed for the first time he is aware of, and there are two distinct and powerful systems of support driving resources to schools and students who need them the most. IL-EMPOWER initiative is up and running and moving forward quite well. School Support

Managers and Storytellers have conducted four webinars for the field in the last month. Six additional webinars were conducted with national/state IL-EMPOWER approved Learning Partners to orient them to the IL-EMPOWER systems of support. ISBE and CPS are working collaboratively to support CPS-designated schools within CPS support structures. Leadership meets routinely to ensure the release of the second round of applications for Learning Partners will be at the end of November or beginning of December. The release of the application for Exemplary and Commendable Schools to Become Learning Partners is slated for the end of November. The Fine Arts Workgroup will submit its recommendation to ISBE no later than December 31, 2018.

Dr. Smith stated he was at a CCSSO conference this week and the Illinois Report Card came up repeatedly. There was considerable conversation that Illinois is looking at multiple measures as indicators of school success. Growth is an added indicator this year and allows more schools to be recognized who have improved achievement annually, though we also know proficiency matters, too. We are still transitioning in to this new system. It is a different approach than what we've used in the past. We need to keep reviewing the system, but the first step is having a quality rubric. This is complicated work, but have taken a big step forward.

Ms. Price stated communication is essential. Constituents need to know for what purpose.

The guidance for the Instructional Day and the extension for IDEA funding were asked to be added to the agenda for the December meeting. A Teach Illinois update was also requested.

ANNOUNCEMENTS AND REPORTS

Superintendent's Reports

By statute, full funding for education is needed by 2027. We have advocated for that and the General Assembly has not come through. Collective advocacy is imperative. I appreciate public testimony at our Board meeting, but I encourage the public to come to Springfield to the General Assembly to voice your concerns. We are not only advocating for the Illinois State Board of Education budget, we are primarily advocating for children and families in the State of Illinois. We need your voice and your presence in the legislature.

Dr. Smith thanked Lindsey Jenson, Teacher of the Year 2018, for hosting a visit to her school in Dwight.

Member's Reports

Ms. Cross thanked the Board for sending her and Ms. Ford to the National Association of State Boards of Education (NASBE) Annual Meeting in October. Ms. Cross indicated she was a panel member and presented very clear suggestions for state agencies to promote social & emotional learning. She and Jeff Aranowski, Executive Director Safe & Healthy Climate, both attended a five-state workshop on the social emotional ESSA plan, which was very informative.

Lastly, Ms. Cross shared that she has agreed to serve on the editorial board at NASBE.

Ms. Ford reported on her attendance at the NASBE 60th Annual Meeting. Participants were impressed by ISBE's webinars regarding equity and excellence, wherein we sincerely listened to our stakeholders and continue to advocate for education. Ms. Ford added she was pleased to participate and thanks were extended to Jaclyn Matthews, External Communications, and her staff for preparing her presentation.

**INFORMATION
ITEMS**

ISBE Fiscal & Administrative Monthly Reports (*available online at <http://isbe.net/>*).

**MOTION FOR
ADJOURNMENT**

Lula Ford moved that the meeting be adjourned. Ruth Cross seconded the motion and it passed by unanimous voice vote. The meeting adjourned at 12:20 p.m.

Respectfully Submitted,

Cesilie Price
Board Secretary

Mr. James T. Meeks
Chairman

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 12, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AS*
Ralph Grimm, Acting Chief Education Officer *RG*
Stephanie Jones, General Counsel *SJ*

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

Materials: Recommended Rules

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
Jeff Aranowski, Executive Director, Safe and Healthy Climate
Emily Fox, Director, Educator Effectiveness
Cara Wiley, Director, Regulatory Support and Wellness

Purpose of Agenda Item

The Educator Effectiveness Division requests the Board to authorize the State Superintendent to authorize solicitation of public comment on the proposed amendments.

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

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

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

Background Information

Public Act 100-0596 made several changes to Article 21B of the School Code. Specifically, it 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 short-term substitute teachers may hold the short-term substitute teacher license. An individual who has a valid and active educator license with stipulations endorsed for paraprofessional and at least an associate's degree may be a short-term substitute teacher without obtaining the license. No short-term substitute may be employed for more than five consecutive days per licensed teacher. For teacher absences lasting six or more days per licensed teacher who is under contract, a school district may not hire an individual holding a short-term substitute teaching license. 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 this amendatory Act may utilize that program to satisfy this requirement.

Additionally, this rulemaking will add provisions per Public Act 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.

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communication: Please see “Next Steps” below.

Pros and Cons of Various Actions

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

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

Superintendent's Recommendation

I recommend that the following motion be adopted

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

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

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

Next Steps

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

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
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- 1.250 District to Comply with 23 Ill. Adm. Code 180 (Repealed)
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- 1.783 Requirements for Administrators of Bilingual Education Programs
- 1.790 Substitute Teacher
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- [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 5/2-3.6, 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 26-13, 27-3.5, 27-6, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8].

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 Ill. Reg. 17766, effective November 5, 1985; emergency amendment at 10 Ill. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010, effective November 17, 1992; expedited correction at 17 Ill. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 Ill. Reg. 8159, effective June 21, 2001; amended at 25 Ill. Reg. 16073, effective November 28, 2001; amended at 26 Ill. Reg. 1157, effective January 16, 2002; amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 Ill. Reg. 11811, effective July 13, 2005; amended at 29 Ill. Reg. 12351, effective July 28, 2005; amended at 29 Ill. Reg. 15789, effective October 3, 2005; amended at 29 Ill. Reg. 19891, effective November 23, 2005; amended at 30 Ill. Reg. 8480, effective April 21, 2006; amended at 30 Ill. Reg. 16338, effective September 26, 2006; amended at 30 Ill. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533, effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective October 28, 2010; amended at 35 Ill. Reg. 1056, effective January 3, 2011; amended at 35 Ill. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011; amended at 35 Ill. Reg. 16743, effective September 29, 2011; amended at 36 Ill. Reg. 5580, effective March 20, 2012; amended at 36 Ill. Reg. 8303, effective May 21, 2012; amended at 38 Ill. Reg. 6127, effective February 27, 2014; amended at 38 Ill. Reg. 11203, effective May 6, 2014; amended at 39 Ill. Reg. 2773, effective February 9, 2015; emergency amendment at 39 Ill. Reg. 12369, effective August 20, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 13411, effective September 24, 2015; amended at 40 Ill. Reg. 1900, effective January 6, 2016; amended at 40 Ill. Reg. 2990, effective January 27, 2016; amended at 40 Ill. Reg. 4929, effective March 2, 2016; amended at 40 Ill. Reg. 12276, effective August 9, 2016; emergency amendment

at 40 Ill. Reg. 15957, effective November 18, 2016, for a maximum of 150 days; amended at 41 Ill. Reg. 126, effective December 27, 2016; amended at 41 Ill. Reg. 4430, effective April 5, 2017; amended at 41 Ill. Reg. 6924, effective June 2, 2017; emergency amendment at 41 Ill. Reg. 8932, effective June 28, 2017, for a maximum of 150 days; amended at 41 Ill. Reg. 14044, effective November 3, 2017; amended at 42 Ill. Reg. 11512, effective June 8, 2018; amended at 42 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 ~~professional~~-educator license with stipulations endorsed for paraprofessional 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.

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 pursuant to Section 2-3.173 of the School Code [105 ILCS 5].
- b) To qualify for this program, a district must provide assurance to the State Board, using a form designated by the State Board of Education for this purpose, verifying:
 - a. The district is unable to find an adequate amount of substitute teachers and has exhausted all other efforts;
 - b. The district has prioritized existing substitute teachers over substitute teachers from recruiting firms;
 - c. 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

- d. Each substitute teaching recruiting firm contracted with the district shall file an annual report with the district that will include the number of substitute teachers that were placed in the district, the total cost of the contract to the district, and the percentage of substitute teacher openings that were filled.
- c) 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 2-3.173 of the School Code [105 ILCS 5.]
- d) A substitute teacher recruiting firm may enter into an agreement with a labor organization that has a collective bargaining agreement with a school district.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 12, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AMS*
Ralph Grimm, Acting Chief Education Officer *RG*
Stephanie Jones, General Counsel *SJ*

Agenda Topic: Part 25 (Educator Licensure)

Materials: Recommended Rules

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
Jeff Aranowski, Executive Director, Safe and Healthy Climate
Emily Fox, Director, Educator Effectiveness
Cara Wiley, Director, Regulatory Support and Wellness

Purpose of Agenda Item

The Educator Effectiveness Division requests the Board to authorize the State Superintendent to authorize solicitation of public comment on the proposed amendments.

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

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

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

Background Information

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

Public Act 100-0596. Public Act 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 and staff recommends that such references be removed from rules (25.25;)
- A Short-Term Substitute Teaching License may be issued to individuals that hold an associate's degree or have completed sixty (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 special education, early childhood, and elementary education endorsements 25.43; 25.46; 25.96; 25.97.)

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

Public Act 100-0872. Public Act 100-0872 removes provisions that prohibit individuals in default on a student loan to receive educator licensure (25.489.)

Public Act 100-0780. Public Act 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. Public Act 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. Public Act 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 old "foreign language" terminology;
- Licenses that are not registered will lapse January 1 of the next fiscal year (not within 6 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.

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions

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

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

Superintendent's Recommendation

I recommend that the following motion be adopted

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

Educator Licensure (23 Illinois Administrative Code 25),

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

Next Steps

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

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER 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~~)

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- 25.67 Alternative Route to Teacher Licensure (~~Repealed~~)
- 25.70 Endorsement for Career and Technical Educator
- 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 ~~World Foreign~~-Language for Individuals Currently Certified (Repealed)
- 25.86 Special Provisions for Endorsement in ~~World 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 ~~World~~ 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,

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- 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)
- 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

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- 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)
- 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)
- 25.440 Master of Arts NCATE (Repealed)
- 25.442 Illinois Teacher Corps Programs (Through August 31, 2013) (Repealed)
- 25.444 Illinois Teaching Excellence Program
- 25.445 College Credit for High School Mathematics and Language Courses (Repealed)

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- 25.450 Lapsed Licenses
- 25.455 Substitute Certificates (Repealed)
- 25.460 Provisional Special and Provisional High School Certificates (Repealed)
- 25.464 Short-Term Authorization for Positions Otherwise Unfilled (Repealed)
- 25.465 Credit (Repealed)
- 25.470 Meaning of Experience on Administrative Certificates (Repealed)
- 25.475 Renewal Requirements for Holders of Multiple Types of Endorsements on a Professional Educator License (Repealed)
- 25.480 Supplemental Documentation and Review of Certain License Applications
- 25.485 Licensure of Persons with Prior Certificate or License Sanctions
- 25.486 Licensure of Persons Who Are Delinquent in the Payment of Child Support
- 25.487 Licensure of Persons with Illinois Tax Noncompliance
- 25.488 Licensure of Persons Named in Reports of Child Abuse or Neglect
- 25.489 Licensure of Persons Who Are in Default on Student Loans
- 25.490 Licensure of Persons Who Have Been Convicted of a Crime
- 25.491 Licensure of Persons with Unsatisfactory Performance Evaluation Ratings
- 25.493 Part-Time Teaching Interns (Repealed)
- 25.495 Approval of Out-of-State Institutions and Programs (Repealed)
- 25.497 Supervisory Endorsements

SUBPART G: PARAPROFESSIONALS; OTHER PERSONNEL

- Section
- 25.510 Endorsement for Paraprofessional Educators
- 25.520 Substitute Teaching License
- 25.530 Specialized Instruction by Noncertificated Personnel (Repealed)
- 25.540 Approved Teacher Aide Programs (Repealed)
- 25.550 Approval of Educational Interpreters
- 25.560 Approval of Interveners for Students Who Are Deaf-Blind

SUBPART H: CLINICAL EXPERIENCES

- Section
- 25.610 Definitions
- 25.620 Student Teaching
- 25.630 Pay for Student Teaching (Repealed)

SUBPART I: ILLINOIS LICENSURE TESTING SYSTEM

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Section	
25.705	Purpose – Severability
25.710	Definitions
25.715	Test Validation
25.717	Test Equivalence
25.720	Applicability of Testing Requirement and Scores
25.725	Applicability of Scores (Repealed)
25.728	Use of Test Results by Institutions of Higher Education
25.730	Registration – Paper-and-Pencil Testing
25.731	Registration – Computer-Based Testing
25.732	Late Registration
25.733	Emergency Registration
25.735	Frequency and Location of Tests
25.740	Accommodation of Persons with Special Needs
25.745	Special Test Dates
25.750	Conditions of Testing
25.755	Cancellation of Scores; Voiding of Scores
25.760	Passing Score
25.765	Individual Test Score Reports
25.770	Re-scoring
25.775	Institution Test Score Reports
25.780	Fees

SUBPART J: RENEWAL OF PROFESSIONAL EDUCATOR LICENSES

Section	
25.800	Professional Development Required (Beginning July 1, 2014)
25.805	Continuing Professional Development Options
25.807	Additional Specifications Related to Professional Development Activities of Special Education Teachers (Repealed)
25.810	State Priorities (Repealed)
25.815	Submission and Review of the Plan (Repealed)
25.820	Requirements for Coursework on the Assessment of One's Own Performance (Repealed)
25.825	Requirements for Coursework Related to the National Board for Professional Teaching Standards (NBPTS) (Repealed)
25.830	Verification of Completed Activities; Renewal Process

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- 25.832 Validity and Renewal of NBPTS Master Teacher Designation
- 25.835 Request for Extension
- 25.840 Appeals to the State Educator Preparation and Licensure Board
- 25.845 Responsibilities of School Districts (Repealed)
- 25.848 General Responsibilities of LPDCs (Repealed)
- 25.850 General Responsibilities of Regional Superintendents (Repealed)
- 25.855 Approval of Professional Development Providers
- 25.860 Reporting by and Audits of Providers
- 25.865 Awarding of Credit for Activities with Providers
- 25.870 Continuing Education Units (CEUs) (Repealed)
- 25.872 Special Provisions for Interactive, Electronically Delivered Continuing Professional Development (Repealed)
- 25.875 Continuing Professional Development Units (CPDUs) (Through June 30, 2014)
- 25.880 "Valid and Exempt" Licenses; Proportionate Reduction; Part-Time Teaching Funding; Expenses (Repealed)
- 25.885

SUBPART K: REQUIREMENTS FOR RECEIPT OF
THE STANDARD TEACHING CERTIFICATE

- Section
- 25.900 Applicability of Requirements in this Subpart (Repealed)
- 25.905 Choices Available to Holders of Initial Certificates (Repealed)
- 25.910 Requirements for Induction and Mentoring (Repealed)
- 25.915 Requirements for Coursework on the Assessment of One's Own Performance (Repealed)
- 25.920 Requirements for Coursework Related to the National Board for Professional Teaching Standards (NBPTS) (Repealed)
- 25.925 Requirements Related to Advanced Degrees and Related Coursework (Repealed)
- 25.930 Requirements for Continuing Professional Development Units (CPDUs) (Repealed)
- 25.935 Additional Activities for Which CPDUs May Be Earned (Repealed)
- 25.940 Examination (Repealed)
- 25.942 Requirements for Additional Options (Repealed)
- 25.945 Procedural Requirements (Repealed)

- 25.APPENDIX A_ Statistical Test Equating – Licensure Testing System
- 25.APPENDIX B_ Certificates Available Effective February 15, 2000 (Repealed)
- 25.APPENDIX C_ Exchange of Certificates for Licenses (July 1, 2013)

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- 25.APPENDIX D_ Criteria for Identification of Teachers as "Highly Qualified" in Various Circumstances
- 25.APPENDIX E_ Endorsement Structure Beginning July 1, 2013

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, 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; preemptory amendment at 24 Ill. Reg. 16109, effective October 12, 2000; preemptory amendment suspended at 25 Ill. Reg. 3718, effective February 21, 2001; preemptory 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;

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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; preemptory 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 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 42 Ill. Reg. _____, effective _____.

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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 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

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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 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

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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 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:

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- 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.
- i) ~~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. An individual with a provisional certificate or an educator license with stipulations endorsed for provisional educator (general administrative) who is employed as a principal for the 2012-13 school year may continue to serve in that capacity through the end of that school year.~~
- ii) ~~After July 1, 2013, an educator license with stipulations endorsed for provisional educator (general administrative) may be issued, but all deficiencies identified for the receipt of a professional educator license endorsed for general administrative shall be satisfied and an application submitted for the endorsement, by the deadlines set forth in Section 21B-20(2)(A) of the School Code. After that time, the requirements of Section 25.337 and 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois) shall apply for individuals seeking employment as principals or assistant principals.~~
- 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

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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.
- 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

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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.
- 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> <http://www.isbe.net/certification/>). 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:

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- 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);
 - B) A substitute teaching license issued under this Section, which shall be valid until June 30, 2018, and may be renewed provided the licensee has passed Illinois' test of basic skills required under Section 21B-30 of the School Code and Section 25.520 of this Part. *An individual who has passed a test of basic skills for the first licensure renewal is not required to retake the test for further renewals* (Section 21B-20(3) of the School Code);
 - 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.

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(Source: Amended at 41 Ill. Reg. 8813, effective June 28, 2017)

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

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

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- C) *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
- D) 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
- 3) 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:
- A) 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);
 - B) *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

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- C) *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;
- 4) 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
 - 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.

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~~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 ~~subject 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:

- 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).

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

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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 42 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 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;

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- 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);
 - 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:

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- 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.
 - 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.

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- 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.
- 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 42 Ill. Reg. _____, effective _____)

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

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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 to her~~ content ~~area~~ endorsements ~~or to 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 area endorsement 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.~~
 - 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.~~

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- ⊖) ~~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.~~
- ⊖) An individual~~A candidate~~ who holds a professional 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:
- i) complete a~~na~~ "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
- ii) 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~~

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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 42 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 ~~type of individual's~~ educator preparation program, out-of-state license, subsequent endorsement coursework or passage of the applicable tests required pursuant to 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 42 Ill. Reg. _____, effective _____)

Section 25.43 Endorsements for Special Education Teachers

- 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);

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- 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 2-1 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.~~

- e) ~~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 pursuant to Section 25.720:

- 1) LBS II/Transition Specialist;
- 2) LBS II/Technology Specialist;
- 3) LBS II/Bilingual Special Education Specialist;

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- 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.
- f) 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 an 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
 - 4) Psychological assessment for children with disabilities.
- g) Beginning September 1, 2020, an individual who holds a valid professional educator license 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 an LBS I endorsement valid for PK-21 to teach in special education if he or she has successfully completed 18 semester hours of college-level coursework addressing each of the following areas or by demonstrating that he or she meets the relevant standards by passing the test required pursuant to Section 25.720. -Clinical hours or additional coursework addressing topics in (g)(2) or (g)(3) may be completed if needed to total 18 semester hours. -Credit awarded for clinical experience listed subsections completed

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- 1) Growth and development of children within the LBS I scope;
 - 2) Planning and assessment for children within the LBS I scope;
 - 3) ~~_____~~ Methods and content pedagogy for teaching children within the LBS I scope;
 - 4) ~~_____~~ Collaborative relationships with families, other educators and communities to address the needs of children within the LBS I scope.
- h) ~~_____~~ An individual who holds a valid professional educator license with an early childhood, elementary, middle grades, secondary, or special teaching endorsement shall receive any of the following special education endorsements: valid for PK-21 if he or she has successfully completed 18 semester hours of college-level coursework addressing each of the following areas or by demonstrating that he or she meets the relevant standards by passing the test required pursuant to Section 25.720. Clinical hours or additional coursework addressing topics in (1)(B) or (1)(C), or (2)(B) or (2)(C), may be completed if needed to total 18 semester hours. ~~Credit awarded for clinical experience or additional coursework addressing topics in subsections (1)(B), (1)(C), (2)(B) or (2)(C) shall be completed if needed to total 18 semester hours.~~
- 1) ~~_____~~ Teacher of Students who are Blind or Visually Impaired
 - A) ~~_____~~ Growth and development of children who are blind or visually-impaired;
 - B) ~~_____~~ Planning and assessment for children who are blind or visually-impaired;
 - C) ~~_____~~ Methods and content pedagogy pertaining to teaching children who are blind or visually-impaired;
 - D) ~~_____~~ Collaborative relationships with families, other educators and communities to address the needs of children who have visual impairments;
 - 2) ~~_____~~ Teacher of Students who are Deaf or Hard of Hearing

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- A) Growth and development of children who are deaf or hard-of-hearing;
- B) Planning and assessment for children who are deaf or hard-of-hearing;
- C) Methods and content pedagogy pertaining to teaching children who are deaf or ~~heard~~hard of hearing;
- D) Collaborative relationships with families, other educators and communities to address the needs of children who are deaf or hard-of-hearing;

(Source: Amended at 42 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 (~~f~~20 USC 1401 et seq.)~~f~~ 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

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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
 - 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.~~

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- 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
 - 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.

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- 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 42 Ill. Reg. _____, effective _____)

Section 25.48 Short-Term Emergency Approval in Special Education

Beginning July 1, 2020, the short-term emergency approval shall no longer be issued. 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 ~~23 Ill. Adm. Code Section~~ 25.43(f), or beginning September 1, 2020 a "growth and development of children within the LBS I scope" as well as any one of the three other areas required pursuant to subsection 25.43(g)(2)-(4); and

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- 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 PK-12~~ ~~the grade range to be taught~~ by completing college-level coursework addressing the following areas ~~identified in Section 25.43(f) or (g):~~
 - ~~i) characteristics of special education students;~~
 - ~~ii) methods of teaching special education; and~~
 - ~~iii) psychological assessment for children with disabilities; and~~
 - 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

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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).
- 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.
- 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.

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(Source: Amended at 42 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 (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. 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; or-

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iv) in preschool educational program that meets the criteria established in Section 2-3.71 of the School Code, each candidate is 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 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 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

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entity. (See Sections 21B-50(b)(4) and Section 21B-50(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
 - 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

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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 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 ~~the a t~~ [Teacher Performance Assessment](#) ~~TPA~~ no later than the end of the first semester of their second year of residency.

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- 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)
 - 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

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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
 - 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;

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- 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 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

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- 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.

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

Section 25.65 Alternative Educator Licensure (Repealed)

~~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~~

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~~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 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 42 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.~~

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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~~
- ~~2) a comprehensive assessment of the candidate's teaching performance, culminating in a favorable recommendation by the entity responsible for the course of study.~~

c) ~~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~~

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- ~~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 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:~~

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- ~~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~~~~
- ~~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.

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(Source: Amended at 42 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 ~~worldforeign~~ language endorsement on a professional educator license.

- 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 ~~applicableforeign 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 worldforeign 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 ~~worldforeign~~ language of the endorsement in any of prekindergarten through grade 12.

(Source: Amended at 42 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.

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- 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 programs~~ 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 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 or by demonstrating that he or she meets the relevant standards by passing the test required pursuant to Section 25.720. Additional coursework addressing topics in subsections (e)(2) or (e)(3) shall be taken if needed to total 18 semester hours.

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- 1) ~~Child growth and development;~~
- 2) ~~Planning and assessment;~~
- 3) ~~Methods and content pedagogy;~~
- 4) ~~Literacy methods; and~~
- 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.~~

(Source: Amended at 42 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 programs, the basic skills and content area testing, and ~~practica~~ practicum 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 a ~~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:

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- 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) ~~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.~~
- ~~d) —~~
- e) — 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 standards by passing the test required pursuant to Section 25.720. Additional coursework addressing topics in (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; and
 - 4) — Literacy methods.

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(Source: Amended at 42 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 a Section 25.25. 32-semester hour major in middle grades 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:

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- 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

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.~~

~~c) 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 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

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~~subsection (f) or by passing the test required pursuant to Section 25.720 in accordance with the provisions of Section 25.37.~~

- e) 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).

~~f) ——— 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 pursuant to Section 25.720:~~

~~1) ——— Content-specific methods; and~~

~~2) ——— At least 15 semester hours of content coursework specific to the content area sought.~~

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

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 transcript in~~ order to be counted towards fulfillment of the applicable requirements.

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- 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 ~~world~~foreign 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
- 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

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- 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 pursuant to [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 (k) shall apply to the issuance of endorsements in safety and driver education beginning with applications received on or after February 1, 2012.
- 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 pursuant to 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
- B) present evidence of completion of 1824 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.

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- 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 (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), (g), (h), (i), (j) or (k); 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 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, for secondary endorsements) and~~ 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 pursuant to Section 25.720;

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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:~~

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~~

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- A) having passed the applicable content-area test (i.e., reading teacher or reading specialist) pursuant to 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;
 - iv) developmental and remedial reading instruction, and support, materials and resources; and
 - v) ~~developmental and remedial materials and resources; and~~
 - ~~vi)~~ 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

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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 (g)(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.
- 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 pursuant to Section 25.720:
- ~~1) ———~~ foundations of reading;
 - ~~2) ———~~ content-area reading;

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~~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 meeting the applicable clinical experience outlined in this subsection.~~

~~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.~~

~~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.~~

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~~4) Section 25.95 sets forth additional provisions for licensure in foreign languages under specified circumstances.~~

i) 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.~~

~~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.~~

~~k) 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:~~

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- 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) ~~612~~ 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;
 - G) Issues related to alcohol or drug abuse; or
 - H) Driver education for students with disabilities.
- 1) 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.

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- 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 ~~pursuant to 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
 - B) ~~having passed the applicable content-area test and~~ having completed 1824 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;
 - 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

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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 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.

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- m) 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 42 Ill. Reg. _____, effective _____)

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

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

- 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 subsections subsection (b)-(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).

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

(Source: Amended at 42 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).

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- 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 42 Ill. Reg. _____, effective _____)

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.

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- 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:
- 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

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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.~~

(Source: Amended at 42 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.~~

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- 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. (See also 23 Ill. Adm. Code 23.130.)~~

(Source: Amended at 42 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
 - 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~~

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~~failed to meet one or more of the requirements for a professional educator license endorsed for school psychologist.~~

(Source: Amended at 42 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.
 - 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.

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- 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).
- 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 42 Ill. Reg. _____, effective _____)

Section 25.260 Endorsement for School Marriage and Family Therapists

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- 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 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

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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: Added at 42 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 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:

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- 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 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 42 Ill. Reg. _____, effective _____)

Section 25.337 Principal Endorsement (2013)

- a) This endorsement is required for principals and assistant principals.

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- 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.
 - 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.

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- 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 42 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.*
- 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

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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 Stipulations¹⁾ ~~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 42 Ill. Reg. _____, effective _____)

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

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

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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.)
- 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~~

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~~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 42 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:
 - 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

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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 42 Ill. _____, 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 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:

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- 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;
 - ii) facilitation of the least restrictive environment for all students;
 - iii) characteristics of students with disabilities;

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- 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 42 Ill. Reg. _____, effective _____)

SUBPART F: GENERAL PROVISIONS

Section 25.400 Registration of Licenses; Fees

Section 21B-40 of the School Code [105 ILCS 5] requires the registration of an individual's

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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.
- 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

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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)
- 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

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period of validity of any other license that is subject to additional renewal requirements that have not been met.

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

Section 25.405 Military Service; Licensure

- a) The provisions of subsection (b) of this Section 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) of this Section, 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 may obtain a professional educator license by meeting the requirements set forth in 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 42 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

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teaching field *who has not been entitled by an Illinois-approved institution 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.

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- 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 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~~

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~~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 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,~~

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

(Source: Amended at 42 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, 2020 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

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B) driver's education positions.

b) Application Procedures and Validity

- 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.

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- 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.

(Source: Amended at 42 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):

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- A) coursework shall not be counted as both satisfying the penalty and meeting any professional development owed under subsection (b)(3);
 - 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,~~
- 3) ~~for those~~ licensees whose licenses lapsed on September 1 due to failure to complete renewal requirements must ~~completes~~ all outstanding professional development activities required for renewal.
- c) 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 42 Ill. Reg. _____, effective _____)

~~Section 25.489 Licensure of Persons Who Are in Default on Student Loans~~

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~~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., 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: Amended at 40 Ill. Reg. 4940, effective March 2, 2016)

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~~.

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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 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

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

(Source: Amended at 39 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.
- e) *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 42 Ill. Reg. _____, effective _____)

Section 25.525 Short-Term Substitute Teaching License

- a) ~~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].

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- 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 pursuant to 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 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

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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~~period, it will expire.

- c) Continuing Professional Development
- 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.

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- 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: Added at 41 Ill. Reg. _____, effective _____)

SUBPART H: CLINICAL EXPERIENCES

Section 25.610 Definitions

"Clinical Experiences". That part of the professional preparation program enabling candidates preparing for licensure to acquire practical experience along with theoretical knowledge prior to entering into the full responsibilities of the role for which they are seeking licensure. These practical and structured experiences include pre-student teaching field experiences and student teaching and insure gradual and sequential introduction to, and eventual assumption of, the full range of experiences associated with a role for which a professional educator license is required. At appropriate times the candidate shall demonstrate mastery of skills and techniques necessary for effective performance as a beginning practitioner and to enable evaluation by qualified personnel. The sequence of experiences brings the candidate into contact with a variety of populations and educational situations, including public school settings, encountered by practitioners.

"Clinical Practice". Student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

"College Supervisor". That person employed by the institution of higher education to supervise candidates engaged in clinical experiences.

"Cooperating Teacher". That person employed by a school district directly engaged in teaching students in a school and who is immediately responsible for a student engaged in clinical experiences.

"Directed Observation". A clinical experience involving observation of practitioners working under the direction of representatives of schools or educator preparation institutions. This experience is planned, guided and evaluated by a

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mentor or supervisor and can occur in a variety of educational settings and situations.

"Dispositions". Professional attitudes, values and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues and communities.

"Field Experiences". A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers or homeless shelters.

"Intern Supervisor". That person employed by a school district directly engaged in school support personnel work in a school building and who is immediately responsible for a school support personnel intern.

"Internship". A sustained, continuous, structured and supervised experience lasting for a substantial period of time in which the candidate engages in performance of various aspects of the role and is gradually introduced to the full range of responsibilities associated with the role. Internships take place in all types of situations and settings. The use of internship is usually restricted to school support personnel and administrative programs.

"Practicum". A type of clinical experience characterized by intensive work with students, in a group or one on one, which is carefully designed as part of an approved program; is supervised by a designated representative of the institution offering the program; and provides evidence that the candidate for the endorsement is able to apply the knowledge and skills relevant to that endorsement area.

"Student Teaching". A form of internship required for approval of educator preparation programs calling for close and competent supervision. It entails preparation for full responsibility in an instructional setting. In the course of the experience, the candidate shall demonstrate mastery of skills and techniques including, but not limited to, planning, organization, evaluation, parent relations and competence in subject matter areas. The experience is carried out under diligent and systematic supervision by college and local school personnel. (Student teaching is referred to as "clinical practice" by NCATE.)

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"Supervised Participation". A wide range of experiences in which the candidate assists or engages in purposeful interaction with students and school personnel under the guidance and evaluation of qualified personnel. These experiences are carried out under continuous supervision by appropriate personnel who can appropriately modify the candidate's behavior.

(Source: Amended at 40 Ill. Reg. 4940, effective March 2, 2016)

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 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 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) ~~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.~~

(Source: Amended at 41 Ill. Reg. 8813, effective June 28, 2017)

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 Illinois license (professional educator license or certain educator licenses with stipulations), ~~whether it is his or her first license or a subsequent license,~~ 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 the Illinois test of basic skills as a condition of admittance to an Illinois preparation program approved pursuant to Subpart C or as a condition of participation in student teaching or an internship shall not be required to retake that test when seeking any subsequent endorsements or other educator licenses.~~

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.)

4) The Illinois test of basic skills will be administered as four separate subtests: reading comprehension, language arts, mathematics and writing.

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.

- 5) 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 or later, a writing score shall be a minimum of 16.
- iii) The minimum writing score for the ACT[®] administered on or after September 10, 2016 shall be 6.
- iv) Before March 5, 2016, the minimum composite score for the SAT[®] shall be 1030 and the minimum writing score shall be 450.
- v) 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.
- 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.

- 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. No waivers or exemptions are available.
 - 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 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).
 - 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) Except as provided in subsection (c)(2), for each person seeking an Illinois license, no passing score on a content area test or the APT may be more than 10 years old at the time application is made. (See Section 21B-30 of the School Code.) The 10-year period shall be calculated from the date the test was taken to the date of receipt of the application by the State Board of Education. Scores more than 10 years old will not be accepted as part of an application. The 10-year period discussed in this subsection (f) shall apply to each score that forms part of an application received on or after July 16, 2015, as well as any applications pending on, or for which an evaluation is valid as of, that date.
- 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 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.
- h) 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.

(Source: Amended at 41 Ill. Reg. 8813, effective June 28, 2017)

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

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 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
 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 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
 - 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;
 - 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 42 Ill. Reg. _____, effective _____)

Section 25.855 Approval of Professional Development Providers

A licensee may not receive credit for professional development activities completed for the purpose of renewing the professional educator license with respect to activities offered by entities that are not approved under Section 21B-45(g) of the School Code [105 ILCS 5] or this Subpart J. The State Superintendent of Education shall post by July 1 of each year a list of the entities approved for this purpose.

- a) Any provider, other than those listed in subsection (b), that received approval to offer educator preparation programs prior to July 1, 2014 may continue to offer professional development activities until December 31, 2014, provided those activities conform to the requirements of Section 21B-45 of the School Code and this Subpart J. Starting January 1, 2015, a provider meeting the requirements of subsection (c) must be granted approval under this Section in order to continue to serve as an approved provider for license renewal purposes.

- b) In accordance with Section 21B-45(g), the entities listed in this subsection (b) are deemed approved to provide professional development activities for the renewal of the professional educator license. No further approval is necessary.
- 1) The State Board of Education;
 - 2) Regional offices of education and intermediate service centers;
 - 3) Regionally accredited institutions of higher education that have been approved under Subpart C to offer educator preparation programs;
 - 4) Illinois public school districts;
 - 5) Charter schools authorized under Article 27A of the School Code;
 - 6) Joint education programs established under Article 10 of the School Code for the purposes of providing special education services or career and technical education; and
 - 7) Any other entity as identified in Section 21B-45(g) of the School Code.
- c) An Illinois professional association that represents one of the groups of educators listed in this subsection (c) may be approved as a provider under this Section. (See Section 21B-45(g)(3) of the School Code.) For purposes of this subsection (c), "represents" means advocating for a group or advocating for or representing a group's interests in local, State or federal legislative processes; acting for, in place of, or on behalf of a group; and/or serving as a spokesman, proxy or attorney for a group. "Represent" also shall refer to Illinois professional associations whose primary purpose is to provide support to or promote the goals of a group of educators or conduct research about issues of interest to a group. An eligible Illinois professional association shall represent one or more of the following:
- 1) School administrators holding Illinois educator licensure;
 - 2) Principals holding Illinois educator licensure;
 - 3) School business officials serving in Illinois public schools;
 - 4) Teachers holding Illinois educator licensure (e.g., special education teachers, bilingual education teachers, early childhood teachers, career and technical educators, teachers in various content areas);

- 5) Boards of education established under Article 10 or Article 34 of the School Code;
 - 6) Illinois public school districts;
 - 7) Parents of students enrolled in Illinois public schools; or
 - 8) School support personnel holding Illinois educator licensure.
- d) Each association eligible under subsection (c) wishing to receive approval shall submit an application in a format specified by the State Board of Education that shall include:
- 1) evidence that the professional development activities to be provided will align to the Standards for Professional Learning (2011) promulgated by Learning Forward, 504 South Locust Street, Oxford OH 45056 and posted at <http://learningforward.org/>;
 - 2) a description of the intended offerings in terms of relevant State learning standards to be addressed, including identification of the expected effect on student achievement or school improvement that will result from the skills and knowledge the licensee is expected to acquire from the activity;
 - 3) a description linking the professional development activities to one or more of the purposes listed in Section 21B-45(h) of the School Code, which are to:
 - A) *increase the knowledge and skills of school and district leaders who guide continuous professional development;*
 - B) *improve the learning of students;*
 - C) *organize adults into learning communities, the goals of which are aligned to those of the school and district;*
 - D) *deepen educator's content knowledge;*
 - E) *provide educators with research-based instructional strategies to assist students in meeting rigorous academic standards;*
 - F) *prepare educators to appropriately use various types of classroom assessments;*

- G) *use learning strategies appropriate to the intended goals;*
 - H) *provide educators with the knowledge and skills to collaborate;*
and
 - D) *prepare educators to apply research to decision-making;*
- 4) the qualifications and experience the provider will require of presenters to be assigned in each area;
 - 5) the mode of delivery of the professional development; and
 - 6) assurances that the requirements of subsection (e) will be met.
- e) Each provider approved to issue credit for professional development activities under Section 21B-45 of the School Code and this Section shall:
- 1) verify attendance at its professional development activities, provide to participants the standard forms referred to in Section 25.865, and require completion of the evaluation form;
 - 2) maintain participants' evaluation forms for a period of not less than six years and make them available for review upon request by staff of the State Board of Education; and
 - 3) maintain attendance records for each event or activity it conducts for a period of not less than six years.
- f) Applicants may be asked to clarify particular aspects of their materials.
- g) The State Superintendent of Education shall respond to each application for approval no later than 45 days after receiving it.
- h) A provider shall be approved to issue credit for clock hours completed in increments of at least a quarter hour for a given type of activity only if the provider's application provides evidence that:
- 1) the activities it sponsors or conducts will be developed and presented by persons with education and experience in the applicable content areas; and
 - 2) there is an apparent correlation between the proposed content of the professional development activities, the relevant standards set forth in Section 25.115(e), and one or more of the criteria set forth in Section 21B-

45(d) of the School Code and Section 25.805(a) of this Part.

- i) A provider not approved under this Section may work with any provider listed under subsection (b) to offer professional development activities.
- j) Approval of a provider shall be valid until June 30 following the approval's being in effect for five years. Continuation of that approval in year 5 shall be contingent upon the State Superintendent receiving no evidence of noncompliance with the requirements of this Subpart J.

(Source: Amended at 41 Ill. Reg. 8813, effective June 28, 2017)

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.
- 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]. 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. The following materials must be provided for each selected activity by the timelines specified under this subsection (c):~~
 - 1) Attendance rosters, including educator name and IEIN;
 - 2) Evaluation for Workshop, Conference, Seminar form data;
 - 3) Approved Professional Development Provider Activity Summary form;
 - 4) Approved Provider Report;

5) The State Board may request additional documentation as deemed necessary.

- 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.
 - 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 of Education.~~

~~8) The State Board will audit the regional offices of education and intermediate service center to review the data and information collected.~~

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 12, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Ralph Grimm, Acting Chief Education Officer *RG*
Stephanie Jones, General Counsel *SJ*

Agenda Topic: General Grantmaking (44 Illinois Administrative Code 7200)

Materials: Recommended Rules

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

Purpose of Agenda Item

The purpose of this agenda item is to present the proposed rules for the Board's initial review.

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

The proposed rules relate to the Board's goal that 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-graders 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.

Background Information

30 ILCS 708, the Grant Accountability and Transparency Act (GATA), requires that all State grantmaking agencies adopt rules to implement the federal Uniform Guidance 2 CFR 200 after the Governor's Office of Management and Budget (GOMB) completed its rulemaking for GATA. The GOMB rules went to second notice at JCAR on Sept. 18, 2018, at which time the agency created a committee to draft the agency's rules for grantmaking. GOMB's rules were published as adopted in the Illinois Register on Oct. 19, 2018.

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

Policy Implications: Implementation of GATA processes has altered the grant administration procedures for ISBE to better align with other state agencies and is in compliance with the federal Uniform Guidance 2 CFR 200.

Budget Implications: None

Legislative Action: None needed

Communication: Please see “Next Steps” below.

Pros and Cons of Various Actions

Pros: The proposed changes to the GOMB rules incorporate agency policies and practices for grantmaking.

Cons: Not proceeding with the rulemaking will cause the agency to be in conflict with the GATA legislation requiring agencies to complete grantmaking rules.

Superintendent’s Recommendation

I recommend that the following motion be adopted:

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

General Grantmaking (44 Illinois Administrative Code 7200)

Next Steps

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

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NOTICE OF PROPOSED RULES

TITLE 44: GOVERNMENT CONTRACTS, GRANTMAKING,
PROCUREMENT AND PROPERTY MANAGEMENT
SUBTITLE F: GRANTMAKING
CHAPTER II: ILLINOIS STATE BOARD OF EDUCATION

7200 GENERAL GRANTMAKING

SUBPART A GENERAL

Section

7200.10 Purpose and Applicability

7200.20 Grant Accountability and Transparency Unit (GATU)

7200.30 Definitions

7200.40 Incorporations and Reference Materials

7200.50 Catalog of State Financial Assistance (CSFA)

7200.60 Program-specific Exceptions and Exemptions to UR and GATA

7200.70 Grantee Qualification Status

7200.80 Grantee Compliance Enforcement System, Illinois Stop Payment List

7200.90 Auditing Standards

SUBPART B GOVERNOR'S OFFICE OF MANAGEMENT
AND BUDGET (GOMB) RESPONSIBILITIES

7200.100 GOMB Responsibilities

7200.110 Adoption of Supplemental Rules for Multi-year Grants

7200.120 Adoption of Supplemental Rules for Grant Payment Methods

SUBPART C STATE AGENCY RESPONSIBILITIES AND IMPLEMENTATION

7200.200 State Agency Responsibilities

7200.210 State Agency Implementation

7200.220 State Cognizant Agency Responsibilities and Implementation

7200.230 Subrecipient/Contractor Determinations

7200.240 CSFA Maintenance

SUBPART D STATE AND FEDERAL PASS THROUGH
PRE-AWARD REQUIREMENTS

7200.300 Grant, Cooperative, Interagency and Intergovernmental Agreements

7200.310 Public Notice of Grant Programs

7200.320 Grantee Registration and Prequalification

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7200.330 Uniform Grant Application and Budget Template
7200.340 Grantee Risk Assessments-Financial and Administrative (ICQ) and Programmatic
7200.350 Merit Based Review of Grant Application
7200.360 Notice of State Award (NOSA)
7200.370 Uniform Grant Agreement

SUBPART E STATE POST AWARD REQUIREMENTS

7200.400 Awardee Performance Measures
7200.410 Centralized Indirect Cost Rate Negotiation
7200.420 Records Retention
7200.430 Grant Closeout
7200.440 Continuing Responsibilities

AUTHORITY: Implementing and authorized by the Grant Accountability and Transparency Act [30 ILCS 708].

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

SUBPART A GENERAL

Section 7200.10 Purpose and Applicability

a.) The Act and This Part

- 1) The Grant Accountability and Transparency Act (ACT or GATA) *is intended to comply with the General Assembly's directives to:*
 - A) *develop a coordinated nonredundant process for the provision of effective and efficient oversight of the selection and monitoring of grant recipients; thereby ensuring quality programs and limiting fraud, waste, and abuse and*
 - B) *define the purpose, scope, applicability and responsibilities in the life cycle of the grant [30 ILCS 708/5(a)]*
- 2) *GATA is also intended to increase the accountability and transparency in the use of grant funds from whatever source and to reduce administrative burdens on both State agencies and grantees by adopting federal guidance and regulations applicable to those grant funds; specifically, the Uniform*

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Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Requirements (UR)). [30 ILCS 708/5(b)]

- 3) *GATA is consistent with the State's focus on improving performance and outcomes while ensuring transparency and the financial integrity of taxpayer dollars through such initiatives as the Management Improvement Initiative Committee created by Section 1-37a of the Department of Human Services Act, the State prioritized goals created under Section 50-25 of the State Budget Law (also known as "Budgeting for Results"), and the Grant Information Collection Act. [30 ILCS 708/5(c)]*
- 4) **Supersession of GATA**
Section 80 of GATA states that, on and after July 1, 2015, in the event of a conflict with the Grant Funds Recovery Act, the provisions of GATA shall control.

b) Purpose

- 1) *The purpose of GATA is to establish uniform administrative requirements, cost principles, and audit requirements for State grants and federal pass-through awards to non-federal entities. State grantmaking agencies shall not impose additional or inconsistent requirements, except as provided in UR section 200.102, unless specifically required by State or federal statute. GATA and this Part do not apply to private awards.*
- 2) *GATA and this Part provide the basis for a systematic and periodic collection and uniform submission to the Governor's Office of Management and Budget of information of all State and federal financial assistance programs by grantmaking agencies. GATA and this Part also establish policies related to the delivery of this information to the public, including through the use of electronic media. [30 ILCS 708/10] (Refer to Section 7200.50 and 7200.250 for State agency responsibilities associated with the Catalog of State Financial Assistance.)*

c) Applicability

- 1) *The requirements established under GATA apply to State grantmaking agencies that make State and federal pass-through awards to nonfederal entities. These requirements apply to all costs related to federal and federal pass-through awards. The requirements established under GATA do not apply to private awards. [30 ILCS 708/45(a)]*

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- 2) *Nothing in GATA shall prohibit the use of State funds for purposes of federal match or maintenance of effort. [30 ILCS 708/45(a-5)]*
- 3) *The terms and conditions of State, federal and federal pass-through awards apply to subawards and subrecipients unless a particular Section of GATA or the terms and conditions of the award specifically indicate otherwise. Non-federal entities receiving State or federal funds shall comply with requirements of GATA regardless of whether the non-federal entity is a recipient or subrecipient of the award/grant. Pass-through entities shall comply with the requirements set forth under this Part, but not to any requirements in GATA directed towards State grantmaking agencies or federal awarding agencies, unless the requirements of the federal awards indicate otherwise. [30 ILCS 708/45(b)]*
- 4) *When a non-federal entity is awarded a cost-reimbursement contract, only UR sections 200.330 through 200.332 are incorporated by reference into the contract. However, when the Cost Accounting Standards are applicable to the contract, they take precedence over the requirements of GATA unless they are in conflict with UR subpart F. In addition, costs that are made unallowable under 10 USC 2324(e) and 41 USC 4304(a), as described in the Federal Acquisition Regulations, subparts 31.2 and 31.603, are always unallowable. For requirements other than those covered in UR subpart D, the terms of the contract and FAR apply. [30 ILCS 708/45(b)]*
- 5) *With the exception of UR subpart F, which is required by the federal Single Audit Act, in any circumstances in which the provisions of federal statutes or regulations differ from the provisions of the Act, the federal statutes or regulations govern. [30 ILCS 708/45(b)]*
- 6) *State grantmaking agencies may apply UR subparts A through E to for-profit entities, foreign public entities, or foreign organizations, except when the grantmaking agency determines that the application of these subparts would be inconsistent with the international obligations of the United States or the statutes or regulations of a foreign government. [30 ILCS 708/45(c)]*
- 7) *Except for UR sections 200.202 and 200.330 through 200.332, the requirements of UR subparts C, D and E do not apply to the programs*

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listed in UR section 200.101 and Section 45(d) of the Act. [30 ILCS 708/45(d)]

- 8) Section 5(b) of GATA applies to State funded grants any federal guidance and regulations that are applicable to those grants.

Section 7200.20 Grant Accountability and Transparency Unit (GATU)

- a) Under Section 55(b) of the Act, the Governor's Office of Management and Budget (GOMB) shall establish a centralized unit within GOMB known as the Grant Accountability and Transparency Unit.
- b) GATU will be responsible for adopting rules, implementing a State-wide grants management framework for compliance with the rules, and monitoring the implemented framework.
- c) GATU will be funded with a portion of the administrative funds provided under existing and future State, federal pass-through and federal grants. State agency charges will be allocated through a revolving fund named the GATA Fund. State agency charges will be based on the actual cost of the services provided in accordance with applicable federal cost principles contained in the Uniform Requirements. The GATA Fund may include catch-up billings for prior fiscal year amounts due. State agencies can utilize appropriations from the fiscal year in which the catch-up billing is issued.
- d) GATA will not cause a reduction in the amount of State or federal awards that have been or will be directed to State agencies or public institutions of higher education.

Section 7200.30 Definitions

The following definitions shall apply to this Part:

"Acquisition Cost" means the cost of the asset, including the cost to ready the asset for its intended use. Acquisition cost for equipment, for example, means the net invoice price of the equipment, including the cost of any modifications, attachments, accessories, or auxiliary apparatus necessary to make it usable for the purpose for which it is acquired. Acquisition costs for software includes those development costs capitalized in accordance with generally accepted accounting principles (GAAP). Ancillary charges, such as taxes, duties, protective in-transit

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insurance, freight and installation may be included in or excluded from the acquisition cost in accordance with the awardee's regular accounting practices.

"Act" or "GATA" means the Grant Accountability and Transparency Act [30 ILCS 708].

"Administrative Rules" means the administrative rules codified in the Illinois Administrative Code.

"Advance Payment" means a payment that a State grantmaking agency, federal awarding agency or pass-through entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the awardee disburses the funds for program purposes.

"A/E" means architectural and engineering services.

"AICPA" means the American Institute of Certified Public Accountants.

"Allocation" means the process of assigning a cost, or a group of costs, to one or more cost objectives, in reasonable proportion to the benefit provided or other equitable relationship. The process may entail assigning a cost directly to a final cost objective or through one or more intermediate cost objectives.

"Allowable Cost" means a cost allowable to a project (i.e., that can be paid for using award funds). Costs will be considered to be allowable if they:

are reasonable and necessary for the performance of the award;

are allocable to the specific project;

are treated consistently in like circumstances to federally-financed, State-financed, and other activities of the awardee;

conform to any limitations of the cost principles or the sponsored agreement;

are accorded consistent treatment (a cost may not be assigned to a State or federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the award as an indirect cost);

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are determined to be in accordance with generally accepted accounting principles;

are not included as a cost or used to meet federal cost-sharing or matching requirements of any other program in either the current or prior period;

are not used to meet the match requirements of another State or federal grant; and

are adequately documented.

"Audit Finding" means deficiencies the auditor is required, by UR section 200.516(a), to report in the schedule of findings and questioned costs.

"Auditee" means any awardee that expends State, federal or federal pass-through awards that must be audited as provided in UR Subpart F (Audit Requirements).

"Auditor" means an auditor who is an Illinois licensed public accountant or a federal, State, or local government audit organization that meets the general standards specified for external auditors in generally-accepted government auditing standards (GAGAS). "Auditor" does not include internal auditors of nonprofit organizations.

"Auditor General" means the Auditor General of the State of Illinois.

"Award" means financial assistance that provides support or stimulation to accomplish a public purpose. "Awards" include grants and other agreements in the form of money, or property in lieu of money, by the State agency or federal government to an eligible recipient. "Award" does not include: technical assistance that provides services instead of money; other assistance in the form of loans, loan guarantees, interest subsidies or insurance; direct payments of any kind to individuals; or contracts that must be entered into and administered under State or federal procurement laws and regulations. In this Part, the term "Award" is used interchangeably with "Grant".

"Awardee" or "Non-Federal Entity" means a State, local government, institution of higher education, or organization, whether nonprofit or for-profit, that carries out a State, federal or federal pass-through award/grant as a recipient or subrecipient.

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"Awarding Agency" means a State or federal agency or pass-through entity that has grant making authority.

"Billing Rate" means a temporary indirect cost rate applicable to a specified period that is used for funding, interim reimbursement, and reporting indirect costs on federal or federal pass-through awards pending the establishment of a final rate for the period. (See also the definition of provisional rate.)

"Budget" means the financial plan for the project or program that the State grantmaking agency or federal awarding agency or pass-through entity approves during the award/grant process or in subsequent amendments to the award/grant. It may include the State or federal and non-federal share or only the State or federal share, as determined by the awarding agency or pass-through entity.

"Call to Action" means a communication that includes any one or more of the following:

The communication states that the recipient should contact a member or employee of a legislative body, or any other government official or employee who may participate in the formulation of legislation, when the principal purpose of the contact is lobbying.

The communication states the address, telephone number or similar information of a legislator or an employee of a legislative body.

The communication provides a petition, a tear-off postcard or similar material for the recipient to communicate with any such individual.

The communication specifically identifies one or more legislators who will vote on the legislation, indicating that the legislator will:

oppose the organization's view with respect to the legislation;

be undecided with respect to the legislation;

be the recipient's representative in the legislature; or

be a member of the legislative committee or subcommittee that will consider the legislation.

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Naming the main sponsors of the legislation for purposes of identifying the legislation does not independently constitute a call to action.

"Capital Assets" means tangible or intangible assets used in operations having a useful life of more than one year that are capitalized in accordance with GAAP. Capital assets include:

Land, buildings (facilities), equipment and intellectual property (including software); and whether acquired by purchase, construction, manufacture, lease-purchase or exchange, or through capital leases; and

Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance).

"Capital Expenditures" means expenditures to acquire capital assets or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life.

"CAS" means the Cost Accounting Standards established by the Federal Cost Accounting Standards Board.

"Catalog of Federal Domestic Assistance" or "CFDA" means the database, accessible at <http://www.cfda.gov>, that helps the federal government track all programs it has domestically funded.

"Cash Management Improvement Act of 1990" or "CMIA" means the rules and procedures for the efficient transfer of federal financial assistance between the federal agencies and the states. The implementing regulations are in 31 CFR 205.

"Catalog of Federal Domestic Assistance Number" or "CFDA Number" means the number assigned to a federal program in the CFDA.

"Catalog of State Financial Assistance" or "CSFA" means the single, authoritative, Statewide, comprehensive source document of State financial assistance program information maintained by the Governor's Office of Management and Budget (available at <http://grants.illinois.gov>).

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"Catalog of State Financial Assistance Number" or "CSFA Number" means the number assigned to a State program in the CSFA. The first 3 digits represent the State agency number and the last 4 digits represent the program.

"Central Service Cost Allocation Plan" means the documentation identifying, accumulating and allocating or developing billing rates based on the allowable costs of services provided by the State or local government on a centralized basis to its departments and agencies. The costs of these services may be allocated or billed to users.

"CFDA Program Title" means the title of the program under which the federal award was funded in the CFDA.

"Chief Accountability Officer" or "CAO" means the individual appointed by the grantmaking agency to serve as its liaison to GATU. The CAO is responsible for the State agency's implementation of and compliance with grant management rules. All grantmaking agencies are required to appoint a CAO in accordance with Section 50(b) of the Act.

"Claim" means, depending on the context, either:

A written demand or written assertion by one of the parties to a State award or federal or federal pass-through award seeking, as a matter of right:

The payment of money in a sum certain;

The adjustment or interpretation of the terms and conditions of the award/grant; or

Other relief arising under or relating to a State, federal or federal pass-through award/grant; or

A request for payment that is not in dispute when submitted.

"Class (of Awards)" means a group of State awards or federal awards either awarded under a specific program or group of programs or to a specific type of awardee or group of awardees to which specific provisions or exceptions may apply.

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"Closeout" means the process by which the State grantmaking or federal awarding agency or pass-through entity determines that all applicable administrative actions and all required work of the federal award or State grant have been completed and takes actions as described in UR section 200.343 or Section 7200.440 of this Part.

"Cluster of Programs" means a grouping of closely related programs that share common compliance requirements. The types of clusters of programs are research and development, student financial aid, and other clusters. A "cluster of programs" shall be considered as one program for determining major programs and, with the exception of research and development, whether a program-specific audit may be elected.

"CMIA" means the federal Cash Management Improvement Act and the Department of the Treasury's Rules and Procedures for Efficient Federal-State Funds Transfers.

"CMS" means the Illinois Department of Central Management Services.

"CFO Council" means the federal Chief Financial Officer Council (see <http://cfo.gov/grants>).

"Compliance Supplement" means UR appendix XI (previously known as the OMB Circular A-133 Compliance Supplement).

"Comprehensive Annual Financial Report" or "CAFR" means the financial report of a governmental entity. The report contains basic financial statements, notes to the basic financial statements, and required supplementary information (RSI), plus voluntarily provided supplementary information (SI) such as an introductory section, supporting schedules with more detailed financial information than is found in the financial statements, and a statistical section.

"Computing Devices" means machines used to acquire, store, analyze, process and publish data and other information electronically, including accessories (or peripherals) for printing, transmitting and receiving, or storing electronic information. (See also the definitions of "Information technology systems" and "Supplies".)

"Conflict of Interest" means a situation that arises when a person in a position of authority over an organization, such as an officer, director or manager, may benefit financially from a decision he or she could make in that capacity,

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including indirect benefits such as to family members or businesses with which the person is closely associated.

"Conflict of Interest Policy" means a policy that defines conflict of interest, identifies the classes of individuals within an organization covered by the policy, facilitates disclosure of information that may help identify conflicts of interest, and specifies procedures to be followed in managing conflicts of interest.

"Contract" means a legal instrument by which an awardee purchases property or services needed to carry out the project or program under an award/grant.

"Contract" does not include a legal instrument, even if the awardee considers it a contract, when the substance of the transaction meets the definition of an award or subaward.

"Contractor" means a person or entity that receives a contract funded through grant funds awarded by a State grantmaking agency or IHE.

"Cooperative Agreement" means a legal instrument of financial assistance between a State grantmaking agency, federal awarding agency or pass-through entity and an awardee consistent with 31 USC 6302 through 6305 that:

is used to enter into a relationship with the principal purpose of transferring anything of value from the awarding agency or pass-through entity to the awardee to carry out a public purpose authorized by law, but is not used to acquire property or services for the awarding agency's or pass-through entity's direct benefit or use; and

is distinguished from a grant in that it provides for substantial involvement between the awarding agency or pass-through entity and the awardee in carrying out the activity contemplated by the award.

"Cooperative Audit Resolution" means the use of audit follow-up techniques that promote prompt corrective action by improving communication, fostering collaboration, promoting trust, and developing an understanding between the State or federal agency and the awardee. This approach is based upon:

a strong commitment, by State, federal and federal pass-through entity and awardee leadership, to program integrity;

State, federal and federal pass-through entities strengthening partnerships and working cooperatively with awardees and their auditors, and awardees

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and their auditors working cooperatively with State, federal and pass-through entities;

a focus on current conditions and corrective action going forward;

State, federal and federal pass-through entities offering appropriate relief for past noncompliance when audits show prompt corrective action has occurred; and

State, federal and federal pass-through agency leadership sending a clear message that continued failure to correct conditions identified by audits that are likely to cause improper payments, fraud, waste or abuse is unacceptable and will result in sanctions.

"Corrective Action" means action taken by the auditee that:

corrects identified deficiencies;

produces recommended improvements; or

demonstrates that audit findings are either invalid or do not warrant auditee action.

"COSO" means the Committee of Sponsoring Organizations of the Treadway Commission, a joint initiative of the Institute of Management Accountants (IMA), the American Accounting Association (AAA), the American Institute of Certified Public Accountants (AICPA), the Institute of Internal Auditors (IIA) and Financial Executives International (FEI). COSO has established an internal control model that companies and organizations use to assess their control systems.

"Cost Allocation Plan" means a central service cost allocation plan or public assistance cost allocation plan.

"Cost Objective" means a program, function, activity, award, organizational subdivision, contract or work unit for which cost data is desired and for which provision is made to accumulate and measure the cost of processes, products, jobs and capital projects. A "cost objective" may be a major function of the awardee, a particular service or project, an award, or an indirect cost activity.

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"Cost Sharing" means the portion of project costs, including third party in-kind contributions, not paid by State, federal or federal pass-through funds, unless otherwise authorized by statute. (See also the definition of matching.)

"Data Universal Numbering System Number" or "DUNS number" means the 9-digit number established and assigned by Dun and Bradstreet, Inc. to uniquely identify entities and that, under federal law, is required for non-federal entities to apply for, receive, and report on a federal award as a unique identifier. Entities required to have a DUNS number for the purpose of State or federal contracts or grants can obtain one for free at <http://fedgov.dnb.com/webform>.

"Development" is the systematic use of knowledge and understanding gained from research directed toward the production of useful materials, devices, systems or methods, including design and development of prototypes and processes.

"Direct Costs" means costs that can be identified specifically with a particular final cost objective, such as a State, federal or federal pass-through award or a particular sponsored project, an instructional activity, or any other institutional activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

"Direct Lobbying" means any attempt to influence legislation or executive action through communications with:

any member or staff of a legislative or executive body;

any governmental official or employee (other than a member or employee of a legislative or executive body) who may participate in formulating legislation, but only if the principal purpose of the communication is to influence legislation or executive action; or

the general public.

The communications must refer to specific legislation or executive action and must reflect a view on the legislation or executive action. (See 26 CFR 56.4911-2(b).)

"Disallowed Costs" means charges to a State, federal or federal pass-through award determined by the awarding agency or pass-through entity to be unallowable, in accordance with the applicable State or federal statutes or

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regulations, or the terms and conditions of the State, federal or federal pass-through award.

"Discretionary Grant" means an award for which the State or federal agency or pass-through entity may exercise judgment (discretion) in determining the recipient and/or the amount of the award and may be issued under a competitive application process.

"Eligible Applicant" means any organization that meets the eligibility requirements listed in the Notice of Funding Opportunity.

"Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost that equals or exceeds the lesser of the capitalization level established by the awardee for financial statement purposes or \$5,000.

"Exception" means a statute- or regulation-driven deviation from the grant requirements specified in the UR. The awarding agency's requirements may be more restrictive but cannot be less restrictive than the UR. Exceptions are program-specific and authorized on a case-by-case basis in accordance with Section 7000.60.

"Executive" means, with respect to an organization, the officers, managing partners, or any other employees in management positions. "Executive" means, with respect to the federal government, the executive branch.

"Executive Branch" means that branch of State or federal government that is under the jurisdiction of the Governor or the President, respectively.

"Exemption" means an exclusion from the UR authorized by UR section 200.101 and affirmed by the statutory or regulatory terms of the federal awarding agency. Exemptions are program-specific and authorized on a case-by-case basis in accordance with Section 7200.60.

"Expenditures" means charges made by an awardee to a project or program for which a State, federal or federal pass-through award was received.

The charges may be reported on a cash or accrual basis, as long as the methodology is disclosed and is consistently applied.

For reports prepared on a cash basis, expenditures are the sum of:

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Cash disbursements for direct charges for property and services;

The amount of indirect expense charged;

The value of third-party in-kind contributions applied; and

The amount of cash advance payments and payments made to subrecipients.

For reports prepared on an accrual basis, expenditures are the sum of:

Cash disbursements for direct charges for property and services;

The amount of indirect expense incurred;

The value of third-party in-kind contributions applied; and

The net increase or decrease in the amounts owed by the awardee for:

Goods and other property received;

Services performed by employees, contractors, subrecipients and other payees; and

Programs for which no current services or performance are required, such as annuities, insurance claims or other benefit payments.

"FAIN" means the unique federal award identification number assigned to each federal award issued to a particular awardee.

"FAR" means the Federal Acquisition Regulation (48 CFR 1).

"F&A Costs" means facilities and administrative costs (see also the definition of indirect costs).

"Federal Agency" means each authority of the government of the United States, regardless of whether it is within or subject to review by another agency.

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"Agency" includes any executive department, military department, government corporation, government controlled corporation, or other establishment in the executive branch of the government (including the Executive Office of the President), or any independent regulatory agency, but does not include the Congress, U.S. courts, or the governments of the District of Columbia or U.S. territories and possessions. (See 5 USC 551(1) and 552(f).)

"Federal Award" means:

the federal financial assistance that an awardee receives directly from a federal awarding agency or indirectly from a pass-through entity;

the cost-reimbursement contract under the Federal Acquisition Regulations that an awardee receives directly from a federal awarding agency or indirectly from a pass-through entity; or

the instrument setting forth the terms and conditions when the instrument is the Grant Agreement, Cooperative Agreement, other agreement for assistance, or cost-reimbursement contract awarded under FAR.

"Federal Award" does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal government owned, contractor-operated facilities. (See also definitions of financial assistance, Grant Agreement and Cooperative Agreement.)

"Federal Awarding Agency" means the federal agency that provides a federal award directly to an awardee.

"Federal Award Date" means the date the federal award is signed by the authorized official of the federal awarding agency.

"Federal Debarred and Suspended List" means the list of those persons and entities who are identified as excluded on the System for Award Management (<https://www.sam.gov>), as described in UR appendix II, paragraph (i).

"Federal Financial Assistance" means financial assistance, as defined in this Section, offered to an awardee by a federal agency.

"Federal Fiscal Year" means the period beginning on October 1 and ending on September 30.

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"Federal Interest" means, when used in connection with the acquisition or improvement of real property, equipment or supplies under a federal or federal pass-through award, the dollar amount that is the product of the federal share of total project costs and current fair market value of the property, improvements, or both to the extent the costs of acquiring or improving the property were included as project costs.

"Federal Program" means all federal awards that are assigned a single number in the CFDA. When no CFDA number is assigned, all federal awards made for the same purpose from the same agency to awardees should be combined and considered one program. "Federal program" can also mean a cluster of programs, as defined in this Section.

"Federal Share" means the portion of the total project costs that are paid by federal funds.

"Fee-for-Service" means payments for Medicaid services that are made on the basis of a rate, unit cost or allowable cost incurred and is based on a statement or bill as required by the administering State or federal agency.

"FFATA" means the Federal Funding Accountability and Transparency Act.

"Final Cost Objective" means a cost objective that has allocated to it both direct and indirect costs and, in the awardee's accumulation system, is one of the final accumulation points, such as a particular award, internal project or other direct activity of an awardee.

"Final Rate" means an indirect cost rate applicable to a specified past period that is based on the actual costs of the period. A final rate is not subject to adjustment.

"Financial Assistance" means the following:

For grants and Cooperative Agreements, "Financial Assistance" means assistance that non-federal entities receive or administer in the form of:

grants;

Cooperative Agreements;

non-cash contributions or donations of property, including donated surplus property;

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direct appropriations;

food commodities; and

other financial assistance, except Cooperative Agreements.

For auditing purposes and for purposes of publication in the CFDA, "Financial Assistance" also includes assistance that non-federal entities receive or administer in the form of loans, loan guarantees, interest subsidies and insurance.

"Financial Assistance" does not include amounts received as reimbursement for services rendered to individuals.

"Fixed Amount Award" means a type of Grant Agreement under which the federal or State awarding agency or pass-through entity provides a specific level of support without regard to actual costs incurred under the award. "Fixed Amount Awards" reduce some of the administrative burden and recordkeeping requirements for both the awardee and awarding agency or pass-through entity. Accountability is based primarily on performance and results.

"Fixed Rate" means an indirect cost rate that has the same characteristics as a predetermined rate, except that the difference between the estimated costs and the actual costs of the period covered by the rate is carried forward as an adjustment to the rate computation of a subsequent period. (See UR appendix VII, subsection B.)

"Fixed-Rate Grant" means a type of Grant Agreement for non-Medicaid services in which reimbursement is made on the basis of a rate, unit cost or allowable cost incurred and is supported by a bill or statement.

"FOIA" means the Illinois Freedom of Information Act or the federal Freedom of Information Act, as applicable.

"Foreign Organization" means an entity that is:

a public or private organization, located in a country other than the United States and its territories, that is subject to the laws of the country in which it is located, irrespective of the citizenship of project staff or place of performance;

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a private nongovernmental organization, located in a country other than the United States, that solicits and receives cash contributions from the general public;

a charitable organization, located in a country other than the United States, that is nonprofit and tax exempt under the laws of its country of domicile and operation, but is not a university, college, accredited degree-granting institution of education, private foundation, hospital, organization engaged exclusively in research or scientific activities, church, synagogue, mosque, or other similar entity organized primarily for religious purposes; or

an organization, located in a country other than the United States, not recognized as a foreign public entity.

"Foreign Public Entity" means:

a foreign government or foreign governmental entity;

a public international organization that is entitled to enjoy privileges, exemptions, and immunities as an international organization under the International Organizations Immunities Act;

an entity owned, in whole or in part, or controlled by a foreign government; or

any other entity consisting wholly or partially of one or more foreign governments or foreign governmental entities.

"Formula-Based Grant" means a grant or award that is determined by a formula established in federal or State statute or rule.

"FR" means the Federal Register (<http://www.federalregister.gov>).

"GASB" means the Governmental Accounting Standards Board.

"GATA" means the Grant Accountability and Transparency Act [30 ILCS 708].

"GATA Fund" means the revolving fund administered by GOMB to allocate expenses to State agencies for costs incurred to comply with the UR and GATA

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and Budgeting for Results (BFR). The GATA Fund allocation to State agencies is based on a proportionate share of GATU expenses incurred, as determined by the CSFA program and award/grant data and the proportionate share of BFR expenses incurred, as determined by the Illinois Performance Reporting System (IPRS). The GATA Fund is established pursuant to Section 55(b) of the Act.

"GATU" means the Grant Accountability and Transparency Unit within the Illinois Governor's Office of Management and Budget.

"General Purpose Equipment" means equipment that is not limited to research, medical, scientific or other technical activities. Examples include office equipment and furnishings, modular offices, telephone networks, information technology equipment and systems, air conditioning equipment, reproduction and printing equipment, and motor vehicles. (See also the definitions of equipment and special purpose equipment.)

"Generally Accepted Accounting Principles" or "GAAP" means accounting standards issued by the Government Accounting Standards Board and the Financial Accounting Standards Board.

"Generally Accepted Auditing Standards" or "GAAS" means the accounting standards issued by the Public Company Accounting Oversight Board.

"Generally Accepted Government Auditing Standards" or "GAGAS", also known as the Yellow Book, means generally accepted government auditing standards issued by the Comptroller General of the United States that are applicable to financial audits.

"GFRA" means the Illinois Grant Funds Recovery Act.

"GOCO" means a State or federal government-owned, contractor-operated facility.

"GOMB" means the Illinois Governor's Office of Management and Budget.

"Grant" means financial assistance that provides support or stimulation to accomplish a public purpose. "Grant" includes grants and other agreements in the form of money, or property in lieu of money, by State government to an eligible recipient. "Grant" does not include: technical assistance that provides services instead of money; other assistance in the form of loans, loan guarantees, interest subsidies or insurance; direct payments of any kind to individuals; or

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contracts that must be entered into and administered under State procurement laws and regulations. In this Part, the term "Grant" is used interchangeably with "Award".

"Grant Agreement" means a legal instrument of financial assistance between a federal or State awarding agency or pass-through entity and an awardee that:

is used to enter into a relationship, the principal purpose of which is to transfer anything of value from the awarding agency or pass-through entity to the awardee to carry out a public purpose authorized by law and not to acquire property or services for the awarding agency's or pass-through entity's direct benefit or use; and

is distinguished from a Cooperative Agreement in that it does not provide for substantial involvement between the awarding agency or pass-through entity and the awardee in carrying out the activity contemplated by the award.

"Grant Agreement" does not include an agreement that provides only direct cash assistance to an individual, a subsidy, a loan, a loan guarantee or insurance.

"Grant Application" means a specified form that is completed by a potential grantee in connection with a request for a specific funding opportunity or a request for financial support of a project or activity.

"Grantee" or "Non-Federal Entity" means a State, local government, institution of higher education, or organization, whether nonprofit or for-profit, that carries out a State, federal or federal pass-through grant/award as a recipient or subrecipient.

"Grantee Compliance Enforcement System" or "GCES" means the statewide, uniform framework for grantmaking agencies to manage occurrences of non-compliance with grant requirements by using the Illinois Stop Payment List. The GCES is available in the Resource Library at www.grants.illinois.gov.

"Grantee Portal" means the internet-based platform used by the State to conduct registration, pre-qualification and fiscal and administrative risk assessments of entities that seek to receive an award from a State grantmaking agency. Awardees utilize the Grantee Portal to monitor and maintain qualified status.

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"Grassroots Lobbying" means a call to action that attempts to influence legislation or executive action by influencing public opinion. To be considered grassroots lobbying, the communication must:

refer to specific legislation or specific executive action;

reflect a view on the legislation or executive action; and

encourage the recipient to take action with respect to that legislation or executive action.

"HFS Suspended List" means the list, maintained by the Illinois Department of Healthcare and Family Services, of persons and entities who are debarred, suspended or otherwise excluded from the receipt of federally financed Medicaid. The list may be viewed on the HFS website at <http://www.state.il.us/agency/oig/sanctionlist.asp>.

"Hospital" means a facility licensed as a hospital under the law of any state or a facility operated as a hospital by the United States, a state, or a subdivision of a state.

"IHE" means an Institution of Higher Education as defined at 20 USC 1001(a).

"Illinois Stop Payment List" *means the list maintained by the Governor's Office of Management and Budget that contains the names of those individuals and entities that are ineligible, either temporarily or permanently, to receive grant funds, regardless of source, from a State grantmaking agency. The Illinois Stop Payment List is internally available to authorized State of Illinois personnel. It is a centralized repository for cross-agency information sharing for the purpose of improving the grantee risk assessment process and enhancing fiscal management transparency. The Illinois Stop Payment List is a component of the GCES.*

"ILSAC" means the Illinois Single Audit Commission.

"Improper Payment" means any payment that should not have been made or that was made in an incorrect amount (including overpayments and underpayments) under statutory, contractual, administrative, or other legally applicable requirements. "Improper payment" includes any payment to an ineligible party, any payment for an ineligible good or service, any duplicate payment, any payment for a good or service not received (except when these payments are authorized by federal statute), any payment that does not account for credit for

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applicable discounts, and any payment in which insufficient or lack of documentation prevents a reviewer from discerning whether a payment was proper.

"In Relation to Opinion" means required auditing standards for Supplemental Information Accompanying Audited Financial Statements. Statements on Auditing Standards No. 118 sets forth the auditor's responsibilities when the auditor of financial statements is engaged to perform audit procedures and report on whether the supplemental information accompanying the financial statement is fairly stated, in all material respects, in relation to the financial statements as a whole (for a copy of these standards, see <https://www.aicpa.org/research/standards/auditattest/clarifiedsas.html>).

"Indirect (Facilities & Administrative (F&A) Costs" or "Indirect Facilities and Administrative Costs" means those costs incurred for a common or joint purpose benefitting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted without effort disproportionate to the results achieved. To facilitate equitable distribution of indirect expenses to the cost objectives served, it may be necessary to establish a number of pools of indirect costs. Indirect cost pools must be distributed to benefitted cost objectives on bases that will produce an equitable result in consideration of relative benefits derived. (See also the definition of F&A costs.)

"Indirect Cost Rate Negotiator" means the vendor contracted with the Governor's Office of Management and Budget to review indirect cost rate proposals, collaborate with State agency subject matter experts and the Grant Accountability and Transparency Unit to establish awardee indirect cost rates and elections.

"Indirect Cost Rate Proposal" means the documentation prepared by an awardee to substantiate its request for the establishment of an indirect cost rate for the reimbursement of indirect costs. This proposal provides the basis for the review and negotiation leading to the establishment of an organization's indirect cost rate.

"Indirect Cost Rate System" means the internet-based, centralized, statewide framework for awardees to negotiate an indirect cost rate and/or make an indirect cost rate election.

"Information Technology Systems" means computing devices, ancillary equipment, software, firmware, and similar procedures, services (including support services), and related resources.

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"Inspector General" means the Office of Executive Inspector General for Illinois.

"Institution of Higher Education" means an educational institution of the State that:

admits as regular students only persons who have a certificate of graduation from a school providing secondary education, or the recognized equivalent;

is legally authorized within the State to provide a program of education beyond secondary education;

provides an education program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree, or awards a degree acceptable for admission to a graduate or professional degree program;

is a public or other nonprofit institution; and

is accredited by a nationally recognized accrediting agency or associate, or is an institution that has been granted pre-accreditation status by such an agency or association. (See 20 USC 1001.)

"Intangible Property" means property having no physical existence, such as trademarks, copyrights, patents and patent applications and property, such as loans, notes and other debt instruments, lease agreements, stock and other instruments of property ownership (whether the property is tangible or intangible).

"Intermediate Cost Objective" means a cost objective that is used to accumulate indirect costs or service center costs that are subsequently allocated to one or more indirect cost pools or final cost objectives. (Also see the definitions of cost objective and final cost objective.)

"Internal Controls" means a process, implemented by an awardee, designed to provide reasonable assurance regarding the achievement of objectives in the following categories:

Effectiveness and efficiency of operations;

Reliability of reporting for internal and external use; and

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Compliance with UR sections 200.62 and 200.303 and the Illinois Fiscal Control and Internal Auditing Act.

"Internal Control Over Compliance Requirements for State, Federal or Federal Pass-Through Awards" means a process implemented by an awardee designed to provide reasonable assurance regarding the achievement of the following objectives for State, federal or federal pass-through awards:

Transactions are properly recorded and accounted for, in order to:

Permit the preparation of reliable financial statements and State, federal and federal pass-through reports;

Maintain accountability over assets; and

Demonstrate compliance with State and federal statutes, regulations, and the terms and conditions of the award;

Transactions are executed in compliance with:

State and federal statutes, regulations, and terms and conditions of the award/grant that could have a direct and material effect on a federal or federal pass-through program;

Any other State or federal statutes and regulations that are identified in the Compliance Supplement; and

Funds, property and other assets are safeguarded against loss from unauthorized use or disposition.

"Internal Control Questionnaire" or "ICQ" means the financial and administrative risk assessment tool centrally used to assess an organization's fiscal and administrative risk profile. The automated ICQ is available through the Grantee Portal.

"IRC" means the Internal Revenue Code.

"Legislation" means action by the Congress, any state legislature, any local council, or similar legislative body, or by the public in a referendum, ballot initiative, constitutional amendment, or similar procedure. "Legislation" includes

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a proposed treaty required to be submitted by the President to the U.S. Senate for its advice and consent from the time the President's representative begins to negotiate its position with the prospective parties to the proposed treaty. (See 26 CFR 56.4911-2(d)(1)(i).)

"Lobbying" means communication that is intended to influence legislation or executive action. (See the definitions of legislation, specific legislation, direct lobbying and grassroots lobbying and 26 CFR 56.4911-2.)

Local educational agency (LEA): As defined in ESEA, a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township school district or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

"Local Government" means any entity defined as a unit of local government by Article VII, Section 1 of the Illinois Constitution. For purposes of these rules school districts are not treated as local government.

Local Public School District (School District, District): A legal entity with an elected or duly appointed board with a defined geographic boundary with property values and has authority to levy taxes and receive revenue for which ISBE measures available local resources for state funding distribution to operate and serve students PreK-12.

"Maintenance of Effort" means a requirement contained in a program's authorizing legislation or program regulations stating that, in order to receive federal grant funds, a recipient must agree to maintain a specified level of financial effort for the grant from its own resources and other non-federal sources.

"Major Program" means a State or federal program determined by the auditor to be a major program in accordance with UR section 200.518 or a program identified as a major program by a State or federal awarding agency or pass-through entity in accordance with UR section 200.503(e).

"Management Decision" means the evaluation by the State or federal awarding agency or pass-through entity of the audit findings and corrective action plan and the issuance of a written decision to the auditee as to what corrective action is necessary.

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"Mandatory Formula-Based Grant" or "Mandatory Grant" means noncompetitive grant funding that is allocated to recipients based upon a set of pre-existing criteria, such as population and/or other census criteria; all applicants who meet the minimum requirements of the application process are entitled to receive money.

"Matching" means third-party in-kind contributions and the portion of project costs not paid by federal funds, unless otherwise authorized by statute. (See the definition of cost sharing.)

"Merit Based Review Policy" means the federally required application review process mandated for all competitive State and federal pass-through awards (UR section 200.204).

"Micro-Purchase" means a purchase of supplies or services using simplified acquisition procedures (see Section 7200.30), the aggregate amount of which does not exceed the micro-purchase threshold. Micro-purchase procedures comprise a subset of an awardee's small purchase procedures. The awardee uses these procedures in order to expedite the completion of its lowest-dollar small purchase transactions and minimize the associated administrative burden and cost. The micro-purchase threshold for federally-funded grants is set under FAR in 48 CFR subpart 2.1. It is \$3,000 except as otherwise discussed in subpart 2.1, but this threshold is periodically adjusted for inflation. The Illinois small purchase threshold is set by the appropriate Chief Procurement Officer (CPO) under Section 20-20(c) of the Illinois Procurement Code and published in this Title 44 by each CPO. Micro-purchase rules are applicable to local government and non-profit awardees. State agencies are subject to the Illinois Procurement Code.

"Modified Total Direct Cost" or "MTDC" means all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and subawards up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). MTDC excludes equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

"Negotiated Rate" means the indirect (F&A) cost rate negotiated with and accepted by the federal or State awarding agency. Under the rate agreement,

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negotiated rates include final, fixed and predetermined rates and exclude provisional rates.

"NOFO" means the Notice of Funding Opportunity generated from the CSFA.

"Non-Federal Entity" means a state, local government, institution of higher education, or organization, whether nonprofit or for-profit, that carries out a State, federal or federal pass-through award as a recipient or subrecipient. (See also the definition of awardee.)

"Nonprofit Organization" means any corporation, trust, association, cooperative or other organization, not including institutions of higher education, that:

is operated primarily for scientific, educational, service, charitable or similar purposes in the public interest;

is not organized primarily for profit; and

uses net proceeds to maintain, improve or expand the operations of the organization.

"NOSA" means the Notice of State Award issued by a State grantmaking agency.

"Notice of Funding Opportunity" or "NOFO" means an agency's formally issued announcement of the availability of State, federal or federal pass-through funding through one of its financial assistance programs. The announcement provides eligibility and evaluation criteria, funding preferences/priorities, the submission deadline, and information on how to obtain an application for the funding opportunity.

"Nutrition Only Provider" means a not-for-profit or for-profit entity that receives only Nutrition funds from the Illinois State Board of Education.

"Obligations", when used in connection with an awardee's utilization of funds under an award, means:

orders placed for property and services;

contracts and subawards; and

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similar transactions, during a given period that require payment by the awardee during the same or future period.

"Office of Management and Budget" or "OMB" means the federal Office of Management and Budget of the Executive Office of the President.

"Oversight Agency for Audit", for federally-funded awards, means the federal awarding agency that provides the predominant amount of funding directly to an awardee not assigned a cognizant agency for audit. When there is no direct funding, the awarding agency that is the predominant source of pass-through funding must assume the oversight responsibilities. The duties of the oversight agency for audit and the process for any reassignments are described in UR section 200.513(b). For State-funded awards, "oversight agency for audit" is the State Cognizant Agency.

"Participant Support Costs" means direct costs for items such as stipends or subsistence allowances, travel allowances, and registration fees paid to or on behalf of participants or trainees (but not employees) in connection with conferences or training projects.

"Pass-Through Entity" means a non-federal entity that provides a subaward to a subrecipient to carry out part of a program. When federal legislation, rules or guidance for a program vary from state legislation or rules, the federal legislation, rules or guidance shall apply.

"Performance Goal" means a target level of performance expressed as a tangible, measurable objective or as a qualitative standard, value or rate. A performance goal includes a performance indicator, a target, and a time period, and must be expressed in an objective, quantifiable or measurable form when possible. When necessary, a grantmaking agency and an awardee shall use an alternative performance goal (such as a set of milestones) described in a way that makes it possible to discern whether progress is being made toward that goal.

"Period of Performance" means the time during which the awardee may incur new obligations to carry out the work authorized under the State, federal or federal pass-through award. The State grantmaking agency, federal awarding agency or federal pass-through entity must include start and end dates of the period of performance in the award (see, as applicable, Section 7200.370(a)(1) of this Part, UR section 200.210(a)(5), and UR section 200.331(a)(1)(D)).

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"Personal Property" means property other than real property. It may be tangible, having physical existence, or intangible.

"Personally Identifiable Information" or "PII" means information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual. Some information that is considered to be PII is available in public sources such as telephone books, public websites and university listings. This type of information is considered to be public PII and includes, for example, first and last name, address, work telephone number, email address, home telephone number, and general educational credentials. The definition of PII is not anchored to any single category of information or technology. Rather, it requires a case-by-case assessment of the specific risk that an individual can be identified. Non-PII can become PII whenever additional information is made publicly available, in any medium and from any source that, when combined with other available information, could be used to identify an individual.

"Predetermined Rate" means an indirect cost rate, applicable to a specified current or future period, usually the organization's fiscal year. The rate is based on an estimate of the costs to be incurred during the period. A predetermined rate is not subject to adjustment.

"Prior Approval" or "Prior Written Approval" means an authorization by one party, provided in writing to another party, to proceed in a specified manner.

"Private Award" means an award from a person or entity other than a State or federal entity or federal pass-through entity. Private awards are not subject to GATA.

"Program Income" means gross income received by the awardee directly generated by a supported activity, or earned only as a result of the federal award during the period of performance, except as provided in UR section 200.307(f) (also see the definition of period of performance). "Program income" includes, but is not limited to, income from:

fees for services performed;

the use or rental of real or personal property acquired under State, federal or federal pass-through entity awards;

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the sale of commodities or items fabricated under a State, federal or federal pass-through entity award;

license fees and royalties on patents and copyrights; and

principal and interest on loans made with State, federal or federal pass-through entity award funds.

Interest earned on advances of State, federal or federal pass-through entity award funds is not program income. Except as otherwise provided in State or federal statutes, regulations, or the terms and conditions of the federal award, program income does not include rebates, credits, discounts or interest earned on any rebates, credits or discounts.

"Project Cost" means total allowable costs incurred under an award and all required cost sharing and voluntary committed cost sharing, including third-party contributions.

"Property" means real property or personal property.

"Protected Personally Identifiable Information" or "Protected PII" means an individual's first name or first initial and last name in combination with any one or more types of information, including, but not limited to, the following:

social security number;

passport number;

credit card numbers;

security clearances;

bank numbers;

biometrics;

date and place of birth;

mother's maiden name;

criminal, medical and financial records; and

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educational transcripts.

"Protected PII" does not include PII that is required by law to be disclosed.
(See also the definition of Personally Identifiable Information.)

"Provisional Rate" means a temporary indirect cost rate applicable to a specified period that is used for funding, interim reimbursement, and reporting indirect costs on State, federal or federal pass-through entity awards pending the establishment of a final rate for the period.

"Public Institutions of Higher Education" means *the University of Illinois, Southern Illinois University, Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Western Illinois University, and the public colleges of the State*(Section 1 of the Board of Higher Education Act).

"Questioned Cost" means a cost that is questioned by the auditor because of an audit finding:

That resulted from a violation or possible violation of a statute, regulation, or the terms and conditions of a State or federal award, including for funds used to match State or federal funds;

When the costs, at the time of the audit, are not supported by adequate documentation; or

When the costs incurred appear unreasonable and do not reflect the actions a prudent person would take in the circumstances.

"Real Property" means land, including land improvements, structures and appurtenances thereto, but excludes moveable machinery and equipment.

"Recipient" means an entity that receives a State or federal award *directly from a State or federal agency to carry out an activity under an award program.*

"Recipient" does not include subrecipients. (See the definition of non-federal entity.)

"Research and Development " or "R&D" means *all research activities, both basic and applied, and all development activities that are performed by awardees.* The

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term "research" also includes activities involving the training of individuals in research techniques when these activities utilize the same facilities as other research and development activities and when these activities are not included in the instruction function. "Research" is defined as a systematic study directed toward fuller scientific knowledge or understanding of the subject studied. "Development" is the systematic use of knowledge and understanding gained from research directed toward the production of useful materials, devices, systems or methods, including design and development of prototypes and processes.

"SAM" means the federal System for Award Management (<https://www.sam.gov>). Illinois utilizes SAM.gov as the federal clearing house for qualification verification of potential awardees.

"SAIN" means the unique State award identification number assigned to each State award.

"Simplified Acquisition Threshold" means the dollar amount below which an awardee may purchase property or services using small purchase methods. Awardees adopt small purchase procedures to expedite the purchase of items costing less than the simplified acquisition threshold. The simplified acquisition threshold is set by 48 CFR subpart 2.1 (Definitions) and adjusted for inflation in accordance with 41 USC 1908. The current simplified acquisition threshold for federal and federal pass-through entity awardees is \$150,000. The simplified acquisition threshold is applicable to local government and non-profit awardees receiving direct federal funding or federal pass-through funding. State agencies and awardees receiving State funding are subject to the Illinois Procurement Code. (See the definition of micro-purchase.)

"Single Audit Act" means the federal Single Audit Act Amendments of 1996.

"Special Purpose Equipment" means equipment that is used only for research, medical, scientific or other technical activities. Examples of special purpose equipment include microscopes, x-ray machines, surgical instruments and spectrometers.

"Specific Legislation" means both legislation that has already been introduced in a legislative body and a specific legislative proposal that an organization either supports or opposes. In the case of a referendum, ballot initiative, constitutional amendment, or other measure that is placed on the ballot by petitions signed by a required number or percentage of voters, an item becomes "Specific Legislation" when the petition is first circulated among voters for signature.

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"State Agency" means the Illinois State Board of Education

"State Cognizant Agency" or "SCA" means the State grantmaking agency designated to carry out the responsibilities described in UR sections 200.513 (Responsibilities), 200.205 (awarding agency review of risk posed by applicants), 200.207 (specific conditions for the fiscal and administrative risk assessment) and 200.213 (suspension and debarment), and appendices III through VII and IX to part 200, and GATA Section 25(6) (recipient/subrecipient prequalification requirements). The State of Illinois uses these State cognizant agencies as the State cognizant agencies for audit, indirect cost, prequalification and fiscal and administrative risk assessment. Grantees are informed of their SCA through the Grantee Portal. SCA assignments are also documented for State agency personnel on the GATA implementation website.

"State Fiscal Year" means the period beginning on July 1 and ending on June 30.

"State Grant" means:

the financial assistance an awardee receives directly from a State grantmaking agency as either a grantee for state funded programs or as a subrecipient of federal programs; or

the instrument setting forth the terms and conditions when the instrument is the Grant Agreement, Cooperative Agreement or other agreement for assistance.

"State Grant" does not include contracts issued pursuant to the Illinois Procurement Code that a State agency uses to buy goods or services from a contractor or a contract to operate State government-owned, contractor-operated facilities. (See also definitions of financial assistance, Grant Agreement and Cooperative Agreement.)

"State Grantmaking Agency" means the Illinois State Board of Education.

"State Interest" means the acquisition or improvement of real property, equipment or supplies under a State award, the dollar amount that is the product of the State share of the total project costs and current fair market value of the property, improvements, or both, to the extent the costs of acquiring or improving the property were included as project costs.

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"State Program" means all State awards that are assigned a single number in the CSFA or a cluster of programs.

"State Share" means the portion of the total project costs that are paid by State funds.

"State Staff Inquiry Screen" means the intranet-based, centralized system used internally by the State of Illinois to manage pre- and post-award requirements of awardees.

"Stop Payment Status" means the temporary or permanent status of a grantee determined to be non-compliant with grant compliance requirements as stated in the GCES. The severity of the non-compliance issue dictates the enforcement action required by the State agency.

"Strategic Objective" means a goal that reflects the outcome or management impact a grantmaking agency is trying to achieve and generally includes the agency's role. Each objective is tracked through a suite of performance goals and other indicators. Strategic objectives and performance goals should facilitate prioritization and assessment for planning, management, reporting and evaluation purposes. Agencies should use strategic objectives to help decide which indicators are most valuable to provide leading and lagging information, monitor agency operations, show how employees contribute to the organization's mission, determine needed program evaluation, communicate agency progress, and consider the impact of external factors on the agency's progress. The set of all agency strategic objectives should be comprehensive of all agency activity. Objectives are usually outcome-oriented; however, management and other objectives may be established to communicate the breadth of agency efforts. Federal OMB Circular A-11 (see <https://www.whitehouse.gov/wp-content/uploads/2018/06/all.pdf>) divides strategic objectives into 3 categories:

Mission Focused. A type of strategic objective that expresses more specifically the path an agency plans to follow to achieve or make progress on a single strategic goal.

Mission Focused (Crosscutting/Other). A type of strategic objective that is not directly tied to a single strategic goal, but may be tied to several or none. In some circumstances, agencies perform statutory or crosscutting activities that are not closely tied to a single strategic goal.

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Management Focused. A type of strategic objective that communicates improvement priorities for management functions such as strategic human capital management, information technology, or financial stewardship. Often management objectives support more than one strategic goal.

"Student Financial Aid" or "SFA" means federal awards under those programs of general student assistance, such as those authorized by Title IV of the Higher Education Act of 1965, as amended, that are administered by the United States Department of Education and similar programs provided by other federal agencies. "Student Financial Aid" does not include federal awards under programs that provide fellowships or similar federal awards to students on a competitive basis or for specified studies or research. Individual direct recipients are not subject to the controls required by this Part.

"Subgrant" means an award provided by a pass-through entity to a subrecipient for the subrecipient to carry out part of an award received by the pass-through entity. Terms of the Grant Agreement may specify that the primary grantee will utilize another party through a subgrant to carry out part of the State grant received by the grantee. "Subgrant" does not include payments to a contractor or payments to an individual who is a beneficiary of a State or federal program. A "subgrant" may be provided through any form of legal agreement, including an agreement that the grantee considers a contract.

"Subrecipient" means a non-federal entity that receives an award from a pass-through entity to carry out part of a federal or State program. A subrecipient is also known as a first-tier subrecipient. There can be additional tiers of subrecipients based on pass-through levels. "Subrecipient" does not include an individual who is a beneficiary of the program. A subrecipient may also be a recipient of other State or federal awards directly from a State or federal awarding agency.

"Supplies" means all tangible personal property other than those described in the definition of equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the awardee for financial statement purposes or \$5,000, regardless of the length of its useful life. (See the definitions of computing devices and equipment.)

"Suspension" means a post-award action by the State or federal agency or pass-through entity that temporarily withdraws the State or federal agency's or pass-through entity's financial assistance sponsorship under an award, pending

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corrective action by the awardee or subrecipient or pending a decision to terminate the award.

"Termination" means the ending of a federal or federal pass-through entity award or State grant, in whole or in part, at any time prior to the planned end of the period of performance.

"Third-Party In-Kind Contributions" means the value of non-cash contributions (i.e., property or services) that benefit a State- or federally-assisted project or program and are contributed by non-federal third parties, without charge, to an awardee under a State or federal award.

"Total Compensation" means the cash and noncash dollar value earned by the executive during the grantee's or subrecipient's preceding fiscal year and includes the following: salary and bonus; awards of stock, stock options and stock appreciation rights; earnings for services under non-equity incentive plans; and change in pension value.

"Treasury-State Cash Management Improvement Act Agreement" means the Treasury-State Agreement (TSA) the State must enter into with the U.S. Department of the Treasury's Bureau of Fiscal Service to set forth terms and conditions for implementing CMIA.

"Unallowable Cost" means a cost specified by law or regulation, federal cost principles, or the terms and conditions of an award that may not be reimbursed under a Grant or Cooperative Agreement.

"Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards" or "Uniform Requirements" or "UR" means those rules applicable to grants contained in 2 CFR 200.

"Unliquidated Obligations" means, for financial reports prepared on a cash basis, obligations incurred by the awardee that have not been paid (liquidated). For reports prepared on an accrual expenditure basis, these are obligations incurred by the awardee for which an expenditure has not been recorded.

"Unobligated Balance" means the amount of funds under a State or federal award that the awardee has not obligated. The amount is computed by subtracting the cumulative amount of the awardee's unliquidated obligations and expenditures of funds under the State grant or federal award from the cumulative amount of the

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funds that the State or federal awarding agency or pass-through entity authorized the awardee to obligate.

"USC" means the United States Code.

"Voluntary Committed Cost Sharing" means cost sharing specifically pledged on a voluntary basis in the proposal's budget or the award on the part of the awardee and that becomes a binding requirement of the award. [30 ILCS 708/15]

"Working Capital Advance" means an advance cash payment from the State grantmaking agency or pass-through entity to the awardee to cover estimated disbursement needs for an initial period, generally geared to the awardee's disbursing cycle. This includes initial start-up cost and normal monthly grant expense, not to exceed two months of monthly grant expenses.

Section 7200.40 Incorporations and Referenced Materials

- a) References to Federal Statutes
 - 1) Cash Management Improvement Act (31 USC 1)
 - 2) Federal Funding Accountability and Transparency Act (FFATA) (31 USC 6101)
 - 3) Federal Grant and Cooperative Agreement Act (31 USC 6301)
 - 4) Freedom of Information Act (FOIA) (5 USC 552)
 - 5) Illinois School Code (105 ILCS 5)
 - 6) Improper Payments Elimination and Recovery Act of 2012 (31 USC 3321 note)
 - 7) International Organizations Immunity Act (22 USC 288)
 - 8) Internal Revenue Code (26 USC)
 - 9) Simplified Acquisition Procedures: Inflation adjustment of acquisition-related dollar thresholds (41 USC 1908)

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- 10) Single Audit Act of 1984 as amended by the Single Audit Act Amendments of 1996 (31 USC 7501)
- b) References to Illinois Statutes
- 1) Grant Accountability and Transparency Act [30 ILCS 708] (Act or GATA)
 - 2) Fiscal Control and Internal Auditing Act [30 ILCS 10]
 - 3) Freedom of Information Act (FOIA) [5 ILCS 140]
 - 4) Illinois Grant Funds Recovery Act (GFRA) [30 ILCS 705]; Section 15.1 creates the Illinois Single Audit Commission
 - 5) Illinois State Auditing Act [30 ILCS 5]
 - 6) Illinois School Code [105 ILCS 5]
 - 7) Illinois Procurement Code [30 ILCS 500]
 - 8) State Property Control Act [30 ILCS 605]
 - 9) Illinois State Collection Act of 1986 [30 ILCS 210]
 - 10) State Budget Law [15 ILCS 20]; Section 50-25 creates Budgeting for Results
 - 11) Rights of Crime Victims and Witnesses Act [725 ILCS 120]
 - 12) Department of Human Services Act [20 ILCS 1305]
 - 13) Grant Information Collection Act [30 ILCS 707]
 - 14) Intergovernmental Cooperation Act [51 ILCS 220]
- c) Incorporations by Reference
- 1) Federal Regulations

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- A) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR 200 (December 26, 2014)):
- i) 2 CFR 200 Subpart B – General Provisions except for:
 - With respect to section 200.203(6)(b), the timeframe shall be 30-45 calendar days. If the grantmaking agency determines extenuating circumstances necessitate a shorter NOFO posting period, prior permission must be obtained from State Superintendent of Education;
 - With respect to section 200.204, an appeal must be described and incorporated with the merit-based review process;
 - Under section 200.205, a risk based approach as described in subsection (c) shall be used; and
 - Section 200.210 contains State related references.
 - ii) 2 CFR 200 Subpart C – Pre-Federal Award Requirements and Contents of Federal Awards
 - iii) 2 CFR 200 Subpart D – Post-Federal Award Requirements except for:
 - In section 200.308(e), add that the State grantmaking agency may, at its option, restrict the transfer of funds among direct cost categories or programs, functions and activities for State and federal pass-through awards in which the State share of the project exceeds the Simplified Acquisition Threshold and the cumulative amount of those transfers exceeds or is expected to exceed 10% per detail line item or \$1,000, whichever is greater, of the total budget as last approved by the State grantmaking agency. The State grantmaking agency cannot permit a transfer that would cause

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any State appropriation to be used for purposes other than those consistent with the appropriation.

- In section 200.336, add that any entity of the State, including but not limited to the State grantmaking awarding agency, the Auditor General, the Attorney General, any Executive Inspector General, and the Inspector General of the State grantmaking agency, as applicable, or any of the authorized representatives, must have the right of access to any documents, papers or other records of the awardee that are pertinent to the State award in order to make audits, examinations, excerpts and transcripts. This right also includes timely and reasonable access to the awardee's personnel for the purpose of interview and discussion related to these documents. Sections 200.318-200.320 do not apply to ISBE state funded grants.
- iv) 2 CFR 200 Subpart E – Cost Principles
- v) 2 CFR 200 Subpart F – Audit Requirements
- vi) 2 CFR 200 Appendix I – Full Text of Notice of Funding Opportunity
- vii) 2 CFR 200 Appendix II – Contract Provisions for Non-Federal Entity Contracts Under Federal Awards
- viii) 2 CFR 200 Appendix III – Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs)
- ix) 2 CFR 200 Appendix IV – Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Nonprofit Organizations
- x) 2 CFR 200 Appendix V – State/Local Government and Indian Tribe-Wide Central Service Cost Allocation Plans

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- xi) 2 CFR 200 Appendix VI – Public Assistance Cost Allocation Plans
 - xii) 2 CFR 200 Appendix VII – States and Local Government and Indian Tribe Indirect Cost Proposals
 - xiii) 2 CFR 200 Appendix VIII – Nonprofit Organizations Exempted from Subpart E – Cost Principles
 - xiv) 2 CFR 200 Appendix IX – Hospital Cost Principles
 - xv) 2 CFR 200 Appendix X – Data Collection Form (Form SF-SAC)
 - xvi) 2 CFR 200 Appendix XI – Compliance Supplement
- B) Cost Accounting Standards (48 CFR 9904 (2014))
 - C) Federal Acquisition Regulations System (FAR) (48 CFR 1 (2014))
 - D) Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Awards, Contracts and Cooperative Agreements (37 CFR 401 (2013))
 - E) Rules and Procedures for Efficient Federal-State Funds Transfers (31 CFR 205)
- 2) "Clarification of OMB A-21 Treatment of Voluntary Uncommitted Cost Sharing and Tuition Remission Costs", Office of Management and Budget, Memorandum M-01-06 (2001)
 - 3) Government Auditing Standards (also known as "GAGAS" or the "Yellow Book"), U.S. Government Accountability Office by the Comptroller General of the United States (2011 Revision) (<http://www.gao.gov/yellowbook>)
 - 4) "Internal Control Integrated Framework" (2013), Committee of Sponsoring Organizations of the Treadway Commission (COSO), available at <https://www.coso.org/Pages/ic.aspx>

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- 5) "Policies for Federal Credit Programs and Non-Tax Receivables", Office of Management and Budget, Circular A-129 (2013), available at <https://www.whitehouse.gov/sites/whitehouse.gov/files/omb/circulars/A129/a-129.pdf>
 - 6) "Preparation, Submission, and Execution of the Budget", Office of Management and Budget, Circular A-11 (2015), available at <https://www.whitehouse.gov/wp-content/uploads/2018/06/a11.pdf>
 - 7) "Standards for Internal Control in the Federal Government" (2014) (also known as the "Green Book"), Comptroller General of the United States, available at <http://www.gao.gov/products/GAO-14-704G>
 - 8) Merit Based Review Policy is available at: <https://www.isbe.net/Documents/ISBE-merit-based-review.pdf#search=merit%20based%20review%20policy>
 - 9) Grantee Compliance Enforcement System framework, refer to Section 80. The framework is available at: <https://www.isbe.net/gata>
- d) No later editions of the regulations and standards listed in subsection (c) are incorporated in this Part.

Section 7200.50 Catalog of State Financial Assistance (CSFA)

- a) *The Catalog of State Financial Assistance is available at <https://www.illinois.gov/sites/GATA/Grants/SitePages/CSFA.aspx>. The CSFA contains, at a minimum, the following information:*
- 1) *An introductory section that explains how to use the Catalog, suggested grant proposal writing methods, and grant application procedures;*
 - 2) *A comprehensive indexing system that categorizes programs by issuing agency, eligible applicant, application deadlines, function, popular name and subject area;*
 - 3) *Comprehensive appendices showing State assistance programs that require coordination through GATA and regulatory, legislative and Executive Order authority for each program, commonly used abbreviations and acronyms, agency regional and local office addresses, and sources of additional information;*

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- 4) *A list of programs that have been added to or deleted from the CSFA and the various program numbers and title changes;*
- 5) *Program number, title and popular name, if applicable;*
- 6) *The name of the State agency or independent agency and primary organization sub-unit administering the program;*
- 7) *The enabling legislation, including popular name of the Act, titles and Sections, Public Act number, and citation to the Illinois Compiled Statutes;*
- 8) *The type or types of financial and nonfinancial assistance offered by the program;*
- 9) *Uses and restrictions placed upon the program;*
- 10) *Eligibility requirements, including applicant eligibility criteria, beneficiary eligibility criteria, and required credentials and documentation;*
- 11) *Objectives and goals of the program;*
- 12) *Information regarding application and grant processing; application deadlines; range of approval or disapproval time; appeal procedures; and availability of a renewal or extension of assistance;*
- 13) *Assistance considerations, including an explanation of the grant formula, matching requirements, and the length and time phasing of the assistance;*
- 14) *Post-assistance requirements, including any reports, audits, and records that may be required;*
- 15) *Program accomplishments (if available) describing quantitative measures of program performance;*
- 16) *Regulations, guidelines, and literature containing citations to the Illinois Administrative Code, the Code of Federal Regulations, and other pertinent informational materials; and*

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- 17) *The names, telephone numbers, and e-mail addresses of persons to be contacted for detailed program information at the headquarters, regional, and local levels. [30 ILCS 708/30]*
- b) The Notice of Funding Opportunity (NOFO) shall be generated from the CSFA.
- c) All State grants, regardless of the funding source, shall be posted through the CSFA by the State grantmaking agency.

Section 7200.60 Program-specific Exceptions and Exemptions to UR and GATA

- a) The Uniform Guidance exception rule is stated at UR section 200.102. GATA modeled its exception process after the federal process.
- b) UR section 200.101 cites types of awards with exceptions to UR. All cited exceptions shall apply to federal and federal pass-through awards. If the State of Illinois funds an equivalent program, the State award will be subject to the same exceptions as the federal award it mirrors.
- c) When a grant program is listed as exempt under UR section 200.101, the State agency must review the grant-specific requirements to determine if there are additional, grant-specific rules modeled after UR.
- d) Per UR, exceptions shall not be given for UR section 200.330 through 200.332 or subpart F – Audit Requirements. All grants are subject to post-award requirements, awardee and subrecipient monitoring and management, and audit requirements.
- e) Exemption and/or exceptions to these rules may be authorized by action of the IL State Board of Education. No exemptions or exceptions authorized shall conflict with the Uniform Guidance. Process for seeking exemptions will be kept in the agency's Grant Administration Manual and current exceptions will be found on the CSFA website.
- f) Based on the Notice of Exception, ISBE will record the exceptions in the CSFA, the NOSA and the Uniform Grant Agreement.

Section 7200.70 Grantee Qualification Status

- a) Prior to making an award, the State grantmaking agency or pass-through entity is required by 31 USC 3321, 41 USC 2313 and Section 25(4)(C) of the Act to

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review information available through any GOMB- and/or OMB-designated repositories of government-wide eligibility qualification or financial integrity information, such as:

- 1) Federal Awardee Performance and Integrity Information System (FAPIIS);
 - 2) Dun and Bradstreet;
 - 3) Suspension and Debarment requirements (2 CFR 180); and
 - 4) GATA requirements (Section 25(6)(G), (H) and (I) of the Act).
- b) Illinois grantee registration is centralized and automated through GATU from <https://www.grants.illinois.gov/portal>.
- c) An individual representing an organization must utilize the Illinois.gov Public Authentication Portal as a cybersecurity check and to formally associate the individual with the organization he or she represents. Authentication is initiated from the Grantee Portal (www.grants.illinois.gov/portal).
- d) An entity must provide the following information annually to be registered with the State of Illinois as a grantee/awardee:
- 1) Organization name and contact information;
 - 2) Federal Employee Identification Number (FEIN);
 - 3) Data Universal Numbering System (DUNS) number; and
 - 4) Organization type.
- e) Illinois prequalification is centralized and includes an automated verification through www.SAM.gov and the GATA implementation website based on information provided during registration.
- f) Based on the information provided, the entity is "qualified" to be an awardee if it:
- 1) has an active DUNS number;
 - 2) has an active SAM.gov account;

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- 3) has an acceptable fiscal condition;
 - 4) is in good standing with the Illinois Secretary of State, if the Illinois Secretary of State requires the entity's organization type to be registered. Governmental entities, school districts and select religious organizations are not required to be registered with the Illinois Secretary of State. Refer to the Illinois Secretary of State Business Services website: http://www.cyberdriveillinois.com/departments/business_services/home.html;
 - 5) is not on the SAM.gov Exclusion List;
 - 6) is not on the Sanctioned Party List maintained by HFS.
- g) Upon registration, the Grantee Portal will list the status of each requirement. If a status is not "good", on-line HELP will provide an explanation and a link to correct the issue. The status of all requirements must be "good" for the entity to be qualified.
- 1) If an entity is on the SAM.gov Exclusion List the entity is "Not Qualified". There is no remediation available. The State of Illinois cannot do business with entities on the SAM.gov Exclusion List.
 - 2) If an entity is not in good standing with the Illinois Secretary of State, is on the HFS Sanctioned Parties list, does not have an active DUNS number, or has an expired SAM.gov account, the entity has a temporary "Not Qualified" status, but can remediate. On-line HELP through the Grantee Portal enables the entity to self-mediate the issue.
 - 3) If an entity's verification confirmed all requirements under subsection (f) are met, the entity has a "Qualified" status.
- h) Qualified status is re-verified nightly. If the entity's status changes, an email notice is sent to the designated representative with a link to the Grantee Portal. The entity shall utilize on-line HELP to self-mediate.
- i) Registration and prequalification is required before an organization can apply for an award. The State Staff Inquiry Screen will be used to ensure an entity is "qualified" before accepting a grant application.

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- j) Local governments are responsible for determining how the governmental department or agency unit will register and prequalify. In the case of a county government, the decision should be made by the individual with the highest level of fiscal and administrative authority.
- 1) An entity may register as a single county if the county and the departments or agency units within the county use the same FEIN and:
 - A) Have one government-wide DUNS number;
 - B) Complete one government-wide Internal Control Questionnaire; and
 - C) Complete one government-wide indirect cost rate negotiation or election.
 - 2) If it is determined that the departments should register and prequalify separately, each department must:
 - A) Have a separate DUNS number for each department or agency unit;
 - B) Utilize a registration name that includes both the name of the local government and the governmental department or agency (e.g., Sangamon County, Public Health Department);
 - C) Complete separate Internal Control Questionnaires (ICQs) for each department or agency unit; and
 - D) Complete separate indirect cost rate negotiations or elections for each department or agency unit.

Section 7200.80 Grantee Compliance Enforcement System

- a) Except where federal program legislation or rules prohibit, further payment of grant funds awarded will be frozen in response to the following cases, including, but not limited to:
 - i. Expenditure reports not received by the due date
 - ii. Non-responsiveness to audit and/or monitoring actions

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- iii. Other instances of non-compliance and/or non-responsiveness as deemed appropriate by ISBE.

Section 7200.90 Auditing Standards

Following UR section 200.501 (Audit Requirements):

- a) School districts and joint agreements and other entities that are required by the Illinois School Code to file the Annual Financial Reports are exempt from the Consolidated Year-end Financial Report with an “in relation to opinion” submission requirement.
- b) Awardees, excluding for-profits, that expend \$750,000 or more during the non-federal entity's fiscal year in federal awards (federal pass-through and direct federal funds) must have a single audit conducted in accordance with UR section 200.514. Awardees meeting certain requirements may elect to have a program-specific audit conducted in accordance with UR section 200.507. (See Section 7200.90(d) for audit requirements for for-profit subrecipients.)
- c) Awardees that expend less than \$750,000 during the non-federal entity's fiscal year in federal awards (federal pass-through and/or direct federal funds) from all sources are exempt from federal audit requirements for that year. These non-federal entities are not subject to the single audit requirements.
- d) Awardees, other than Nutrition Only providers, that expend less than \$750,000 in direct federal and federal pass-through funds from all sources are subject to the following audit requirements:
 - 1) Awardees that expend \$500,000 or more in State, direct federal and federal pass-through funds, singularly or in any combination, or entities that are subject to audit requirements in the Illinois School Code and are not subject to the single audit:
 - A) Must have a financial statement audit conducted in accordance with GAGAS; and
 - 2) Awardees, other than Nutrition Only providers, that do not meet the requirements in subsection (c)(1) but expend \$300,000 or more in State, direct or federal and federal pass-through funds, singularly or in any combination, during the awardee's fiscal year must have a financial statement audit conducted in accordance with GAAS or GAGAS.

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- e) For-profit Subrecipient. The pass-through entities are responsible for ensuring subrecipient compliance with established requirements. Methods to ensure compliance for State and federal awards to for-profit subrecipients may include pre-award audits, monitoring during the agreement period of performance, and post-award audits. See also UR section 200.331 (Requirements for Pass-through Entities).
 - 1) For-profit Subrecipient Audit Requirements. For-profit subrecipients who expend \$750,000 or more in direct federal and federal pass-through funds during their fiscal year are required to have a program-specific audit conducted in accordance with UR section 200.507 (Program-specific Audits).
 - A) The State grantmaking agency must provide the recipient/subrecipient the program-specific audit guide, when available.
 - B) If a program-specific guide is not available, the auditor and auditee have the same responsibilities for the program as they would have for a major program in a single audit.
 - 2) For-profit subrecipients who expend less than \$750,000 in direct federal and federal pass-through funds during their fiscal year are required to follow the audit requirements in subsection (c).
- f) Awardees do not meet the requirements in subsection (c) or (d) but have audits conducted based on other regulatory requirements must submit those audits for review.
- g) Single Audit and Program Specific Audit Report Submission. Single audits conducted in accordance with this Section, including any program or regulatory audit requirements, must be completed and the reporting package described in subsection (g) must be submitted by the non-federal entity (grantee/subrecipient) to the Federal Audit Clearing House, as required by UR section 200.512, within the earlier of 30 calendar days after receipt of the auditor's reports or 9 months after the end of the non-federal entity's audit period. If the due date falls on a Saturday, Sunday or State/federal holiday, the reporting package is due the next business day.

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- h) Financial Statement Audits conducted in accordance with this Section must be completed and the reporting package described in subsection (g) must be submitted by the non-federal entity within the earlier of 30 calendar days after receipt of the auditor's reports or 6 months after the end of the non-federal entity's audit period. If the due date falls on a Saturday, Sunday or State/federal holiday, the reporting package is due the next business day.
- i) Reporting package submissions must include:
 - 1) For Single Audit and Program Specific Audit submissions:
 - A) All items identified in UR section 200.512(c);
 - B) Management letters and AU 325 communication issued by the auditors, and their respective corrective action plans; and
 - C) Consolidated Year-end Financial Report with an "in relation to opinion". School districts, joint agreements, and other entities that are required by the Illinois School Code to file the Annual Financial Report are exempt from the Consolidated Year-end Financial Report with an "in relation to opinion" submission requirement.
 - D) A copy of the results of the most recent peer review of the audit firm.
 - 2) For Financial Statement Audit submissions:
 - A) Financial Statements;
 - B) Summary schedule of Prior Audit Findings;
 - C) Auditor's report;
 - D) Corrective Action Plan;
 - E) Management letters and AU 325 communications issued by the auditors, and their respective corrective action plans; and
 - F) Consolidated Year-end Financial Report with an "in relation to opinion". School districts, joint agreements, and other entities that

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are required by the Illinois School Code to file the Annual Financial Report are exempt from the Consolidated Year-end Financial Report with an “in relation to opinion” submission requirement.

- 3) Non-federal entities that are not required to have an audit conducted must submit a Consolidated Year-end Financial Report.

SUBPART B: GOVERNOR'S OFFICE OF MANAGEMENT AND BUDGET (GOMB) RESPONSIBILITIES

Section 7200.100 GOMB Responsibilities

GOMB shall execute the specific requirements and responsibilities set forth in Section 55 of the Act, including the establishment of GATU. GOMB will provide technical assistance and policy interpretation to State grantmaking agencies. Exceptions authorized by Section 55 of the Act shall be reviewed by GATU in accordance with Section 7200.60.

Section 7200.110 Adoption of Supplemental Rules for Multi-year Grants

- a) The issuance of competitive grants in 5-year terms (one-year initial term with the option to renew for up to 4 additional years.
 - 1) A multi-year award is defined as a one-year grant with subsequent renewal grants. A multi-year award may not exceed 5 years of total funding.

Section 7200.120 Adoption of Supplemental Rules for Grant Payment Methods

- a) Payments to states are governed by the Cash Management Improvement Act and the Treasury-State Agreement (TSA) default procedures codified at 31 CFR 205.
 - 1) State agencies must have implemented, written policies and procedures that comply with the TSA and 2 CFR 200.305. The policies and procedures must be approved by State agency staff responsible for cash draw downs, federal reporting, and the TSA interest calculation. The policies and procedures must ensure:
 - A) Awardee grant payments conform to the TSA and this Section.

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- B) Awardee grant payments conform to requirements in 2 CFR 200.305.
 - C) Awardees have policies and procedures that enable them to conform to the TSA and 2 CFR 200.305.
- b) Payments to awardee entities must utilize grant payment methods that minimize the time elapsing between the transfer of funds from the Illinois Office of the Comptroller and the pass-through entity. The disbursement by the awardee may be made by electronic funds transfer, issuance or redemption of checks, warrants, or payment by other means. (See UR section 200.302(b)(6) (Financial management).)
- 1) Advance Payments.
 - A) The awardee entity must be paid in advance, provided it maintains or demonstrates the willingness to maintain both:
 - i) written procedures that minimize the time elapsing between the transfer of funds and disbursement by the awardee; and
 - ii) financial management systems that meet the standards for fund control and accountability as established in UR section 200.302.
 - B) Advance payments must be limited to the minimum amounts needed and be timed to be in accordance with the actual, immediate cash requirements of the awardee in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the awardee for direct program or project costs and the proportionate share of any allowable indirect costs. The awardee entity must make timely payment to contractors in accordance with the contract provisions.
 - C) State agencies must implement written policies and procedures documenting their assessment ensuring awardee's written procedures and their financial

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management systems meet the standards for fund control and requirements in UR section 200.302.

D) State awarding agencies must document the determination that the awardee meets the requirements of advance payments in this subsection (b)(1).

2) Reimbursement. Reimbursement is the preferred method, if the awardee does not meet the requirements in subsection (b)(1). Reimbursement must be utilized when the requirements in subsection (b)(1) cannot be met, when the State awarding agency sets a specific condition per UR section 200.207 (Specific conditions), or when the awardee requests payment by reimbursement. Reimbursement may be used on any grant award for construction, or if the major portion of the construction project is accomplished through private market financing or federal or State loans and the grant award constitutes a minor portion of the project. When the reimbursement method is used, the State awarding agency or pass-through entity must make payment within 30 calendar days after receipt of the billing, unless the State awarding agency or pass-through entity reasonably believes the request to be improper.

3) Working Capital Advances. If the awardee entity cannot meet the criteria for advance payments as stated in subsection (b)(1) and the

State awarding agency or pass-through entity has determined that reimbursement is not feasible because the awardee lacks sufficient working capital, the State awarding agency or pass-through entity may provide cash on a working capital advance basis. Under a working capital advance, the State awarding agency or pass-through entity must advance cash payments to the awardee to cover its estimated disbursement needs for an initial period, generally geared to the awardee's disbursing cycle. This would include initial start-up cost and normal monthly grant expense not to exceed two months of monthly grant expenses. Thereafter, the State awarding agency or pass-through entity must reimburse the awardee for its actual cash disbursements.

A) A working capital advance requires the State awarding agency or pass-through entity to provide timely advance

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payments to awardees in order to meet the awardee's actual cash disbursements.

- B) A working capital advance must not be used if the reason for the working capital advance is the unwillingness or inability of the State awarding agency or pass-through entity to provide timely advance payments to the awardee to meet the awardee's actual cash disbursements.
- c) State agencies must implement written policies and procedures for each grant payment method utilized by the agency: advance payments, reimbursements and working capital advances. The policies and procedures must be approved by State agency staff responsible for federal and State cash drawdowns and reporting.
- d) Standards governing the use of banks and other institutions as depositories of advance payments under awards are as follows:
 - 1) The State awarding agency and pass-through entity must not require separate depository accounts for federal funds provided to an awardee or establish any eligibility requirements for depositories for funds provided to the awardee. However, the awardee must be able to account for the receipt, obligation and expenditure of funds.
 - 2) Advance payments of federal funds must be deposited and maintained in insured accounts whenever possible.
 - 3) The awardee must maintain advance payments of federal awards in interest-bearing accounts, unless the following apply:
 - A) The awardee receives less than \$120,000 in federal awards per year.
 - B) The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per year.
- e) Parameters Regarding Interest Earned
 - 1) Interest earned by the awardee up to \$500 per year may be retained by the awardee for administrative expense.

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- 2) Interest earned by the awardee in excess of \$500 per year on federal advance payments deposited in interest-bearing accounts must be returned to the State awarding agency in accordance with UR section 200.305(9).
- 5) Payment Withholding
 - A) Unless otherwise required by State statute, payments for allowable costs shall not be withheld at any time during the period of performance unless the conditions of Section 7200.80 apply, the awardee is determined to be "not qualified" in accordance with Section 7200.320, or one or more of the following conditions exists:
 - i) The awardee has failed to comply with the project objectives, State statutes or regulations, or the Grant Agreement; or
 - ii) The awardee is delinquent in a debt to the State of Illinois (see the Illinois State Collection Act of 1986). Under these conditions, the agency may, upon reasonable notice, inform the awardee that the awardee shall not make payments for obligations incurred after a specified date until the delinquency is corrected or the indebtedness to the State is liquidated.
 - B) If the grant is suspended and payment is withheld because of the awardee's failure to comply with the Grant Agreement, payment must be released to the awardee upon subsequent compliance. Refer to Section 7200.80 for the Grantee Compliance Enforcement System and the Illinois Stop Payment List.
 - C) A payment must not be made to an awardee for amounts to be paid to contractors that the awardee retains to assure satisfactory completion of work. The payment shall be made when the awardee actually disburses the withheld funds to the contractors or to escrow accounts established to assure satisfactory completion of work.
 - D) State funded programs may be paid on an approved schedule proposed by grantee and approved by ISBE:
https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf#search=fiscal%20handbook

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SUBPART C: STATE AGENCY RESPONSIBILITIES AND IMPLEMENTATION

Section 7200.200 State Agency Responsibilities

- a) The specific requirements and responsibilities of State agencies and non-federal entities are set forth in Section 50 of the Act.
- b) State agencies making State awards to non-federal entities must adopt rules reflecting UR subparts B through F by July 1, 2017 unless different provisions are required by law or an exception is granted by GATU in accordance with Section 7200.60.
 - 1) In applying UR subparts D through F to State funded grants, the following terms in Column A from the UR are interchangeable with the terms in Column B.

Column A Terms from 2 CFR 200 Subparts B Through F	Column B Application to State Funded Awards
Federal awarding agency	State grantmaking agency
Non-federal entity	State grant recipient
Catalog of Federal Domestic Assistance or CFDA	Catalog of State Financial Assistance or CSFA
Federal financial assistance	State funds
Federal pass-through financial assistance	Federal pass-through
Federal statutes or regulations	State statutes or regulations

- 2) The following UR sections are applicable to State and federal pass-through grants, with the terminology equivalencies listed in subsection (b)(1):
 - A) Subpart B – General Provisions
 - B) Subpart C – Pre-Federal Award Requirements and Contents of Federal Awards

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- C) Subpart D – Post-Federal Award Requirements
- D) Subpart E – Cost Principles
- E) Subpart F – Audit Requirements
- F) Appendices (applicable sections)
 - i) Appendix I Notice of Funding Opportunity (Except section E)
 - ii) Appendix II Contract Provisions for Non-Federal Entity Contracts Under Federal Awards
 - iii) Appendix III Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs)
 - iv) Appendix IV Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Nonprofit Organizations
 - v) Appendix V State/Local Government-wide Central Service Cost Allocation Plans
 - vi) Appendix VI Public Assistance Cost Allocation Plans
 - vii) Appendix VII States and Local Government and Indian Tribe Indirect Cost Proposals
 - viii) Appendix VIII Nonprofit Organizations Exempted From Subpart E – Cost Principles of Part 200
 - ix) Appendix IX Hospital Cost Principles

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| x) | Appendix X | Data Collection Form (Form SF-SAC) |
| xi) | Appendix XI | Compliance Supplement |
| xii) | Appendix XII | Award Term and Condition for Recipient Integrity and Performance Matters |

- c) *Each State grantmaking agency shall appoint a Chief Accountability Officer to serve as a liaison to GATU and be responsible for the State agency's implementation of, and compliance with, the UR and this Part.*
- d) *In order to effectively measure the performance of its awardees, each State grantmaking agency shall:*
- 1) *Require its awardees to submit a Periodic Performance Report. The frequency of PPR reporting shall be specified in the executed Grant Agreement and must be semi-annually unless otherwise specified in the uniform grant agreement (UGA).*
 - 2) *Utilize the PPR to require its awardees to relate financial data to performance accomplishments of the award and, when applicable, require awardees to provide cost information to demonstrate cost-effective practices. The awardee's performance should be measured in a way that will help the State agency to improve program outcomes, share lessons learned, and spread the adoption of promising practices; and*
 - 3) *Provide awardees with clear performance goals, indicators, and milestones through the Grant Agreement and shall establish performance reporting frequency and content to not only allow the State agency to understand the awardee's progress, but also to facilitate identification of promising practices among awardees and build the evidence upon which the State agency's program and performance decisions are made.*
- e) *Each grantmaking agency shall enhance its processes to monitor and address noncompliance with reporting requirements and with program performance standards. When applicable, the process may include a corrective action plan. The monitoring process shall include a plan for tracking and documenting performance-based contracting decisions. [30 ILCS 708/45(g)]*

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- f) *GOMB shall provide such advice and technical assistance to the State agencies as is necessary or indicated in order to ensure compliance with the Act. [30 ILCS 708/50]*

Section 7200.210 State Agency Implementation

- a) *State agencies shall implement the policies and procedures applicable to federal and federal pass-through awards by adopting, on or before July 1, 2017, rules for non-federal entities. The federal rules took effect for fiscal years on and after December 26, 2014, unless different provisions are required by State or federal statute or federal rule.*
- b) *The standards set forth in the Act, which affect administration of federal, federal pass-through and State awards issued by State agencies, become effective once adopted as rules by the State agencies. [30 ILCS 708/90]*

Section 7200.220 State Cognizant Agency Responsibilities and Implementation

- a) The State Cognizant Agency is the State agency that provides the most funding to the awardee based on State agency entries into the CSFA. Each awardee is assigned a State Cognizant Agency. The State Cognizant Agency assignments are recorded in the Grantee Portal and the State Staff Inquiry Screen.
- b) As defined in Section 7200.30, the State Cognizant Agency is the State grantmaking agency designed to carry out specific pre-award responsibilities associated with prequalification, fiscal and administrative risk assessment, and indirect cost rate election/negotiation.
- 1) The State Cognizant Agency provides support as necessary to assist the applicants in completing the prequalification process. Refer to Section 7200.320.
 - 2) The State Cognizant Agency reviews and accepts submitted ICQs pursuant to Section 7200.340(d)(1).
 - 3) The State Cognizant Agency reviews and accepts indirect cost rate elections/negotiations pursuant to Section 7200.420.

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- 4) The State Cognizant Agency designates staff to serve as the Indirect Cost Rate Subject Matter Expert to support Section 7200.420.
- 5) The State Cognizant Agency designates staff to serve as the Audit Report Review Subject Matter Expert to support Section 7200.90.

Section 7200.230 Subrecipient/Contractor Determinations

- a) An organization may concurrently receive State awards as a grantee, a subgrantee (subrecipient), and a contractor, depending on the substance of the Grant Agreement, Cooperative Agreement, Interagency Agreement or Intergovernmental Agreement between State agencies and awardees. A pass-through entity must make case-by-case determinations of whether the entity receiving the funds is a subrecipient or contractor.
 - 1) **Subrecipient**

A subaward is for the purpose of carrying out a portion of a Grant Agreement and creates a State assistance relationship with the subrecipient. Characteristics that support the classification of the grantee as a subrecipient include the following:

 - A) Determines who is eligible to receive what State and federal pass-through assistance;
 - B) Has its performance measured in relation to whether objectives of a State or federal pass-through program were met;
 - C) Has responsibility for programmatic decision making;
 - D) Is responsible for adherence to applicable State and federal pass-through program requirements specified in the State agency's rule; and
 - E) In accordance with its Grant Agreement, uses the State and federal pass-through funds to carry out a program for a public purpose specified in authorizing statute, as opposed to providing goods or services for its own benefit.
 - 2) **Contractors**

A contract is for the purpose of obtaining goods and services for the grantee's own use and creates a procurement relationship with the

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contractor. Characteristics indicative of a procurement relationship between the awardee and a contractor are when the contractor:

- A) Provides the goods and services within normal business operations;
 - B) Provides similar goods or services to many different purchasers;
 - C) Normally operates in a competitive environment;
 - D) Provides goods or services that are ancillary to the operation of the State and federal pass-through program; and
 - E) Is not subject to compliance requirements of the State award or federal pass-through program as a result of the agreement, though similar requirements may apply for other reasons.
- 3) Use of Judgment in Making Determination
- A) In determining whether an agreement between a pass-through entity and another non-federal entity casts the latter as a subrecipient or a contractor, the substance of the relationship is more important than the form of the agreement.
 - B) Each characteristics listed in subsection (a)(1) may not be present in all cases. The pass-through entity must use judgment in classifying each agreement as a subaward/subgrant or a procurement contract.
- b) The Recipient Checklist for Determining if the Entity Receiving Funds as a Contractor or Subrecipient Relationship should be used to document the subrecipient vs. contractor determination. The completed Checklist should be maintained for monitoring and audit purposes as evidence of the determination.
- c) The Checklist is available on the GATA website (www.grants.illinois.gov).

Section 7200.240 CSFA Maintenance

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- a) Per UR Subpart C, State agencies shall maintain the Catalog of State Financial Assistance (CSFA) as the State's single, authoritative, statewide comprehensive source of State financial assistance program information.
- b) State agencies shall enter data into the CSFA as follows:
 - 1) When federal, federal pass-through or State funds are received by the State agency;
 - 2) When awards are issued from the federal, federal pass-through or State funds; and
 - 3) When exceptions or exemptions are given for specific grant programs.
- c) State agencies are encouraged to establish a data transmission from the State agency's grants management system and the CSFA to automate CSFA maintenance. GOMB's Information Technology Manager (OMB.helpdesk@illinois.gov) is the point of contact for the automated data transmission.
- d) State agencies shall generate the NOFO from the CSFA. CSFA-generated NOFOs will be published on the GATA website (www.grants.illinois.gov).
- e) State agencies shall generate the NOSA from the CSFA.

SUBPART D: STATE AND FEDERAL PASS-THROUGH PRE-AWARD REQUIREMENTS

Section 7200.300 Grant and Cooperative Agreements

- a) This Subpart applies to grants issued from State and federal pass-through funds.
- b) The State agency shall decide on the appropriate instrument for the award (i.e., Grant Agreement or Cooperative Agreement):
 - 1) Grant Agreements
A State agency shall use the Uniform Grant Agreement (see Section 7200.370) as the legal instrument reflecting a relationship between the State and an awardee when:

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- A) The principal purpose of the relationship is to transfer a thing of value to the awardee to carry out a public purpose of support or stimulation authorized by State or federal law; and
 - B) Substantial involvement is not expected between the State agency and the awardee when carrying out the activity contemplated in the Grant Agreement.
- 2) Cooperative Agreements
A State agency shall use a Cooperative Agreement as the legal instrument reflecting a relationship between the State and a recipient when:
- A) The principal purpose of the relationship is to transfer a thing of value to the recipient to carry out a public purpose of support or stimulation authorized by State law instead of acquiring (by purchase, lease or barter) property or services for the direct benefit or use of the State government; and
 - B) Substantial involvement is expected between the State agency and the recipient when carrying out the activity contemplated in the Cooperative Agreement.
- 3) Multiple Agreements
A State agency is not limited to establishing only one Grant Agreement and/or Cooperative Agreement between the State and an awardee on a jointly financed project involving amounts from more than one program or appropriation when different agreements would otherwise be appropriate for different parts of the project.

Section 7200.310 Public Notice of Grant Programs

- a) The State agency must notify the public of available State grants in the Catalog of State Financial Assistance (CSFA).
 - 1) The CSFA is the single, authoritative, comprehensive source of State grant program information.
 - 2) The State agency shall only issue State and federal pass-through funds based on a program included in the CSFA.

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- b) For each program, the State agency should provide the following information in the CSFA:
- 1) Program Description – Grant program description, including its purpose, goals and measurement process;
 - 2) Program Authority – Whether the program is created at the discretion of the agency or is prescribed by State statute;
 - 3) Funding – Total amount and source of funds available for the program;
 - 4) General Eligibility Requirements – The statutory and regulatory standards that determine the applicant's qualification for State grants under the program;
 - 5) Auditing – Audit requirements; and
 - 6) Indirect Costs – Approved statutory indirect costs limitations and restrictions.
- c) The State agency shall provide official public notice of competitively issued grant funding opportunities through a NOFO generated from the CSFA and posted on the GATA website (www.grants.illinois.gov).
- d) The State agency shall publish the NOFO for 30 to 45 calendar days. The State agency may request an exception to the NOFO posting timelines from the State Superintendent of Education.
- e) The NOFO shall be produced on a uniform, statewide template (see the GATU website). This information shall precede the text of the announcement. It shall disclose the information required under UR section 200.203 and shall reflect the additional State requirements of Section 30 of the Act. The following are some of the types of information required by UR section 200.203 and GATA Section 30:
- 1) State Agency Name;
 - 2) Grant Program Title;
 - 3) Announcement Type (i.e., initial announcement or modification of a previous announcement);

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- 4) Funding Opportunity Number (assigned through the CSFA NOFO process);
 - 5) Catalog of State Financial Assistance (CSFA) Number and Title;
 - 6) Catalog of Federal Domestic Assistance (CFDA) Numbers (if applicable);
 - 7) Estimated Total Program Funding;
 - 8) Source of Funding;
 - 9) Cost Sharing or Matching Requirement;
 - 10) Approved Statutory Indirect Cost Limitations and Restrictions;
 - 11) Key Dates, including:
 - A) Due dates for applications and for any letters of intent or pre-applications;
 - B) Date when program application materials will be available (if applicable); and
 - C) Date for technical assistance session (if applicable); and
 - 12) Any additional information deemed necessary by the State agency.
- f) In compliance with UR section 200.203, the State agency shall include the following information in the full text of the grant announcement:
- 1) Full programmatic description of the funding opportunity;
 - 2) State grant information, including sufficient information to help an applicant make an informed decision about whether to submit an application;
 - 3) Specific eligibility information, including any factors or priorities that affect an applicant's eligibility for selection;
 - 4) Application preparation and submission information, including the applicable submission date and time;

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- 5) Application review information, including the standards and process to be used to evaluate applications;
 - 6) State grant administration information, including prior approval requirements;
 - 7) Restrictions on pre-award costs (UR section 200.209 and 2 CFR 458; GATA Section 25(4)(f)); and
 - 8) Any specific terms of, and conditions on, the grant.
- g) GATU shall provide technical assistance to promote State agency compliance with requirements for public notice of grant programs and grant announcements for State and federal pass-through awards.
 - h) State agencies shall utilize the NOFO and the announcement of the grant program to communicate all relevant State requirements and conditions of the pending grant award.
 - i) State agencies shall utilize the Uniform Grant Agreement or the Uniform Interagency Agreement to communicate all relevant State requirements and conditions for the grant award.
 - j) Awardees are responsible for complying with all requirements of the statute authorizing the grant, this Part, the rules of the specific grant program, and the Grant Agreement.

Section 7200.320 Grantee Registration and Pre-qualification

- a) All requirements of Section 7200.70 (Grantee Qualification Status) apply to State and federal pass-through awards.
- b) Regardless of the source of funding (federal pass-through or State), all grantees are required to register with the State of Illinois, complete a prequalification process, and be determined "qualified" as described in Section 7200.70.
- c) Qualification verification is performed annually based on a completed registration and nightly thereafter through an automated verification conducted by GOMB. Notification of a change in qualified status shall be communicated through the Grantee Portal and the State Staff Inquiry Screen.

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Section 7200.330 Uniform Grant Application and Budget Template

- a) ISBE grantees will utilize the account structure and budget template described in Part 100 of Title 23 of Administrative Code
- b) The uniform grant application shall include a standard Agency Completed Section and a standard Grantee Completed Section.
- c) The completed application template serves as part of the transmittal for the agency required documentation that must be submitted to apply for grant funding.
- d) Unless otherwise required by State and federal statute, as part of the application process, the State agency shall require the award applicant to submit mandatory disclosures, certifications and representations required by State and federal statutes or regulations.
- e) Conflict of Interest
State agency staff and the award applicant must not have any conflicts of interest or apparent conflicts of interest that may impair the fairness and impartiality of the grant process.
 - 1) Applicant Responsibilities
 - A) Applicants shall disclose, in a timely manner and in writing, to the State grantmaking agency:
 - i) All real or potential conflicts of interest related to the issuance or execution of the award; and
 - ii) All violations of State or federal criminal law involving fraud, bribery or gratuity violations potentially affecting the award.
 - B) Applicants must comply with disclosure requirements specified in Section 60(a)(5) of the Act.
 - C) Applicant failure to make the required disclosures may result in remedial actions, including:

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- i) Temporary withholding of cash payments pending correction of the deficiency or more severe enforcement action by the State grantmaking agency;
- ii) Disallowance of (i.e., denial of both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance;
- iii) Whole or partial suspension or termination of the award;
- iv) Initiation of suspension or debarment proceedings under 2 CFR 180. In the case of a pass-through entity, the State agency may recommend that such a proceeding be initiated by the federal awarding agency;
- v) Withholding further awards for the project or program; or
- vi) Taking any other remedial action that may be legally available.

- 2) State Agencies
Unless prohibited by federal and/or State statutes or regulations, each State grantmaking agency or pass-through entity is authorized to require the awardee to submit certifications and representations required by federal and State statute or regulations on an annual basis. Submissions may be required more frequently if the awardee fails to meet a requirement of a State or federal pass-through award.

Section 7200.340 Grantee Risk Assessments – Financial and Administrative (ICQ) and Programmatic

- a) Risk Posed by Applicants
 - 1) Review of Existing Recipient Information
 - A) For a grant applicant who is a prior awardee, the State agency shall review available information on the awardee's prior performance.
 - B) The State agency shall look for information that demonstrates a satisfactory record of executing programs or activities under

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federal and/or State awards, Cooperative Agreements, or procurement awards, as well as integrity and business ethics.

- 2) In evaluating risks posed by applicants, the State agency must use a risk-based approach for competitive grants and may consider at a minimum the following criteria:
 - A) Financial stability;
 - B) Quality of management systems;
 - C) History of performance. The applicant's record in managing State grants or federal awards, including timeliness of compliance with applicable reporting requirements, conformance to the terms and conditions of previous grants/awards, and, if applicable, the extent to which any previous amounts will be expended prior to future grants;
 - D) Reports and findings from audits performed on prior grants/awards;
 - E) The applicant's ability to effectively implement statutory, regulatory or other requirements imposed on awardees; and
 - F) Other information. The State agency must also evaluate the risks posed by applicants discerned during the application process.
- 3) If the State agency determines that a State award will be issued notwithstanding the risks posed, the agency shall establish in the Grant Agreement specific conditions, corresponding to the degree of risk assessed, that reduce this risk.
 - b) The UR identifies that the risk assessment as a pre-award requirement best practice.
 - c) There are 2 types of risk assessments: Financial and Administrative Risk Assessment and Programmatic Risk Assessment.
 - 1) Financial and Administrative Risk Assessment. An automated Internal Control Questionnaire (ICQ) is used to review past performance of fiscal

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and administrative conditions on prior awards. The ICQ centralizes the fiscal and administrative risk assessment.

- A) An entity is required to complete the ICQ once annually. All State agencies utilize the ICQ results.
 - B) The ICQ is a pre-award requirement. The timing of the ICQ is dependent on when the entity applies for State fiscal year funding.
 - C) The entity initiates the ICQ from the Grantee Portal (www.grants.illinois.gov/portal).
 - D) The State Cognizant Agency approves the ICQ submission and applies specific conditions as appropriate. All agencies issuing awards to the entity will apply specific conditions to the applicant as appropriate, based on the ICQ risk assessment.
 - E) Local governmental agencies that register and prequalify separately from the controlling local government must complete the ICQ at the agency level.
 - i) Governmental agencies must have a unique DUNS number but the same FEIN as the highest level of local government to be eligible to register separately.
 - ii) Separate ICQs may be appropriate if governmental agencies are independent in their fiscal and administrative responsibility and reporting structure.
 - iii) Specific conditions described in subsection (e) would apply to each ICQ.
- 2) Programmatic Risk Assessment. Program-specific risk assessments evaluate the entity's ability to successfully carry out the terms of a specific program. The assessment is customized based on the NOFO terms and the unique requirements of the grant.
- A) An entity is required to complete any programmatic risk assessment as part of the application or renewal process.

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- B) The grantmaking agency distributes the customized programmatic risk assessment questionnaire to applicants that have met all other qualifications for an award.
 - C) The grantmaking agency scores the completed programmatic risk assessment questionnaire and applies specific conditions as deemed appropriate in response to the risk profile.
 - D) The grantmaking agency approves the risk profile and the subsequent specific conditions. Specific conditions, deemed appropriate, are applied to the Grant Agreement.
- e) Specific Conditions
- 1) Within the Grant Agreement, the State agency shall impose additional specific grant conditions when:
 - A) It determines, pursuant to subsection (d), that the applicant presents a significant amount of risk resulting from a significant deficiency and/or material weakness identified by the pre-award process;
 - B) An applicant or recipient has a history of failure to comply with the general or specific terms and conditions of a State grant or federal award;
 - C) An applicant or recipient fails to meet expected performance goals described in the Grant Agreement; or
 - D) An applicant or recipient is otherwise judged to be not responsible.
 - 2) Additional State grant conditions may include items such as the following:
 - A) Requiring payments as reimbursements rather than advance payments;
 - B) Withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within any timeframes established by the Grant Agreement;
 - C) Requiring additional, more detailed financial reports;

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- D) Requiring additional project monitoring;
 - E) Requiring the awardee to obtain technical or management assistance; or
 - F) Establishing additional prior approvals.
- 3) The State grantmaking agency or pass-through entity will utilize the NOSA to notify the applicant regarding specific conditions as follows:
- A) The nature of the additional requirements;
 - B) The reason why the additional requirements are being imposed;
 - C) The nature of the action needed to remove the additional requirements, if applicable;
 - D) The time allowed for completing the actions, if applicable; and
 - E) The method for requesting reconsideration of the additional requirements imposed.
- 4) In response to the awardee's request to remove a specific condition, the applicable State agency will remove any specific conditions promptly once the agency Director or designee determines that the issues have been corrected.
- A) If the specific condition pertains to the ICQ risk assessment, the request must be reviewed by the State Cognizant Agency. The State Cognizant Agency shall determine if the implemented corrective action is sufficient and shall utilize the State Staff Inquiry Screen to remove the condition, if applicable.
 - B) If the specific condition pertains to a programmatic risk assessment or the merit-based review, the request must be reviewed by the State agency that issued the condition. The agency that issued the condition will determine if the implemented corrective action is sufficient and utilize the State Staff Inquiry Screen to remove the condition, if applicable.

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- C) Authoritative sources and guidance are provided through the ISBE website: <https://www.isbe.net/gata>

Section 7200.350 Merit Based Review of Grant Application

- a) A merit based application review is required for competitive Grants and Cooperative Agreements, unless prohibited by State or federal statute. This process must be described or incorporated by reference in the applicable NOFO. An appeals process must be described and incorporated with the merit based review process.
- b) If there is a multi-phase review process, the applicable NOFO must describe the phases.
- c) Pursuant to UR section 200.204, State agencies shall follow a published Merit Based Review Policy at: <https://www.isbe.net/Documents/ISBE-merit-based-review.pdf#search=merit%20based%20review>
- d) The Merit Based Review Policy includes an appeal process by which applicants can appeal the review process. Competitive grant appeals are limited to the evaluation process. Evaluation scores may not be protested. Only the evaluation process is subject to appeal.
- e) State agencies shall maintain a file of the grantmaking process that includes the written determination of grant issuance, grant application and requirements. The grantmaking file shall be available for audit-related purposes.
- f) State agencies may impose specific conditions on the awardee based on the merit based review (see Section 7200.340(e) (Specific Conditions)).

Section 7200.360 Notice of State Award (NOSA)

- a) Prior to a State agency issuing a grant/award, the State agency must verify that there are no outstanding pre-award requirements. This includes verification of qualification, acceptance of risk assessments, approved budget, conflict of interest disclosures, and required certifications. All outstanding pre-award requirements must be resolved before a NOSA can be issued.
- b) If there are no outstanding requirements, the State grantmaking agency must issue a NOSA through the CSFA to comply with federal requirements.

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- c) The NOSA shall communicate:
 - 1) Grant funding terms, including the source of funds;
 - 2) Grant terms and conditions (including corresponding citations) specified by the funder, the State of Illinois, the grantmaking agency, and the terms of the specific grant program;
 - 3) Specific conditions associated with the risk assessments and the merit based review, if applicable; and
 - 4) That the application budget has been approved.
- d) The State grantmaking agency shall release the NOSA to the applicant from the CSFA. The applicant shall receive the NOSA through the Grantee Portal.
- e) The applicant shall review the NOSA and determine whether it will accept the specified terms of the award.
 - 1) If the applicant accepts the NOSA, it is agreeing to all specified terms and conditions. Applicant acceptance triggers notification to the grantmaking agency. The CSFA will flag the NOSA as "accepted".
 - 2) If the applicant denies the NOSA, it is refusing to accept the specified terms and conditions. Applicant denial triggers notification to the grantmaking agency. The CSFA will flag the NOSA as "denied". The grantmaking agency should contact the applicant to discuss the denial decision.
 - A) If an incorrect response to the ICQ triggered a specific condition, the grantmaking agency shall notify the State Cognizant Agency. The State Cognizant Agency shall release the ICQ to the organization for correction and resubmittal. If the updated ICQ alters the risk profile of the organization and changes the specific conditions for the organization, an updated NOSA shall be generated by the grantmaking agency and submitted to the applicant.
 - B) If the ICQ responses appear valid, the grantmaking agency may need to clarify capacity building necessary in the specified area

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and the process under which specific conditions can be removed
(see Section 7200.340(e) (Specific Conditions)).

- f) Upon applicant acceptance of the NOSA, the grantmaking agency shall initiate the Grant Agreement following the State agency's protocol.

Section 7200.370 Uniform Grant Agreement

- a) A State agency issuing a grant shall enter into a Grant Agreement with the awardee before any grant funds are transmitted to that recipient/subrecipient. The Grant Agreement must include the following:
 - 1) Awardee Information
 - A) Name (which must match the name associated with the awardee's DUNS number);
 - B) Awardee's DUNS number.
 - 2) Agency Information
 - A) Name of State agency;
 - B) Contact information for the awarding official specified in the NOFO;
 - C) Program under which the grant is being issued.
 - 3) Grant Information
 - A) CSFA number and name;
 - B) Unique State award identification number (SAIN);
 - C) Project description;
 - D) Type of grant;
 - E) Award date;
 - F) Period of performance start and end date;

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- G) Amount of the grant, contingent upon available appropriations;
 - H) Total amount of State or federal pass-through funds allocated;
 - I) Estimated budget (funding provided by State grantmaking agency) approved by the State grantmaking agency;
 - J) Indirect cost rate for the State or federal pass-through award (including if the de minimis rate is charged or if there is a statutory limitation imposed by the funding agency);
 - K) Approved cost share or match, if applicable;
 - L) Identification of whether the award is for research and development; and
 - M) Any funds the agency may be authorized by statute to retain as its administrative expenses, citing the specific statutory authority.
- 4) General Terms and Conditions. State agencies must include in the Grant Agreement, as applicable, the following general terms and conditions, either by actual inclusion or by cross-reference:
- A) Administrative requirements implemented by the State agency by rule;
 - B) State policy requirements, including State statutes or regulations that apply; and
 - C) Recipient integrity and performance matters.
- 5) Agency, Program or Grant Specific Terms and Conditions. The Grant Agreement shall include any terms and conditions necessary to communicate requirements that are specific to the grant, grant program or awardee, including citations to any relevant CFR or Illinois Administrative Code provisions, and other regulatory information.
- 6) Grant Performance Goals

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- A) The State agency shall indicate the timing and scope of expected performance by the awardee as related to the outcomes the program is intended to achieve.
 - B) When appropriate, the Grant Agreement shall include specific performance goals, indicators, milestones or expected outcomes, with an expected timeline for accomplishment.
- 7) Reporting requirements shall be clearly articulated so that they create a standard against which awardee performance can be measured. The State agency may include program-specific requirements, as required to meet agency strategic goals and objectives or performance goals that are relevant to the grant program.
- 8) Any other information that enables the State agency to adequately monitor the conduct of the awardee under the Grant Agreement and ensure adherence to the terms of the grant.
- b) Revision of Budget and Program Plans
- 1) The approved budget for the State grant included in the Grant Agreement may include either the State and non-State share or only the State share, depending upon the specific State agency rules. The budget shall relate clearly to project or program performance.
 - 2) An awardee shall not deviate from the budget, project scope, or objective stated in the Grant Agreement except with mutual agreement of the State grantmaking agency and the awardee. However, some revisions and deviations shall not be made without prior approval of the State grantmaking agency as required by subsection (b)(3).
 - 3) Revisions – Nonconstruction Grant Agreements
 - A) Mandated Prior Approval. For nonconstruction grants, the awardee shall request prior approval from the State agency for any of the following program or budget-related reasons:
 - i) Change in the scope or the objective of the project or program (even if there is no associated budget revision).

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- ii) Change in a key person specified by the recipient/subrecipient in the application or the Grant Agreement.
 - iii) Disengagement from the project for more than 3 months, or a 25% reduction in time devoted to the project, by the approved project director or principal investigator.
 - iv) Transfer of funds budgeted for participant support costs.
 - v) Unless described in the application and funded by the Grant Agreement, issuance of a subgrant transferring or contracting out of any work under a State award, including a fixed amount subgrant. This provision does not apply to the acquisition of supplies, material, equipment or general support services.
 - vi) Changes in the approved awardee cost-share or match.
 - vii) The need arises for additional State funds to complete the project.
- B) Prior Approval at the State Agency's Discretion
- i) If the State agency determines that additional prior approvals are needed to guarantee the integrity of a grant program, prior approval can be required in the program rules if universally applicable or in the Grant Agreement if awardee specific.
 - ii) If the State agency determines that granting blanket approval of additional revisions in or deviations from the budget, project scope or objective stated in a nonconstruction Grant Agreement is warranted and will cause no threat to the integrity of the grant program, the agency shall include those policies in its grant program rules if universally applicable or in the Grant Agreement if awardee specific.
- C) Transfer of Funds

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- i) The State agency may, in its program rules or a specific Grant Agreement, allow transfer of funds among direct cost categories or programs, functions and activities if the cumulative amount of these transfers does not exceed 10% of the detail line or \$1,000, whichever is greater.
 - ii) The agency shall not permit a transfer that would cause any State appropriation to be used for purposes other than those for which that appropriation was made.
- 4) Revisions – Construction Grants. For State construction grants, no revisions or deviations in the budget stated in the nonconstruction Grant Agreement shall occur without the mutual agreement of the agency and the awardee.
- 5) When a State agency makes a State grant that provides support both for construction and nonconstruction work, the agency may require the awardee to obtain prior approval from the agency before making any fund or budget transfers between the two types of work supported.
- 6) The process for budget revision is found in the State and Federal Grant Administration Policy, Fiscal Requirements and Procedures Handbook. https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf#search=fiscal%20handbook

SUBPART E: STATE POST-AWARD REQUIREMENTS

Section 7200.400 Awardee Performance Measures

- a) State agencies shall apply UR sections 200.301 (Performance Measurement) and 328 (Monitoring and Reporting Program Performance) for awardee performance oversight.
- b) State agencies must provide awardees with clear performance goals, indicators and milestones and establish performance reporting frequency.
 - 1) The awardee must submit performance reports at the interval required by the State agency, as specified in the Grant Agreement. Intervals must be no less frequent than annually and no more frequent than quarterly, except

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in unusual circumstances as communicated through the Grant Agreement specific conditions.

- 2) Annual reports are generally due 60 calendar days after the reporting period. Quarterly or semiannual reports must be due 30 calendar days after the reporting period. Due dates must be communicated through the Grant Agreement.
- c) The State agency shall require the awardee to use the Periodic Performance Report (PPR) to articulate performance outcomes. In addition, each State grantmaking agency shall utilize the PPR to:
 - 1) *Require its awardees to relate financial data to performance accomplishments of the award; and*
 - 2) *When applicable, require awardees to provide cost information to demonstrate cost-effective practices. [30 ILCS 708/50(c)(1)]*
- d) The awardee's performance shall be measured in a way that will help the State grantmaking agency and other applicants and recipients to improve program outcomes, share lessons learned, spread the adoption of promising practices, and build the evidence upon which the State agency's program and performance decisions are made.
- e) The State grantmaking agency shall utilize the performance measurement data provided by the awardee to manage execution of the Grant Agreement.
 - 1) Actual accomplishments during the specified period should be compared to the objectives of the award. Reasons for not meeting goals should be specified.
 - 2) Trends in performance should be addressed through technical assistance, desk and/or field reviews, and/or monitoring. If applicable, the State agency may consider a change (increase or decrease) in the amount of the award based on awardee performance.

Section 7200.410 Centralized Indirect Cost Rate Negotiation

This Subpart applies to State grantmaking agencies, State awardees receiving awards from State and federal pass-through funds. With permission from the federal government, Illinois has

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centralized the negotiation and election of indirect cost rates with State and federal pass-through awardees.

- a) The State of Illinois' Indirect Cost Rate Negotiator will support the negotiation of unrestricted indirect cost rates and/or cost rate elections. A User Guide for the centralized indirect cost rate negotiation system is provided in the GATA Resource Library to support State agency and awardee use of the system.

- b) Requirements for State Grantmaking Agencies
 - 1) Illinois shall utilize the centralized Indirect Cost Rate System. This system will be used by awardees to make an annual unrestricted indirect cost rate election or negotiate a rate with the State of Illinois pursuant to one of the following options. Options for indirect cost rate election or negotiation include:
 - A) If eligible, election of the de minimis rate of 10% modified total direct costs (MTDC) allowed by UR section 200.414(f);
 - B) If applicable, submit a copy of the current federal Negotiated Indirect Cost Rate Agreement (NICRA);
 - C) Election of "no rate", meaning the awardee will not request or receive reimbursement for any indirect costs; or
 - D) Negotiate a rate with the State of Illinois.
 - 2) All approved elections and negotiated rates shall be recorded in the State Staff Inquiry Screen for State agency reference.
 - 3) Once an unrestricted rate is negotiated or an election accepted, all State grantmaking agencies are required to accept the approved rate, for unrestricted programs, unless an exception has been granted by GATU requiring a lower rate or limitation on the amount charged.
 - 4) The awardee may volunteer to accept a lower indirect cost rate on an award. State agencies shall not force or coerce an awardee to take a lower rate.

- c) Requirements for State Cognizant Agencies

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- 1) The assigned SCA is required to review and, if appropriate, accept the unrestricted negotiated rate or election of its awardee. Acceptance must be recorded in the Illinois' centralized Indirect Cost Rate System.
 - 2) The SCA shall provide technical support to its assigned awardees during the indirect cost rate negotiation/election process.
 - 3) On a case-by-case basis, the State of Illinois Indirect Cost Rate Negotiator shall determine if the submitted indirect cost rate proposal is complete for negotiation. Independence issues require the Negotiator to be separated from proposal development. If the submitted proposal is not complete, the Negotiator shall notify the SCA and the awardee.
 - 4) If the submitted proposal is not complete and the Indirect Cost Rate Negotiator cannot proceed with a rate negotiation, the SCA shall review the awardee's proposal submitted in the centralized Indirect Cost Rate System and provide additional technical assistance to the awardee or notify GATU that additional technical support may be necessary.
 - 5) If, after receiving additional assistance from the SCA and GATU, it is determined that an awardee lacks the capacity to prepare a complete proposal in compliance with federal cost principles, a final determination notification will be sent to the awardee. The final determination notification must include the reasons why the proposal did not meet the minimum requirements and recommend the awardee seek professional assistance in order to proceed with a future State negotiated indirect cost rate proposal. The recommendation may also include alternatives to a State negotiated rate, such as the election of the 10% de minimis rate, if eligible.
 - A) If issues appear to be close to resolution, GATU may allow additional technical assistance to be offered by the Negotiator; or
 - B) GATU may concur with the SCA. If so, GATU and the SCA shall notify the awardee that professional assistance is required to complete the negotiation process.
- d) Requirements for an Organization Receiving a State or Federal Pass-through Funded Award

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- 1) Annually, each organization receiving an award from a State grantmaking agency is required to enter the centralized Indirect Cost Rate System and make one of the following elections for unrestricted indirect costs to State and federal pass-through grants:
 - A) Federal Negotiated Indirect Cost Rate Agreement (NICRA);
 - B) Election of the de minimis rate of 10% of MTDC;
 - C) Election not to charge indirect costs; or
 - D) Negotiation of an indirect cost rate.
 - 2) The awardee shall make one election or negotiate one rate that all State agencies must accept unless there are federal or State program limitations, caps or supplanting issues.
 - 3) The accepted election or negotiated rate shall be recorded in the Grantee Portal and the State Staff Inquiry Screen.
 - 4) The awardee may volunteer to accept a lower indirect cost rate on an award. State agencies are not allowed to force or coerce an awardee to take a lower rate.
 - 5) Awardees that fail to make an election or negotiate a rate in the centralized Indirect Cost Rate System will not be allowed to charge indirect costs to awards. Any indirect costs previously reimbursed during the corresponding grant period without making an election may be credited against future payments.
- e) Restricted indirect cost rates for non-LEA entities
- 1) Non-LEA entities will utilize the 8% default restricted rate described at 34 CFR 76.564.
- f) Requirements for Local Education Agencies (LEAs)
- 1) Based upon the U.S. Department of Education delegation agreement with the State of Illinois, the Illinois State Board of Education (ISBE) has authority to develop indirect cost rates for LEAs. The indirect cost rates

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developed by ISBE for the LEAs shall apply for all State and federal pass-through awards issued by State agencies to the LEAs.

- 2) LEA indirect cost rates will be posted centrally by GOMB in the State Staff Inquiry Screen. LEAs are not required to enter information into the centralized Indirect Cost Rate System (see subsection (b)(1)).

g) Requirements for Local Governments

- 1) Based on how the local government registers (in accordance with Section 7200.220), the local governmental department or agency unit shall make an indirect cost rate election or negotiate a rate with the State through the Indirect Cost Rate System. If the governmental department or agency unit registers separately, for example, each governmental department or agency unit would negotiate or make a separate indirect cost rate election.
 - A) Local governments can negotiate one indirect cost rate that will cover all governmental departments or agency units; or
 - B) Local governments can negotiate an indirect cost rate per individual governmental department or agency unit.
- 2) If a governmental department or agency unit receives more than \$35 million in direct federal funding, it must submit an indirect cost rate proposal to its federal cognizant agency. The State of Illinois cannot negotiate an indirect cost rate for local governmental departments or agency units receiving more than \$35 million in direct federal funding.
 - A) If the governmental department or agency unit chooses not to negotiate a rate with its federal cognizant agency, no indirect costs can be reimbursed.
 - B) If the federal cognizant agency will only negotiate a rate for its administered programs, the local government shall request an exception from GATU.
- 3) If the local governmental department or agency unit receives less than \$35 million in direct federal funding, it must submit an indirect cost rate proposal to the State of Illinois' centralized Indirect Cost Rate System.

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- A) Per UR appendix VII, these governmental departments or agency units must develop an indirect cost proposal in accordance with this subsection (f) and maintain the proposal and related supporting documentation for audit and monitoring.
 - B) These proposals shall be submitted to the State of Illinois for review and monitoring. The proposals are not required to be submitted to the federal cognizant agency for indirect costs.
 - C) The State of Illinois is required to monitor the rate. Monitoring includes reviewing the allocation methodology for reasonableness and to ensure no unallowable costs are included in the rate methodology.
- 4) If a local governmental department or agency unit does not receive direct federal funding, it must submit an indirect cost rate proposal through the centralized Indirect Cost Rate System.
- 5) All local governments that utilize a central service cost allocation plan must submit this plan in conjunction with an indirect cost rate proposal.
- h) Requirements for Universities
- 1) Universities shall be limited to an indirect cost rate of 8% for all programs ISBE administered programs, per the Department of Education, Delegation Authority Agreement.
- i) Requirements for Nonprofits
- 1) Nonprofits that receive direct federal funding must negotiate an indirect cost rate with their federal cognizant agency.
 - A) If the nonprofit chooses not to negotiate a rate with its federal cognizant agency, no indirect costs can be reimbursed.
 - B) If the federal cognizant agency will only negotiate a rate for its administered programs, the nonprofit shall request an exception from GATU.
 - 2) The State of Illinois cannot negotiate an indirect cost rate for nonprofits that receive direct federal funding.

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j) Retention of Indirect Cost Rate Proposals and Central Service Cost Allocation Plans

This subsection applies to the following types of documents and their supporting records: indirect cost rate computations or proposals, central service cost allocation plans, and any similar accounting computations of the rate at which a particular group of costs is chargeable (such as computer usage chargeback rates or composite fringe benefit rates).

- 1) If Submitted for Negotiation
If the proposal, plan or other computation is required to form the basis for negotiation of the rate, the 3-year retention period for the supporting record starts from the date of that submission.
- 2) If Not Submitted for Negotiation
If the proposal, plan or other computation is not required for negotiation purposes, the 3-year retention period for the proposal, plan or computation and its supporting records starts from the end of the fiscal year (or other accounting period) covered by the proposal, plan or other computation.

Section 7200.420 Records Retention

- a) Financial records, supporting documents, statistical records, and all other awardee records pertinent to a State award shall be retained for 3 years after the date of submission of the final expenditure report or, for awards renewed quarterly or annually, after the date of the submission of the quarterly or annual financial report to the State agency.
- b) State agencies shall not impose any other record retention requirements upon awardees, with the following exceptions:
 - 1) If any litigation, claim or audit is started before the expiration of the 3-year period, the records must be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.
 - 2) When the awardee is required in writing by the State agency or the Auditor General to follow a different retention policy, that policy shall be followed.
 - 3) Records for real property and equipment acquired with State funds must be retained for 3 years after final disposition.

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- 4) When records are transferred to or maintained by the agency, the 3-year retention requirement is not applicable to the awardee.
 - 5) When awardees are required to report program income after the period of performance, the retention period for the records pertaining to the program income starts from the end of the awardee's fiscal year in which the program income is earned.
 - 6) Refer to Section 7200.420(h) for retention requirements regarding indirect cost rate proposals and cost allocation plans.
- c) **Requests for Transfer of Records**
The State agency shall require the awardee to transfer specified records to its custody when it determines that the records possess long-term retention value. However, in order to avoid duplicate recordkeeping, the agency may make arrangements for the awardee to retain any records that are continuously needed for joint use.
- d) **Methods for Collection, Transmission and Storage of Information**
The State agency and the awardee shall, whenever practicable, collect, transmit and store State grant-related information in open and machine readable formats, but the agency shall always provide or accept paper versions upon request. If paper copies are submitted, the agency shall not require more than an original and 2 copies. When original records are paper, electronic versions may be made and substituted if they are subject to periodic quality control reviews, provide reasonable safeguards against alteration, and remain readable.
- e) **Access to Records**
- 1) **Awardee Records**
Any entity of the State, including, but not limited to, the State agency, the Auditor General, the Attorney General, any Executive Inspector General, and the Inspector General of the State agency, as applicable, or any of their authorized representatives, shall have access to any documents, papers or other records of the awardee that are pertinent to the grant in order to make audits, examinations, excerpts and transcripts. The right also includes timely and reasonable access to the awardee's personnel for the purpose of interview and discussion related to these documents.
 - 2) **Confidentiality for Crime Victims**

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Pursuant to the Rights of Crime Victims and Witnesses Act and other Illinois victim protection laws, only under extraordinary and rare circumstances shall the access in subsection (e)(1) include knowledge of the true names of victims of a crime. When access to the true names of victims of a crime is necessary, appropriate steps to protect this sensitive information shall be taken by both the awardee and the State agency. Any access to this information, other than under a court order or subpoena issued by a court of competent jurisdiction pursuant to a bona fide confidential investigation, shall be approved by the head of the State agency.

- 3) Expiration of Right of Access
The right of access granted by this Section lasts as long as the records are retained. State agencies shall not impose any other access requirements upon awardees.

- f) Restrictions on Public Access to Records
No State agency shall place restrictions on the awardee limiting public access to the awardee's records pertinent to a State grant, except as required by law, when necessary to safeguard protected personally identifiable information or when the awardee demonstrates that these records will be kept confidential and would have been exempted from disclosure by FOIA if the records had belonged to the State agency. FOIA does not apply to records that remain under a awardee's control except as required under this Section. Unless required by federal or State statute, awardees are not required to permit public access to their records. The awardee's records provided to a State agency generally will be subject to FOIA and applicable exemptions.

Section 7200.430 Grant Closeout

- a) The State agency will close out the award when it determines that all applicable administrative actions and all required work of the awardee have been completed by the awardee.
- b) The awardee and the State agency shall take the following action to complete grant closeout at the end of the period of performance:
- 1) The awardee must submit, no later than 90 calendar days after the end date of the period of performance, all financial, performance and other reports required by the Grant Agreement. The State agency may approve

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extensions when requested. Extension shall only be issued under extraordinary circumstances that were not in the control of the awardee.

- 2) Unless the State agency authorizes an extension, an awardee must liquidate all obligations incurred under the grant not later than 90 calendar days after the end of the period of performance specified in the Grant Agreement.
- 3) The State agency shall make prompt payments to the awardee for allowable reimbursable costs under the grant.
- 4) The awardee must promptly refund any balances of unobligated cash that the agency paid in advance and that are not authorized to be retained by the awardee for use in other projects.
- 5) Consistent with the Grant Agreement, the State agency shall make a settlement for any upward or downward adjustments to the State and federal share of costs after closeout reports are received.
- 6) The awardee must account for any real and personal property acquired with State funds or received from the State.
- 7) The State agency shall complete all closeout actions for State grants no later than one year after receipt and acceptance of all required final reports.

Section 7200.440 Continuing Responsibilities

- a) The closeout of a State grant does not affect any of the following:
 - 1) The right of the State agency to disallow costs and recover funds based on a later audit or other review. The agency must make any cost disallowance determination and notify the awardee within the record retention period.
 - 2) The obligation of the awardee to return any funds due as a result of later refunds, corrections or other transactions, including final indirect cost rate adjustments.
 - 3) Consolidated year-end financial report. (See Section 7200.90(g).)
 - 4) Audit requirements established in this Part.

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- 5) Property management and disposition requirements in UR sections 200.310 through 316.
- 6) Records retention. (See Section 7200.430.)
- b) After closeout of the grant, a relationship created under the Grant Agreement may be modified or ended in whole or in part with the consent of the agency and the awardee, provided the responsibilities of the awardee referred to in subsection (a) are considered and provision is made for continuing responsibilities of the awardee, as appropriate.
- c) Collection of Amounts Due
 - 1) Any funds paid to the awardee in excess of the amount to which the awardee is finally determined to be entitled under the Grant Agreement constitute a debt to the State of Illinois, such debts will be collected in accordance within the Grants Funds Recovery Act (30 ILCS 705):
 - 2) The agency shall charge interest on an overdue debt in accordance with the Illinois State Collection Act of 1986. The date from which interest is computed is not extended by litigation or the filing of appeal.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 12, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AS*
Ralph Grimm, Acting Chief Education Officer *RG*
Stephanie Jones, General Counsel *SJ*

Agenda Topic: Part 227 (Gifted Education)

Materials: Recommended Rules

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
Jeffrey Aranowski, Executive Director, Safe and Healthy Climate
Marc Johnson, Director, Curriculum and Instruction
Cara Wiley, Director, Regulatory Support and Wellness

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to adopt a motion approving the proposed amendments.

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

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

- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.

Background Information

Public Act 99-0706 updated the Section of the School Code pertaining to funding gifted education programs. The PA updated the assessment methods used to identify students who are eligible for gifted education. This rulemaking will update the current references in the administrative rules to be consistent with statute.

Public Act 100-0421 specified guidelines for school districts to develop accelerated placement policies. These policies will allow students early entrance to kindergarten or first grade, acceleration in a single subject, or grade acceleration. Under the Act, ISBE is required to adopt rules to determine data to be collected regarding accelerated placement. ISBE must also identify a method of making that information available to the public.

This rulemaking clarifies that the written policies shall indicate approaches for early entrance to both kindergarten and first grade. Data that ISBE will collect shall include demographic information (gender, ethnicity, English Learner status, special education status, free and reduced lunch/low income), and the type of placement of students who are accelerated. School districts will be required to report data on students upon identification but not later than July 31

of each year beginning with the 2018-19 school year. The data will be posted annually on the ISBE website.

The proposed amendments were published in the *Illinois Register* on, July 6, 2018, to elicit public comment; 15 comments were received. The summary and analysis of those public comments, along with any recommendations for changes in the proposal as a result, are attached.

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communication: Please see “Next Steps” below.

Pros and Cons of Various Actions

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

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

Superintendent’s Recommendation

I recommend that the following motion be adopted

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

Gifted Education (23 Ill. Adm. Code 227),

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

Next Steps

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

Summary and Analysis of Public Comment 23 Ill. Adm. Code 227

Comment

Five commenters encouraged ISBE to fully capitalize on the data, to promote equity and support best-practice research, by creating a dedicated page on the online Illinois School Report Card for each district's information regarding advanced students or advanced learning opportunities.

Analysis

ISBE appreciates the commenters' dedication to transparency of data collected. Public Act 100-421 requires ISBE to promulgate rules to make the information publicly available. Section 227.60(d) states ISBE will annually make the data available on our website. As data is collected and reported, ISBE staff will continue to discuss the best placement on our website to publish this information.

Recommendation

No change will be made in response to this comment.

Comment

Four commenters recommended that district policies and procedures developed in connection with the Accelerated Placement Act be applied equitably and systematically to all students referred for acceleration regardless of race, ethnicity, gender, religion, sexual orientation, disability, gifted and talented status, twice/multiple exceptionally, English language proficiency, or socioeconomic background.

One commenter specifically requested including language that would help ensure that twice-exceptional students and dual-language learners are assessed appropriately when evaluated for potential accelerated placement or other opportunities for gifted/advanced learners.

One commenter requested the inclusion of specific language to ensure that students who have been historically disadvantaged are not denied opportunities for enrichment.

One commenter requested this language be addressed in a meaningful way to implement the Accelerated Placement Act.

One commenter proposed amending the definition of accelerated placement as follows to include the three types of acceleration included in PA 100-421: "Accelerated placement" means the placement of a child in an educational setting with curriculum that is usually reserved for children who are older or in higher grades than the child. (See Section 14A-17 of the School Code.) Accelerated placement includes, but need not be limited to, the following types of acceleration: early entrance to kindergarten or first grade, accelerating a child in a single subject, and grade acceleration. Accelerated placement is not limited to those children who have been identified as gifted and talented, but rather is open to all children who demonstrate high ability and who may benefit from accelerated placement. (See Section 14A-32 of the School Code.)

A final commenter suggested amending the definition of accelerated placement to the following: "Accelerated placement is not limited to those children who have been gifted and talented, but rather is open to all children who demonstrate high ability, who may benefit holistically from accelerated placement and have been assessed as socially, emotionally, and developmentally ready for placement with older-aged students. The commenter states that in the current definition there are no alternatives, strategies or practices listed or defined that could be utilized to meet the needs of students who demonstrate high academic abilities. Enrichment opportunities meet students' academic and social-

emotional needs by providing access to academically challenging content while allowing for necessary social interaction with students' peer groups. While students may demonstrate advanced knowledge of certain academic content, it may not be developmentally appropriate and/or beneficial for them to be placed in a setting with older students.

Analysis

ISBE agrees the definition of accelerated placement should be clarified to better state that accelerated placement includes early entrance to kindergarten or first grade, single-subject acceleration, and grade acceleration. As the statute states and as reiterated in the definition in this Part, accelerated placement is open to all students who demonstrate a high ability. This implies students of every race, ethnicity, gender, religion, sexual orientation, disability, gifted and talented status, twice/multiple extraordinary, English language proficiency, and socioeconomic background. ISBE declines to include those categories in the definition of accelerated placement at this time.

ISBE appreciates the comment regarding taking a holistic approach to assessing students for accelerated placement. At this time, ISBE is unaware of reliable valid social and emotional assessments that would be able to appropriately assess students.

Recommendation

"Accelerated placement" means the placement of a child in an educational setting with curriculum that is usually reserved for children who are older or in higher grades than the child. (See Section 14A-17 of the School Code.) Accelerated placement includes, but is not limited to, early entrance to kindergarten or first grade, single subject acceleration and grade acceleration. Accelerated placement is not limited to those children who have been identified as gifted and talented, but rather is open to all children who demonstrate high ability and who may benefit from accelerated placement. (See Section 14A-32 of the School Code.)

Comment

One commenter proposed amending the definition of early entrance to kindergarten to be aligned with Section 10-20.12 of the School Code. Additionally, the commenter states the current proposed definition does not take into account school districts that operate year-round:

"Early entrance to kindergarten" means the admission of a student to kindergarten who: (a) is assessed for and meets the admitting school district's readiness standards to attend school; and (b) will not yet be 5 years old by September 1 of that school year or, for school districts operating on a year-round basis, will not yet be 5 years old within 30 days after the commencement of that school term.

One commenter proposed amending the definition of early entrance to first grade to be aligned with Section 10-20.12 of the School Code.

"Early entrance to first grade" is the admission of a student to first grade who will not yet be 6 years old by September 1 of that school year and who has not completed kindergarten: (a) is assessed for and meets the admitting school district's readiness standards to attend school; and (b) will attain the age of 6 years on or before December 31 of that school year or, for school districts operating on a year-round basis, within 4 months after the commencement of that school term. Such a student may, but is not required to, have attended a nonpublic preschool and continued his or her education at that school through kindergarten and been taught in kindergarten by an appropriately certified teacher. Students who are younger than 6 upon starting first grade but who were admitted early to kindergarten do not need to be reevaluated prior to admission to first grade.

One commenter wrote to express support for the proposed definition of early entrance to kindergarten.

One commenter wrote to express support for the proposed definition of early entrance to first grade.

One commenter stated the definitions of early entrance to kindergarten and early entrance to first grade could be confusing as currently written.

Analysis

It was never ISBE's intent to confuse or be in conflict with the School Code. Upon review, the definitions of early entrance to kindergarten and early entrance to first grade can be clarified to ensure full alignment with all parts of the School Code. ISBE will revise the definitions to be in line with Section 10-20.12 of the School Code.

Recommendation

"Early entrance to kindergarten" means the admission of a student to kindergarten who is assessed for and meets the admitting school district's readiness standards to attend school and will not yet be 5 years old by September 1 of that school year or, for school districts operating on a year-round basis, will not yet be 5 years old within 30 days after the commencement of that school term. (See Section 10-20.12 of the School Code.)

"Early entrance to first grade" is the admission of a student to first grade who is assessed for and meets the admitting school district's readiness standards to attend school. (See Section 10-20.12 of the School Code.) Students may, but are not required, to have attended a nonpublic preschool and continued his or her education at that school through kindergarten and been taught in kindergarten by an appropriately certified teacher. Students who are younger than 6 upon starting first grade but who were admitted early to kindergarten do not need to be reevaluated prior to admission to first grade.

Comment

Two commenters questioned the changes made in Section 227.20 regarding multiple assessment measures. One commenter suggested the following language for Section 227.20(a)(2)(A)(ii): Multiple assessment instruments will be used for the purposes of identifying a student for accelerated placement and/or gifted education services.

The other commenter asked if districts would be required to request funding for accelerated placement programs or if the revisions were cleaned up. If the changes were made pursuant to the accelerated placement programs, they would impose additional mandates that ISBE is not authorized to promulgate. This commenter offered the following changes:

227.20(a)(2)(A)(ii)

2) In order to demonstrate compliance with the requirements of Section 14A-30 of the School Code related to identification of the students to be served, each plan shall:

A) demonstrate that:

ii) multiple assessment instruments will be used for the purposes of identifying a student for accelerated placement of each eligible student these will include instruments designed to help identify gifted and talented students who are members of unrepresented groups;

3) In order to demonstrate compliance with Sections 14A-25 and 14A-30(7) of the School Code [~~105 ILCS 5/14A-25 and 14A-30(7)~~], each plan shall include evidence that:

E) local norms of score ranges on assessments are taken into consideration when identifying gifted and talented students for accelerated placement.

Analysis

The changes made to Section 227.20(a)(2) were made in response to changes made in Section 14A-30 of the School Code in PA 99-706. This Public Act amended the types of assessment measures for gifted programs that are funded through state grants. As such, ISBE is within its rights to promulgate administrative rule changes.

It is important to note that Section 227.20 specifically relates to the submission of proposals and plans for gifted programs that receive grants in response to a Request for Proposals (RFP). These grants have not been funded for several years, but ISBE is attempting to maintain the administrative rules with the current statute in order to promptly issue grants should funding become available in the future.

Recommendation

No changes will be made in response to these comments.

Comment

Two commenters expressed concern that the requirement of indicating the approaches used to identify students for accelerated placement in both kindergarten and first grades is an unauthorized mandate. Additionally, many school districts (specifically high school districts) do not have kindergarten/first grade. Requiring all school districts to have an accelerated placement policy that indicates approaches in grades not being offered is nonsensical. One commenter recommends removing this language.

Two commenters suggested revising the sentence on including identifying kindergarten and first-grade students to include acceleration to other grade levels and individual subject areas. One commenter stated this would help avoid any possibility that the language could be interpreted as meaning that early entrance to kindergarten and first grade are the only forms of acceleration to be addressed in local policies. The other commenter stated this would avoid misinterpretation.

One commenter suggested adding “other” to the list of types of placements to provide more options for students.

Analysis

ISBE received questions during the drafting process regarding whether the accelerated placement policies were required to include either early entrance to kindergarten or early entrance to first grade or both. In an effort to answer those questions, ISBE included the statement, “...for each district that has kindergarten and first grade, early entrance provisions for those grades.” It was assumed that school districts that do not have elementary programs would not include these approaches in their policies.

ISBE agrees that allowing “other” to be added to the list provides for greater options.

Recommendation

Pursuant to Section 14A-32 of the School Code [105 ILCS 5], *school districts shall have a policy that allows for accelerated placement*. (See Section 14A-32 of the School Code.) In writing its policy, each school district shall include provisions on single-subject acceleration, grade acceleration and for each district that has kindergarten and first grade early entrance provisions, for those grades.

“Other” added to types of placements

Comment

Two commenters expressed concern that Section 227.60(a) requires all school districts to have an accelerated placement policy. Both commenters stated that the statute does not require school districts to have such policies. One commenter also stated the statute does not require the policy to be posted on the school's website. One commenter proposed removing this Section from the proposed amendments.

One commenter suggested adding language to the proposed amendments requiring copies of the acceleration policies, referral forms for evaluation for possible early entry to kindergarten or first grade, whole grade acceleration, and individual subject acceleration be made available to district staff and parents at each school building and be published on the school district website.

One commenter stated the requirement of posting the acceleration policy on the website is an unauthorized mandate on school districts.

One commenter recommended all school districts publish their acceleration plans since that helps families new to the area make a decision on where to live.

One commenter supported the requirement that school districts publish their acceleration policies to help ensure that the decision whether to accelerate a student or not is based on a fair and valid consideration of a student's needs and abilities.

One commenter requested school districts publish acceleration policies and accurately track data on the number and demographic information of students receiving acceleration.

One commenter requested that the use of the word "plan" be changed to "policy" to align with statutory language.

Analysis

Section 14A-32 states the following in part: Each school district shall have a policy that allows for accelerated placement. The statute then provides the four items the policy must include and three additional items the policy may include. If the General Assembly had intended for accelerated placement policies to be optional, it would have used permissive language in the statute.

Additionally, requiring schools districts to publish their acceleration policies promotes transparency and allows families to fully understand the process used to identify children for accelerated placement. Finally, as a commenter stated, having the policies on a district's website will allow families moving in to school districts the ability to make a fully informed choice regarding their children's education.

ISBE agrees that changing "plan" to "policy" aligns with statutory language.

Recommendation

A school district shall not be required to submit its acceleration policy to the State Board of Education for review, comment or approval, unless specifically requested by the State Board. A school district shall post its acceleration policy on its website, if available.

Comment

One commenter suggested ISBE define multiple persons, multiple referrers, and multiple evaluators as follows:

Multiple people would include parents, guardians, current teachers, gifted coordinator, gifted education specialist, guidance counselor, principal, or school psychologist.

Multiple possible referrers: The agreed-upon intention behind the "multiple decision makers" concept was that this encompassed the idea of allowing "multiple referrers" as well as "multiple evaluators."

The commenter stated that the foundation for this is the same: avoiding a single gatekeeper who controls whether a student is able to access accelerated placement and ensuring that a decision not to accelerate a referred student is not made before an appropriate opportunity for assessment is provided.

A child's parent or guardian, current teacher(s), gifted coordinator/gifted education specialist, guidance counselor, principal, or school psychologist shall be allowed to refer, but that doesn't preclude districts from allowing others. It may also be helpful to clarify that "multiple referrers" does NOT mean that more than one person has to refer in order for the process to be triggered.

Multiple evaluators: A diverse multi-person evaluation team is responsible for gathering relevant, reliable, and comprehensive data in order to determine whether and what type of accelerated placement is appropriate for that student. Recommended team members include:

- Gifted coordinator or the appointed designee responsible for understanding the needs of an accelerated student.
- Principal/assistant principal from the student's current school.
- A current teacher of the student, if the student is currently enrolled in the district.
- Receiving teacher of the student, if appropriate.
- School psychologist and/or school social worker.
- Parent/guardian: A parent or legal guardian of the student shall be invited to participate in the evaluation process. The parent/legal guardian shall be allowed to invite an individual who is knowledgeable about the student's academic abilities. Accommodations should be made for parents with disabilities or who are not fluent English speakers to enable them to participate fully in the process.
- District Multi-Tiered System of Support (MTSS) representative. (NOTE: Any resulting accelerated placement and related supports should be incorporated into the MTSS agenda, plan, and actionable items.)

Analysis

ISBE agrees there should be better clarity surrounding the definition of the terms "multiple persons" and "multiple referrers." The term "multiple evaluators" is not used in either the statute or the administrative rules, so it is not appropriate to define it. As such, ISBE will provide the following definitions.

Recommendation

"Multiple persons" as used in Section 14A-32(a)(2) of the School Code may include, but is not limited to, the student's parent or guardian, current teachers, district gifted coordinator or gifted education specialist, guidance counselor, principal, and school psychologist.

"Multiple referrers" as used in Section 14A-32(b)(2) of the school Code may include, but is not limited to, the student's parent or guardian, current teachers, district gifted coordinator or gifted education specialist, guidance counselor, principal, and school psychologist. Multiple referrers does not mean more than one person has to refer the student to begin the assessment process.

Comment

One commenter suggested additional language be added to the Section regarding educator qualifications to align the administrative rules to the currently available assessment options. Specifically, this commenter asks if proof of enrollment is enough when no credits have been earned?

A second commenter recommended changing the self-assessment listed in this Section to add a statement limiting this qualification option to educators who have completed the self-assessment prior to the effective date of the rulemaking

Analysis

The opening paragraph of Section 227.25 states each teacher who is assigned to provide instruction in a program funded pursuant to this Part shall have completed, or shall be required to complete, at least one of the following... This would indicate that the coursework for the gifted teacher endorsement and the gifted specialist endorsement must be completed before the individual is considered qualified.

ISBE recognizes the second commenter's concern that the self-assessment is no longer available. As such, ISBE will clarify the rating of experienced or expert must be earned on the self-assessment before the effective date of the rulemaking.

Recommendation

- 1) the self-assessment developed by the Illinois Association for Gifted Children (IAGC) (which shall be based on the "Professional Teaching Standards for Educators Working with Gifted/Talented Learners" (2012), published by IAGC, 800 E. Northwest Highway, Suite 610, Palatine IL 60074 and posted at www.iagcgifted.org; no later editions of or revisions to these standards are incorporated) with a rating of "experienced" or "expert" earned before November 15, 2018; and

Comment

One commenter stated the timeline for reporting starting July 31 of the 2018-19 school year is unachievable as these proposed amendments cannot be submitted to JCAR until September 11 at the earliest. The commenter suggested moving the deadline for reporting to the 2019-20 school year.

Analysis

The data must be reported at the end of the 2018-19 school year. In general terms, the 2018-19 school year begins in August 2018 and ends in May/June 2019. These rules can be effective as early as November 2018. This will give school districts adequate time to gear up to collect the data that is required to be reported by July 31, 2019.

Recommendation

No change will be made in response to this comment.

Comment

One commenter recommended more specific guidance regarding multiple valid, reliable indicators. Specifically, the commenter suggested clarifying multiple indicators required for determining edibility for accelerated placement means that there are multiple paths for demonstrating readiness to placement. Additionally, the commenter says valid, reliable indicators suggests ISBE recommend using the Iowa Acceleration Scale and review and recommend other evaluation tools designed specifically to support possible acceleration in an individual subject area.

Analysis

This type of guidance is outside the scope of this rulemaking. ISBE will take the suggestion under advisement and consider issuing information at an appropriate time.

Recommendation

No change will be made in response to this comment.

Comment

One commenter recommended adding language to the proposed amendments stating that a district's decision to whole-grade accelerate a student shall be transferable to any future Illinois school district to which the student may transfer or matriculate. This is necessary to ensure that the student can progress continuously in future years in the same district or if the student matriculates or transfers to a different district and is not required to repeat grades or courses he or she has already mastered.

Analysis

How school districts place students who matriculate to their schools is a local decision.

Recommendation

No change will be made in response to this comment.

Comment

One commenter requested ISBE issue guidance on the state's annual accountability assessment regarding students who have been accelerated.

One commenter requested further guidance on implementing individual subject acceleration. Specifically, the commenter recommends the appropriate course code be used for reporting students participating in accelerated placements in individual subject areas and that ISBE issue guidance to schools regarding the grade level of the state's accountability assessment that should be administered to a subject-accelerated student so assure consistency in the state school accountability system.

Analysis

This type of guidance is outside the scope of this rulemaking. ISBE will take the suggestion under advisement and consider issuing information at an appropriate time.

Recommendation

No change will be made in response to this comment.

Comment

One commenter suggested ISBE include a requirement in the proposed amendments that the outcome of the evaluation process and the accelerated placement decision be documented in the school's records and provided in writing to the parent/guardian within a reasonable timeframe specified in local policies.

Analysis

This type of recordkeeping is a local decision.

Recommendation

No change will be made in response to this comment.

Comment

One commenter suggested adding language to identify procedures by stating that any accommodations or modifications students receive through Individualized Education Plans (IEPs) or 504 plans should be available when they are being evaluated for acceleration as well as in any accelerated setting. The commenter also states appropriate accommodations and modifications should be available for English Learners. This commenter further stated that specific language should be added to include in the plan that students who are eligible but are not accommodated in the gifted program will be appropriately challenged in the regular classroom.

Analysis

A student's IEP or 504 plan team would determine the nature, type, location, and duration of the assessment accommodations. Assessment accommodations, like any accommodation, are highly individualized. If the assessment accommodation is not included in the IEP or 504 plan, the IEP team/504 plan team would need to hold a revision meeting to add the accommodation. The student's parents/guardians can waive their right to the hearing because this is a change to the IEP/504 plan. A change to the IEP/504 plan can be accomplished quickly if the parent/guardian waives the hearing.

Recommendation

No change will be made in response to this comment.

Comment

One commenter recommended guidance to the district/schools as to the types of evidence that could be used to demonstrate the process designed to help identify gifted and talented students in an inclusive and equitable manner. Additionally, the commenter questions if the goal of the plan is to promote equity in the identification of students who have high abilities; this should be a requirement of all schools, not just schools requiring state funds.

Analysis

This type of guidance is outside the scope of this rulemaking. ISBE will take the suggestion under advisement and consider issuing information at an appropriate time.

Recommendation

No change will be made in response to this comment.

Comment

One commenter asked for clarification of the language in Section 227.10 (Purpose and Applicability). Is there a special process and/or application for districts or schools to apply for state funding for a gifted program? If Title I funds are used to identify and serve gifted students, does this Part apply to all schools receiving Title I funds?

Analysis

Gifted programs in the state had received funds through grants in the past. These grants have not been funded by the General Assembly for several years. This Part of the Administrative Code, among other things, establishes the criteria for review when an RFP is issued for the grant. Title I funds can be used to identify and serve gifted and talented students.

Recommendation

No change will be made in response to this comment.

Comment

One commenter suggested removing the Section regarding data collection for the Accelerated Placement Act in its entirety. The commenter is concerned about the impact the proposed amendments could have on schools' accelerated placement practices. The emphasis on accelerated placement may lead to the placement of students in contexts that are harmful to their social-emotional growth and well-being. The commenter recommends ISBE and stakeholders spend more time, energy, and resources to actualize the goal that all students have their academic and social-emotional needs met in developmentally appropriate contexts.

Analysis

Public Act 100-421 specifically states that ISBE promulgate administrative rules for the collection of data with respect to the Accelerated Placement Act. If we do not adopt administrative rules, ISBE will be out of compliance with the law. ISBE always welcomes feedback on administrative rules to review for potential amendments in the future.

Recommendation

No change will be made in response to this comment.

Comment

One commenter asked to include requirements specific to neurodiversity and twice-exceptional students.

Analysis

The Accelerated Placement Act requires school districts to create policies that allow opportunities for accelerated placement for all students. A school district should include all students when creating its policy.

Recommendation

No change will be made in response to this comment.

Comment

One commenter requested providing language regarding maximum class size in gifted programs in Illinois.

Analysis

Limitations on class size is a local decision.

Recommendation

No change will be made in response to this comment.

Comment

One commenter requested ISBE implement evidence-based approaches to identify and evaluate student needs.

Analysis

The evidence-based measures are already accounted for in PA 100-421 and reiterated in the proposed administrative rules.

Recommendation

No change will be made in response to this comment.

Comment

One commenter recommended utilizing standardized tests that allow for the evaluation of knowledge and skills beyond grade-level proficiency to identify gifted students and monitor the growth of all students in school.

Analysis

The type of assessment used to evaluate students is a local decision.

Recommendation

No change will be made in response to this comment.

Comment

One commenter fully supports the proposed changes.

Analysis

ISBE appreciates the support.

Recommendation

No change will be made in response to this comment.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS

PART 227
GIFTED EDUCATION

Section

<u>227.5</u>	<u>Definitions</u>
227.10	Purpose and Applicability
227.20	Submission of Proposal; Plan
227.25	Required Qualifications
227.30	Criteria for the Review of Initial Applications
227.40	Allocation of Funds
227.50	Statewide Activities
<u>227.60</u>	<u>Accelerated Placement</u>

AUTHORITY: Implementing Article 14A of the School Code [105 ILCS 5/Art. 14A] and authorized by Section 14A-55 of the School Code [105 ILCS 5/14A-55].

SOURCE: Adopted at 31 Ill. Reg. 2449, effective January 16, 2007; amended at 38 Ill. Reg. 8335, effective April 1, 2014; amended at 42 Ill. Reg. _____, effective _____.

Section 227.5 Definitions

"Accelerated placement" means the placement of a child in an educational setting with curriculum that is usually reserved for children who are older or in higher grades than the child. (See Section 14A-17 of the School Code.) Accelerated placement includes, but is not limited to early entrance to kindergarten or first grade, single subject acceleration and grade acceleration. Accelerated placement is not limited to those children who have been identified as gifted and talented, but rather is open to all children who demonstrate high ability and who may benefit from accelerated placement. (See Section 14A-32 of the School Code.)

"Early entrance to kindergarten" means the admission of a student to kindergarten who is assessed for and meets the admitting school district's readiness standards to attend school (see Section 10-20.12 of the School Code).

"Early entrance to first grade" is the admission of a student to first grade who is assessed for and meets the admitting school district's readiness standards to attend school. (See Section 10-20.12 of the School Code.) Students may, but are not required, to have attended a nonpublic preschool and continued his or her education at that school through kindergarten and been taught in kindergarten by an appropriately certified teacher. Students who are younger than 6 upon starting

first grade but who were admitted early to kindergarten do not need to be reevaluated prior to admission to first grade.

"Individual subject acceleration" means the practice of assigning a student to a specific content area at a higher instructional level than is typical given the student's grade for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.

"Multiple persons" as used in Section 14A-32(a)(2) of the School Code may includes, but is not limited to, the student's parent or guardian, current teachers, district gifted coordinator or gifted education specialist, guidance counselor, principal and school psychologist.

"Multiple referrers" as used in Section 14A-32(b)(2) of the school Code includes, but is not limited to, the student's parent or guardian, current teachers, district gifted coordinator or gifted education specialist, guidance counselor, principal and school psychologist. Multiple referrers does not mean more than one person has to refer the student to begin the assessment process.

"School Code" means 105 ILCS 5.

"Whole grade acceleration" means the practice of assigning a student to a higher grade level than is typical given the student's age on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities.

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

Section 227.10 Purpose and Applicability

This Part establishes the procedure and criteria for approval by the State Board of Education of programs of gifted education under Article 14A of the School Code ~~[105 ILCS 5/Art. 14A]~~ and implements other provisions of that Article, including accelerated placement. The requirements of this Part apply only to locally developed programs for which State funding is sought. Eligible applicants shall be those entities identified in Section 14A-45 of the School Code ~~[105 ILCS 5/14A-45]~~ as well as public university laboratory schools (see 105 ILCS 5/2-3.109a) approved by the State Board of Education pursuant to Section 18-8.05(K) of the School Code [105 ILCS 5/18-8.05(K)], charter schools (see 105 ILCS 5/27A-11.5), and area vocational centers (see 105 ILCS 5/2-3.109b).

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

Section 227.20 Submission of Proposal; Plan

As used in this Part, a "proposal" means the plan for gifted education that is required under Section 14A-30 of the School Code ~~[105 ILCS 5/14A-30]~~, accompanied by the additional

materials applicants will be required to submit in response to a Request for Proposals (RFP) as described in Section 14A-45 of the School Code ~~[105 ILCS 5/14A-45]~~ and this Section.

- a) When sufficient State funding is expected to be available to support local programs of gifted education, the State Superintendent of Education shall issue ~~an~~ Request for Proposals (RFP). To be considered for funding, an eligible entity shall submit for approval by the State Superintendent a plan for its program that incorporates all the elements required by Section 14A-30 of the School Code and meets the specific requirements of this subsection (a).
 - 1) In order to demonstrate compliance with Section 14A-30(2) of the School Code ~~[105 ILCS 5/14A-30(2)]~~, each plan shall include programs of instruction in English language arts and mathematics and may include programs of instruction in additional subjects. Each plan shall indicate whether the program will be unified across the subjects offered or students will be identified gifted on a subject-by-subject basis and shall provide a description of the curriculum and instructional materials to be used, the grades to be served in the various subjects to be offered, and the program's approach to the development of higher-level skills, as required by Section 14A-30(11) and (12) of the School Code ~~[105 ILCS 5/14A-30(11) and (12)]~~.
 - 2) In order to demonstrate compliance with the requirements of Section 14A-30 of the School Code related to identification of the students to be served, each plan shall:
 - A) demonstrate that:
 - i) active consideration is given to the potential eligibility of students who are identified as having disabilities~~three or more assessment measures will be used for each student;~~
 - ii) multiple assessment instruments will be used for the purposes of identifying a student for gifted and talented of each eligible student~~these will include instruments designed to help identify gifted and talented students who are members of underrepresented groups;~~ and
 - iii) a selection process designed to help identify gifted and talented students in an inclusive and equitable manner who are members of underrepresented groups, including low-income students, minority students, students with disabilities, twice-exceptional students, and English Learners~~active consideration is given to the potential eligibility of students who are identified as having disabilities;~~

- B) provide evidence that the measures to be used in each curricular area, when taken together, provide equivalent rigor in the identification of students as gifted and talented; and
- C) discuss how the measures to be used in each subject area correspond to the level of attainment prerequisite to students' participation in the program.

~~3) In order to demonstrate compliance with Section 14A-20 of the School Code [105 ILCS 5/14A-20], each plan shall describe the method by which students' scores on the assessment measures used in each subject area, or across subject areas, as applicable, will be treated to arrive at a composite ranking that identifies the students who have scored in the top 5 percent locally.~~

34) In order to demonstrate compliance with Sections 14A-25 and 14A-30(7) of the School Code ~~[105 ILCS 5/14A-25 and 14A-30(7)]~~, each plan shall include evidence that:

- A) the ranking process for each subject area, or across subject areas, as applicable, is applied in the same manner to the scores achieved by all students;
- B) if any program's capacity is inadequate to serve the entire number of students identified as eligible, the method of selecting those who will participate considers only the composite scores and their ranking;
- C) the applicant has a procedure for accommodating students who were not available when the relevant assessment measures were administered but who may be eligible to participate in the program; ~~and~~
- D) in identifying the locations where the program will be offered, consideration has been given to the needs of students who are members of underrepresented groups; ~~and-~~

E) local norms of score ranges on assessments are taken into consideration when identifying students for accelerated placement.

45) In order to demonstrate compliance with the requirement of Section 14A-30(8) of the School Code ~~[105 ILCS 5/14A-30(8)]~~, each plan shall describe the appeals process that will be available when students are not identified as gifted and talented or are not selected to be served by a program, including evidence that each appeal will be considered:

- A) by an individual not involved in the original decision and at an equal or higher level of authority within the applicant organization;

- B) using information in accordance with the requirements of subsection (a)(3)~~subsections (a)(3) and (4) of this Section~~; and
- C) in time for the student to be placed into the program at the beginning of the next semester, if the appeal results in the student's identification and selection.

56) In order to demonstrate compliance with the requirement of Section 14A-30(16) of the School Code ~~[105 ILCS 5/14A-30(16)]~~, each plan shall identify the qualifications held by the teachers who will be assigned to the program, provided that:

- A) each teacher employed shall be qualified under Section 227.25 ~~of this Part~~ after no more than three years of teaching in any program funded pursuant to this Part; and
- B) each teacher not qualified under Section 227.25 ~~of this Part~~ shall complete some portion of the requirements chosen during each year of the grace period permitted under subsection (a)(6)(A) ~~of this Section~~.

67) In order to demonstrate compliance with Section 14A-30(9) of the School Code ~~[105 ILCS 5/14A-30(9)]~~, each plan shall:

- A) describe the steps the applicant will take to inform parents and other members of the public of:
 - i) the existence and scope of the program;
 - ii) the methods used for identifying students who are gifted and talented and in selecting participants for the program; and
 - iii) the availability of the appeals process established pursuant to subsection (a)(45) ~~of this Section~~; and
- B) provide a rationale for the applicant's outreach plans, with specific reference to the linguistic or cultural needs of any segments of the population that may not be readily informed of the program.

- b) Each RFP shall describe the format that applicants will be required to follow and any additional information they may be required to submit.
- c) Each RFP shall include a budget summary and payment schedule, as well as requiring a narrative budget breakdown, i.e., a detailed explanation of each line item of expenditure that discusses the need for State funds in the context of the applicant's other available resources.

- d) Each RFP shall identify the data recipients will be required to collect and report regarding the achievement of students participating in the program, as well as any other information to be reported and the associated timelines.
- e) Each RFP shall include such certification and assurance forms as the State Superintendent may, by law, require.
- f) Each RFP shall specify the date by which applications shall be submitted. The deadline established shall provide at least 45 days in which to submit plans that conform to the requirements of Article 14A of the School Code and this Part as applications for funding.
- g) Separate proposals for renewal of funding as discussed in Section 227.40(b) of ~~this Part~~ shall be invited and shall contain at least:
 - 1) evidence that the program has complied with all aspects of Article 14A of the School Code and the approved plan;
 - 2) the required data relative to students' achievement and growth;
 - 3) information on the qualifications and professional development of the teachers employed that will permit verification of compliance with the requirements of ~~subsection (a)(5)~~ Section 227.20(a)(6) of this Part;
 - 4) an updated narrative that discusses the services and materials for which funding is requested and presents evidence of continued need for State support; and
 - 5) an updated budget summary and payment schedule for the renewal year, including a narrative budget breakdown.
- h) Incomplete applications shall not be considered.

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

Section 227.25 Required Qualifications

As a means of demonstrating that he or she *understands the characteristics and educational needs of children and is able to differentiate the curriculum and apply instructional methods to meet the needs of the children* as required by Section 14A-30(16) of the School Code ~~105 ILCS 14A-30(16)~~, and subject to the provisions of Section 227.20(a)(6) of this Part, each teacher who is assigned to provide instruction in a program funded pursuant to this Part shall have completed, or shall be required to complete at least one of the following:

- a) Nine semester hours of college credit from a regionally accredited institution of higher education and demonstrably related to the education of gifted and talented students; ~~or~~

- b) Both the State and national assessment instruments, namely:
 - 1) the self-assessment developed by the Illinois Association for Gifted Children (IAGC) (which shall be based on the "Professional Teaching Standards for Educators Working with Gifted/Talented Learners" (2012), published by IAGC, 800 E. Northwest Highway, Suite 610, Palatine ~~IL, Illinois~~ 60074 and posted at www.iagcgifted.org; no later editions of or revisions to these standards are incorporated) with a rating of "experienced" or "expert", earned before November 15, 2018; and
 - 2) the National Evaluation Series (NES) Gifted Education examination (Test Code 312; Pearson Education, Inc., P.O. Box 226, Amherst MA 01004 (2104))~~the PRAXIS examination for gifted education (Test Code 0357, Educational Testing Service, Rosedale Road, Princeton, New Jersey 08541 (2006)); or~~

- c) Six semester hours of college credit from a regionally accredited institution of higher education and demonstrably related to the education of gifted and talented students and any one of the following additional choices:
 - 1) the self-assessment referred to in subsection (b)(1); or
 - 2) the Gifted Education PRAXIS examination referred to in subsection (b)(2); or
 - 3) the applicable gifted education course of instruction offered by the State Board of Education in cooperation with IAGC:
 - A) for those successfully completing the course before October 1, 2009, the Gifted Education Institute; or
 - B) for those successfully completing the course on or after October 1, 2009, the Gifted Education Seminar; or
 - 4) two years of experience teaching in, coordinating, ~~or~~ directing a program for gifted students; or
 - 5) participation in no fewer than two ~~Statestate~~ or national conferences on gifted education, such as those offered by IAGC or the National Association for Gifted Children ~~(NAGC)~~; or

- 6) professional development activities demonstrably related to the education of gifted and talented students that are sufficient to generate 30 continuing professional development units (CPDUs) or 30 clock hours of professional development, as defined and quantified in the rules for educator licensure renewal (see 23 Ill. Adm. Code 25, Subpart J); ~~or~~
- d) Three semester hours of college credit from a regionally accredited institution of higher education and demonstrably related to the education of gifted and talented students and any two of the additional choices listed in subsections (c)(1) through (6) ~~of this Section~~; ~~or~~
- e) The gifted education training referred to in subsection (c)(3) and any two of the additional choices listed in subsection (c);-
- f) Coursework that leads to obtaining a gifted teacher endorsement; or
- g) Coursework that leads to obtaining a gifted specialist endorsement.

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

Section 227.50 Statewide Activities

- a) Funding made available pursuant to Article 14A of the School Code may be used by the State Board of Education for purposes including, but not limited to:
 - 1) upgrading professional development materials and events for personnel statewide who serve gifted students, including the Gifted Education ~~Seminar~~Institute referenced in Section 227.25 ~~of this Part~~, or making professional development materials and opportunities more widely available;
 - 2) reaching underserved demographic groups or geographic areas of the State;
 - 3) developing and disseminating new knowledge in this field;
 - 4) developing and disseminating materials for use by parents of gifted students;
 - 5) building awareness of and support for gifted education;
 - 6) providing financial resources to support the review of portfolios developed by teachers to demonstrate required qualifications;

- 7) supporting the administrative functions of the State Board~~ISBE~~ required or authorized pursuant to Section 14A-35 of the School Code ~~[105 ILCS 14A-35]~~; and
 - 8) other experimental projects and initiatives as outlined in Section 14A-50 of the School Code ~~[105 ILCS 5/14A-50]~~.
- b) When the funds appropriated under Article 14A of the School Code are sufficient to provide effective support for local programs of gifted education, the State Superintendent ~~of Education~~ may reserve no more than 5 percent of the amount appropriated for the purposes discussed in subsection (a) of this Section. When the State Superintendent ~~of Education~~ determines that the level of service to gifted and talented students statewide can more effectively be increased through statewide activities rather than through support for a small number of local programs, the State Superintendent may devote the entire amount available to these purposes.

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

Section 227.60 Accelerated Placement

Pursuant to Section 14A-32 of the School Code [105 ILCS 5], school districts shall have a policy that allows for accelerated placement. (See Section 14A-32 of the School Code.) In writing its policy, each school district shall include provisions on single subject acceleration, grade acceleration and for each district that has kindergarten and first grade, early entrance provisions for those grades.

- a) A school district shall not be required to submit its acceleration policy to the State Board of Education for review, comment or approval, unless specifically requested by the State Board. A school district shall post its acceleration policy on its website, if available.
- b) School districts must report the following information on accelerated placement to the State Board in the Student Information System:
 - 1) Demographic Information for each student participating in an accelerated placement program
 - A) Gender;
 - B) Ethnicity;
 - C) English language status;
 - D) Special education status; and
 - F) Low-income status

2) Student Participation in Accelerated Programming

- A) Gender;
- B) Ethnicity;
- C) English language status;
- D) Special education status; and
- F) Low-income status

3) Type of Placement

- A) Early entrance to kindergarten;
- B) Early entrance to first grade;
- C) Individual subject acceleration; and
- D) Whole grade acceleration.
- E) Other

- c) All of the information required to be reported in subsection (b) shall be entered upon identifying the student as participating in accelerated placement but not later than July 31 of each year beginning with the 2018-2019 school year.
- d) The State Board will make the information reported in subsection (b) available annually on its website.

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 12, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AMS*
Ralph Grimm, Acting Chief Education Officer *RG*
Stephanie Jones, General Counsel *SJ*

Agenda Topic: Request for Sealed Proposals - Illinois Virtual Course Catalog

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

Purpose of Agenda Item

Innovation and Secondary Transformation requests the Board to authorize the State Superintendent to release a Request for Sealed Proposals (RFSP) and award to the successful offeror(s) to provide courses for the Illinois Virtual Course Catalog. The total award to school districts for partial reimbursement of costs for student enrollment in approved Illinois Virtual Course Catalog courses will not exceed \$6 million over a five-year period.

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

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

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

Background Information

The Illinois Virtual High School was established in January 2001, pursuant to Board action. ISBE administered the program from 2001-03. The Illinois Math and Science Academy assumed day-to-day operations in 2003. ISBE released an RFSP in 2008 for the administration and management of the renamed Illinois Virtual School (IVS) to increase the professional development offerings for teachers as well as continue to offer high-quality, standards-based courses for students in grades 5-12. These courses have been taught by highly qualified, Illinois-licensed teachers. Peoria County Regional Office of Education (ROE) 48 was the successful bidder and has been administering the program since that time.

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

The desired purpose of this RFSP is to ensure that a competitive process results in the continued provision of high-quality online services to students and educators. It contemplates

that there may be one or multiple awards to provide a choice of providers for districts and students.

Financial Background

ISBE entered into an intergovernmental agreement (IGA) with ROE 48 in FY 2017 for \$1.2 million. The IGA was extended in FY 2018 and again for FY 2019 for the same amount. The current IGA ends June 30, 2019.

The initial term of the contract will begin upon execution 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 and be distributed as reimbursements to school districts in consideration of capacity to meet expectations and student need.

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

	Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY20	\$1,200,000		\$1,200,000
FY21	\$1,200,000		\$1,200,000
FY22	\$1,200,000		\$1,200,000
FY23	\$1,200,000		\$1,200,000
FY24	\$1,200,000		\$1,200,000
Total	\$6,000,000		\$6,000,000

Business Enterprise Program

This RFSP has a Business Enterprise Program (BEP) goal of 20 percent. The awarded contract(s) will result in BEP spending of \$240,000 for FY20 and each subsequent year of the contract(s).

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

Policy Implications: Issuance of the RFSP will ensure a competitive process to provide critical online services to the students and teachers of Illinois.

Budget Implications: State funding sources currently support this effort.

Legislative Action: None required.

Communication: None required.

Pros and Cons of Various Actions

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

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

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award to the successful offeror(s) a contract to provide the Illinois Virtual Course Catalog. The initial term of the contract will begin on July 1, 2019, and ends June 30, 2022. There will be two possible one-year renewal(s) contingent upon sufficient appropriation and satisfactory contractor(s) performance in each proceeding contract year for a total contract of five years. The estimated total costs reimbursed to school districts, including renewals, will not exceed \$6 million, subject to appropriations.

Next Steps

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 12, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AMS*
Ralph Grimm, Acting Chief Education Officer *RG*
Stephanie Jones, General Counsel *SJ*

Agenda Topic: Illinois Multi-tiered System of Supports Network (IL MTSS-N)—Individuals with Disabilities Education Act (IDEA) Part D State Personnel Development Grant (SPDG)

Materials: None

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

Purpose of Agenda Item

Special Education Services requests the Board to authorize the State Superintendent to increase the grant award for ROE 47 by \$450,000 for FY19 and FY20, bringing the total award for these final two years of the grant to \$2,570,900.

The grant awarded to ROE 47 supports development of the Illinois Multi-tiered System of Supports Network (IL MTSS-N) and is funded by the State Personnel Development Grant (SPDG) through the U.S. Department of Education. ISBE allocates the majority of federal dollars from the SPDG to grant funds, thus available to ROE 47. The rest of the federal dollars are set aside as administrative funds.

The ISBE's 2015 application for the SPDG outlined many of the partnerships and contracts that would be paid for through administrative funds, such as project evaluations and higher-education partnerships. These contracts and partnerships were covered through administrative funds through the original 2010 SPDG grant and FY15. Beginning in 2016, these contracts were absorbed by IL MTSS-N, thereby paid with grant funds. In FY19 alone, IL MTSS-N budgeted \$325,000 for expenditures that should be paid for by administrative funds.

The increase in grant award to ROE 47 by \$450,000 reimburses for expenditures pertaining to administrative costs. This additional funding will allow IL MTSS-N to hire the additional staff to meet the needs of the 11 districts it is currently partnered with.

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

This proposal relates to Goals 1 (every student will demonstrate academic achievement and be prepared for success after high school) and Goal 2 (every student will be supported by highly prepared and effective teachers and school leaders) of the Illinois State Board of Education.

The IL MTSS-N provides professional development that builds school leadership and educator capacity, thereby improving practice and make a positive impact on student growth and outcomes.

Background Information

The 2015 SPDG Award from the Office of Special Education Programs (OSEP) is the third consecutive award received by ISBE. ROE 47 serves as the fiscal and administrative agent for the 2015 SPDG

awarded to ISBE through a no-cost extension from the 2010 SPDG award. Through IL MTSS-N, ROE 47 supports LEAs in addressing the needs of all students, including students with disabilities, holistically.

The IL MTSS-N is currently partnered with 11 districts in Illinois through SPDG funding. These partnerships entail professional development from IL MTSS-N in the form of training, coaching and technical assistance through in-person and online learning. IL MTSS-N also partners with districts through funding from the IL-AWARE grant and IL-EMPOWER.

In ISBE’s 2015 grant application with OSEP, it was stated that 90% of SPDG dollars would go to grant funds (professional development for educators) and no more than 10% toward administrative costs. Examples of administrative costs in the grant application include independent evaluations of the project, higher-education partnerships, and parent training. Expenditures were also described in this manner in the 2010 grant application to OSEP and original RFP responded to by ROE 47.

Beginning in FY16, ROE 47 began absorbing contracts and partnerships in its budget that originally were covered by ISBE through administrative funds. By FY17, ROE 47 paid for all expenditures previously covered by administrative funds at a cost of \$325,000 annually. Despite no expenditures from the administrative funds in FY17 and FY18, money continued to be allocated as such, with the available admin funds totaling \$853,341 at the start of FY19.

Increasing the award to ROE 47 by \$450,000 for FY19 and FY20 will address the expenditures in its budget associated with administrative costs. Discussions with the U.S. Department of Education confirmed that moving available administrative funds to the grantees is an appropriate course of action. Increasing the award by \$450,000 for FY19 and FY20 was determined by the costs of the contracts and partnerships (\$325,000), along with the availability of carryover dollars and expected FY20 award from the U.S. Department of Education.

Financial Background

Following a request for proposal, ROE 47 was awarded as the fiscal and administrative agent for the IDEA Part D SPDG award ISBE received in October 2010 and has been responsible for the development of the IL MTSS-N. ISBE received another five-year grant award under IDEA Part D SPDG in July 2015, in the amount of \$1,746,358 each year for a total of \$8,731,790.

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

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY20	\$2,120,900			\$450,000		\$2,570,900
FY19	\$2,120,900			\$450,000		\$2,570,900
FY18	\$2,452,580					\$2,452,580
FY17	\$1,700,000					\$1,700,000
FY11+	\$8,178,436					\$8,178,436
Total	\$16,572,816					\$17,472,816

Increasing the grant award to ROE 47 by \$450,000 for FY19 and FY20 will bring their total award for these years to \$2,570,900. The table below demonstrates that this increase is fiscally permissible.

	Increasing award by \$450,000 for FY19 and FY20
Grant fund at the start of FY19 (<i>\$631,530 in carryover from FY17, \$1,300,000 in carryover from FY18, \$900,000 reduced award for FY19</i>)	\$2,831,530
Additional amount added from administrative fund	\$650,000
Current amount in grant fund	\$3,481,530
Allocation for FY19	(\$2,570,900)
BALANCE AT END OF FY19	\$910,630
Federal Award for FY20 (<i>assuming all dollars go to grant funds and there is no reduction in award</i>)	1,690,470
Total grant funds at the start of FY20	\$2,601,037
Allocation for FY20	(\$2,570,900)
End of Grant	\$30,137

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

Policy Implications: None.

Budget Implications: The increase in funding provided to ROE 47 is made possible by a transfer of \$650,000 in administrative funds to grant funds, in addition to carryover dollars from previous years.

Legislative Action: None.

Communication: A Federal Grant Authorization Form will be prepared for the Superintendent’s signature.

Pros and Cons of Various Actions

Pros: ISBE will correct the previous misidentification of funds, and the work of IL MTSS-N will not be hindered by inappropriate expenditures.

Cons: N/A

Superintendent’s Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to increase the amount awarded to ROE 47 for the development of the Illinois Multi-tiered System of Support Network by \$450,000 for FY19 and FY20.

Next Steps

Upon Board authorization, Agency staff will proceed with submitting a Federal Grant Authorization Form.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 12, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education 
Melissa Oller, Chief Operating and Professional Capital Officer 

Agenda Topic: Request for Sealed Proposals (RFSP) – Information Systems – ILDS Finance Team

Materials: None

Staff Contact(s): John Shake, Director, Information Systems

Purpose of Agenda Item

The Information Systems Division requests the Board to authorize the State Superintendent to release an RFSP and award to the successful offeror/s to procure the services of one Project Manager, one Business Analyst, one Developer, and one Outreach Coordinator to assist on agency projects, with a focus on the 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 (Illinois Data FIRST) grant projects. The total award over a five-year period will not exceed \$3,830,000. (This RFSP is a replacement of current contractual resources that will be expiring.)

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

The contractors will provide critical support to the Illinois Data FIRST grant projects. The Illinois Data FIRST project portfolio includes a series of related efforts that will enable state policymakers, educators, learners, and members of the public to access information from the ILDS more quickly and easily to support and improve state and local resource allocations, instruction, and learner outcomes. The ILDS expansion and enhancements produced as part of these projects will be used in making data-driven decisions to heighten student achievement. Accordingly, it is expected that the scope of work provided in this RFSP will support the following Board goals:

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

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

Background Information

Building from existing investments, the ILDS projects will accelerate Illinois' movement from a compliance model of data management to a service model focused on utilization of data for state and local education system improvements. The State of Illinois has designed, built, and deployed the fundamental components of a statewide longitudinal data system that supports the use of data to improve education and workforce development systems. Illinois' ILDS development has been organized around and supported through comprehensive state legislation, prior Institute of Education Sciences (IES) grants, a multi-agency governance structure, and other aligned state and federal investments. Through the Illinois Data FIRST Project, the ISBE and other ILDS Governance partners will continue to administer and enhance the ILDS in a manner that complies with the requirements for statewide longitudinal data systems. In 2009, Illinois enacted Public Act 96-0107, the P-20 Longitudinal Education Data System Act, to establish the requirements and framework for the development of the state's longitudinal education data system.

While the ILDS' development continues both within ISBE and across the other ILDS governance agencies, Illinois recognizes several critical gaps that must be addressed to support the analysis and improvement of education and workforce policies and programs. First, while significant focus has been placed on linking student and outcome data, there is opportunity for development on integrating within the ILDS state and local resource allocation information. The interrelated Fiscal Equity and Return on Investment (ROI) components of the Illinois Data FIRST Project will link fiscal data to student-outcome data within the ISBE data warehouse, establish school and early childhood center-level accounting and reporting systems, and enable public analysis and research on the relationships between site-level resource allocations and improved outcomes. Second, while Illinois has made some strides in delivering data from the ILDS to educators to improve instruction, there are opportunities to better align with local information technology systems and include intuitive instructional feedback. The Instructional Support components of the Illinois Data FIRST Project will standardize and automate local data-collection processes, integrate local identity management and single sign-on with ILDS instructional supports, and provide robust dashboard reporting and tools to PreK-12 educators and students to identify learning gaps and improve student outcomes.

The ILDS Finance Team will work with programmatic areas from across the agency, assisting on a range of agency projects. These resources will focus on enhancing ISBE's understanding of finance-related data from the ILDS, generating knowledge used to guide data-driven decision-making. The ILDS Finance Team resources are key components to ISBE's goal of improving data quality, access, and insight to improving educational outcomes throughout the state. The ILDS Finance Team will replace current contractual resources that will be expiring.

Financial Background

The initial term will begin July 1, 2019, and extend through June 30, 2022. There will be one possible two-year renewal contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$3,830,000. The RFSP will be federally funded with the current remaining SLDS grant funds. State funding will assume responsibility after early FY 21, though federal SLDS funding may be available at that time.

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

	Requested State Funding	Requested Federal Funding	Total Contract per Fiscal Year
FY20		\$750,000	\$750,000
FY21	\$562,500	\$187,500	\$750,000
FY22	\$750,000		\$750,000
FY23	\$790,000		\$790,000
FY24	\$790,000		\$790,000
Total			\$3,830,000

Business Enterprise Program (BEP)

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

	<u>BEP Goal Percentage</u>	<u>BEP Goal Amount</u>
FY20	20%	\$150,000
FY21	20%	\$150,000
FY22	20%	\$150,000
FY23	20%	\$158,000
FY24	20%	\$158,000

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

Policy Implications: None.

Budget Implications: The contract will use federal and state funds, as detailed above.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

Pros: The scope of work included in the RFSP is associated with multiple federal grant outcomes. Approval of this RFSP will provide necessary support to the IS Division to enable successful delivery of these outcomes and provide data insights to a range of stakeholders.

Cons: Without approval of this RFSP, the agency may be unable to complete federal LDS grant requirements, and valuable data insights used to improve educational outcomes will be unavailable.

Superintendent’s Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award to the successful offeror/s to procure the services of one Project Manager, one Business Analyst, one Developer, and one Outreach Coordinator to assist in the 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

(Illinois Data FIRST) grant projects. The initial term of the contract that will be awarded to the successful offeror/s will begin July 1, 2019, and extend through June 30, 2022. There will be one possible two-year renewal contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$3,830,000.

Next Steps

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 12, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education 
Melissa Oller, Chief Operating and Professional Capital Officer 

Agenda Topic: Request for Sealed Proposals (RFSP) – Information Systems – Special Education Systems – Two Developers and One Business Analyst

Materials: None

Staff Contact(s): John Shake, Director, Information Systems

Purpose of Agenda Item

The Information Systems Division requests the Board to authorize the State Superintendent to release an RFSP and award to the successful offeror/s to procure the services of two Developers and one Business Analyst to assist in the development and maintenance of extant and future data systems as they pertain to Special Education-related projects. The total award over a five-year period will not exceed \$2,810,000. (This RFSP is a replacement of current contractual resources that will be expiring.)

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

The contractors will provide critical support to Special Education-related projects. The Special Education Project Portfolio includes a series of related efforts that will enable state policymakers, educators, learners, and members of the public to access information more quickly and easily to support and improve state and local resource allocations, instruction, and learner outcomes. The Special Education data system expansion and enhancements produced as part of these projects will be used in making data-driven decisions to improve student achievement. Accordingly, it is expected that the scope of work provided in this RFSP will support the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more 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.

Background Information

The Illinois Education Data Systems are being transformed via a portfolio of projects into a comprehensive statewide data solution designed to provide a sustainable, cost-effective,

integrated education analysis and reporting system. This initiative will protect data privacy while also maintaining high data quality, security policies, and standards. These re-engineered systems and underlying data will support teachers, administrators, agency staff, parents, and policymakers by allowing them to make informed, efficient, and effective data-driven decisions to improve student achievement.

The demand for Information Technology (IT) services continues to increase as additional processes are automated and as access to data becomes more critical/necessary to enable internal and external stakeholder decision-making. It is necessary to continue to support the Information Systems Division's capacity in order to meet the continued demand while simultaneously minimizing risk to the agency. These resources will replace current contractual resources that will be expiring.

The Special Education Project Portfolio includes, but is not limited to, a web-based Individualized Education Program (IEP) and Student Tracking and Reporting System (I-Star), the Special Education Approval and Reimbursement System (SEARS), the Special Education Data System (SEDS), and the Special Education Monitoring System (SEMS). These vital systems track IEPs, enable special education funding, facilitate private facility approvals, and manage dispute resolution for parents and other caregivers. Along with their individual system functions, these systems are integrated with the Student Information System (SIS), Employment Information System (EIS), Entity Profile System (EPS) and the Educator Licensure Information System (ELIS). This cohesive group of applications for special education data allows users to conduct longitudinal analysis of students with disabilities.

The scope of work associated with this RFSP is supportive of the agency's vision, mission and goals and provides critical outcomes essential to a larger initiative designed to deliver a comprehensive statewide data solution that provides a sustainable, cost-effective, and integrated education analysis and reporting system. This innovative data solution will provide high quality data integrity and availability while also safeguarding the privacy of data through the establishment and implementation of security standards, policies and procedures that are habitually monitored, evaluated and assessed.

The contractors may be assigned to multiple project teams over the course of the contract. Each project team will maintain a project plan that includes clearly defined objectives, tasks, and timelines. The contractors will be required to provide weekly status reports and to attend weekly project status meetings. The project team's progress and accomplishments will be continually measured/evaluated by ISBE management against the expectations to ensure that each member is performing efficiently.

Financial Background

The initial term will begin July 1, 2019, and extend through June 30, 2022. There will be one possible two-year renewal contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$2,810,000. The RFSP will be federally funded.

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

	Requested State Funding	Requested Federal Funding	Total Contract per Fiscal Year
FY20		\$550,000	\$550,000
FY21		\$550,000	\$550,000
FY22		\$550,000	\$550,000
FY23		\$580,000	\$580,000
FY24		\$580,000	\$580,000
Total			\$2,810,000

Business Enterprise Program (BEP)

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

	<u>BEP Goal Percentage</u>	<u>BEP Goal Amount</u>
FY20	20%	\$110,000
FY21	20%	\$110,000
FY22	20%	\$110,000
FY23	20%	\$116,000
FY24	20%	\$116,000

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

Policy Implications: None.

Budget Implications: The contract will use federal funds, as detailed above.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

Pros: The scope of work included in the RFSP is associated with multiple critical Special Education applications. Approval of this RFSP will provide necessary support to the IS Division to enable successful delivery of support and enhancements.

Cons: Without approval of this RFSP, essential support and enhancements to the Special Education applications will diminish, and will impact Special Education students, parents, teachers, and other stakeholders.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award to the successful offeror/s to procure the services of two Developers and one Business Analyst to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the State's Early Childhood Program data. The initial term of the contract that will be awarded to the successful offeror/s will begin July 1, 2019, and extend through June 30, 2022. There

will be one possible two-year renewal contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$2,810,000.

Next Steps

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 12, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education 
Melissa Oller, Chief Operating and Professional Capital Officer 

Agenda Topic: Request for Sealed Proposals (RFSP) – Information Systems – Two Business Intelligence Developers

Materials: None

Staff Contact(s): John Shake, Director, Information Systems

Purpose of Agenda Item

The Information Systems Division requests the Board to authorize the State Superintendent to release an RFSP and award to the successful offeror/s to procure the services of two Business Intelligence Developers to assist in the development and maintenance of extent and futures data systems as they pertain to the Statewide Longitudinal Data System Illinois Data for Fiscal and Instructional Results, Study, and Transparency (Illinois Data FIRST) grant projects. The total award over a five-year period will not exceed \$1,840,000. (This RFSP is a replacement of current contractual resources that will be expiring.)

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

The contractors will provide critical support to the Illinois Data FIRST grant projects. The Illinois Data FIRST project portfolio includes a series of related efforts that will enable state policymakers, educators, learners, and members of the public to access information from the ILDS more quickly and easily to support and improve state and local resource allocations, instruction, and learner outcomes. The ILDS expansion and enhancements produced as part of these projects will be used in making data-driven decisions to heighten student achievement. Accordingly, it is expected that the scope of work provided in this RFSP will support the following Board goals:

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

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

Background Information

Building from existing investments, the ILDS projects will accelerate Illinois' movement from a compliance model of data management to a service model focused on utilization of data for

state and local education system improvements. The State of Illinois has designed, built, and deployed the fundamental components of a statewide longitudinal data system that supports the use of data to improve education and workforce development systems. Illinois' ILDS development has been organized around and supported through comprehensive state legislation, prior Institute of Education Sciences (IES) grants, a multi-agency governance structure, and other aligned state and federal investments. Through the Illinois Data FIRST Project, the ISBE and other ILDS governance partners will continue to administer and enhance the ILDS in a manner that complies with the requirements for statewide longitudinal data systems. In 2009, Illinois enacted Public Act 96-0107, the P-20 Longitudinal Education Data System Act, to establish the requirements and framework for the development of the state's longitudinal education data system.

One component of ISBE's development and enhancement of the ILDS is improved access and quality of data available to stakeholders. The two Business Intelligence (BI) Developers will utilize Power BI extensively to create ILDS data visualizations. The dashboards, reports, and datasets generated by these BI Developers will provide valuable data insights, generating knowledge used to guide data-driven decision-making. The BI Developers will support the ILDS goal of improving educational outcomes throughout the state. The BI Developers will replace current contractual resources that will be expiring.

Financial Background

The initial term will begin July 1, 2019, and extend through June 30, 2022. There will be one possible two-year renewal contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$1,840,000. This RFSP will use federal and state funds.

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

	Requested State Funding	Requested Federal Funding	Total Contract per Fiscal Year
FY20	\$144,000	\$216,000	\$360,000
FY21	\$360,000		\$360,000
FY22	\$360,000		\$360,000
FY23	\$380,000		\$380,000
FY24	\$380,000		\$380,000
Total			\$1,840,000

Business Enterprise Program (BEP)

None.

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

Policy Implications: None.

Budget Implications: The contract will use federal and state funds, as detailed above.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

Pros: The contractors will support continued efforts to strengthen the agency's ability to manage ILDS data, contributing toward the accomplishment of the vision, mission, and goals. Approval of this RFSP will provide necessary support to the IS Division to enable successful delivery of federal ILDS grant outcomes and provide data insights to a range of stakeholders.

Cons: Without approval of this RFSP, the agency may be unable to complete federal LDS grant requirements, and valuable data insights used to improve educational outcomes will be unavailable.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award to the successful offeror/s to procure the services of two Business Intelligence Developers to assist in the 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 (Illinois Data FIRST) grant projects. The initial term of the contract that will be awarded to the successful offeror/s will begin July 1, 2019, and extend through June 30, 2022. There will be one possible two-year renewal contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$1,840,000.

Next Steps

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 12, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education 
Melissa Oller, Chief Operating and Professional Capital Officer 

Agenda Topic: Request to Award – ISBE Student Information System (SIS) Information Technology Support

Materials: None

Staff Contact(s): John Shake, Director of Information Systems

Purpose of Agenda Item

On December 13, 2017, the Board authorized the State Superintendent to release an RFSP and award a contract not to exceed \$5,950,000 to acquire the services of one Project Manager, one Business Analyst, two Data Analysts, 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 State's Student Information System (SIS). The bids received were higher than anticipated, and the winning bid included an additional project team member, a Technical Writer/Help Desk Support resource. The Information Systems Division is requesting approval of the \$160,478 award differential. The total award over a five-year period will not exceed \$6,110,478.

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

The contractors will provide critical support to ISBE by adding the data elements necessary to answer policy questions identified by ISBE to existing data systems and will provide a more complete picture of K-12 student progress in Illinois. Accordingly, it is expected that the scope of work provided in this RFSP will support the following Board goals:

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-graders 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.

Background Information

SIS provides state and federal education entities, the education community, and the public with timely and accurate data collection and reporting for students, schools, school districts, and the State of Illinois. It also provides secure and appropriate access for applications such as student

record inquiry, retrieval, and transfer. This system serves as the vehicle to collect student-related information electronically from school districts.

The collection of individual student records increases the State's capacity to follow a student's progress over time and to conduct longitudinal studies. The use of this data assists educational leaders in making better data-driven decisions regarding policies, potentially reduces the amount of data collected from school districts and schools, improves the quality of information gathered from local sources, and enhances the use of state-level data by local school districts to plan and implement educational services and programs.

The contractors will collaborate with other project teams in support of the ISBE Student Information System. These applications include, but are not limited to:

- Student Information System (SIS),
- Illinois Longitudinal Data System (ILDS),
- Entity Profile System (EPS), and
- Electronic Grant Management Systems (eGMS).

The project team will maintain a project plan that includes clearly defined objectives, tasks, and timelines. The contractors will be required to provide weekly status reports and to schedule weekly project status meetings. The project team's progress and accomplishments will be continually measured/evaluated by ISBE management against the expectations to ensure that each member is performing efficiently.

Financial Background

The initial term of the contract will begin upon execution and extend through June 30, 2021. There will be one possible two-year renewal contingent upon a sufficient appropriation and satisfactory contractor performance in each preceding contract year. The contract total costs, including renewals, will not exceed \$6,110,478. The Board previously approved \$5,950,000 for this RFSP and award on December 13, 2017. We are requesting the differential of \$160,478, for a revised total of \$6,110,478. This contract will be state and federally funded.

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
FY19	\$640,000.00	\$550,000.00		\$(640,000.00)	\$(550,000.00)	\$0
FY20	\$640,000.00	\$550,000.00		\$392,940.00	\$(80,339.00)	\$1,502,601.00
FY21	\$640,000.00	\$550,000.00		\$392,940.00	\$(80,339.00)	\$1,502,601.00
FY22	\$640,000.00	\$550,000.00		\$427,337.00	\$(64,699.00)	\$1,552,638.00
FY23	\$640,000.00	\$550,000.00		\$427,337.00	\$(64,699.00)	\$1,552,638.00
Total	\$3,200,000.00	\$2,750,000.00		\$1,000,554.00	\$(840,076.00)	\$6,110,478.00

Business Enterprise Program (BEP)

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

	<u>BEP Goal Percentage</u>	<u>BEP Goal Amount</u>
FY20	20%	\$300,521.00
FY21	20%	\$300,521.00
FY22	20%	\$310,528.00
FY23	20%	\$310,528.00

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

Policy Implications: None.

Budget Implications: The contract will be funded with various state and federal funds.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

Approval of this award will allow the SIS effort to continue to operate, expand its capabilities and provide knowledgeable and professional assistance to the districts and schools.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to increase the December 13, 2017 authorization of \$5,950,000 by \$160,478 for a revised total of \$6,110,478, to award a contract to acquire the services of one Project Manager, one Business Analyst, two Data Analysts, two Programmer Analysts, and one Technical Writer/Help Desk Support to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the ISBE Student Information System. The initial term of the contract will begin upon execution and extend through June 30, 2021. There will be one possible two-year renewal contingent upon a sufficient appropriation and satisfactory contractor performance in each preceding contract year. The contract total costs, including renewals, will not exceed \$6,110,478.

Next Steps

Upon Board authorization, the award will be granted and ISBE will enter into a contract with the successful bidder.

**ILLINOIS STATE BOARD OF EDUCATION MEETING
December 12, 2018**

TO: Illinois State Board of Education

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

Agenda Topic: Draft 2018 State Board of Education Annual Report

Materials: Draft 2018 State Board of Education Annual Report

Staff Contact(s): Megan Griffin, Director of Internal Communications

Purpose of Agenda Item

The Board will review the Draft 2018 State Board of Education Annual Report.

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

The data included in the Draft 2018 Annual Report provides detailed information pertaining to all aspects of the Strategic Plan and all Board goals.

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

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-graders 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.

Background Information

The Illinois State Board of Education is required to provide a report annually to the Governor and General Assembly with specific data. The Draft 2018 Annual Report includes reports on the following topics: Demographic, Financial, and Statistical Data; State, Federal, and Local Resources; Schools and Districts; Students; Student Performance; Educators; Special Education; and Categorical Grants.

Additional data will be added when available after the first of the year.

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communication: Report to be filed with the Governor and Illinois General Assembly on or before Jan. 14, 2019.

Pros and Cons of Various Actions

Pros: A transparent report detailing multiple aspects of Illinois education will be made publicly available.

Cons: None.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The Illinois State Board of Education hereby approves the Draft 2018 Annual Report.

Next Steps

The approved 2018 Annual Report will be submitted to the Governor and the General Assembly on or before Jan. 14, 2019.

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Illinois State Board of Education



2018 ANNUAL REPORT

James T. Meeks, *Chairman*
Tony Smith, Ph.D., *State Superintendent*

DRAFT STATE BOARD OF EDUCATION



Tony Smith, Ph.D.
State
Superintendent of
Education

The State Board of Education 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.

The Board appoints the State Superintendent of Education, who may be recommended by the Governor.



James T. Meeks
Chairman
Chicago



Eligio Cerda Pimentel
Vice Chair
Oak Park



Cesilie Price
Secretary
Lake Forest



Ruth Cross
Naperville



Lula Ford
Chicago



Mitch Holzrichter
Chicago



Craig Lindvahl
Effingham



Susie Morrison
Carlinville



Kevin Settle
Mount Vernon

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2018

ANNUAL REPORT



Illinois State Board
of Education

ISBE Office of Communications, January 2019



DRAFT Illinois State Board of Education

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

James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

January 2019

To all residents of Illinois:

We celebrated two one-year anniversaries this year: The anniversary of the U.S. Department of Education approving the Illinois Every Student Succeeds Act (ESSA) Plan and the anniversary of the Illinois General Assembly passing, and Governor Bruce Rauner signing, Senate Bill 1947, the new Evidence-Based Funding (EBF) formula for Illinois public schools.

These milestones reflect a tremendous amount of work and collaboration to create the conditions for every school in every community to support the whole child. The approval of our support and accountability system and the enactment of EBF expanded the infrastructure of the Illinois State Board of Education (ISBE), which will allow us to know our districts better so that we can serve them well.

As part of the state's new [support and accountability](#) system for all schools, each school's Report Card includes a designation—a descriptor of how well the school is meeting the needs of all students, based on [10 measures](#) of performance. The designation provides transparency for families and communities and identifies the highest-need schools to receive additional support through the IL-EMPOWER school improvement process.

Evidence-Based Funding allows Illinoisans to have honest dialogue about who is included or excluded from high-quality educational opportunities. The EBF formula directs more money to communities in the greatest need. ESSA and EBF represent two radically different and fairer systems that empower us to push forward in our commitment to increasing opportunities for all children and families, particularly those who have been marginalized and least well-served.

The deep structural inequity we see in our schools today did not happen by accident. Historical and ongoing institutional policies, programs, and practices contribute to disparate and statistically predictable educational outcomes for all Illinois students and, specifically, for historically marginalized and underserved student populations. To counter the impact of past policy means not only rectifying where possible the effects of these policies, programs, and practices, but also proactively and positively encouraging fair access and equitable support for our future.

This year, the State Board adopted values and beliefs to guide ISBE's practice:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.

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- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.
- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support so that by June 30, 2027 and beyond, this State has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need the training and support required to demonstrate competency in their content, their ability to adjust their pedagogy to student need, their ability to establish positive relationships with all students including students whose background and life experience is different from theirs, and their understanding of human development.

We have high expectations for our students, and we know that each and every student can meet them. Illinois students have made significant gains in college and career readiness: The 2018 Illinois Report Card shows that the percentage of students enrolling in college 12 months after graduation from high school increased to nearly three-quarters of all graduates, up from 68.7 percent just four years ago. Illinois' dedicated and talented educators are doing incredible work to create the conditions for all our students to thrive.

Diverse, well-trained, and well-supported educators helped students across the state achieve meaningful growth in 2018. ISBE is building peer-to-peer learning tools and systems to support educators in doing this work. The new Superintendents-Only Support (SOS) Line enables superintendents to contact ISBE executive staff immediately with a question or concern, or if they need a thought partner. The Peer Finder tool strengthens connections by allowing users to locate similar schools and districts around the state based on certain characteristics. The Advanced Compare Schools option on the Illinois Interactive Report Card further facilitates comparisons among schools utilizing the data available in the Report Card. To provide educators with new ideas and approaches to explore, ISBE storytellers are traveling the state to capture and share promising practices implemented by districts.

The State Board charged ISBE one year ago with thoroughly investigating the teacher workforce crisis in Illinois. The September 2018 "Teach Illinois: Strong Teachers, Strong Classrooms" report addresses the state's record number of unfilled positions and proposes research-backed and targeted solutions. The State Board approved recommendations developed from the "Teach Illinois: Strong Teachers, Strong Classrooms" year of study to expand and diversify the state's highly qualified teacher workforce. The recommendations, informed by public comment, remove barriers and create new avenues of entry into the profession while maintaining high standards.

Every student in every Illinois school deserves to feel supported and valued by caring adults and challenged by relevant and rigorous content. Research has shown that belonging in schools has a

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direct impact on academic performance; belonging defines who benefits from relationships and who has access to engaging instruction. To support our students' social and emotional well-being authentically, we must acknowledge and confront the institutionalized barriers that continue to limit students' opportunities to succeed. ISBE is committed to advocating for all schools to have the resources to create safe and healthy learning environments for all students.

When we all do better, we all do better. Through our commitment, collaboration, and willingness to stay engaged with each other, Illinois has been recognized as a leader in working to create fair access to quality education for all students. We at ISBE will continue our efforts to understand each district's unique strengths and challenges, as well as the opportunities within our funding and support and accountability systems to ensure all children in Illinois receive the equitable supports they deserve.

Thank you for your partnership in serving Illinois students, families, and communities and your investment in our state's future.

Sincerely,



James T. Meeks
Chairman



Tony Smith, Ph.D.
State Superintendent

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2018 Illinois Teacher of the Year



Lindsey Jensen, who teaches English in the 11th and 12th grades at Dwight Township High School in Dwight Public School District 230, is the 2018 Illinois Teacher of the Year. State Superintendent of Education Tony Smith, Ph.D., announced Jensen, one of 10 finalists, as this year's top educator during the 43rd annual Those Who Excel/Illinois Teacher of the Year banquet in Normal on Oct. 28, 2017.

Jensen represented Illinois in the National Teacher of the Year competition and represented Illinois teachers at a variety of events throughout 2018, including a trip to the White House. She also had numerous speaking engagements around the state.

Colleagues and students describe Jensen as infusing the best of research-based instructional practices with high expectations and infectious positivity. Jensen's many contributions to her school community include helping to redesign the English curriculum and organizing students and faculty in philanthropic efforts to raise thousands of dollars for the Special Olympics. She also supervises student teachers, coaches her colleagues, volunteers as an adviser for students' extracurricular clubs and activities, and serves her professional association.

Jensen's teaching career began 13 years ago as a teacher's aide in a junior high behavioral disorder classroom. Jensen, now in her 10th year as a high school English teacher, still calls upon her special education experience. She presents content in different ways – including through singing – and gives students the opportunity to show what they know in different formats.

Jensen received a Bachelor of Science in speech communication from Southern Illinois University and a Master of Arts in teaching in secondary education from Oakland City University. She is earning her doctorate in teaching and learning from Illinois State University.

Jensen joined nearly 1,000 educators from across the state at the 44th annual Those Who Excel/Illinois Teacher of the Year banquet on Oct. 20, 2018. She opened the evening by singing a song while playing her ukulele praising the work of her fellow teachers and encouraging them to continue to push forward when faced with adversity for the benefit of their students.

The State Superintendent named Susan Converse the 2019 Illinois Teacher of the Year. Converse teaches special education at Edwardsville High School in Edwardsville Community Unit School District 7.

2018 Condition of Education

Budget

The fiscal year 2019 state general funds budget appropriates more than \$168 million in additional funding for public education over the FY 2018 state general funds budget. The FY 2019 budget appropriates \$8.385 billion in state general funds and \$3.728 billion in other state and federal funds for a total public education budget of \$12.113 billion. State general fund appropriations for public education have increased \$1.4 billion since FY 2016.

FY 2019 marked the second year of implementation of the state's new funding formula, Evidenced-Base Funding (EBF). The enactment of EBF comprehensively changed the way that school districts receive the bulk of state funds. EBF sends more resources to Illinois' most under-resourced students. The formula calculates a unique Adequacy Target for each school district, based on 34 cost factors, such as technology, instructional coaches, counselors, and class sizes, that support student learning. The formula compares each district's current state and local resources to its Adequacy Target to produce a Percent of Adequacy that describes the districts' financial capacity to meet expectations.

The state distributed nearly \$700 million in new funding through the EBF formula in FY 2018 and FY 2019 primarily to school districts furthest away from their Adequacy Targets. However, eight out of every 10 students in Illinois still attend schools funded at less than 90 percent of adequacy.

Fiscal Year 2019 also marks the first year of implementation of the Property Tax Relief Grant, which provides school districts with the highest tax rates the opportunity to reduce property taxes through a \$50 million grant program.

EBF takes the necessary first steps toward ensuring all schools have the resources they need to provide a safe, rigorous, and well-rounded learning environment for all students. Public Act 100-0465 commits the state to full funding of the formula by June 30, 2027. ISBE along with the EBF Professional Review Panel continue to review and implement the state's historic funding reform and recommend recalibration and other modifications to EBF to meet the needs of all students in Illinois.

Student Demographics

The 2018 Illinois Report Card showed that Illinois' student population has become increasingly diverse. Students of color comprise a majority of Illinois' students (52 percent), while the

percentage of teachers who identify as white has held constant at approximately 83 percent. The percentage of students identified as English Learners also increased from 10.7 percent in the 2016-17 school year to 11.7 percent in the 2017-18 school year. Unfilled positions for bilingual educators comprise 12 percent of the total teacher shortage across the state. ISBE proposed legislative recommendations in October 2018 to expand, better support, and diversify the state's highly qualified teacher workforce.

Overall student enrollment in Illinois public schools continues to decline. Student enrollment has decreased by more than 58,000 students over the past 15 years, from 2,060,048 in the 2003-04 school year to 2,001,529 in the 2017-18 school year. Total enrollment in Illinois public schools decreased by 26,633 students over the past school year—the largest single-year decline in the past 15 years.

Approximately half of all public school students in Illinois qualify as low-income, comprising 49.4 percent of the total student population in the 2017-18 school year, compared to 39 percent 15 years ago. Students qualify as low-income if they are in families receiving public aid, live in temporary housing, or are eligible for free or reduced-price meals.

The average class size in 2016-17 remained constant at 20 students per class.

Learning Outcomes

ISBE stands committed to its strategic plan to improve student outcomes and strengthen communities by working toward common, measureable, and high-reaching goals for all students. ISBE focuses its efforts in five key areas:

- **Money:** Establish an adequate and equitable education finance system.
- **Quality:** Common definition of, and fair access to, quality education.
- **Autonomy:** Maximize district autonomy to provide quality education to all families.
- **Competency:** Encourage competency-based learning.
- **Community:** Districts and schools as centers of healthy communities.

The State Board of Education's long-term goals establish a common definition of quality education, stating that 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.

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- 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.

The state's new support and accountability system for all schools launched with the 2018 Illinois Report Card on Oct. 30, 2018. As part of the new system, each school's Report Card now includes an annual designation—a descriptor of how well the school is meeting the needs of all students. The designation is based on 10 measures of performance, including student growth for elementary and middle schools. The designation provides transparency for families and communities and identifies the highest-need schools to receive additional supports through the IL-EMPOWER school improvement process.

The Exemplary designation identifies the highest-performing 10 percent of schools. The Lowest-Performing designation identifies the lowest-performing 5 percent of schools. Schools where most students are performing well but where one or more student groups is significantly underperforming receive the Underperforming designation. All other schools receive the Commendable designation. Approximately 70 percent of schools received the Commendable designation, and approximately 15 percent received the Underperforming designation on the 2018 Illinois Report Card.

Schools with the Underperforming or Lowest-Performing designation participate in the IL-EMPOWER improvement process, which begins with a school-led needs assessment to identify local priorities in the areas of Governance & Management, Curriculum & Instruction, and Climate & Culture. The process includes additional federal funding, ISBE school support managers, and the school's choice of vetted professional learning partners to work with on local improvement needs. IL-EMPOWER seeks to build the capacity of educators and educational leaders through partnerships, peer-to-peer learning, and meaningful professional development.

ISBE's competency-based learning pilot, efforts to strengthen and diversify the state's teacher workforce, and continued support of fair access to high-quality early learning opportunities indicate important strides toward meeting our ambitious goals for all students.

Student Performance and Achievement

The 2018 state-level Illinois Report Card data show the highest percentage of students enrolling in college since Illinois began reporting the metric in 2014. The percentage of students enrolling in college 12 months after graduation increased to nearly three-quarters of all graduates (74.8 percent) – up from 68.7 percent just four years ago.

The data also show record numbers of students both taking and passing Advanced Placement exams. More than 2,000 additional students took more than 6,500 additional Advanced Placement exams in 2018 compared to in 2017, while maintaining Illinois' high pass rate at approximately 66 percent. From 2017 to 2018, enrollment in career and technical education increased by more than 6,000 students to 283,473. The percent of graduates needing to take remedial courses at Illinois community colleges continued to decline from 46.8 percent in 2017 to 45.7 percent in 2018.

Many other indicators of performance held steady, yet some showed small declines. Illinois still has significant work to do to fulfill its vision of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure.

Additional notable statewide data points are listed below. All comparisons show changes from the 2016-17 school year to the 2017-18 school year.

- The percentage of third- through eighth-grade students meeting or exceeding standards in English language arts on the PARCC assessment held steady at 37 percent in 2017 and 36.9 percent in 2018.
- The percentage of third- through eighth-grade students meeting or exceeding standards in math on the PARCC assessment held steady at 31.2 percent in 2017 and 31.3 percent in 2018.
- The percentage of 11th-grade students meeting or exceeding standards in English language arts on the SAT decreased from 39.8 percent to 36.9 percent.
- The percentage of 11th-grade students meeting or exceeding standards in math on the SAT decreased from 36.4 percent to 34.3 percent.
- The percentage of students meeting or exceeding standards in science on the Illinois Science Assessment held steady at 50.4 in 2017 and 50.5 in 2018.
- The four-year high school graduation rate decreased from 87 percent to 85.4 percent.
- The percentage of ninth-grade students on track to graduate decreased slightly from 87.1 to 86.8 percent.
- The percentage of eighth-grade students passing Algebra I increased from 29.5 percent to 30.6 percent.
- The rate of chronic truancy increased from 10.8 to 11.2 percent. Chronic truancy measures the percentage of students who miss 5 percent or more of school days per year without a valid excuse. ISBE began reporting chronic absenteeism, defined as the percent of students who miss 10 percent or more of the school year, on the 2018 Illinois Report Card. The rate of chronic absenteeism was 16.8 percent for the 2017-18 school year.
- The dropout rate remained constant at 2.1 percent.

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Illinois State Board of Education

2018 Annual Report

Demographic, Financial, and Statistical Data

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STATE, LOCAL AND FEDERAL RESOURCES

**State, Local and Federal Resources
For Elementary and Secondary Education
(Dollars in Millions)
(105 ILCS 5/2-3.11)**

Year	State		Local		Federal		Total
	\$	%	\$	%	\$	%	
2017-18	12,509.9	36.7%	17,942.0	52.6%	3,654.6	10.7%	34,106.5
2016-17	11,670.4	35.6%	17,552.8	53.5%	3,602.6	11.0%	32,825.8
2015-16	10,881.5	34.8%	17,271.2	55.2%	3,149.1	10.1%	31,301.8
2014-15	10,438.6	34.6%	16,793.7	55.6%	2,976.5	9.9%	30,208.8
2013-14	10,305.2	34.5%	16,560.4	55.4%	3,007.4	10.1%	29,873.0
2012-13	9,411.6	33.1%	16,075.6	56.5%	2,976.7	10.5%	28,463.9
2011-12	9,315.8	32.4%	15,815.4	55.1%	3,580.8	12.5%	28,712.0
2010-11	7,568.2	28.0%	15,344.1	56.7%	4,127.2	15.3%	27,039.5
2009-10	8,613.0	31.6%	15,037.0	55.1%	3,637.4	13.3%	27,287.5
2008-09	9,105.7	34.5%	14,488.5	54.9%	2,773.7	10.5%	26,367.9
2007-08	8,519.6	34.6%	13,903.7	56.5%	2,165.7	8.8%	24,589.0
2006-07	7,492.1	33.1%	12,982.2	57.3%	2,174.1	9.6%	22,648.4
2005-06	6,903.1	32.4%	12,226.1	57.4%	2,163.1	10.2%	21,292.4
2004-05	6,922.0	33.6%	11,456.7	55.6%	2,219.3	10.8%	20,598.0
2003-04	7,223.2	35.9%	10,805.3	53.8%	2,073.8	10.3%	20,102.3
2002-03	6,812.8	35.9%	10,226.2	53.8%	1,952.1	10.3%	18,991.1
2001-02	6,296.1	35.7%	9,724.0	55.1%	1,623.0	9.2%	17,643.1
2000-01	6,441.0	37.3%	9,331.6	54.1%	1,482.0	8.6%	17,254.6
1999-00	5,932.0	36.7%	8,907.0	55.1%	1,328.1	8.2%	16,167.0
1998-99	5,420.9	35.7%	8,571.1	56.5%	1,177.6	7.8%	15,169.6
1997-98	4,836.1	34.5%	8,052.0	57.4%	1,134.2	8.1%	14,022.3

Notes:

- Fiscal years and school years start July 1 and end June 30. Tax years start January 1 and end December 31. The state and federal funds shown are based on fiscal years while local funds are based on tax (calendar) years. For example, the 2017-18 year includes actual state and federal appropriations for state fiscal year 2018 and local revenues accruing to school districts from the 2016 tax year. The 2016 property taxes are payable to the districts in calendar year 2017, usually after July 1.
- Local includes local original property tax revenues as estimated by the total property tax extension of districts and Corporate Personal Property Replacement Funds. Not included as local revenue are proceeds from investment income, income from school food services, and revenue generated through fees and assessments.
- State includes appropriated amount, including original appropriations, supplementals, and teachers' retirement contributions (does not include employer contributions).
- FY 2009 Federal sources include \$1.5 billion in federal funds received through the American Recovery and Reinvestment Act (ARRA).
- Restated FY 1998 through FY 2018 to reflect data from Illinois Office of the Comptroller.
- Amounts and percentages may not sum to totals based on rounding.

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Elementary and Secondary School Income from Local Sources (Dollars in Millions) (105 ILCS 5/2-3.11)

Tax Year	Calendar Year Collected	Property Tax Revenues ^a	CPP Replacement Fund	Total Regular Revenues ^b
2016	2017	\$17,226.9 ^c	\$715.1 ^d	\$17,942.0
2015	2016	16,875.7 ^c	\$677.1 ^d	\$17,552.8
2014	2015	16,507.0	764.2	17,271.2
2013	2014	16,077.0	716.7	16,793.7
2012	2013	15,864.1	696.3	16,560.4
2011	2012	15,447.6	628.0	16,075.6
2010	2011	15,188.5	626.9	15,815.4
2009	2010	14,632.6	711.4	15,344.0
2008	2009	14,377.2	659.8	15,037.0
2007	2008	13,706.4	782.1	14,488.5
2006	2007	13,109.8	793.9	13,903.7
2005	2006	12,310.9	671.3	12,982.2
2004	2005	11,600.7	625.4	12,226.1
2003	2004	11,001.7	455.0	11,456.7
2002	2003	10,398.8	406.5	10,805.3
2001	2002	9,823.8	402.4	10,226.2
2000	2001	9,220.2	503.8	9,724.0
1999	2000	8,775.2	556.4	9,331.6
1998	1999	8,405.7	501.3	8,907.0
1997	1998	8,057.6	513.5	8,571.1
1996	1997	7,583.6	468.4	8,052.0

^a Revenues are derived by multiplying the total tax rate times the applicable equalized assessed value (EAV) property base for the tax year.

^b "Total Regular Revenues" is the sum of "Property Tax Revenues" and "CPP Replacement Fund" revenues.

^c Based on 2015 EAV amounts and 2015 total tax rates.

^d Revenue represents calendar year 2015 collections, distributed by the Illinois Department of Revenue in calendar year 2016.

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**Net Lottery Proceeds
Compared to Total Appropriations to ISBE
(Dollars in Millions)
(105 ILCS 5/2-3.11)**

Fiscal Year	Total State Appropriations ^a	Net Lottery Proceeds ^b	
		Amount	% of Total
2018	\$12,509.9	\$718.8	5.7%
2017	\$11,670.4	\$720.3	6.2%
2016	\$10,881.5	\$676.9	6.2%
2015	\$10,438.6	\$678.6	6.5%
2014	\$10,305.2	\$655.6	6.4%
2013	\$9,411.6	\$655.6	7.0%
2012	\$9,315.8	\$639.9	6.9%
2011	\$7,568.2	\$631.8	8.3%
2010	\$8,613.0	\$625.0	7.3%
2009	\$9,105.7	\$625.0	6.9%
2008	\$8,519.6	\$657.0	7.7%
2007	\$7,492.1	\$622.4	8.3%
2006	\$6,903.1	\$670.5	9.7%
2005	\$6,922.0	\$614.0	8.9%
2004	\$7,223.2	\$570.1	7.9%
2003	\$6,812.8	\$540.0	7.9%
2002	\$6,296.1	\$555.0	8.8%
2001	\$6,441.0	\$490.0	7.6%
2000	\$5,932.0	\$515.0	8.7%
1999	\$5,420.9	\$540.0	10.0%
1998	\$4,836.1	\$565.0	11.7%

^a General Revenue Funds include retirement contributions and supplemental appropriations.

^b Net Lottery Proceeds stated above reflect transfers to the Common School Fund and are provided by the Commission on Government Forecasting and Accountability in the *Wagering in Illinois 2018 Update* and sourced from the Illinois Lottery.

Notes:

- Since FY 1985, Net Lottery Proceeds have been transferred to the Common School Fund.
- Starting March 1, 2010, annual transfers to the Common School Fund are equal to the amount transferred in FY 2009, adjusted for inflation. Any additional net revenue is deposited in the Capital Projects Fund.

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State Revenues by Source (Dollars in Millions) (105 ILCS 5/2-3.11)

ALL FUNDS REVENUE BY SOURCE	FY 2018*		FY 2019 (est.)	
Income Taxes (Gross)	\$0	TBD	\$21,329	31.3%
Sales Taxes (Gross)	0	TBD	8,894	13.1%
Federal Aid	0	TBD	19,783	29.1%
Public Utility	0	TBD	1,547	2.3%
State Lottery (Net)	0	TBD	1,539	2.3%
All other Sources/Transfers	0	TBD	14,946	22.0%
Total	0	TBD	68,038	100.0%

* Placeholder FY 2018 - information not available until IOC publishes data in Traditional Budgetary Report at end of December 2018.

Source: FY 2019 (est.) - Governor's Illinois State Budget Fiscal Year 2019 published February 14, 2018

GENERAL REVENUE FUNDS BY SOURCE	FY 2018		FY 2019 (est.)	
Income Taxes (Gross)	23,391	51.4%	23,881	55.9%
Sales Taxes (Gross)	8,256	18.1%	8,679	20.3%
Federal Aid	5,238	11.5%	3,785	8.9%
Public Utility	896	2.0%	878	2.1%
State Lottery (Net)	719	1.6%	733	1.7%
All other Sources/Transfers	7,046	15.5%	4,780	11.2%
Total	45,546	100.0%	42,736	100.0%

Source: Commission on Government Forecasting & Accountability FY 2019 Budget Summary published August 1, 2018.

Amounts and percentages may not sum to totals based on rounding.

Income and Sales Taxes represent gross amounts and not reduced for distributions to other funds.

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Appropriations by Major Purpose (Dollars in Millions) (105 ILCS 5/2-3.11)

ALL FUNDS BY SOURCE	FY18		FY19 (est.)	
Elementary & Secondary Education	\$22,878	14.0%	\$23,884	14.9%
Higher Education	2,530	1.5%	2,447	1.5%
Human Services	33,898	20.7%	35,209	22.0%
Public Safety	3,520	2.2%	3,141	2.0%
Environmental & Business Regulation	3,138	1.9%	3,762	2.4%
Economic Development & Infrastructure	19,692	12.0%	18,564	11.6%
Governmental Services & Elected Officials	77,882	47.6%	72,769	45.5%
Total	\$163,540	100.0%	159,776	100.0%

GENERAL REVENUE FUNDS BY SOURCE	FY18		FY19 (est.)	
Elementary & Secondary Education	\$12,438	40.5%	\$13,111	42.4%
Higher Education	1,733	5.6%	1,789	5.8%
Human Services	13,659	44.5%	13,698	44.3%
Public Safety	2,331	7.6%	1,841	5.9%
Environmental & Business Regulation	54	0.2%	51	0.2%
Economic Development & Infrastructure	146	0.5%	101	0.3%
Governmental Services & Elected Officials	358	1.2%	356	1.2%
Total	\$30,719	100.0%	\$30,947	100.0%

Source: Illinois Office of the Comptroller

Amounts and percentages may not sum to totals based on rounding.

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Expenditures by Major Purpose (Dollars in Millions) (105 ILCS 5/2-3.11)

ALL FUNDS BY SOURCE	FY18		FY19 (est.)	
Elementary & Secondary Education	21,273	15.9%	23,884	14.9%
Higher Education	2,191	1.6%	2,447	1.5%
Human Services	29,421	22.0%	35,209	22.0%
Public Safety	2,852	2.1%	3,141	2.0%
Environmental & Business Regulation	1,513	1.1%	3,762	2.4%
Economic Development & Infrastructure	7,200	5.4%	18,564	11.6%
Governmental Services & Elected Officials	69,043	51.7%	72,769	45.5%
Total	133,493	100.0%	159,776	100.0%

GENERAL REVENUE FUNDS BY SOURCE	FY18		FY19 (est.)	
Elementary & Secondary Education	12,422	41.4%	13,111	42.4%
Higher Education	1,723	5.7%	1,789	5.8%
Human Services	13,041	43.5%	13,698	44.3%
Public Safety	2,296	7.7%	1,841	5.9%
Environmental & Business Regulation	52	0.2%	51	0.2%
Economic Development & Infrastructure	122	0.4%	101	0.3%
Governmental Services & Elected Officials	341	1.1%	356	1.2%
Total	29,997	100.0%	30,947	100.0%

Source: Illinois Office of the Comptroller

Amounts and percentages may not sum to totals based on rounding.

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State Mandated Categorical Grant Programs (Dollars in Thousands) (105 ILCS 5/2-3.104)

Appropriations								
Program Name	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Sp Ed Personnel	459,600.0	457,352.0	452,257.2	440,200.0	439,061.8	430,588.8	440,114.6	442,400.0
Sp Ed Funding for Children	351,378.4	334,236.8	343,375.7	314,196.1	303,091.7	296,113.0	303,829.7	303,829.7
Sp Ed Private Tuition	181,100.0	183,223.1	177,743.7	206,843.3	218,947.7	225,013.1	233,000.0	233,000.0
Sp Ed Summer School	11,700.0	11,296.5	10,750.0	10,100.0	10,100.0	10,100.0	11,700.0	11,700.0
Sp Ed Transportation	429,700.0	422,189.0	432,525.6	440,500.0	440,500.0	440,363.8	452,785.4	450,500.0
Reg/Voc Transportation	351,100.0	213,049.1	223,976.1	205,808.9	206,947.1	201,178.2	205,808.9	205,808.9
Ill Free Lunch/Breakfast	26,300.0	26,300.0	26,300.0	14,300.0	14,300.0	9,000.0	9,000.0	9,000.0
Sp Ed Orphanage	120,200.0	120,200.0	101,700.0	111,000.0	105,000.0	92,862.5	95,000.0	103,472.5
Reg Ed Orphanage	13,000.0	13,000.0	13,000.0	13,000.0	12,000.0	11,730.0	11,500.0	21,500.0
Totals	1,944,078.4	1,780,846.5	1,781,628.3	1,755,948.3	1,749,948.3	1,716,949.4	1,762,738.6	1,781,211.1
Percentage Growth		-8.4%	0.04%	-1.44%	-0.34%	-1.89%	2.67%	1.05%

100% Claims including Chicago 299 (No Audit Adjustments): Reimbursement Programs

Appropriation Year	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
School Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Sp Ed Personnel	454,401.2	458,457.8	452,235.8	440,282.4	441,525.2	439,932.1	442,512.2	443,361.7
Sp Ed Funding for Children	334,236.8	334,236.8	343,375.7	314,196.1	303,091.7	302,928.9	303,829.7	303,829.7
Sp Ed Private Tuition	182,134.0	183,012.2	191,096.1	216,782.0	226,181.2	231,983.4	240,693.8	238,404.1
Sp Ed Summer School	11,602.5	11,296.4	10,750.0	10,270.7	11,151.9	11,617.4	12,756.2	12,348.2
Sp Ed Transportation	416,376.4	425,813.4	433,370.0	440,149.6	449,057.4	454,828.6	464,444.6	480,617.0
Reg/Voc Transportation	340,240.5	336,893.9	332,409.7	320,773.0	329,858.8	340,649.5	351,110.9	343,981.0

Appropriation Year	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Ill Free Lunch/Breakfast	29,013.1	29,968.5	36,136.8	38,000.9	39,432.9	42,744.4	41,734.8	41,369.5
Sp Ed Orphanage	106,373.5	109,169.8	101,591.4	103,488.0	99,706.6	96,128.6	96,075.6	93,163.1
Reg Ed Orphanage	11,557.1	11,802.8	12,087.2	11,575.3	11,166.4	14,133.5	14,551.9	12,401.8

Pro-Ration Reimburse %	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Sp Ed Personnel	100%	100%	100%	100%	100%	98%	100%	100%
Sp Ed Funding for Children	100%	100%	100%	100%	100%	98%	100%	99%
Sp Ed Private Tuition	99%	100%	87%	91%	94%	94%	94%	96%
Sp Ed Summer School	100%	100%	100%	96%	81%	75%	84%	89%
Sp Ed Transportation	100%	100%	100%	99%	97%	95%	97%	92%
Reg/Voc Transportation	100%	74%	77%	76%	74%	71%	70%	71%
Ill Free Lunch/Breakfast	83%	78%	73%	38%	36%	21%	22%	22%
Sp Ed Orphanage	100%	100%	100%	100%	100%	100%	100%	100%
Reg Ed Orphanage	100%	100%	100%	100%	100%	100%	100%	100%

Notes:

- Current fiscal year appropriations pay previous year claims, except for IL Free Lunch/Breakfast, Orphanage, and Bilingual programs.
- Appropriation and claim amounts include amounts funded through the Chicago Block Grants.

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Receipts and Expenditures for Illinois Public School Districts (Dollars in Millions) (105 ILCS 5/2-3.11)

	FY 2009	FY 2010	FY 2011	FY2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Receipts									
Local Taxes/Payments in Lieu of Taxes	14,534.5	15,258.2	15,234.4	16,027.9	16,164.4	16,524.0	16,820.2	17,183.3	17,911.3
Other Local	1,390.3	1,322.6	1,331.7	1,249.1	1,240.8	1,188.1	1,232.4	1,306.7	1,411.6
General State Aid	3,527.5	381.7	4,484.8	4,308.8	4,246.4	4,391.1	4,376.0	4,639.2	4,988.9
Other State Funds	2,024.2	5,301.0	2,489.4	2,535.7	2,631.0	2,571.6	2,300.5	1,939.3	1,937.3
Federal Funds	<u>2,911.4</u>	<u>3,163.5</u>	<u>2,640.9</u>	<u>2,127.5</u>	<u>2,078.7</u>	<u>2,094.6</u>	<u>2,051.0</u>	<u>2,122.4</u>	<u>2,128.0</u>
	24,387.9	25,426.9	26,181.1	26,248.9	26,361.3	26,769.3	26,780.0	27,190.9	28,377.1
Expenditures									
Instruction	12,195.9	12,784.1	12,712.5	12,960.3	13,241.5	13,789.4	14,227.2	14,439.4	14,584.8
General Administration	849.4	863.7	859.8	893.1	887.1	904.8	908.7	904.7	914.1
Support Services	8,511.5	8,462.9	8,086.5	8,067.7	8,223.8	8,496.5	8,446.7	8,458.9	8,593.9
Community Services	134.4	190.3	123.5	121.4	129.7	136.9	143.2	142.3	142.8
Payments to Other Gov't. Units (In state, out of state)	676.9	737.7	706.8	732.0	728.7	725.4	709.4	725.3	706.9
Debt Service Retired	1,081.5	1,134.6	1,116.9	1,153.8	1,226.7	1,355.0	1,415.9	1,458.6	1,883.0
Debt Services (Interest)	798.0	817.7	856.0	907.2	921.9	917.4	930.9	971.8	998.3
Capital Outlay/Non- Capitalized Equip.	<u>2,198.9</u>	<u>1,903.9</u>	<u>1,856.7</u>	<u>1,988.1</u>	<u>1,932.1</u>	<u>1,974.6</u>	<u>2,012.0</u>	<u>1,987.5</u>	<u>1,870.8</u>
	26,446.4	26,894.9	26,318.5	26,823.6	27,291.6	28,300.0	28,7940.0	29,088.4	29,694.6

Data Source: School District Annual Financial Report, Financial Data Table

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Public Schools Finance Statistics (105 ILCS 5/2-3.11)

	District Type	Per Capita Tuition Charge	Operating Expense per Pupil
FY 2017	Elementary	\$11,655	\$12,859
	Secondary	16,463	17,519
	Unit	10,784	12,720
	ALL DISTRICTS	11,701	13,337
	Chicago SD 299	12,255	15,412
FY 2016	Elementary	\$11,236	\$12,504
	Secondary	15,912	17,044
	Unit	10,620	12,374
	ALL DISTRICTS	11,422	12,973
	Chicago SD 299	12,544	14,973
FY 2015	Elementary	\$10,925	\$12,173
	Secondary	15,398	16,494
	Unit	10,382	12,354
	ALL DISTRICTS	11,133	12,808
	Chicago SD 299	12,229	15,310
FY 2014	Elementary	\$10,450	\$11,846
	Secondary	14,900	16,165
	Unit	9,947	12,096
	ALL DISTRICTS	10,677	12,521
	Chicago SD 299	11,707	15,120
FY 2013	Elementary	\$10,161	\$11,594
	Secondary	14,259	15,621
	Unit	9,363	11,532
	ALL DISTRICTS	10,167	12,045
	Chicago SD 299	10,412	13,791

District types:

Elementary School Districts: PreK-8
Secondary (High) School Districts: 9-12
Unit School Districts: PreK-12

Data Source: School Business Services OEPP/PCTC/ADA State Totals Historical File

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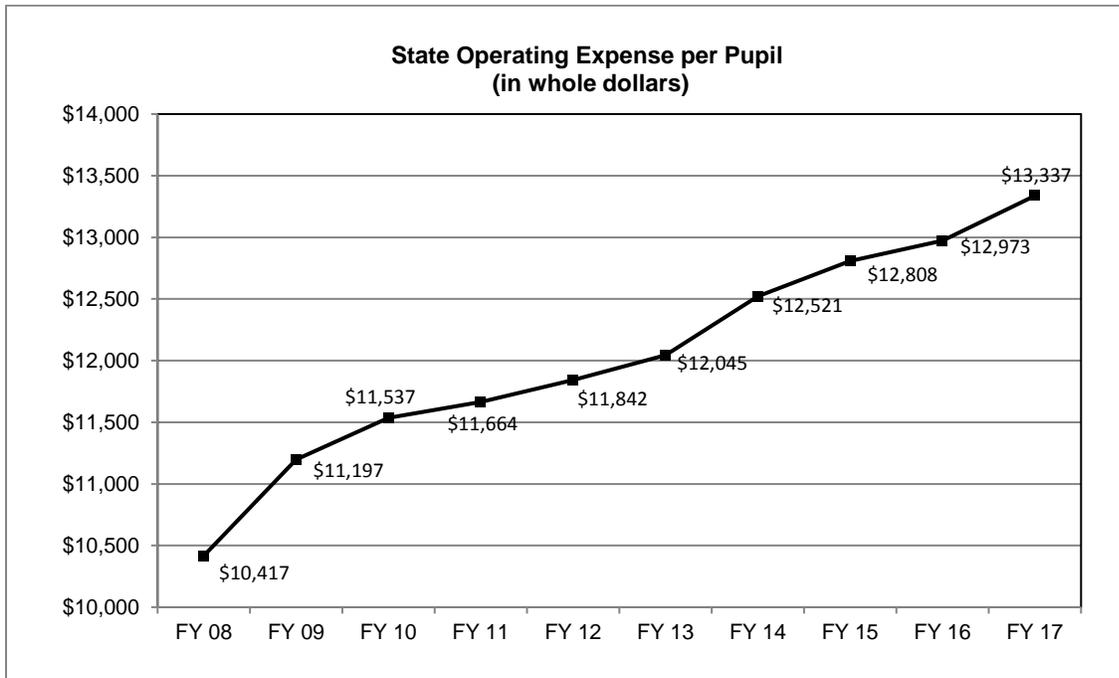
Total Appropriations per Pupil Enrolled (105 ILCS 5/2-3.11)

Fiscal Year	Total Appropriations ^a	Fall Enrollment ^b	Total Appropriations Per Pupil Enrolled ^c	% Change in Dollars Per Pupil Enrolled
2018	\$34,106.5	2,005,153	\$17,009	5.1%
2017	32,825.8	2,028,162	16,179	5.6
2016	31,301.8	2,041,779	15,325	4.8
2015	30,208.8	2,057,858	14,630	1.6
2014	29,873.0	2,073,480	14,401	4.0
2013	28,463.9	2,054,155	13,851	0.7
2012	28,712.0	2,087,628	13,748	1.5
2011	27,039.5	2,074,806	13,539	-0.2
2010	27,287.5	2,105,779	13,568	9.0
2009	26,367.9	2,112,132	12,449	7.0
2008	24,589.0	2,113,435	11,635	8.8
2007	22,648.4	2,118,692	10,690	6.2
2006	21,292.4	2,111,706	10,070	2.4
2005	20,598.0	2,097,503	9,836	2.9
2004	20,102.3	2,100,961	9,560	4.6
2003	18,991.1	2,084,187	9,141	2.2
2002	17,643.1	2,071,391	8,945	2.0
2001	17,254.6	2,051,021	8,769	5.2
2000	16,167.0	2,018,316	8,337	7.1
1999	15,169.6	2,011,814	7,784	8.5
1998	14,022.3	1,996,184	7,173	7.6

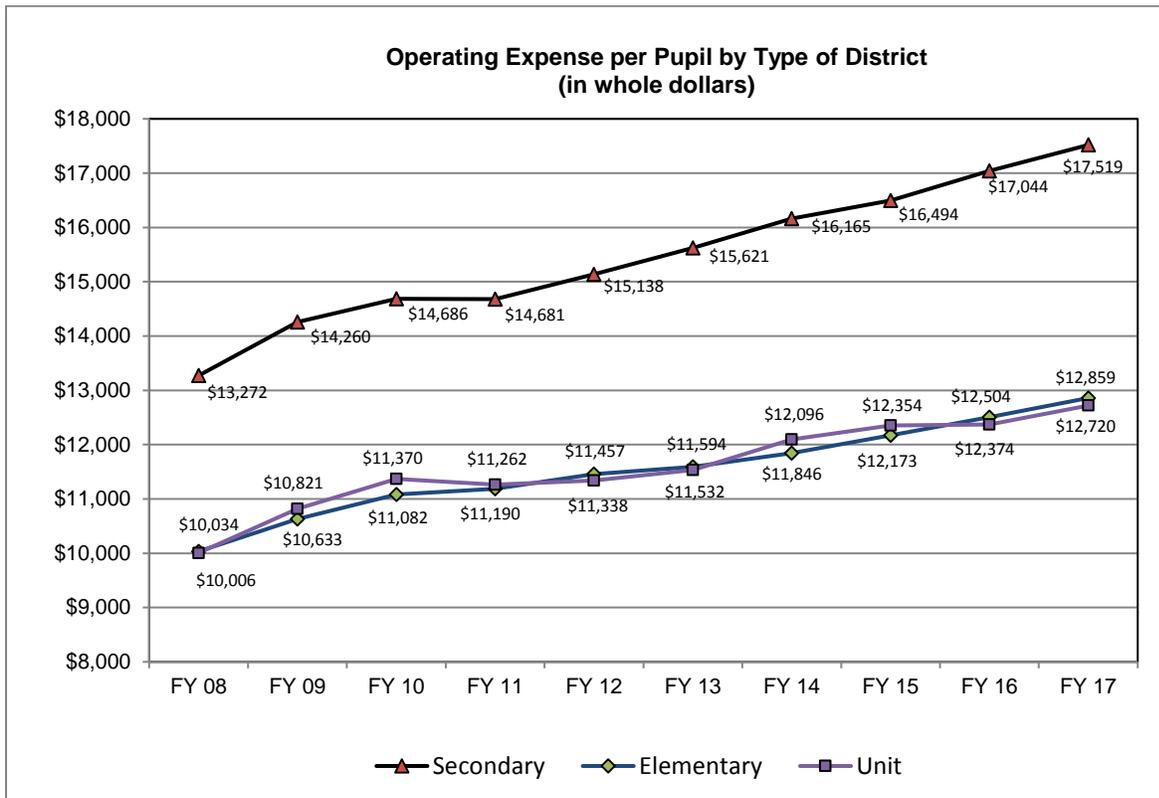
^a In millions; includes state, federal, and local funds and pensions.

^b Prior to FY 2018, Fall Enrollment was a snapshot of student enrollment taken from the Student Information System as of September 30. Starting in FY 2018, Fall Enrollment was a snapshot of student enrollment taken from the Student Information System as of October 1.

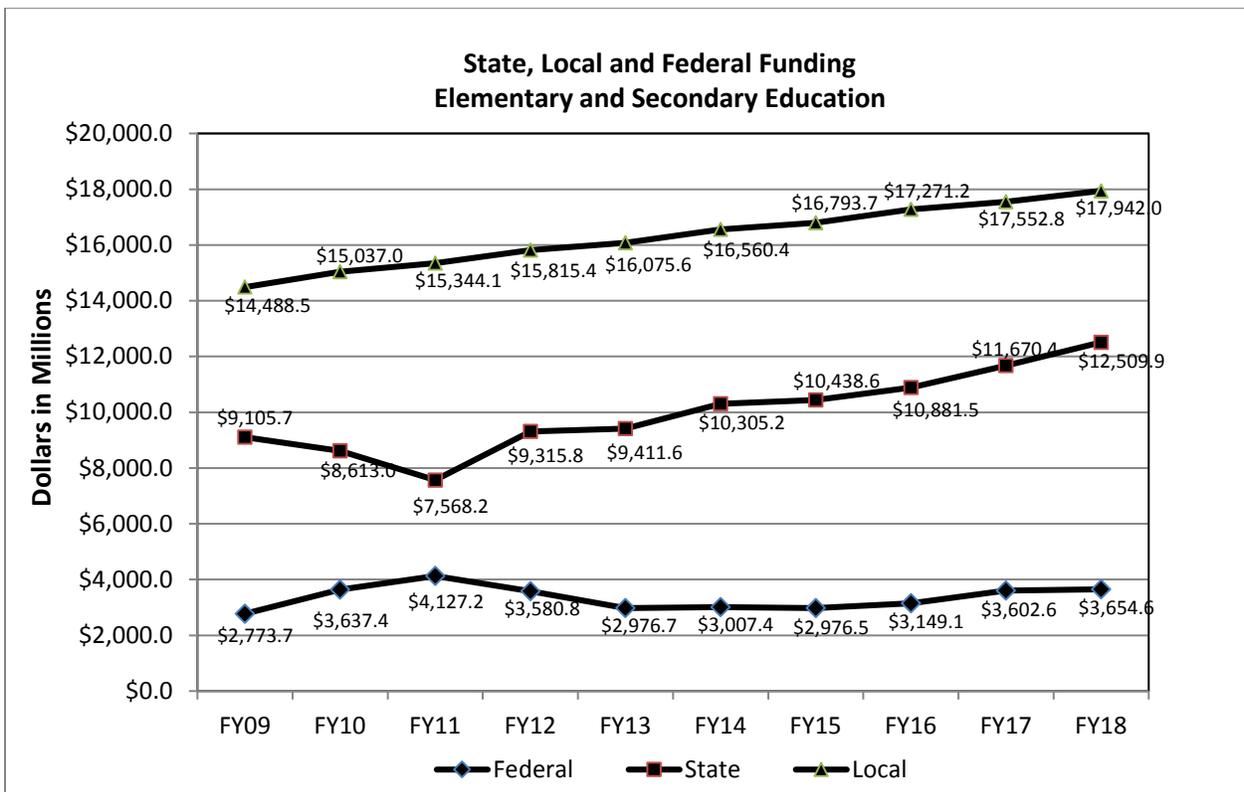
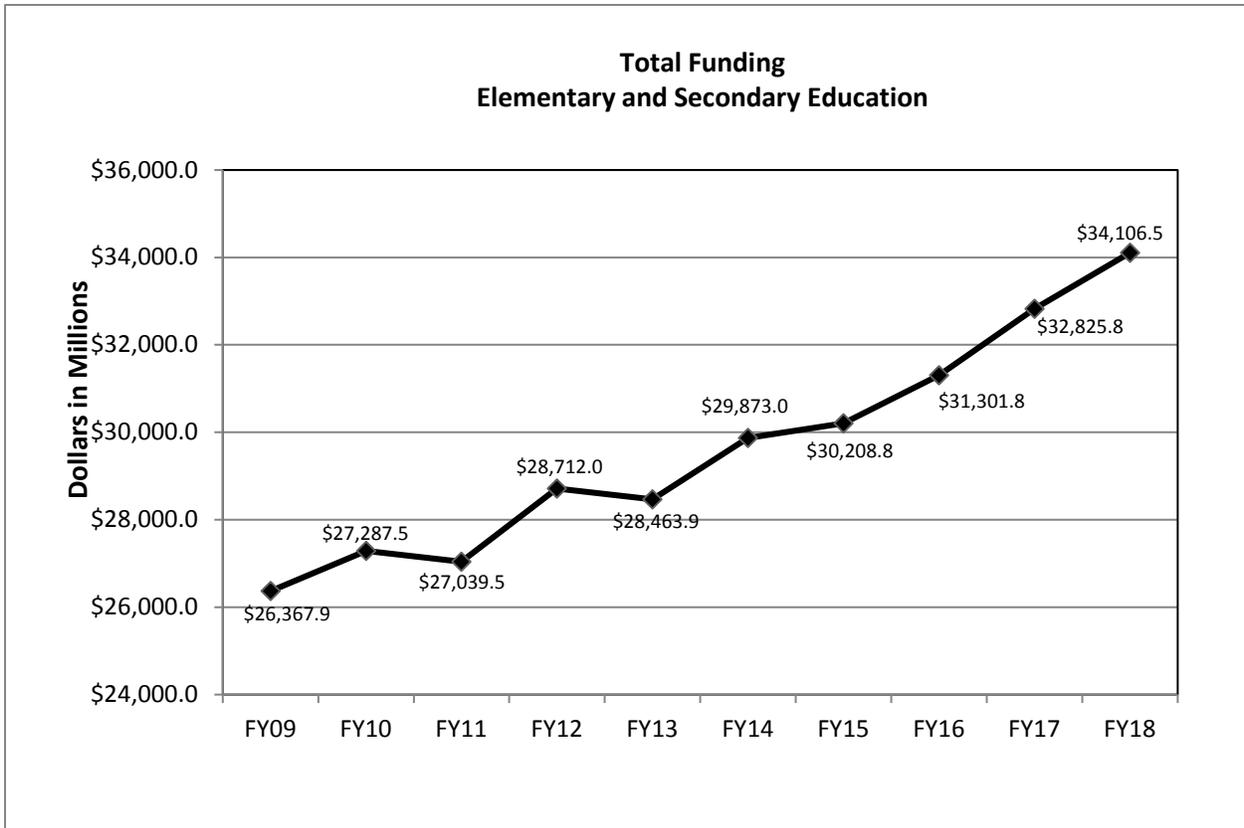
^c In whole dollars.



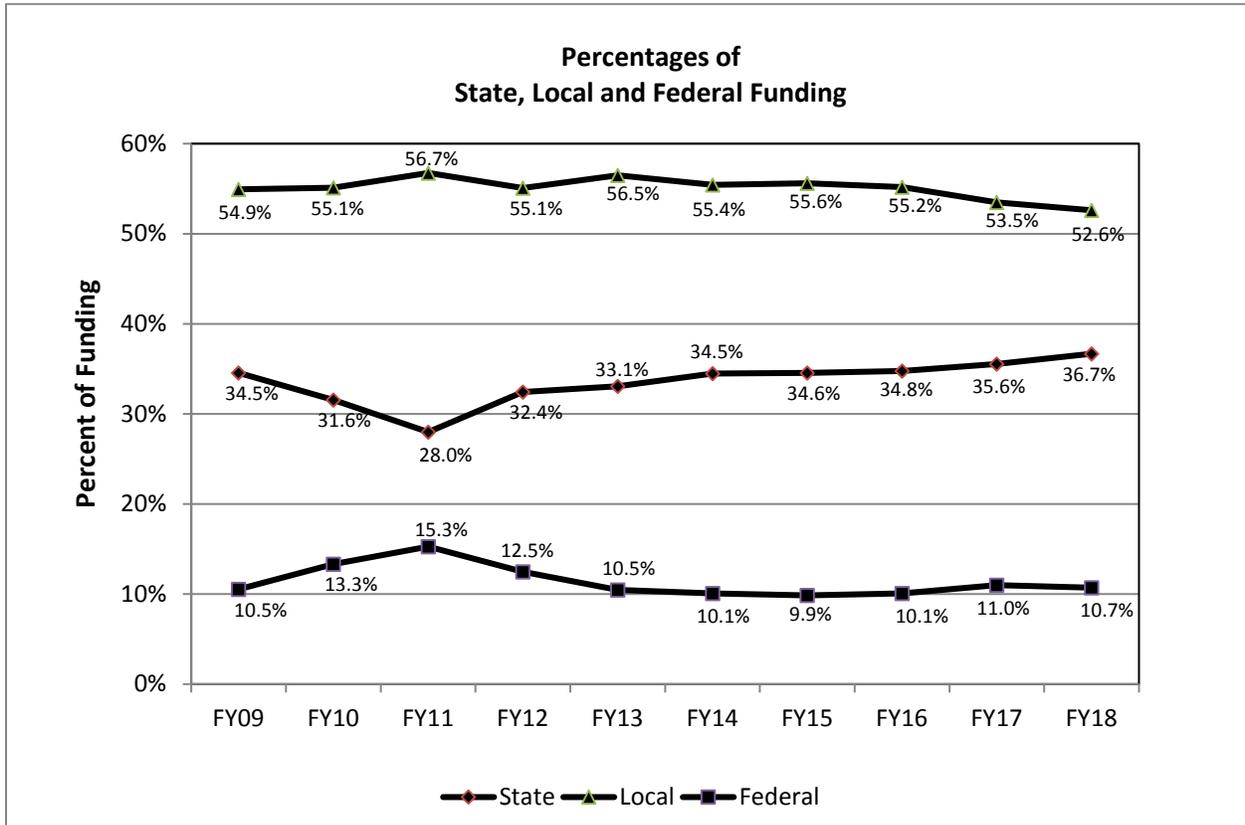
Data Source: School Business Services OEPP/PCTC/ADA State Totals Historical File



Data Source: School Business Services OEPP/PCTC/ADA State Totals Historical File



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SCHOOLS AND DISTRICTS

A Profile of Illinois Public Schools in 2017-18 Selections from School Report Card Files (regular public schools only)

SUMMARY

852 districts	85.4% graduation rate
3,888 schools	2.1% dropout rate
2,001,529 students	6.9% mobility rate
49.4% low-income enrollment	11.7% EL enrollment

TRENDS

Number of school districts 852. The number of operating school districts with enrollment declined from 870 in 2008 to 852 in 2018; there were 368 elementary districts, 96 high school districts, and 388 unit districts.

Decrease in the number of public schools. The number of public schools was 3,888 in 2018, but 4,380 in 2008. These figures include charter schools and regular public schools that issue school report cards.

Decrease in the average school size. The average school size has decreased from 533 in 2008 to 515 in 2018.

Student enrollment decreased. Student enrollment in regular Illinois public schools decreased from 2,074,167 in 2008 to 2,001,529 in 2018, according to the Illinois Interactive Report Card (IIRC). This count differs from enrollment in the Fall Housing counts. Calculations involving enrollment will either be based on Fall Housing from ISBE's Student Information System (SIS) or IIRC data, which will be noted. Student enrollment has been based on the serving school since 2017, and home school prior to that year.

Low-income enrollment increased. Low-income students increased from 41.1 percent of the enrollment in 2008 to 49.4 percent in 2018. Pupils are considered low-income if they are from families receiving public aid, are living in institutions for neglected or delinquent children, are being supported in foster homes with public funds, or are eligible for free or reduced-price lunches.

Mobility rate decreased. The mobility rate decreased from 14.9 percent in 2008 to 6.9 percent in 2018. The mobility rate is the sum of the students transferred out and students transferred in, divided by the average daily enrollment, multiplied by 100. A student may be counted at multiple schools, but only once at any one school, depending on the number of transfers the student makes in the year.

The mobility rate calculation was changed in school year (SY) 2017. To provide comparable trend data, ISBE recalculated mobility back to SY 2012. Previous versions of this report and the Report Cards prior to SY 2017 show a higher incident rate that was roughly double the mobility rate.

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Percentage of non-white students exceeded 50 percent. Students who are Black, Hispanic, Asian, American Indian or Alaskan Native, Hawaiian or Other Pacific Islander, or Two or More Races made up 52 percent of the enrollment in 2018, up from 46 percent in 2008. The increase is mainly among Hispanic, Asian, and Two or More Races students.

English learners increased in the last decade. The percentage of English learners (EL) increased from 7.5 percent in 2008 to 11.7 percent in 2018. EL students include those who are eligible for bilingual education.

Dropout rate decreased. The dropout rate declined from 4.1 percent in 2008 to 2.1 percent in 2018. Dropouts include students in grades 9-12 whose names have been removed from the district roster for any reason other than death, extended illness, graduation/completion of a program of studies, transfer to another school, or expulsion.

Increase in chronic truancy rate. The chronic truancy rate was 11.2 percent in 2018, compared to 8.6 percent reported for 2012, when this rate was first measured using the current calculation. Chronic truants include students subject to compulsory attendance who have been absent without valid cause for 5 percent (nine or more) of the past 180 school days. The definition of chronic truants was changed in 2011. Prior to 2011, chronic truants were defined as missing 10 percent of the previous 180 days.

Average class size decreased at most levels. Between 2008 and 2018, the average class size for the selected grades experienced the following changes:

- Kindergarten --- from 20.5 to 19.0
- Grade 1 --- from 21.0 to 19.0
- Grade 3 --- from 21.7 to 20.0
- Grade 6 --- from 22.2 to 21.0
- Grade 8 --- from 21.5 to 20.0
- High School (grades 9-12) --- from 19.6 to 20.0

Percentage of non-white teachers increased in the last decade. Non-white accounted for 15.1 percent of the classroom teachers in 2008 compared to 16.8 percent in 2018. Non-white teachers include those who are Black, Hispanic, Asian, American Indian or Alaskan Native, Hawaiian or Other Pacific Islander, Two or More Races, or unknown.

Slight increase in the percentage of male classroom teachers. There is an upward trend in the percentage of male teachers, increasing from 22.9 percent of the teaching force in 2008 to 23.3 percent in 2018.

Percentage of teachers with graduate degrees increased. In 2018, teachers who had a master's degree or higher accounted for 61 percent of the classroom teachers in Illinois public schools, up from 53.2 percent in 2008.

Pupil-teacher ratio decreased at the secondary level. Between 2008 and 2018, the elementary pupil-teacher ratio increased from 18.3:1 to 20.1:1, while the secondary pupil-teacher ratio decreased to 20.0:1 from 18.0:1.

Graduation rate decreased. The four-year graduation rate in 2018 was 85.4 percent, decreasing from 86.5 percent in 2008.

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Illinois Public School Districts by Type (105 ILCS 5/2-3.11)

School Year	Elementary Districts	Secondary Districts	Unit Districts	Total Districts ^a
2017-18	368	96	388	852
2016-17	368	96	388	852
2015-16	369	98	386	853
2014-15	373	99	385	857
2013-14	374	100	386	860
2012-13	375	100	387	862
2011-12	377	100	388	865
2010-11	378	101	388	867
2009-10	378	101	389	868
2008-09	378	101	390	869
2007-08	378	102	390	870
2006-07	376	102	395	873
2005-06	377	102	395	874
2004-05	379	103	399	882
2003-04	381	103	404	888
2002-03	383	103	407	893
2001-02	383	103	407	893
2000-01	383	103	408	894
1999-00	384	103	409	896
1998-99	385	104	408	897
1997-98	388	106	406	900

^a Does not include five state-operated school systems: the two state laboratory schools, the Illinois Mathematics and Science Academy, and the Illinois Department of Human Services, Division of Rehabilitation Services state schools.

Data Sources: Fall Housing Enrollment, Entity Profile System, and CDS File Record Counts

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Comparison of Public School Districts by Type and Enrollment 2007-08 and 2017-18 (105 ILCS 5/2-3.11)

District Enrollment	Elementary Districts		Secondary Districts		Unit Districts		Total Districts*	
	07-08	17-18	07-08	17-18	07-08	17-18	07-08	17-18
25,000 or more	0	0	0	0	5	5	5	5
10,000 to 24,999	4	4	2	2	12	13	18	19
5,000 to 9,999	10	10	13	9	24	24	47	43
2,500 to 4,999	56	49	22	27	34	29	112	105
1,000 to 2,499	94	100	28	21	117	104	239	225
600 to 999	57	53	14	17	85	79	156	149
300 to 599	59	55	12	15	92	104	163	174
Fewer than 300	99	97	9	5	21	30	129	132
Total	379	368	100	96	390	388	869	852

* Does not include special education districts and state-authorized charter schools.

Data Sources: Fall Housing Enrollment, Entity Profile System, and CDS File Record Counts

Comparison of Public and Nonpublic Attendance Centers 2007-08 and 2017-18 (105 ILCS 5/2-3.11)

	Public Attendance Centers		Nonpublic Attendance Centers	
	07-08	17-18	07-08	17-18
Elementary	2,629	2,466	Elementary*	916 688
Junior High	616	610	Secondary	129 113
Secondary	673	713	Unit	139 93
Special Education and Others	462	446	Special Education	55 11
Total	4,380	4,235	Total	1,239 905

* Includes Junior High.

Note: These counts include all attendance centers, not just the regular schools included in the Illinois Interactive Report Card.

Data Sources: Fall Housing Enrollment, Entity Profile System, and CDS File Record Counts

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**Public School Recognition Committee
Act or Omissions Status Report for the 2017-18 School Year
(105 ILCS 5/1A-4)**

Region	Facility	Final FY Assignment	Date of District Notification
13-Clinton/Jefferson/Marion/Washington	North Wamac SD 186	Recognized Pending Further Review	November 19, 2018, via US Mail, certified, return receipt
13-Clinton/Jefferson/Marion/Washington	Grand Prairie CCSD 6	Recognized Pending Further Review	November 19, 2018, via US Mail, certified, return receipt
28-Bureau/Henry/Stark	Dalzell SD 98	Recognized Pending Further Review	November 19, 2018, via US Mail, certified, return receipt
28-Bureau/Henry/Stark	Spring Valley CCSD 99	Recognized Pending Further Review	November 19, 2018, via US Mail, certified, return receipt
28-Bureau/Henry/Stark	Princeton ESD 115	Recognized Pending Further Review	November 19, 2018, via US Mail, certified, return receipt
28-Bureau/Henry/Stark	Princeton HSD 500	Recognized Pending Further Review	November 19, 2018, via US Mail, certified, return receipt
28-Bureau/Henry/Stark	AlWood CUSD 225	Recognized Pending Further Review	November 19, 2018, via US Mail, certified, return receipt
34-Lake	Winthrop Harbor SD 1	Recognized Pending Further Review	November 19, 2018, via US Mail, certified, return receipt
34-Lake	Zion ESD 6	Recognized Pending Further Review	November 19, 2018, via US Mail, certified, return receipt
50-Saint Clair	Brooklyn UD 188	Recognized Pending Further Review	November 19, 2018, via US Mail, certified, return receipt
50-Saint Clair	East St Louis SD 189	Recognized Pending Further Review	November 19, 2018, via US Mail, certified, return receipt

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STUDENTS

**Public and Nonpublic
Prekindergarten through Postgraduate
Fall Pupil Enrollment
(105 ILCS 5/2-3.11)**

School Year	Public	Nonpublic	Total
2017-18	2,005,153	203,864	2,209,017
2016-17	2,028,162	205,263	2,233,425
2015-16	2,041,779	214,631	2,256,410
2014-15	2,057,858	220,144	2,278,002
2013-14	2,073,480	219,700	2,293,180
2012-13	2,054,155	222,122	2,276,277
2011-12	2,087,628	237,377	2,325,005
2010-11	2,074,806	241,323	2,316,129
2009-10	2,105,779	243,680	2,349,459
2008-09	2,112,132	249,373	2,361,505
2007-08	2,113,435	265,276	2,378,711
2006-07	2,118,692	244,188	2,362,880
2005-06	2,111,706	267,651	2,379,357
2004-05	2,097,503	225,765	2,323,268
2003-04	2,100,961	312,891	2,413,852
2002-03	2,084,187	306,047	2,390,234
2001-02	2,071,391	317,198	2,388,589
2000-01	2,051,021	323,231	2,374,252
1999-00	2,018,316	323,869	2,342,185
1998-99	2,011,814	322,664	2,334,478
1997-98	1,996,184	321,406	2,317,590

Notes:

- Fall Housing Enrollment is a snapshot of student enrollment as of October 1. Prior to FY 2016, Fall Enrollment was a snapshot of student enrollment as of September 30. Beginning in FY 2016, Fall Enrollment is the State Report Card total and verified by districts.
- Nonpublic schools report data voluntarily on an annual basis.

Data Sources: Student Information System and Entity Profile System

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Comparison of Public School Enrollment 2007-08 and 2017-18 (105 ILCS 5/2-3.11)

Grade Level	2007-08	2017-18	Percent Change
Pre-K (not Bilingual, Special Ed.)	54,700	47,822	-12.6
Pre-K Bilingual	2,094	13,267	533.6
Pre-K Special Ed.	21,049	22,575	7.2
Kindergarten	145,737	132,075	-9.4
1 st Grade	154,713	137,580	-11.1
2 nd Grade	154,451	139,991	-9.4
3 rd Grade	155,578	145,553	-6.4
4 th Grade	152,886	148,792	-2.7
5 th Grade	153,352	151,331	-1.3
6 th Grade	156,877	149,568	-4.7
7 th Grade	160,014	149,227	-6.7
8 th Grade	<u>161,288</u>	<u>151,180</u>	<u>-6.3</u>
Elementary Total	1,472,739	1,388,961	-5.7
9 th Grade	178,385	159,550	-10.6
10 th Grade	167,459	155,612	-7.1
11 th Grade	149,710	150,969	0.8
12 th Grade	144,342	150,045	4.0
Secondary Total	640,526	616,176	-3.8
Ungraded	0	16	
Total Elementary & Secondary	2,113,265	2,005,153	-5.1

Notes:

- Public school enrollment includes Regional Offices of Education, Department of Juvenile Justice, special education, and regular education schools.
- Prior to FY 2016, Fall Enrollment was a snapshot of student enrollment taken from the Student Information System as of September 30. Beginning in FY 2016, Fall Enrollment is the State Report Card total and verified by districts.
- 2016 includes students in other sites.

Data Source: Student Information System

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Comparison of Public School Enrollment By Racial/Ethnic Distribution 2007-08 and 2017-18

Race	2007-08		2017-18	
	Number	%	Number	%
White Non-Hispanic	1,137,892	53.8	962,350	48.0
Black Non-Hispanic	409,786	19.4	337,776	16.8
Hispanic	420,024	19.9	524,950	26.2
Asian	82,657	3.9	101,676	5.1
American Indian or Alaskan Native	4,746	0.2	5,601	0.3
Hawaiian or Other Pacific Islander	n/a	0.0	2,095	0.1
Two or More Races	58,160	2.8	70,705	3.5
Total Students	2,113,265	100.0	2,005,153	100.0
Total Minority Students	975,373	46.2	1,042,803	52.0

Data Source: Fall Housing Report (Student Information System).

Comparison of Nonpublic School Enrollment 2007-08 and 2017-18 (105 ILCS 5/2-3.11)

Grade Level	2007-08	2017-18	Percent Change
Pre-K	33,115	27,726	-16.3%
Kindergarten	21,699	15,058	-30.6%
1 st Grade	19,184	13,299	-30.7%
2 nd Grade	18,552	13,194	-28.9%
3 rd Grade	18,212	13,497	-25.9%
4 th Grade	17,933	13,330	-25.7%
5 th Grade	17,915	13,730	-23.4%
6 th Grade	17,578	13,303	-24.3%
7 th Grade	17,769	13,511	-24.0%
8 th Grade	17,638	13,504	-23.4%
Ungraded Elementary	1,035	159	-84.6%
Elementary Special Ed. (PK-8)	<u>3,853</u>	<u>2,639</u>	<u>-31.5%</u>
Elementary Total	204,483	152,950	-25.2%
9 th Grade	15,492	12,724	-17.9%
10 th Grade	14,983	12,190	-18.6%
11 th Grade	14,284	12,080	-15.4%
12 th Grade	13,968	12,243	-12.4%
Ungraded Secondary	376	506	+34.6%
Secondary Special Ed. (9-12)	<u>3,485</u>	<u>1,171</u>	<u>-66.4%</u>
Secondary Total	62,588	50,914	-18.7%
Total Elementary & Secondary	267,071	203,864	-23.7%

Note: Nonpublic schools report data voluntarily on an annual basis

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English Learner Enrollment by Native Language 2017-18

Native Language	Chicago SD 299 Number	Non-Chicago Number	Statewide Total Number
Spanish	55,143	112,440	167,583
Arabic	1,565	6,588	8,153
Polish	817	5,516	6,333
Urdu	886	2,576	3,462
Pilipino (Tagalog)	408	1,668	2,076
Gujarati	237	1,683	1,920
Russian	160	1,637	1,797
Mandarin (Chinese)	524	1,231	1,755
French	279	1,220	1,499
Vietnamese	401	981	1,382
Telugu (Telegu)	80	1,229	1,309
Cantonese (Chinese)	901	315	1,216
Hindi	135	1,069	1,204
Ukrainian	382	728	1,110
Korean	48	981	1,029
Other (identified)	240	711	951
Assyrian (Syriac/Aramaic)	184	626	810
Yoruba	418	359	777
Tamil	45	702	747
Japanese	51	678	729
Other	<u>3,851</u>	<u>14,813</u>	<u>18,664</u>
	66,755	157,751	224,506

Data Source: Student Information System

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English Learners by English Language Proficiency Status and School Year Outcome 2017-18 (105 ILCS 5/1A-4)

English Language Proficiency Status	Chicago SD 299	Non-Chicago
	Number	Number
Attained ^a	4,660	14,087
Not Attained	62,095	143,664
School Year Outcome		
Promoted to next grade or otherwise retained	57,503	133,691
Withdrawn from EL classes by parents	16	1,184
Transferred ^b	2,620	5,539
Graduated	1,458	2,643
Dropped out ^c	488	561
Other outcome ^d	<u>10</u>	<u>46</u>
Total Students	66,755	157,751

Notes: ^a English Learners who attained English language proficiency as defined by the state (a 4.8 Overall Composite Proficiency Level on the ACCESS for ELLs measure) in 2017-18. English Learners who did not attain English language proficiency were promoted to the next grade, retained in the same grade, graduated, transferred, dropped out, services were interrupted by parent withdrawal, or other issues.

^b Transferred includes students transferred to another district, home schooled, private schooled, or moved to unknown.

^c Dropped out includes students who dropped out or transferred to a GED program.

^d Other outcomes include death, age out, and the certificate of completion.

Data Source: Student Information System

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School Districts That Served More Than 1,000 English Learners 2017-18

School District Name	EL Enrollment	%of Statewide EL Enrollment
City of Chicago SD 299	66,755	29.7%
SD U-46	11,757	5.2%
Cicero SD 99	6,108	2.7%
Waukegan CUSD 60	5,429	2.4%
Aurora East USD 131	5,274	2.3%
Rockford SD 205	4,245	1.9%
CUSD 300	3,255	1.4%
Palatine CCSD 15	3,197	1.4%
Schaumburg CCSD 54	2,985	1.3%
Joliet PSD 86	2,787	1.2%
Wheeling CCSD 21	2,675	1.2%
Aurora West USD 129	2,632	1.2%
Valley View CUSD 365U	2,620	1.2%
Indian Prairie CUSD 204	2,557	1.1%
Comm Cons SD 59	2,506	1.1%
West Chicago ESD 33	2,165	1.0%
Round Lake CUSD 116	2,015	0.9%
Plainfield SD 202	1,949	0.9%
Addison SD 4	1,440	0.6%
CCSD 62	1,420	0.6%
J S Morton HSD 201	1,411	0.6%
Maywood-Melrose Park-Broadview 89	1,404	0.6%
CUSD 200	1,310	0.6%
East Maine SD 63	1,236	0.6%
Burbank SD 111	1,225	0.5%
Belvidere CUSD 100	1,171	0.5%
CUSD 308	1,136	0.5%
Champaign CUSD 4	1,130	0.5%
North Palos SD 117	1,085	0.5%
Woodland CCSD 50	1,081	0.5%
Naperville CUSD 203	1,054	0.5%

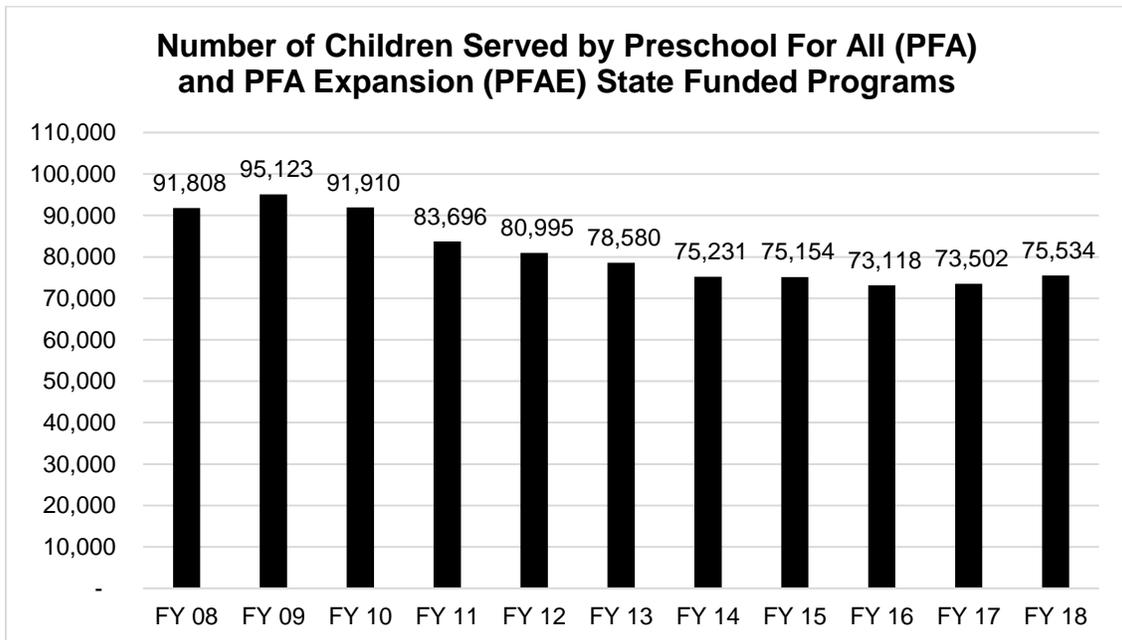
Data Source: Student Information System

English Learner Enrollment

	2013-14	2014-15	2015-16	2016-17	2017-18
Chicago District 299	60,154	63,451	62,583	62,300	66,755
Non-Chicago Districts	<u>126,492</u>	<u>137,841</u>	<u>139,391</u>	<u>143,285</u>	<u>157,751</u>
Total Enrollment	186,646	201,292	201,974	205,585	224,506

Note: Enrollment counts were revised to reflect a change in data reporting beginning in 2013-14.

Data Source: Student Information System



Note: PFAE came into effect in FY 2017. In the chart, FY17 and FY18 show combined PFA and PFAE counts.

Data Sources: Student Information System, Early Childhood Electronic Grant Management System

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High School Graduates (105 ILCS 5/2-3.11)

School Year	Public	Nonpublic	Total
2017-18	139,666	13,343	153,009
2016-17	139,133	14,082	153,215
2015-16	137,296	12,541	149,837
2014-15	137,290	15,633	152,923
2013-14	139,056	15,598	154,654
2012-13	139,187	14,230	153,417
2011-12	134,260	17,514	151,774
2010-11	132,648	17,038	149,686
2009-10	139,870	17,038	156,908
2008-09	132,123	15,970	148,093

Note: Nonpublic schools report data voluntarily on an annual basis.

Data Sources: Student Information System; Nonpublic Registration, Enrollment and Staff Report

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2017-18 High School Dropout Rate by Grade Level, Gender, and Race/Ethnicity (105 ILCS 5/1A-4)

	9th Grade		10th Grade		11th Grade		12th Grade		Total		All
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
White											
# of Dropouts	238	152	388	246	700	476	954	525	2280	1399	3,679
Statewide Enrollment	40037	37258	39160	37011	38720	37070	40634	37290	158551	148629	307,180
DROPOUT RATE	0.59%	0.41%	0.99%	0.66%	1.81%	1.28%	2.35%	1.41%	1.44%	0.94%	1.20%
Black-African American											
# of Dropouts	416	278	775	627	636	547	529	372	2356	1824	4,180
Statewide Enrollment	13758	13131	13546	13056	12285	12401	12069	12326	51658	50914	102,572
DROPOUT RATE	3.02%	2.12%	5.72%	4.80%	5.18%	4.41%	4.38%	3.02%	4.56%	3.58%	4.08%
Am Indian-Alaskan											
# of Dropouts	3	3	7	6	9	3	9	8	28	20	48
Statewide Enrollment	264	209	209	211	186	191	175	207	834	818	1,652
DROPOUT RATE	1.14%	1.44%	3.35%	2.84%	4.84%	1.57%	5.14%	3.86%	3.36%	2.44%	2.91%
Asian											
# of Dropouts	9	6	25	13	21	16	37	18	92	53	145
Statewide Enrollment	3874	3842	3866	3632	3824	3757	3917	3759	15481	14990	30,471
DROPOUT RATE	0.23%	0.16%	0.65%	0.36%	0.55%	0.43%	0.94%	0.48%	0.59%	0.35%	0.48%
Native Hawaiian/Pacific Islander											
# of Dropouts	1		3	1	6		3	1	13	2	15
Statewide Enrollment	99	87	91	80	79	78	81	62	350	307	657
DROPOUT RATE	1.01%	0.00%	3.30%	1.25%	7.59%	0.00%	3.70%	1.61%	3.71%	0.65%	2.28%
Hispanic											
# of Dropouts	417	240	759	488	801	547	731	447	2708	1722	4,430
Statewide Enrollment	21907	19978	20433	19589	19380	18597	17948	17462	79668	75626	155,294
DROPOUT RATE	1.90%	1.20%	3.71%	2.49%	4.13%	2.94%	4.07%	2.56%	3.40%	2.28%	2.85%
Multiracial											
# of Dropouts	45	27	42	40	60	40	81	46	228	153	381
Statewide Enrollment	2628	2478	2408	2320	2187	2214	2054	2061	9277	9073	18,350
DROPOUT RATE	1.71%	1.09%	1.74%	1.72%	2.74%	1.81%	3.94%	2.23%	2.46%	1.69%	2.08%
Totals											
# of Dropouts	1,129	706	1,999	1,421	2,233	1,629	2,344	1,417	7,705	5,173	12,878
Statewide Enrollment	82,567	76,983	79,713	75,899	76,661	74,308	76,878	73,167	315,819	300,357	616,176
DROPOUT RATE	1.37%	0.92%	2.51%	1.87%	2.91%	2.19%	3.05%	1.94%	2.44%	1.72%	2.09%
Special Population		EL		Migrant		FRL		IEP			
# of Dropouts		1161		3		10,083		3,023			
Statewide Enrollment		30,822		96		279,415		85,824			
Dropout Rate		3.77%		3.13%		3.61%		3.52%			

Data Source: Student Information System

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Selected School Report Card Variables and Statewide Trend Data (105 ILCS 5/1A-4 & 5/2-3.11)

Report Card Variable	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment Percentage										
White	53.3%	52.8%	51.4%	51.0%	50.6%	49.9%	49.3%	48.8%	48.5%	48.0%
Black	19.1%	18.8%	18.3%	18.0%	17.6%	17.5%	17.5%	17.3%	17.0%	16.8%
Hispanic	20.8%	21.1%	23.0%	23.6%	24.1%	24.6%	25.1%	25.5%	25.7%	26.2%
Asian/Pacific Islander	4.1%	4.2%	n/a							
Asian	n/a	n/a	4.1%	4.2%	4.3%	4.5%	4.6%	4.7%	4.9%	5.1%
Native Hawaiian/ Pacific Islander	n/a	n/a	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Native American	0.2%	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.4%	0.3%
Two or More Races	2.5%	2.9%	2.8%	2.8%	3.0%	3.1%	3.1%	3.2%	3.4%	3.5%
Total Enrollment ^a	2,070,125	2,064,312	2,074,806	2,066,692	2,054,155	2,046,857	2,054,556	2,041,779	2,028,162	2,005,153
Oper Expend Per Pupil ^b	\$10,417	\$11,197	\$11,537	\$11,664	\$11,842	\$12,045	\$12,521	\$12,821	\$12,973	\$13,337
Graduation Rate	87.1%	87.8%	83.8%	82.3%	83.2%	86.0%	85.6%	85.5%	87.0%	85.4%
Low-Income Enrollment	42.9%	45.4%	48.1%	49.0%	49.9%	51.5%	54.2%	49.9%	50.2%	49.4%
EL Enrollment	8.0%	7.6%	8.8%	9.4%	9.5%	9.5%	10.3%	10.5%	10.7%	11.7%
Dropout Rate	3.5%	3.8%	2.7%	2.5%	2.4%	2.2%	2.3%	2.0%	2.1%	2.1%
Chronic Truancy Rate	3.7%	3.6%	3.2%	8.6%	9.8%	8.7%	8.7%	9.8%	10.8%	11.2%
Mobility Rate	13.5%	13.0%	12.8%	7.6%	7.3%	7.0%	6.7%	6.9%	6.9%*	6.9%
Student Attendance Rate	93.7%	93.9%	94.0%	94.4%	94.2%	94.5%	94.2%	94.4%	94.0%	93.9%
Parental Contact	96.7%	96.2%	96.0%	95.3%	95.5%	95.7%	95.2%	95.3%	94.9%	89.0%
Average Class Size										
Kindergarten	20.5	20.7	20.9	20.9	21.1	21.2	20.7	20.4	19.1	19.0
Gr 1	20.9	21.2	21.6	21.2	21.5	21.6	21.6	21.4	19.8	19.0
Gr 3	21.8	22.1	22.3	22	21.9	22.5	22.4	22.5	20.8	20.0
Gr 6	22	21.5	22	22.4	23.1	23.1	22.7	22.7	21.3	21.0
Gr 8	21.4	21	21.3	21.5	22.2	22.6	22.2	21.8	20.6	20.0
High School	19.2	19.7	19.2	19.2	19.9	19.4	19.4	19	19.5	20.0

Note: Beginning in 2009, district statistics include charter school information.

^a Enrollment figures taken from the Illinois Report Card. Report Card enrollment is taken as of Oct. 1 and must be verified by the district superintendent. ^b Prior year expenditures.

* Beginning in FY 2017 the student mobility rate replaced the mobility incident rate. ISBE recalculated mobility rates back to FY 2012.

STUDENT PERFORMANCE

State Accountability Assessments

As part of the Illinois Accountability System, students in grades 3-8 take the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium test, and beginning in 2017, high school students take the SAT. The PARCC consortium test and SAT replaced the previously required Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Exam (PSAE).

Statewide results provide a new baseline for measuring student progress and therefore cannot be compared to ISAT and PSAE scores. SAT scores should not be compared longitudinally to PARCC high school scores from 2015 and 2016 because PARCC high school assessments are course-based rather than grade-level-based. The PARCC high school assessment and SAT measure different groups of students on different content.

In grades 3 through 8, final district- and school-level results indicate student performance at five performance levels in English language arts and mathematics. In high school, results indicate student performance at four performance levels in English language arts and mathematics. The table below displays the statewide average percentage of students who meet or exceed standards.

<u>English Language Arts</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Grade 3	35.3	35.5	36.2	37.0
Grade 4	39.4	36.9	37.1	38.5
Grade 5	38.3	35.3	36.6	35.6
Grade 6	35.4	34.9	34.9	34.0
Grade 7	39.9	37.3	40.0	39.8
Grade 8	40.4	39.1	37.4	36.4
High School %	34.7	34.1	39.8*	36.9*
High School Score			511.5*	505.7*

<u>Mathematics</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Grade 3	34.5	39.6	39.2	37.8
Grade 4	27.9	30.5	30.8	31.5
Grade 5	26.9	31.7	29.6	30.8
Grade 6	27.2	28.7	28.1	26.9
Grade 7	27.5	27.3	27.2	30.7
Grade 8	32.1	31.8	32.3	30.5
High School %	18.7	21.8	36.4*	34.3*
High School Score			504.4*	501.3*

*Beginning in FY 2017, students took the SAT instead of the ACT

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Dynamic Learning Maps (DLM)

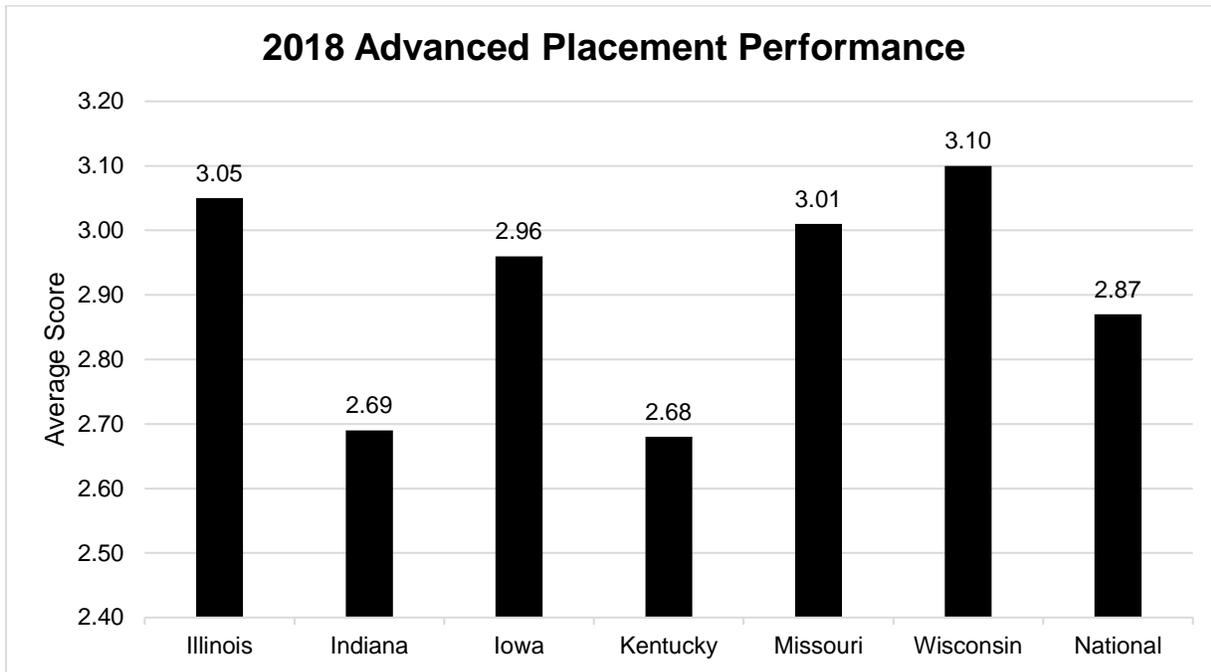
The Dynamic Learning Maps (DLM) assessment measures student performance on alternate content standards for students with the most significant cognitive disabilities – DLM Essential Elements. Essential Elements detail what children should know and be able to do at a particular grade level.

The Dynamic Learning Maps assessment replaced the Illinois Alternate Assessment (IAA) in 2016. Statewide results provide a new baseline for measuring student progress and therefore cannot be compared to IAA scores.

Final district- and school-level results indicate student performance at each of the five performance levels in English language arts and mathematics by grade level in elementary and high school. The table below displays the statewide average percentage of students who meet or exceed standards.

<u>English Language Arts</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Grade 3	15.9	13.2	13.7
Grade 4	20.1	18.6	15.9
Grade 5	23.2	21.0	22.2
Grade 6	20.6	17.7	16.6
Grade 7	25.4	25.3	25.7
Grade 8	27.1	26.4	23.3
Grade 11	24.6	26.9	28.2

<u>Mathematics</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Grade 3	15.6	12.6	14.0
Grade 4	18.4	19.8	17.8
Grade 5	13.1	8.7	10.6
Grade 6	11.7	10.0	9.4
Grade 7	6.2	5.2	5.8
Grade 8	10.7	7.2	7.2
Grade 11	4.0	5.1	5.3



Data Source: 2018 College Board AP Summary Reports

National Assessment of Educational Progress (NAEP) Average Student Scores for Illinois and U.S. Public Schools

	<u>2009</u>	<u>2011</u>	<u>2013</u>	<u>2015</u>	<u>2017</u>
<u>Reading</u>					
Illinois Grade 4	219	219	219	222	220
U.S. Grade 4	220	220	221	221	221
Illinois Grade 8	265	266	267	267	267
U.S. Grade 8	262	264	266	264	265
Illinois Grade 12	292	n/a	289	n/a	n/a
U.S. Grade 12	287	n/a	287	n/a	n/a
<u>Mathematics</u>					
Illinois Grade 4	238	239	239	237	238
U.S. Grade 4	239	240	241	240	239
Illinois Grade 8	282	283	285	282	282
U.S. Grade 8	282	283	284	281	282
Illinois Grade 12	n/a	n/a	154	n/a	n/a
U.S. Grade 12	n/a	n/a	152	n/a	n/a
<u>Science</u>					
Illinois Grade 4	148	n/a	n/a	151	n/a
U.S. Grade 4	149	n/a	n/a	153	n/a
Illinois Grade 8	148	147	n/a	150	n/a
U.S. Grade 8	149	151	n/a	153	n/a

Data Source: National Center for Education Statistics, Institute of Educational Sciences

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National Assessment of Educational Progress (NAEP) Comparison of Illinois and U.S. Achievement Gaps

<u>Grade 4</u>	2017 Reading		2017 Math		2015 Science	
	<u>Illinois</u>	<u>U.S.</u>	<u>Illinois</u>	<u>U.S.</u>	<u>Illinois</u>	<u>U.S.</u>
White	232	231	249	248	166	166
Black	199	205	217	223	125	133
Hispanic	209	208	227	229	137	139
Asian	244	241	263	260	173	169
American Indian/Alaska Native	*	203	*	228	*	139
Native Hawaiian/Other Pacific Islander	*	210	*	228	*	143
Two or More Races	219	226	243	244	152	158

<u>Grade 8</u>	2017 Reading		2017 Math		2015 Science	
	<u>Illinois</u>	<u>U.S.</u>	<u>Illinois</u>	<u>U.S.</u>	<u>Illinois</u>	<u>U.S.</u>
White	275	274	291	292	162	166
Black	246	248	257	260	126	132
Hispanic	258	255	272	268	139	140
Asian	292	283	314	312	163	166
American Indian/Alaska Native	*	253	*	268	*	139
Native Hawaiian/Other Pacific Islander	*	254	*	272	*	138
Two or More Races	279	270	287	285	*	159

* Reporting standards not met as the sample n-size was insufficient to permit a reliable estimate.

Data Source: National Center for Education Statistics, Institute of Educational Sciences

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EDUCATORS

**Number of Select Public School Personnel by Gender
Full-Time Equivalents (FTE)
2017-18
(105 ILCS 5/2-3.11)**

Staff Category	Male	Female	Total
Prekindergarten Teachers	16	1,393	1,409
Kindergarten Teachers	156	3,925	4,081
Elementary Teachers (1-8)	11,173	53,355	64,528
Secondary Teachers (9-12)	13,370	15,883	29,253
Special Education Teachers	3,684	18,846	22,530
District Superintendents	495	190	685
Principals	1,680	1,958	3,638
Assistant Principals	990	1,337	2,327
Supervisors	791	1,740	2,531
Other Administrators	863	872	1,735
School Service Personnel	<u>4,323</u>	<u>35,921</u>	<u>40,244</u>
Total Public School Personnel	37,541	135,420	172,961

**Nonpublic School Personnel
Full-Time Equivalents (FTE)
2017-2018
(105 ILCS 5/2-3.11)**

Staff Category	FTE
Prekindergarten Teachers	1,891.5
Kindergarten Teachers	1,178.3
Elementary Teachers (1-8)	8,496
Secondary Teachers (9-12)	4,116.6
Special Education Teachers	431
Administrative Staff (includes Principals and Assistant Principals)	2,472.3
Pupil Personnel Services Staff	771
Support Staff	4,749.9
Supervisory Staff	<u>877.7</u>
Total Nonpublic Personnel (FTE)	24,984.3

Data Source: 2017-18 Nonpublic Registration, Enrollment and Staff Report

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Salaries for Select Full-Time Equivalent Public School Personnel 2017-18 (105 ILCS 5/2-3.11)

Staff Category	Median	Mean
Prekindergarten Teachers	\$49,550	\$52,850
Kindergarten Teachers	\$57,458	\$60,603
Elementary Teachers (1-8)	\$59,968	\$63,602
Secondary Teachers (9-12)	\$67,223	\$72,847
Special Education Teachers	\$59,087	\$63,598
District Superintendents	\$152,283	\$161,560
Principals	\$105,560	\$108,919
Assistant Principals	\$88,204	\$93,456
Supervisors	\$98,280	\$101,163
Other Administrator	\$102,346	\$105,784
School Service Personnel	\$26,100	\$40,846

Data Sources: Educator Information System, Illinois Report Card

Public School Pupil-to-Teacher Ratios

School Year	Elementary	Secondary
2017-18	20.1	20.0
2016-17	18.7	19.4
2015-16	18.7	18.9
2014-15	18.5	18.4
2013-14	18.6	18.1
2012-13	18.7	17.9
2011-12	18.9	18.8
2010-11	18.8	18.9
2009-10	18.2	18.2
2008-09	18.4	18.0
2007-08	18.3	18.0

Data Source: Illinois Report Card

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Educator Licenses Issued By Evaluation, Entitlement & Exchange (105 ILCS 5/2-3.11)

Licenses	2013-14	2014-15	2015-16	2016-17	2017-18
Evaluation	5,275	10,664	21,059	20,501	22,563
Entitlement	5,657	4,749	6,011	5,392	4,876
Exchange	<u>112,380</u>	<u>206</u>	<u>895</u>	<u>952</u>	1,834
Total	123,312	15,619	27,965	26,845	27,439

Note: Prior to FY 2014, educators were issued certificates. An educator licensure system began in FY 2014, at which time all certificates were converted to licenses.

Educator Licenses Issued by Type

Licenses	2013-14	2014-15	2015-16	2016-17	2017-18
Professional Educator License	10,932	7,447	7,667	7,116	6,807
Educator License with Stipulations (ELS) - Provisional Educator	104,525	1,167	2,700	1,548	1,884
Substitute Teacher License	7,855	10,111	10,074	9,972	10,916
Short-Term Substitute Teacher License					0
ELS-Paraprofessional					7,037
ELS-Transitional Bilingual	515	444	508	355	352
ELS- Career and Technical Educator					264
ELS- Visiting International Educator					49
ELS- Provisional In-State Educator					7
APE					119
CSBO					4
Total	123,312	18,725	20,441	18,636	27,439

Note: Prior to FY 2014, educators were issued certificates. An educator licensure system began in FY 2014, at which time all certificates were converted to licenses.

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Educator Endorsements Issued By Type (105 ILCS 5/2-3.11)

Endorsements	2013-14	2014-15	2015-16	2016-17	2017-18
Elementary	1,392	3283	3524	3,347	2,964
Secondary	4,499	5349	2625	3,564	2,914
Middle Grade/Middle School					4,060
Early Childhood	1,208	438	677	599	721
Special	7,032	2682	3622	2,686	816
School Service Personnel	1,809	1225	1298	1,190	1,171
Administrative	3,984	1595	1843	1,126	1,324
Substitute	7,855	10,111	10078	9,972	10,916
Other (Paraprofessional, Career and Tech, etc)	3,029	6,081	6,435	6,855	
Special Education- other than LBSI					53
LBSI					2,280
ESL					3,077
bilingual					1,014
Short Term Emergency Approvals					68
Short Term Approvals					198
Total	30,808	30,764	30,102	29,339	32,226

Notes: Prior to FY 2014, educators were issued certificates. An educator licensure system began in FY 2014, at which time all certificates were converted to licenses. 2013-14 and 2014-15 data were updated.

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Educator Licensure Tests Administered by Test Fields (105 ILCS 5/2-3.11)

Test Field	2013-14	2014-15	2015-16	2016-17	2017-18
Basic Skills: TAP	11,848	22,081	6,084	1,016	4,650
edTPA					4,368
Early Childhood	469	662	561	459	708
Elementary	2,813	3,138	2,769	2,180	8,869
Special Education - all categories	1,845	3,466	3,308	2,012	3,496
Sciences - all disciplines	583	549	569	375	695
Math & Computer Science	441	515	467	305	621
Foreign Languages - all languages	301	465	368	270	344
English, Speech, Media, Reading, EL	1,379	1,565	1,414	1,642	1,577
History & Social Science	770	782	738	529	890
Art, Music, Theatre, Dance	446	569	428	450	508
Vocational/Technical - all fields	187	298	135	124	416
Health & Physical Education	569	542	486	367	415
School Service Personnel - all fields	810	1,265	831	1,198	1,332
Administrative - all types	1,253	947	1,942	1,323	2,873
Language Proficiency	561	949	787	627	910
Assessment of Professional Teaching	7,252	7,220	2,038	337	929
Other	<u>0</u>	<u>0</u>	<u>0</u>	<u>321</u>	<u>22,723</u>
Total	31,527	45,013	22,925	13,535	56,324

Note: Prior to FY 2014, educators were issued certificates. An educator licensure system began in FY 2014, at which time all certificates were converted to licenses.

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National Board-Certified Teachers Certification Earned in Illinois

Year	Newly Certified	% Change From Prior Year	Cumulative Growth
2017-18	TBD	TBD	TBD -12/31/18
2016-17	11	-74.4	6,062
2015-16	43	-79	6,051
2014-15	205	-21.5	6,034
2013-14	261	-40.1	6,025
2012-13	436	-5.4	6,100
2011-12	461	-40.2	5,842
2010-11	771	5.3	5,155
2009-10	732	4.1	4,694
2008-09	704	37.8	3,924
2007-08	511	18.6	3,192
2006-07	431	36.8	2,492
2005-06	315	-23.7	1,986
2004-05	413	n/a	1,573
1993-2004	1,240	n/a	1,238

Note: Changes in state funding for the Illinois Candidate Fee Subsidy and changes in the National Board's certification process and timeline have impacted Illinois' numbers of candidates each year.

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Expenditures to National Board-Certified Teachers

Year	Mentoring	Registrations	Annual Stipends	Total
2017-18	\$0	\$1,000,000	\$0	\$1,000,000
2016-17	0	1,000,000	0	1,000,000
2015-16	0	1,000,000	0	1,000,000
2014-15	0	1,000,000	0	1,000,000
2013-14	0	1,000,000	0	1,000,000
2012-13	0	1,000,000	0	1,000,000
2011-12	0	1,000,000	0	1,000,000
2010-11	0	0	2,756,400	2,756,400
2009-10	0	0	5,740,730	5,740,730
2008-09	2,616,000	667,000	8,202,000	11,485,000
2007-08	1,273,500	2,866,960	6,294,000	10,434,460
2006-07	783,000	2,183,500	5,164,109	8,130,609
2005-06	730,000	0	3,874,995	4,604,995
2004-05	530,865	834,135	3,240,000	4,605,000
1993-2004	765,500	3,229,590	4,620,000	8,615,090

Note: Public Act 097-0607 eliminated the annual stipend for Illinois Master Certificate holders effective July 1, 2011.

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SPECIAL EDUCATION SERVICES

Students with Disabilities Receiving Special Education Services Ages 3-21 Unduplicated Count (105 ILCS 5/2-3.11)

Disability Category	2013-14	2014-15	2015-16	2016-17	2017-18
Autism	20,506	21,893	23,252	24,503	25,754
Cognitive Disability (MR)	17,773	17,629	17,012	16,341	15,715
Deaf-Blind	34	32	27	24	28
Deafness	608	606	575	544	545
Developmental Delay	31,501	34,287	35,859	36,649	37,586
Emotional Disability	19,602	19,668	19,270	18,692	18,440
Hearing Impairment	3,145	3,097	3,091	2,994	2,876
Multiple Disabilities	2,553	2,689	2,735	2,829	2,856
Other Health Impairment	31,246	33,114	34,759	35,685	37,135
Orthopedic Impairment	1,515	1,409	1,312	1,225	1,124
Specific Learning Disability	102,737	103,710	103,606	102,335	101,388
Speech/Language	56,804	54,981	53,486	50,579	49,917
Traumatic Brain Injury	738	715	699	682	661
Visual Impairment	<u>1,125</u>	<u>1,123</u>	<u>1,107</u>	<u>1,086</u>	<u>1,041</u>
Total	289,887	294,953	296,790	294,168	295,066

Students with Disabilities by Gender Ages 3-21 Unduplicated Count (105 ILCS 5/2-3.11)

Gender	2013-14	2014-15	2015-16	2016-17	2017-18
Male	194,020	197,366	198,143	196,017	196,273
Female	<u>95,867</u>	<u>97,587</u>	<u>98,647</u>	<u>98,151</u>	<u>98,793</u>
Total	289,887	294,953	296,790	294,168	295,066

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Students with Disabilities by Race/Ethnic Group Ages 3-21 Unduplicated Count (105 ILCS 5/2-3.11)

Race/Ethnicity Groups	2013-14	2014-15	2015-16	2016-17	2017-18
American Indian or Alaska Native	1,461	1,628	1,554	1,109	849
Asian	6,470	6,621	6,857	7,162	7,545
Black or African American	59,548	61,401	61,485	59,365	58,508
Hispanic or Latino	61,292	64,128	65,965	73,668	75,748
Native Hawaiian or Other Pacific Islander	387	443	390	258	256
Two or More Races	9,036	9,665	10,269	10,676	11,148
White	<u>151,693</u>	<u>151,067</u>	<u>150,270</u>	<u>141,930</u>	<u>141,012</u>
Total	289,887	294,953	296,790	294,168	295,066

Students with Disabilities by Age Unduplicated Count (105 ILCS 5/2-3.11)

Age	2013-14	2014-15	2015-16	2016-17	2017-18
3	9,122	9,166	9,575	8,929	9,043
4	12,933	12,967	13,076	13,113	12,591
5	15,323	15,612	15,228	15,225	15,503
6	17,037	17,155	16,651	16,664	16,811
7	18,556	18,832	18,817	18,689	18,479
8	19,638	20,240	20,727	20,233	20,263
9	20,784	21,034	21,415	21,565	21,413
10	20,797	21,476	21,542	21,544	21,947
11	20,304	20,987	21,660	21,251	21,687
12	20,572	20,681	21,077	21,335	21,265
13	20,526	20,814	20,802	20,825	21,428
14	19,973	20,663	20,725	20,324	20,605
15	20,204	20,287	20,659	20,383	20,066
16	19,743	20,184	19,905	20,060	19,869
17	18,127	18,757	18,896	18,443	18,667
18	9,918	9,632	9,634	9,415	9,333
19	3,269	3,207	3,120	2,945	3,027
20	1,774	1,902	1,874	1,824	1,733
21	<u>1,287</u>	<u>1,357</u>	<u>1,407</u>	<u>1,401</u>	<u>1,336</u>
Total	289,887	294,953	296,790	294,168	295,066

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Students with Disabilities Exiting School Ages 14-21 Unduplicated Count (105 ILCS 5/2-3.11)

Reason for Exiting School	2013-14	2014-15	2015-16	2016-17	2017-18
Certificate of Completion	175	177	202	814	306
Died	61	76	76	84	55
Dropped Out of School	2,883	3,570	2,872	2,650	2,775
High School Diploma	14,392	13,708	13,484	11,364	15,916
Moved, Continuing School	6,056	8,453	8,747	7,358	7,540
Reached Maximum Age	530	657	655	567	354
Returned to Regular Education	<u>2,497</u>	<u>2,360</u>	<u>2,334</u>	<u>3,012</u>	<u>1,606</u>
Total	26,594	29,001	28,370	25,849	28,552

Students with Disabilities by Primary Language Ages 3-21 Unduplicated Count (105 ILCS 5/2-3.11)

Primary Language	2013-14	2014-15	2015-16	2016-17	2017-18
American Sign Language	36	38	37	110	97
Arabic	578	648	730	2,005	2,164
Assyrian	93	101	124	294	272
Cambodian	26	27	28	64	66
Cantonese (Chinese)	171	175	184	260	224
Croatian	8	10	8	21	28
English	256,179	258,359	257,986	228,274	201,585
French	68	68	73	221	231
German	21	18	23	69	68
Greek	56	72	74	241	216
Gujarati	139	141	146	368	395
Hindi	50	60	75	242	306
Hindustani	0	0	0	0	0
Italian	35	37	48	164	147
Japanese	31	35	43	81	70
Kashmiri	0	0	0	0	0
Korean	77	96	105	250	255
Lao	14	13	19	80	78
Lithuanian	32	33	42	123	130
Mandarin (Chinese)	80	100	114	307	350
Others	1,034	1,139	1,294	3,178	35,197
Pilipino	195	226	257	798	768
Polish	793	846	941	1,969	1,940
Romanian	64	80	93	188	199
Russian	122	145	167	409	433
Spanish	29,479	31,959	33,592	53,098	48,469
Urdu	346	355	403	988	1,031
Vietnamese	<u>160</u>	<u>172</u>	<u>184</u>	<u>366</u>	<u>347</u>
Total	289,887	294,953	296,790	294,168	295,066

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Students with Disabilities Receiving Related and Other Special Education Services Ages 3-21 Duplicated Count (105 ILCS 5/2-3.11)

Related and Other Services	2013-14	2014-15	2015-16	2016-17	2017-18
Acquisition of Daily Living Skills	950	899	866	842	740
Adapted Driver Education	9	5	10	25	30
Adapted Physical Education	6,690	6,628	6,453	6,511	6,338
Aide - Class	46,542	46,086	44,227	43,556	38,325
Aide - Individual Student	15,033	16,379	16,724	17,431	8,918
Art Therapy	256	248	186	168	170
Assistive Device	16,528	17,289	15,952	15,255	2,644
Audiology	3,275	3,585	3,542	3,271	2,650
Behavioral Intervention Plan	17,623	17,967	17,334	171,488	16,134
Braillist/Reader	93	101	92	81	80
Career and Technical Education	1,385	1,268	1,268	1,234	1,019
Competitive Employment	200	132	149	130	82
Counseling Services	12,289	12,630	13,291	13,944	13,890
Consultant Services	2,178	2,004	2,066	1,910	1,993
Interagency Linkages	730	723	780	683	650
Interpreter Services	1,001	973	907	824	634
Music Therapy	368	380	262	391	328
Occupational Therapy	46,126	48,830	51,059	52,235	46,892
Orientation and Mobility	783	797	772	764	698
Other Related Services	3,755	3,631	3,671	3,337	2,915
Outdoor Education	60	25	33	44	48
Parent Counseling	310	272	226	254	195
Psychiatric Services	578	524	463	389	329
Physical Therapy	13,015	13,203	13,267	13,324	12,345
Psychological Services	3,251	3,200	3,190	2,930	1,639
Recreation	120	87	68	82	107
School Health Services	14,267	15,580	15,931	16,206	8,774
Social Work Services	78,007	81,830	83,047	84,870	67,812
Speech/Language Services	83,193	87,778	90,162	92,437	83,751
Students reported with no related services	105,658	105,585	105,045	103,781	144,340
Supported Employment	366	393	288	374	406
Supports for Transition to Post-Sec. Ed. Transition/STEP by Div of Rehab Services	2,201	2,032	1,816	1,709	1,637
Transportation (Special)	21,736	23,533	22,987	22,366	3,805
Travel Training	61,856	63,882	63,650	63,209	53,361
	189	159	150	122	113

Note: This chart states the number of related and other services reported for eligible students by school districts. One student could be reported as receiving up to eight services.

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Educational Placement of Children with Disabilities Ages 3-5 Unduplicated Count (105 ILCS 5/2-3.11)

Educational Environment	2013-14	2014-15	2015-16	2016-17	2017-18
Early Childhood Program: At least 80% of time	n/a	n/a	n/a	9	n/a
Early Childhood Program: 40% - 79% of time	n/a	n/a	n/a	1	n/a
Early Childhood Program: less than 40% of time	n/a	n/a	n/a	3	n/a
Regular Early Childhood Program: At least 10 hours per week and receiving the majority of Spec. Ed. and related services in the regular Early Childhood Program	11,793	12,773	13,555	13,999	14,299
Regular Early Childhood Program: At least 10 hours per week and receiving the majority of hours of Spec. Ed. and related services in some other location	8,892	8,555	8,297	8,439	8,728
Regular Early Childhood Program: Less than 10 hours per week and receiving the majority of hours of Spec. Ed. and related services in the regular Early Childhood Program	820	865	831	901	837
Regular Early Childhood Program: Less than 10 hours per week and receiving the majority of hours of Spec. Ed. and related services in some other location	1,454	1,442	1,409	1,281	1,318
Separate Class	9,840	10,155	9,943	9,325	8,221
Separate School	1,080	692	728	632	1,034
Residential Facility	8	13	15	14	7
Home	92	86	93	102	110
Service Provider Location	<u>3,399</u>	<u>3,164</u>	<u>3,008</u>	<u>2,561</u>	<u>2,583</u>
Total Ages 3-5	37,378	37,745	37,879	37,267	37,137

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Educational Placement of Children with Disabilities Ages 6-21 Unduplicated Count (105 ILCS 5/2-3.11)

Educational Environment	2013-14	2014-15	2015-16	2016-17	2017-18
Inside Regular Class 80% or more of day	133,910	135,721	136,311	134,901	135,483
Inside Regular Class 40-79% of day	65,493	67,243	67,881	67,932	68,147
Inside Regular Class less than 40% of day	33,255	34,044	34,415	34,530	34,103
Separate School	14,375	14,641	14,615	14,738	15,449
Residential Facility	1,221	1,172	1,027	888	488
Homebound/Hospital	405	424	405	384	396
Correctional Facilities/ Detention Programs	233	218	167	84	17
Parentally Placed in Private Schools	<u>3,617</u>	<u>3,745</u>	<u>4,090</u>	<u>3,442</u>	<u>3,846</u>
Total Ages 6-21	252,509	257,208	258,911	256,899	257,929

Teachers Employed to Provide Special Education Services Full-Time Equivalents (FTE) (105 ILCS 5/2-3.11)

	2013-14	2014-15	2015-16	2016-17	2017-18
Teachers for Ages 3-5 (Highly Qualified)	1,526.4	1,402.6	1,346.9	1,342.8	1,643.5
Teachers for Ages 3-5 (Not Highly Qualified)	18.9	9.4	6.3	6.6	1.0
Teachers for Ages 6-21 (Highly Qualified)	20,810.0	21,170.8	21,630.0	18,059.0	21,872.1
Teachers for Ages 6-21 (Not Highly Qualified)	<u>1,233.0</u>	<u>288.0</u>	<u>344.7</u>	<u>210.9</u>	<u>43.1</u>
Total Special Education Teachers	23,588.3	22,870.8	23,327.9	19,619.2	23,559.6

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Paraprofessionals Employed to Provide Special Education Services Full-Time Equivalents (FTE) (105 ILCS 5/2-3.11)

	2013-14	2014-15	2015-16	2016-17	2017-18
Paraprofessionals for Ages 3-5 (Highly Qualified)	3,659.0	5,044.9	5,351.8	4,720.8	3,574.9
Paraprofessionals for Ages 3-5 (Not Highly Qualified)	0.0	678.8	566.8	519.7	1.0
Paraprofessionals for Ages 6-21 (Highly Qualified)	32,655.9	23,449.6	23,986.3	23,728.3	28,474.0
Paraprofessionals for Ages 6-21 (Not Highly Qualified)	<u>0.0</u>	<u>4,518.8</u>	<u>3,565.6</u>	<u>3,730.8</u>	<u>47.9</u>
Total Special Education Paraprofessionals	36,314.9	33,692.1	33,470.5	32,699.6	32,097.8

Special Education and Related Services Personnel Full-Time Equivalents (FTE) (105 ILCS 5/2-3.11)

	2013-14	2014-15	2015-16	2016-17	2017-18
Audiologists	34.8	34.9	30.8	31.6	39.2
Counselors & Rehabilitation Counselors	780.6	972.0	973.9	374.8	467.8
Interpreters	196.1	223.8	213.9	202.7	227.9
Medical/Nursing Service Staff	630.6	571.7	548.0	413.4	620.0
Occupational Therapists	1,007.1	996.3	955.6	894.2	1,000.2
Orientation & Mobility Specialists	23.4	22.0	20.7	19.1	18.6
Physical Education Teachers/ Therapeutic Recreation Specialists	214.2	217.8	215.6	206.3	206.2
Physical Therapists	372.1	374.4	331.0	308.3	321.0
Psychologists	2,104.1	2,172.5	2,128.6	1,900.6	2,066.2
Social Workers	3,251.1	3,287.5	3,202.4	2,911.3	3,261.6
Speech-Language Pathologists	<u>3,742.5</u>	<u>3,899.4</u>	<u>3,957.8</u>	<u>3,635.8</u>	<u>3,943.7</u>
Total Related Services Personnel	12,356.5	12,772.1	12,578.3	10,898.1	12,172.6

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Mandated Categorical Grants Rate Analysis (105 ILCS 5/2-3.104)

Program	Reimbursement Rate (amount)	School Code Reference	Last Rate Change to School Code
Illinois Free Lunch/ Breakfast	\$0.15 per meal	105 ILCS 125	PA76-875 Effective August 1969
Regular Ed. - Orphanage	1.2 weighted per capita multiplied by reported ADA. Demonstrated actual costs above weighted formula are reimbursed to 100%. Separate summer claim reimbursed at actual cost.	105 ILCS 5/18-3	PA95-0793 Effective August 2009
Special Ed. - Orphanage	Actual cost for education and transportation Separate summer claim reimbursed at actual cost.	105 ILCS 5/14-7.03	PA79-797 Effective July 1973
Special Ed. - Private Tuition	Actual tuition cost paid less 2 district per capita tuition amounts.	105 ILCS 5/14-7.02	PA80-1405 Effective August 1978
Special Ed. - Transportation	80% of allowable cost	105 ILCS 5/14-13.01(b)	Laws of 1965 Effective July 1965
Vocational Ed. Transportation	80% of allowable cost	105 ILCS 5/29-5	Laws of 1961 Effective March 1965
Regular Ed. Transportation	Actual costs less EAV qualifying amount for eligible students (min \$16 per student).	105 ILCS 5/29-5	Laws of 1961 Effective March 1965

Notes:

- ADA: Average Daily Attendance
- EAV: Equalized Assessed Valuation

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Teachers' Retirement Systems

The purpose of these funds is to pay the statutorily required state share of the actuarial liability of the Teachers' Retirement System, including the Teachers' Retirement Insurance Program, and to subsidize the Chicago Teachers' Pension Fund (Public Act 88-593).

These funds are appropriated directly to the Teachers' Retirement System and the Chicago Teachers' Pension Fund. The following represent historical appropriation amounts as shown in the Illinois State Budget Books:

Fiscal Year	Non-Chicago System	Chicago System	Total Appropriations	Pension Fund
2018	\$4,209,483,859	\$11,692,000	\$4,221,175,859	\$11,692,000
2017	\$4,096,286,351	\$12,186,000	\$4,108,472,351	\$12,186,000
2016	\$3,850,960,455	\$12,105,000	\$3,863,065,455	\$12,105,000
2015	\$3,513,861,000	\$62,145,000	\$3,576,006,000	\$12,145,000
2014	\$3,529,008,000	\$11,903,000	\$3,540,911,000	\$11,903,000
2013	\$2,790,161,000	\$10,931,000	\$2,801,092,000	\$10,931,000
2012	\$2,494,094,000	\$10,449,000	\$2,504,543,000	\$10,449,000
2011	\$255,953,000	\$42,971,400	\$298,924,400	\$10,449,000
2010	\$913,868,667	\$37,551,400	\$951,420,067	\$5,029,000
2009	\$1,527,263,000	\$74,844,700	\$1,602,107,700	\$9,800,000
2008	\$1,109,891,000	\$75,262,700	\$1,185,153,700	\$10,218,000

* Teachers' Retirement Insurance Program (below) included in the above Non-Chicago System Totals for the following fiscal years.

Teacher Retirement Insurance Program (TRIP)

2018	\$114,167,713
2017	\$109,703,000
2016	\$108,258,261
2015	\$100,983,000
2014	\$90,430,000
2013	\$86,683,000
2012	\$87,622,000
2011	\$85,953,000
2010	\$79,007,000
2009	\$75,474,000
2008	\$68,596,000

Note: Appropriations for FY 2008 through FY 2018 revised to reflect Illinois Office of the Comptroller. In FY 2018, the Chicago System also received \$221.3 million from ISBE's FY 2018 Evidence-Based Funding appropriation that is not reflected above.

Source: Illinois Office of the Comptroller

Amounts and percentages may not sum to totals based on rounding.

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Illinois State Board of Education

2018 Annual Report

Published by the Office of Communications, January 2019

**ILLINOIS STATE BOARD OF EDUCATION MEETING
December 12, 2018**

TO: Illinois State Board of Education

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

Agenda Topic: Capital Needs Assessment Biennial Report

Materials: January 2019 Report

Staff Contact(s): Deb Vespa, Division Administrator, School Business Services

Purpose of Agenda Item

The purpose of this agenda item is to request the Illinois State Board of Education (ISBE) to authorize the State Superintendent to submit the 2019 Capital Needs Assessment Survey to the General Assembly. This report is statutorily mandated.

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

This agenda item relates to 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.

Background Information

Section 5-60 of the School Construction Law [105 ILCS 230/5-60] requires ISBE and the Capital Development Board (CDB) to file a joint, comprehensive, biennial, assessment report of the capital needs of all school districts to the General Assembly by Jan. 1, 2019. All school districts were asked to complete a Capital Needs Assessment Survey.

Table 1: Capital Needs Assessment Survey: Average cost per survey, by category for all surveys submitted, except Chicago School District 299

Category	2018 Average Cost per Survey	2016 Average Cost per Survey	Increase/ Decrease	% of Increase/ Decrease
	\$000	\$000	\$000	
Technological Upgrading	\$284.0	\$171.4	\$112.6	65.7%
General Repairs and Remodeling	\$1,583.2	\$1,159.9	\$423.3	36.5%
Health/Life, Safety	\$7,742.2	\$2,227.1	\$5,515.1	247.6%
Asbestos, Security, Energy Conservation, ADA, etc.	\$1,518.5	\$828.0	\$690.5	83.4%
New School Construction	\$1,836.4	\$1,858.6	\$(22.2)	(1.19)%
Building Additions	\$1,241.5	\$1,417.4	\$(175.9)	(12.4)%
Total	\$14,205.8	\$7,662.4	\$6,543.4	85.4%

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Table 2: Capital Needs Assessment Survey: Reported cost per category for Chicago School District 299 (in thousands)

Category	2018 Cost per Category	2016 Cost per Category	Increase/ Decrease	% Increase/ Decrease
	\$000	\$000	\$000	
Technological Upgrading	\$72,000.0	\$46,500.0	\$25,500.0	54.8%
General Repairs and Remodeling	\$365,743.2	\$844,160.0	\$(478,416.8)	(56.7)%
Health/Life, Safety	\$2,828,241.6	\$2,016,020.4	\$812,221.2	40.3%
Asbestos, Security, Energy Conservation, ADA, etc.	\$804,822.5	\$1,063,062.4	\$(258,239.9)	(24.3)%
New School Construction	\$209,000.0	\$240,300.0	\$(31,300.0)	(13.0)%
Building Additions	\$147,200.0	\$168,700.0	\$(21,500.0)	(12.7)%
Total	\$4,427,007.3	\$4,378,742.8	\$48,264.5	1.1%

In summary:

Table 3: Capital Needs Assessment Survey: Total need per category for all surveys (in thousands)

Category	2018 Cost per Category	2016 Cost per Category	Increase/ Decrease	% Increase/ Decrease
	\$000	\$000	\$000	
Technological Upgrading	\$171,107.1	\$115,931.6	\$55,175.5	47.6%
General Repairs and Remodeling	\$918,280.0	\$1,313,905.3	\$(395,625.3)	(30.1)%
Health/Life, Safety	\$5,530,260.4	\$2,917,998.7	\$2,612,261.7	89.5%
Asbestos, Security, Energy Conservation, ADA, etc.	\$1,334,766.5	\$1,398,397.6	\$(63,631.1)	(4.6)%
New School Construction	\$849,916.0	\$993,053.3	\$(143,137.3)	(14.4)%
Building Additions	\$580,472.7	\$742,734.8	\$(162,262.1)	(21.8)%
Total	\$9,384,802.7	\$7,482,021.3	\$1,902,781.4	25.4%

- ISBE received responses from 350 of 851 school districts.
- With only 41 percent reporting, the total need is just under \$9.4 billion
- The \$9.4 billion need reflects an increase of approximately \$1.9 billion over the past survey when 406 districts reported.

- The largest need lies in the Health/Life, Safety category, which increased 89.5 percent. Of the \$5.5 billion Health/Life, Safety need, HVAC (Heating, Ventilation, and Air Conditioning) represents the largest need at \$3.0 billion, increasing 241.4 percent over the prior survey. This increase in part is attributable to state education funding reductions that commenced in Fiscal Year 2011. As a result of those funding decreases, administrators made difficult decisions to defer facility maintenance needs in order to fulfill educational needs of children.

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

Policy Implications: None.

Budget Implications: School districts continue to experience a financial impact for their school facility needs and will continue to weigh their options as demands are placed on educational needs. The increases detailed in the survey demonstrate a need for state capital funding to address deferred building maintenance.

Legislative Action: None.

Communication: The report will be submitted to the General Assembly by Jan. 1, 2019.

Pros and Cons of Various Actions

Pros: The survey continues to document the substantial facility needs in school districts. With additional funding districts could improve their facilities to provide a safe and healthy environment for our students.

Cons: Without additional funding for districts, buildings will continue to deteriorate providing an unsafe and unhealthy environment for our students.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to submit the attached Capital Needs Assessment Survey Report to the General Assembly by Jan. 1, 2019.

Next Steps

Upon Board authorization, Agency staff will submit the Capital Needs Assessment Survey Report to the General Assembly by Jan. 1, 2019.



Capital Needs Assessment Survey Results

State of Illinois, Bruce Rauner
Governor

December 2018

Public Act 93-0489 requires the Illinois State Board of Education (ISBE) and the Capital Development Board (CDB) to file a comprehensive assessment report of the capital needs of all school districts to the General Assembly every two years. In an effort to compile this assessment needs report, the two agencies requested that all school districts complete and submit a Capital Needs Assessment Survey.

Overview

Responses were submitted by 350 elementary, secondary and unit school districts. Districts reported approximately \$9.4 billion of capital needs for new schools, building additions, and general repair work for the next two years. This compares to a \$7.5 billion need reflected in the past survey report for which 406 districts reported. Thus a \$1.9 billion increased need with 56 few districts reporting. Significant findings of the survey include:



More than \$6.4 billion is needed for overall general repair and remodeling projects compared to \$5.7 billion the last survey.



Of the overall general repair/remodeling and renovation needs, approximately \$5.5 billion is needed for Health/Life Safety Life Safety work. Even though fewer districts reported, the need is \$2.5 billion more than two years ago. This is due to a significant increase of \$2.1 billion for heating, ventilation, and air conditioning repair needs



More than \$849 million is needed to build 44 new school buildings.



To ease overcrowding, districts are using 271 temporary classrooms.



Approximately \$580 million is needed for 109 building additions.



15 school districts report they are either a candidate for or are considering consolidation compared to 61 last survey.



208 additional classrooms are needed for pre-kindergarten classes compared to 247 in the last survey.



223 additional classrooms are needed for kindergarten classes compared to 186 in the last Survey.



Districts report they need \$171.1 million for external and internal infrastructure and network devices to meet current technology and Partnership for Assessment of Readiness for College and Careers testing. An increase of \$55.2 million over the last survey.

Capital Development Board
Jeff Heck
Executive Director

Illinois State Board of Education
Tony Smith, Ph.D.
State Superintendent of Education

2018 CAPITAL NEEDS ASSESSMENT SURVEY - RESULTS

Type of Work Needed	PK - 8		High School		District Totals	
	# of Bldgs	Estimated \$	# of Bldgs	Estimated \$	# of Bldgs	Estimated \$
General Repair/Remodeling/Renovation:						
1. External Infrastructure (T1, fiber, wireless, etc.)	351	\$9,677,760	93	\$6,629,000	444	\$16,306,760
2. Internal Infrastructure (CAT 5/6 wiring, fiber, wireless etc.)	745	\$45,541,202	164	\$22,452,868	909	\$67,994,070
3. Network Devices (firewalls, switches, servers, VOIP, etc.)	738	\$69,199,728	163	\$17,606,548	901	\$86,806,276
4. General Repair / Remodeling	1,738	\$599,854,536	372	\$318,425,414	2,110	\$918,279,950
5. HLS* - Structural repairs (walls, foundations, etc.)	1,188	\$450,058,717	271	\$327,569,818	1,459	\$777,628,535
6. HLS - Roof repairs or replacements	1,068	\$547,126,921	264	\$266,813,371	1,332	\$813,940,292
7. HLS - Heating/ventilation/air conditioning	1,408	\$2,488,909,778	304	\$488,088,710	1,712	\$2,976,998,488
8. HLS - Electrical systems other than alarms	1,058	\$179,237,744	207	\$69,653,922	1,265	\$248,891,666
9. HLS - Plumbing systems	1,006	\$282,007,772	214	\$140,990,818	1,220	\$422,998,590
10. HLS - Egress systems (doors, stairs, etc.)	1,236	\$74,123,558	277	\$25,551,877	1,513	\$99,675,435
11. HLS - Fire protection (detectors, alarms, etc.)	842	\$149,208,648	160	\$40,918,748	1,002	\$190,127,396
12. Asbestos abatement	363	\$52,974,646	98	\$22,650,397	461	\$75,625,043
13. School security measures	1,119	\$119,921,882	282	\$40,972,038	1,401	\$160,893,920
14. Energy conservation	496	\$78,680,664	101	\$17,393,453	597	\$96,074,117
15. Repair of sidewalks, playgrounds, etc.	1,141	\$274,198,564	230	\$123,203,896	1,371	\$397,402,460
16. Accessibility Measures	687	\$535,451,882	180	\$69,319,127	867	\$604,771,009
Subtotal General Repair/Remodeling/Renovation	15,184	\$5,956,174,002	3,380	\$1,998,240,005	18,564	\$7,954,414,007
New School Construction	31	\$534,416,000	13	\$315,500,000	44	\$849,916,000
Building Additions	84	\$462,881,833	25	\$117,590,830	109	\$580,472,663
Total Work Needed	15,299	\$6,953,471,835	3,418	\$2,431,330,835	18,717	\$9,384,802,670

II. Impact: Provide the total estimated increase or decrease of the financial impact the capital expansion and renovation/remodeling work will have on the districts Operations & Maintenance and Educational Fund Budgets, such as additional staff.	PK - 8		High School		District Totals	
	Increase or Decrease	Estimated \$	Increase or Decrease	Estimated \$	Increase or Decrease	Estimated \$
	Increase	451,570,691	Increase	174,965,771	Increase	626,536,462

III. Temporaries: Indicate the number of temporary classrooms used at each level to house some or all of its students, in the space provided.	a.	Elementary Classrooms	197
	b.	High School Classrooms	74

IV. Enrollment & EAV Trends: Place an "X" in the box which represents the last 2 years enrollment and EAV trend for each of the following key areas.		Sharp Decline 5% or more	Small Decline 2% - 4.9%	Stable	Small Growth 2% - 4.9%.	Sharp Growth 5% or More
1	Enrollment	19	85	171	50	4
2	EAV	6	16	113	138	51

2018 CAPITAL NEEDS ASSESSMENT SURVEY - RESULTS

V. Work in Progress: For the types of work listed below, enter the number of buildings for which work is currently in progress. Place your numbers in the columns representing the number of buildings and estimated cost for that type of work for both elementary and high school. This is work that is in progress and in addition to the needs stated in the above table.

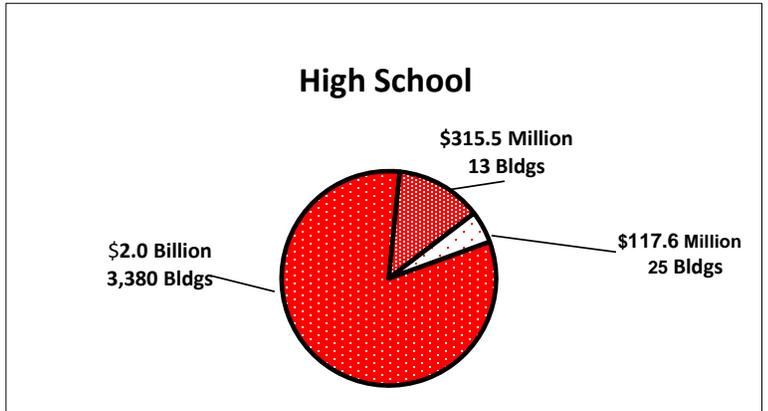
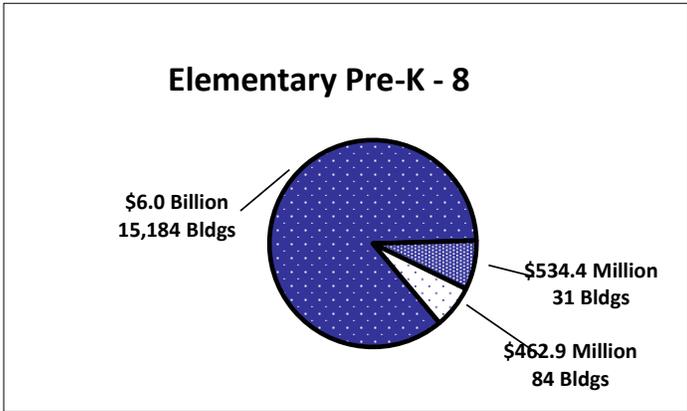
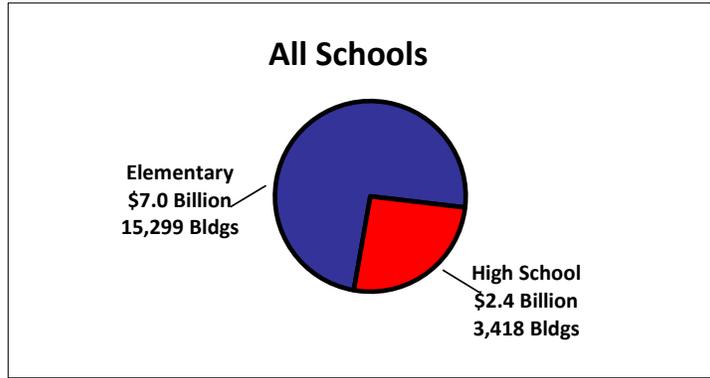
Type of Work In Progress	PK - 8		High School		District Totals	
	# of Bldgs	Estimated \$	# of Bldgs	Estimated \$	# of Bldgs	Estimated \$
General Repair/Remodeling/Renovation:						
1. External Infrastructure (T1, fiber, wireless, etc.)	196	\$1,462,740	47	\$2,764,713	243	\$4,227,453
2. Internal Infrastructure (CAT 5/6 wiring, fiber, wireless etc.)	358	\$19,775,623	88	\$13,818,343	446	\$33,593,966
3. Network Devices (firewalls, switches, servers, VOIP, etc.)	334	\$3,797,308	74	\$4,646,340	408	\$8,443,648
4. General Repair / Remodeling	329	\$86,739,079	139	\$141,426,218	468	\$228,165,297
5. HLS* - Structural repairs (walls, foundations, etc.)	91	\$135,716,387	35	\$82,535,635	126	\$218,252,022
6. HLS - Roof repairs or replacements	140	\$140,315,763	51	\$59,278,511	191	\$199,594,274
7. HLS - Heating/ventilation/air conditioning	219	\$86,200,877	69	\$64,713,237	288	\$150,914,114
8. HLS - Electrical systems other than alarms	119	\$7,700,650	45	\$6,853,222	164	\$14,553,872
9. HLS - Plumbing systems	154	\$12,047,795	41	\$17,857,795	195	\$29,905,590
10. HLS - Egress systems (doors, stairs, etc.)	174	\$4,394,821	47	\$4,375,659	221	\$8,770,480
11. HLS - Fire protection (detectors, alarms, etc.)	109	\$5,303,354	41	\$4,890,383	150	\$10,193,737
12. Asbestos abatement	92	\$3,883,857	40	\$6,014,195	132	\$9,898,052
13. School security measures	283	\$11,592,824	79	\$8,208,509	362	\$19,801,333
14. Energy conservation	127	\$11,125,773	31	\$1,176,498	158	\$12,302,271
15. Repair of sidewalks, playgrounds, etc.	231	\$35,231,203	70	\$42,872,982	301	\$78,104,185
16. Accessibility Measures	58	\$853,010	25	\$1,050,005	83	\$1,903,015
Subtotal General Repair/Remodeling/Renovation	3014	\$566,141,064	922	\$462,482,245	3936	\$1,028,623,309
New School Construction	17	\$245,879,151	6	\$179,154,823	23	\$425,033,974
Building Additions	41	\$250,352,937	14	\$99,883,290	55	\$350,236,227
Total Work in Progress	3072	\$1,062,373,152	942	\$741,520,358	4014	\$1,803,893,510

VI. Consolidation: Is this district a candidate or considering consolidation?	Yes	15	No	317
VII. Bonding Power: Will the district need to increase their debt limit to finance construction?	Yes	48	No	284

VIII. Pre-Kindergarten and Kindergarten:				
Does the district provide half-day or full-day Pre-Kindergarten classes?	Full Day	74	Half Day	169
Does the district provide both half-day and full-day Pre-Kindergarten classes?	Both	68	N/A	45
Does the District provide full-day Kindergarten Classes?	Yes	281	No	45
Does the District need additional classrooms to provide this instruction?	Yes	76	No	239
If Yes, how many additional Pre-Kindergarten classrooms are needed?		208		
If Yes, how many additional Kindergarten classrooms are needed?		223		

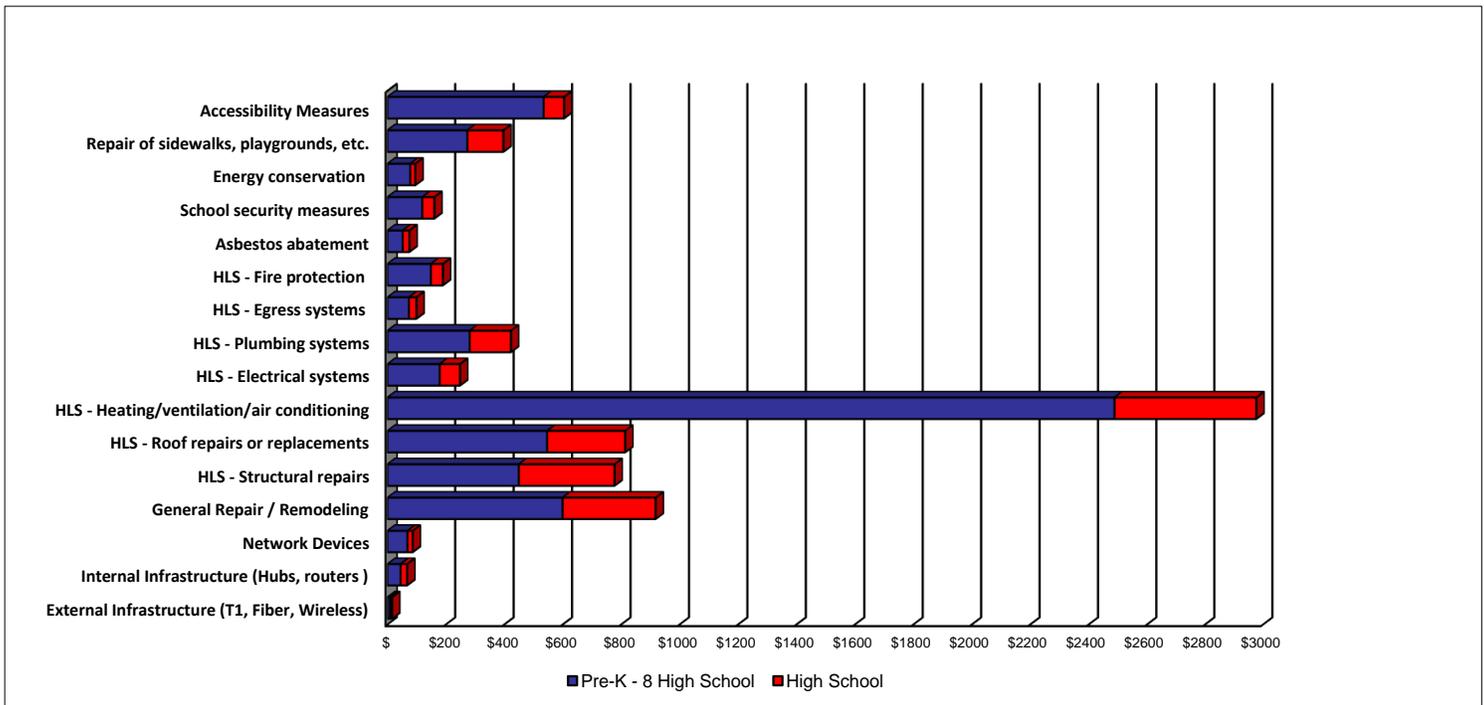
*HLS denotes Health/Life and Safety

Capital Needs Through January 2019



General Repair/Remodeling/Renovation

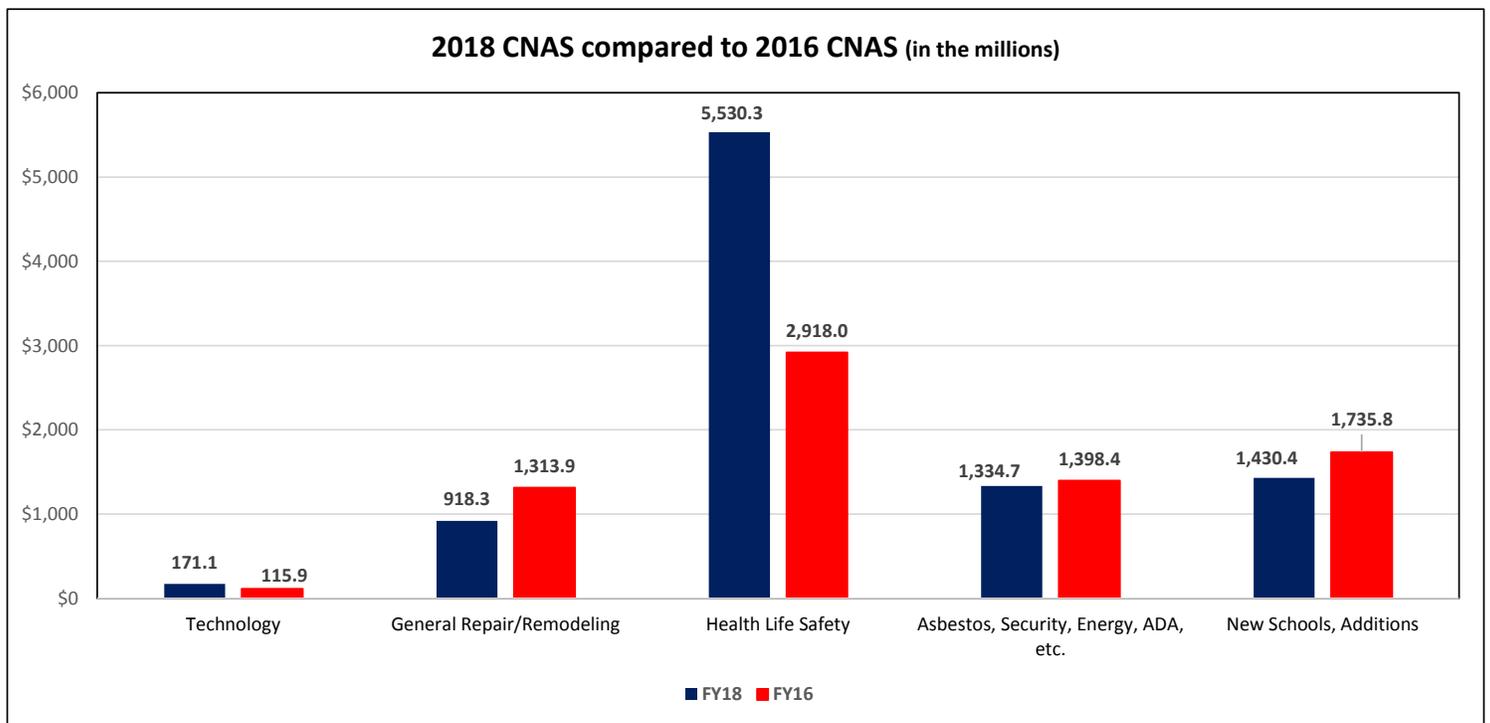
The estimated need for General Repair/Remodeling and Renovation work is graphically represented in the bar chart below. These needs are projected within the next two years and are over and above the work in progress through 2018. HLS -Heating/Ventilation/Air Conditioning is the largest increase in this years survey with a need of approximately \$3 billion compared to \$872.0 million in 2016.



Overview of Needs and Resources

The Illinois State Board of Education and the Capital Development Board conducted the first Capital Needs Assessment Survey in 2004. That survey, which was answered by 690 districts, showed estimated capital needs of \$6.7 billion. The 2018 survey showed estimated capital needs of \$9.4 billion, with 350 school districts responding. That is an average of \$26.8 million per district. Compared to the 2016 survey, the current survey shows a higher capital needs of \$1.9 million with fewer district reporting. This is represented in the chart and graph below.

Survey Year	No. of Respondents	Estimated Need (Billions)	Ave. Per District (Millions)
2004	690	\$6.7	\$9.7
2006	450	\$8.2	\$18.2
2008	456	\$7.6	\$16.6
2010	618	\$9.9	\$16.1
2012	385	\$7.2	\$18.9
2014	558	\$8.0	\$14.3
2016	406	\$7.5	\$18.5
2018	350	\$9.4	\$26.8



Technology Needs

The information in the Capital Needs Assessment Survey is to assess district' technology needs for providing highly reliable 21st century learning environments to meet the instructional needs of their students. The survey reflects a need of approximately \$16.3 million for External Infrastructure (T1, fiber, wireless, etc.), \$68.0 million for Internal Infrastructure (CAT 5/6 wiring, fiber, wireless, etc.) and \$86.7 million for Network Devices (firewalls, switches, servers, VOIP, etc.) totaling \$171.0 million. This represents a \$55.1 million dollar increase over the last survey total needs of \$115.9 million.

\$16.3 million was appropriated in FY 2019 capital funds for district broadband expansion with the goal that all school districts achieve broadband capability by the beginning of the 2020-2021 school year.

Temporary Units

Districts use temporary-modular or manufactured unit facilities to provide classrooms for their students when their school building capacity is not sufficient to accommodate their enrollment. To ease overcrowding, reporting districts are using 271 temporary classrooms.

Pre-Kindergarten and Kindergarten Programs

Out of 350 districts responding to the survey question, 74 districts reported that they provide full-day pre-kindergarten, 169 districts provide half-day pre-kindergarten, and 68 districts provide both full- and half-day classes. The survey shows 39 districts answered "non-applicable" to the question. Of the 326 districts responding to the survey question, 281 districts provide full-day kindergarten classes. The survey reflects the need for 223 additional classrooms for kindergarten and 208 classrooms for pre-kindergarten.

School Construction Grant Program

The Illinois General Assembly passed the School Construction Law (Public Act 90-548) in December 1997. The initial School Construction Grant Program benefited 502 school districts in every region of the state and provided over \$3.1 billion in state-funded grants to provide for new facilities, additions and renovations of aging buildings.

The fiscal year 2010 Illinois Jobs Now! Program provided \$1.5 billion over multiple years. Since May 2010, 99 grants totalling over \$1.3 billion have been awarded, providing for 57 new schools and 993 additions and/or renovations. Through a successful partnership using local and state matching funds, over \$2.6 billion has been invested in these facilities. A list of these school districts is available at <http://www.illinois.gov/cdb/services/grants/Documents/allgrants.pdf>

For media information call the Capital Development Board at 217-558-1015 or the Illinois State Board of Education at 217-782-2223.

For details regarding the School Construction Grant Program, please call the Capital Development Board at 217-782-8708 or the Illinois State Board of Education at 217-785-8779.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 12, 2018

TO: Illinois State Board of Education

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

Agenda Topic: 2018 Tracked Legislation and 2019 Legislative Agenda

Materials: 2018 Public Act Chart

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

Purpose of Agenda Item

The purpose of the agenda item is to give an update to the Board on legislation that became law in the past year and an update on the Board's 2019 legislative agenda.

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

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

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

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

Background Information

2018 Session

Attached is the 2018 Public Act Chart. The chart includes legislation tracked by agency staff that became law over the past year.

2019 Spring Session

Legislative Affairs staff has been working with agency divisions over the past several months to develop legislative proposals for the 2019 spring legislative session. These proposals are as follows:

Subject: Charter School Funding

Division: Legal

Executive Summary: This proposal would shift state-authorized charter school funding to an enrollment-based system and clarify issues related to charter school funding litigation.

Subject: Educator Misconduct

Division: Legal

Executive Summary: This proposal would clean up procedures regarding educator misconduct so the agency can prioritize and expedite action related to the most serious offenses. The proposal would include changes to background checks and language that will allow the agency to temporarily suspend a license before a conviction is made.

Subject: Compulsory School Age

Division: Superintendent

Executive Summary: This proposal would lower the compulsory school age from the age of 6 (on or before Sept. 1) to the age of 5 (on or before Sept. 1).

Subject: Districts of Innovation

Division: Superintendent

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

Subject: Licensure

Division: Educator Effectiveness

Executive Summary: This legislation will include licensure cleanup language and changes related to the Teach Illinois report.

Subject: School Construction Law

Division: School Business Services

Executive Summary: This initiative would incorporate changes into the School Construction Law to streamline and clarify the process for ISBE and districts.

Subject: Obsolete and Duplicative Bill

Division: Multiple

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

Superintendent's Recommendation

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

The State Board of Education hereby authorizes the following legislative proposals to move forward as agency-initiated proposals for the 2018 Spring Legislative Session:

- Charter School Funding
- Educator Misconduct
- Compulsory School Age
- Districts of Innovation
- Licensure
- School Construction Law
- Obsolete and Duplicative Bill

Next Steps

Staff will move forward with drafting all approved legislative proposals and will proceed with securing sponsors for the spring 2019 legislative session.

2018 Tracked Legislation

<u>Bill Number</u>	<u>Public Act</u>	<u>Sponsor</u>	<u>Description</u>
HB 109	PA 100-0586	Harris, G/Cullerton, J	Appropriations for the FY19 budget including the State Board of Education. Also includes FY18 supplemental appropriations for ISBE including special education and district broadband. Effective June 4, 2018.
HB 1265	PA 100-0650	Hoffman/Clayborne	Amends the School Code. With regard to the debt limitation of school districts, provides that the debt incurred on any life safety bonds issued by Wolf Branch School District 113 for the purpose of repairing or replacing all or a portion of a school building that has been damaged by mine subsidence in an aggregate principal amount not to exceed \$17.5 million and on any bonds issued to re-fund or continue to re-fund those bonds shall not be considered indebtedness for purposes of any statutory debt limitation and must mature no later than 25 years from the date of issuance. Provides that the maximum allowable amount of debt exempt from the statutory debt limitations shall be reduced by an amount equal to any grants awarded by the State Board of Education or Capital Development Board for the explicit purpose of repairing or reconstructing a school building damaged by mine subsidence. Effective immediately.
HB 3342	PA 100-0587	Harris, G/Steans	Creates the FY 2019 Budget Implementation Act (BIMP). Effective June 4, 2018.
HB 2040	PA 100-0667	Breen/Nybo	Amends the Illinois Vehicle Code. Provides that provisions regarding school transportation of students also apply to students enrolled at Soaring Eagle Academy. Effective January 1, 2019.
HB 3784	PA 100-0825	Sosnowski/Weaver	Amends the Compulsory Attendance Article of the School Code. In a Section concerning enrolled pupils not of compulsory school age, removes provisions that allow a school or school district to deny enrollment to a student 17 years of age or older for one semester for failure to meet minimum academic standards if certain conditions are met, and provides that no child may be denied reenrollment (instead of enrollment or reenrollment) under the Section in violation of the federal Individuals with Disabilities Education Act or the Americans with Disabilities Act. Prohibits punitive action from being taken against truant minors (rather than chronic truants) for such truancy unless available supportive services and other school resources have been provided to the student. Provides that a truant minor may not be expelled for nonattendance unless he or she has accrued 15 consecutive days of absences without valid cause and the student cannot be located by the school district or the school district has located the student but cannot, after exhausting all available support services, compel the student to return to school. Effective July 1, 2017.
HB 4193	PA 100-0849	Parkhurst/Rezin	Amends the Children with Disabilities Article of the School Code. With respect to an impartial due process hearing, changes when the hearing officer must issue his or her written decision from within 10 days to within 10 calendar days, excluding Saturday, Sunday, or any state holiday, after the conclusion of the hearing. Effective immediately.
HB 4226	PA 100-0747	Kifowit/Raoul	Provides that the State Board of Education shall (rather than may) adopt rules governing concussion protocol under the Code, including, but not limited to, rules governing the informal or formal accommodation of a student who may have sustained a concussion during an interscholastic athletic activity. Effective January 1, 2019.

HB 4284		Chapa LaVia/Bertino-Tarrant	Requires at least 3 members of the State Board of Education to represent the educator community.
HB 4346	PA 100-0634	Jones/Harris	Allows school districts to meet Black History Study course requirements through an online program or course. Effective January 1, 2019.
HB 4369	PA 100-0617	Sommer/Weaver	Provides that the State Board of Education shall develop and maintain a handbook to be made available on its website that provides guidance for pupils, parents or guardians, and teachers on the subject of dyslexia. Specifies handbook requirements. Provides that the State Board shall review the handbook once every four years to update, if necessary, the guidelines, educational strategies, or resources and services made available in the handbook. Effective immediately.
HB 4409	PA 100-0750	Pritchard/Lightford	Provides that, amongst other meanings, a "school psychologist" means a person who holds a valid Nationally Certified School Psychologist credential (rather than certificate). Removes from the definition of "school psychologist" the requirement that a psychologist have additional qualifications as may be required by the State Board of Education. Effective immediately.
HB 4442	PA 100-1043	Gabel/Lightford	Amends the School Code. Requires the State Board of Education to assist each school district that offers an evidence-based parenting education model. Requires the State Board, subject to appropriation, to implement and administer a three-year pilot program supporting the health and wellness student-learning requirement by utilizing a unit of instruction on parenting education in participating school districts that maintain grades 9 through 12. Provides that the program is encouraged to include, but is not limited to, instruction on (i) family structure, function, and management, (ii) the prevention of child abuse, (iii) the physical, mental, emotional, social, economic, and psychological aspects of interpersonal and family relationships, and (iv) parenting education competency development that is aligned to the social and emotional learning standards of the student's grade level. Allows the State Board to make grants to school districts that apply to participate in the pilot program. Effective immediately.
HB 4514		Pritchard/Curran	Amends the School Code. Provides that only individuals licensed and endorsed as a school counselor may use the title of school counselor. Effective January 1, 2019.
HB 4657		Manley/Sims	Amends the School Code. Creates the Emotional Intelligence Education Task Force to develop curriculum guidelines and best practices on emotional intelligence and social-emotional learning.
HB 4658	HB 100-0903	Manley/Koehler	Amends the School Code. Provides that, at least once every two years, a school board shall require in-service training of licensed school personnel and administrators (rather than school guidance counselors, teachers, school social workers, and other school personnel) who work with pupils in kindergarten through grade 12 (rather in grades 7 through 12) to identify the warning signs of mental illness and suicidal behavior in youth (rather than in adolescents and teens). Effective July 1, 2019.
HB 4706	PA 100-0855	Scherer/Manar	Provides that a school board may require of new substitute teachers evidence of physical fitness to perform duties assigned and shall require of new substitute teachers evidence of freedom from communicable disease and provides that evidence may consist of a physical examination by a health care provider (instead of treating substitute teachers like other new employees who are required to provide evidence of physical fitness to perform duties

			assigned and freedom from communicable disease through a physical examination by a health care provider). Effective immediately.
HB 4742	PA 100-0813	Mayfield/Link	Provides that by January 1, 2019, 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. Defines "recruiting firm." Specifies program requirements. Prohibits school districts from using recruiting firms to circumvent collective bargaining agreements or laws. Amends the Illinois Pension Code. Provides that the terms "teacher" and "substitute teacher" do not include individuals employed by an entity that provides substitute teaching services under the program and is not a school district. Also, service credit may not be granted to these individuals. Effective immediately.
HB 4768	PA 100-1055	Wheeler/Holmes	Amends the School Code. Adds to the oath of office required of a school board member before taking his or her seat on the board. Effective January 1, 2019.
HB 4799	PA 100-1056	Harper/Hunter	Amends the School Code. Requires the school board of a school district that maintains any of grades kindergarten through 8 to adopt a policy on educating students on the effective methods of preventing and avoiding traffic injuries related to walking and bicycling, which education must be made available to students in grades kindergarten through 8. Effective July 1, 2018.
HB 4781	PA 100-1007	Burke/McGuire	Amends the Board of Higher Education Act. Creates the College and Career Interest Task Force. Provides for the membership of the task force. Requires the task force to study the feasible methods by which the college or career interest data of a high school student in this state may be collected and shared amongst public institutions of higher education. Requires the task force to submit the findings of the study to the General Assembly on or before January 30, 2019, at which time the task force is dissolved. Repeals the provision on July 1, 2019. Effective immediately.
HB 4860	HB 100-0760	Fortner/Connelly	Removes the end date of the electronic-learning days pilot program for the three school districts in the program. Effective immediately.
HB 4870	PA 100-0660	Lang/Castro	Provides that the provision may be referred to as Ashley's Law. Defines terms. Provides that, in addition to the parent or guardian of a student who is a registered qualifying patient, an individual registered with the Department of Public Health as a designated caregiver may administer a medical cannabis-infused product to that student. Makes conforming changes. Provides that a parent or guardian or other individual may not administer a medical cannabis-infused product in a manner that, in the opinion of the school district or school, would create a disruption to the school's educational environment or would cause exposure of the product to other students (rather than prohibiting any administration that would create a disruption or cause exposure). Makes other changes concerning restrictions. Effective immediately.
HB 4908	PA 100-0829	Moeller/Steans	Provides that all children in kindergarten and the second, sixth, and ninth grades (rather than all children in kindergarten and the second and sixth grades) of any public, private, or parochial school shall have a dental examination. Effective January 1, 2019.
HB 4927	PA 100-0682	Martwick/Mulroe	Amends the Chicago School District Article of the School Code. Requires the school district to provide all copies of teacher evaluations to the exclusive bargaining representative of the school district's teachers within seven days after issuing the evaluations. Effective January 1, 2019.

HB 5110	PA 100-0766	Lang/Steans	Amends the Clinical Social Work and Social Work Practice Act, the Marriage and Family Therapy Licensing Act, and the Professional Counselor and Clinical Professional Counselor Licensing and Practice Act. Provides that an individual who applies for licensure as a clinical social worker, licensed marriage and family therapist, or clinical professional counselor who has been licensed at the independent level in another United States jurisdiction for 10 consecutive years without discipline is not required to submit proof of completion of specified requirements. Provides that the applicant seeking licensure may be required to provide additional information if the accuracy of the required information submitted is questioned by the Department of Financial and Professional Regulation, the Social Work Examining and Disciplinary Board, the Illinois Marriage and Family Therapy Licensing and Disciplinary Board, or the Professional Counselor Licensing and Disciplinary Board. The Clinical Social Work and Social Work Practice Act provides that applicants have three years from the date of application to complete the application process. Effective January 1, 2019.
HB 5136	PA 100-0768	Slaughter/Castro	Amends the School Code with regard to the development of teacher evaluation plans. Provides that, beginning with the first school year following the effective date of the amendatory Act, a joint committee (created by a school district to incorporate the use of data and indicators on student growth as a significant factor in rating teacher performance into the evaluation plan) shall meet no less than one time annually to assess and review the effectiveness of the district's evaluation plan for the purposes of continuous improvement of instruction and evaluation practices. Effective January 1, 2019.
HB 5148	PA 100-0684	Kifowit/Holmes	Amends the School Code to provide that course material and instruction in a sex education course shall include, with an emphasis on the workplace environment and life on a college campus, material and discussion on what constitutes sexual consent and what may be considered sexual harassment or sexual assault. Effective July 1, 2018.
HB 5153	PA 100-0771	Davidsmeyer/Tracy	Amends the Personnel Code. Removes the sunset date for the partial personnel jurisdiction exemption for all positions within the Illinois School for the Deaf and the Illinois School for the Visually Impaired requiring licensure by the State Board of Education. Effective immediately.
HB 5195		Greenwood/Clayborne	Amends the School Code. Allows school boards to provide free transportation for any pupil residing within 1 1/2 miles from the school attended where conditions are such that walking, either to or from the school to which a pupil is assigned for attendance or to or from a pick-up point or bus stop, constitutes a serious hazard to the safety of the pupil due to a course or pattern of criminal activity.
HB 5196	PA 100-0772	Greenwood/Clayborne	Amends the School Code. Provides that, beginning on July 1, 2018, the license renewal fee for an Educator License with Stipulations with a paraprofessional educator endorsement shall be \$25. Effective immediately.
HB 5202	PA 100-0818	Ford/Lightford	Amends the Governor's Office of Management and Budget Act. Creates the Youth Budget Commission with the goal of producing an annual youth budget fiscal scan. Sets forth the membership and terms of the Commission. Effective immediately.
HB 5247	PA 100-992	Pritchard/Weaver	Provides that the State Board of Education shall to adopt rules to allow students of any high school in this state who are 16 years of age or older to participate in the registered apprenticeship programs. Provides that the rules shall include the waiver of all non-academic requirements mandated for graduation from a high school under the Code that would

			otherwise prohibit or prevent a student from participating in a registered apprenticeship program. Makes related changes. Effective immediately.
HB 5588	PA 100-1046	Crespo/Lightford	Provides that the State Board of Education shall provide the Balanced Accountability Measure Committee an annual report with data and other information collected from entities identified by the State Board as learning partners (rather than lead partners), including, but not limited to, data and information on the learning partners' (rather than the Committee's) effectiveness, geographic distribution, and cost to serve as part of a comprehensive statewide system of support. Provides that, pursuant to the federal Every Student Succeeds Act, the State Board may establish educator preparation pilot programs (rather than establish entrance educator preparation programs, encourage collaboration between schools of educator preparation and high-need districts, establish projects to recruit, select, prepare, and provide professional development for teachers or school leaders, and establish initiatives that focus on funding performance-based programs or human capital management systems). Repeals a provision in the Chicago School District Article on partnership agreements for advancing student achievement. Makes other and conforming changes. Effective immediately.
HB 5627	PA 100-0596	Bennett/Manar	Amends the Educator Licensure Article of the School Code. Makes changes to provisions concerning the licensure powers of the State Board of Education, the State Educator Preparation and Licensure Board (including adding two members), types of licenses (including removing and adding certain endorsements on an educator license with stipulations), endorsements on PELs, educator testing, the minimum requirements for educators trained in other states or countries, application fees, license renewal, the Alternative Educator Licensure Program for Teachers, alternative route to superintendent endorsement programs, and the approval of educator preparation institutions. Effective July 1, 2018.
HB 5721	PA 100-0965	Harper/Hunter	Amends the Chicago School District Article of the School Code. Adds to the definition of "school action." Provides that, beginning on July 1, 2019, the facility performance standards published by the district must include the performance standards of safety measures in the district. Requires the data, information, and analysis published on the district's website regarding the 10-year educational facility master plan to include a brief description of specific plans for special education programs, early childhood education programs, career and technical education programs and any other programs that are space sensitive to avoid space irregularities, a description of a communications and community involvement plan for each community in the City of Chicago, historical and projected enrollment of each school, and other items. Requires the chief executive officer to publish a procedure for conducting an annual capital improvement hearing that shall discuss the district's annual capital budget. Adds to the requirements of the capital improvement plan published annually by the chief executive officer. Provides that beginning on June 1, 2019, and annually thereafter, the district shall conduct a regional capital budget hearing that describes planned projects for the year and reviews the five-year capital budget and the educational facility master plan. Adds to the requirements of a school transition plan. Effective immediately.
HB 5754	PA 100-0780	Finnie/Murphy	Provides that a principal endorsement shall be affixed to a Professional Educator License (PEL) of any holder who, in addition to other requirements in the Code, has at least four total years of teaching or four total years of working in the capacity of school support personnel in

			a school under the supervision of the Illinois Department of Corrections (or in combination with other permitted schools). Effective January 1, 2019.
HB 5770	PA 100-1112	Conroy/Bush	Amends the Children with Disabilities Article of the School Code. Provides that, beginning with the 2019-20 school year, a school board shall post on its website, if any, and incorporate into its student handbook or newsletter notice that students with disabilities who do not qualify for an IEP, as required by the federal Individuals with Disabilities Education Act and implementing provisions of the Code, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the child (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment (rather than shall publish a public notice in its newsletter of general circulation or in the newsletter of another governmental entity of general circulation in the district or if neither is available in the district, then in a newspaper of general circulation in the district, the right of all children with disabilities to a free appropriate public education as provided under the Code). Effective immediately.
HB 5771	PA 100-0819	Chapa LaVia/Collins	Provides that, beginning July 1, 2019, any publicly funded early childhood program receiving Preschool for All Block Grant funds or Preschool for All Expansion Block Grant funds shall collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success; defines "chronic absence." Sets forth actions that are encouraged. Effective July 1, 2019.
HB 5786	PA 100-1035	Mayfield/Manar	Provides that an in-school suspension program provided by a school district for any students in kindergarten through grade 12 may (rather than shall) focus on promoting non-violent conflict resolution and positive interaction with other students and school personnel. Effective immediately.
HB 5795	HB 100-0918	Chapa LaVia/Collins	Amends the School Code. In the Article governing compulsory attendance of pupils, provides that the term "truant" means a child who is subject to compulsory school attendance and who is absent without valid cause, as defined in the Article, from such attendance for more than 1% but less than 5% of the past 180 days (rather than absent without valid cause from such attendance for a school day or portion thereof). Effective July 1, 2018.
SB 452	SB 100-0921	Cullerton, J/Durkin	Amends the Trustees of Schools Article of the School Code. Upon final judgment regarding claims set forth in the case of Township Trustees of Schools Township 38 North, Range 12 East v. Lyons Township High School District No. 204 case N. 13 CH 23386 pending in the Circuit Court of Cook County, Illinois, County Department, Chancery Division, allows the school board of Lyons Township High School District 204 to withdraw from the jurisdiction and authority of the trustees of schools of Lyons Township and the township treasurer, provided that the school board elects or appoints its own school treasurer. Provides that these amendatory changes are prospective only, starting from the effective date of the amendatory Act, and shall not affect any legal action pending on the effective date of the amendatory Act in the Illinois courts in which Lyons Township High School District 204 is a listed party. Effective immediately.
SB 454	PA 100-0993	Koehler/Crespo	Amends the Children with Disabilities Article of the School Code. With regard to Individualized Education Programs (IEPs), provides that at the child's initial IEP meeting and

			<p>at each annual review meeting, the child's IEP team shall provide the child's parent or guardian with a written notification that informs the parent or guardian that the IEP team is required to consider whether the child requires assistive technology in order to receive free appropriate public education. Requires the notification to also include a toll-free telephone number and internet address for the state's assistive technology program. For the Chicago School District only, provides that no later than 10 calendar days prior to a child's IEP meeting or as soon as possible if a meeting is scheduled within 10 calendar days with written parental consent, the school board or school personnel must provide the child's parent or guardian with a written notification of the services that require a specific data collection procedure from the school district for services related to the IEP. Provides that no later than five school days prior to a child's IEP meeting or as soon as possible if a meeting is scheduled within five school days with written parental consent, the school board or school personnel must provide the child's parent or guardian with a draft IEP. Provides that if a child's IEP team determines that certain services are required in order for the child to receive a free appropriate public education and those services are not implemented within 10 school days after the team's determination, then the school board shall provide the child's parent or guardian with notification that those services have not yet been administered to the child. Permits the State Board of Education to create a telephone hotline to address complaints regarding the school district's special education services or lack of special education services. Prohibits the school district from using any measure that would prevent or delay an IEP team from adding a service to the program or creating a time restriction in which a service is prohibited from being added to the program. Effective immediately.</p>
SB 1829	PA 100-0645	Hutchinson/Gordon-Booth	<p>Amends the School Code. Provides that, beginning with the 2018-19 school year and until the 2023-24 school year, an individual may teach preschool children in an early childhood education program that receives grants under the Code if he or she holds a PEL with an early childhood education endorsement or with short-term approval for early childhood education or he or she pursues a PEL and holds (i) an ECE Credential Level of 5 awarded by the Department of Human Services under the Gateways to Opportunity Program developed under the Department of Human Services Act or (ii) an Educator License with Stipulations with a transitional bilingual educator endorsement and he or she has either passed an early childhood education content test or completed no less than nine semester hours of college coursework in the area of early childhood education. Effective July 1, 2018.</p>
SB 2345		Lightford/Currie	<p>Amends the School Code. Requires ISBE to provide information for the school report card as to whether or not a school has participated in the Illinois Youth Survey. Effective January 1, 2019.</p>
SB 2350	PA 100-0996	Morrisson/Carroll	<p>Allows administrators or school support personnel the discretion to exempt students from law enforcement drills. Effective January 1, 2019.</p>
SB 2428	PA 100-1092	Stadleman/Wallace	<p>Creates the Hunger-Free Students' Bill of Rights Act. Provides that every school in this state shall provide a federally reimbursable meal or snack to a student of that school who requests the meal or snack, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Provides that if a student owes money for meals or snacks that is in excess of the equivalent of the amount charged a student for five lunches or a lower amount as determined by the student's school district or private school, a school may reach out to the parent or guardian of the student to attempt collection of the</p>

			owed money and to request that the parent or guardian apply for meal benefits in a federal or state child nutrition program. Provides that a school may not publicly identify or stigmatize a student who cannot pay for a meal or snack or owes money for meals or snacks. Effective immediately.
SB 2527	PA 100-0792	Weaver/Swanson	Amends the School Code. Provides that a qualified student shall be allowed to enroll in an unlimited amount of dual credit courses and earn an unlimited amount of academic credits from dual credit courses if the courses are taught by an Illinois instructor, as provided under the Dual Credit Quality Act. Effective January 1, 2019.
SB 2540	PA 100-0997	Weaver/Barickman	Amends the Grant Accountability and Transparency Act as it relates to stop payment. Effective immediately.
SB 2654	PA 100-0977	Hunter/Hammond	Requires the school board of a school district to include information about influenza and influenza vaccinations in accordance with the latest recommendations of the Advisory Committee on Immunization Practices of the Centers for Disease Control and Prevention when it provides information on immunizations, infectious diseases, medications, or other school health issues to the parents or guardians of students. Effective January 1, 2019.
SB 2658	PA 100-0821	Schimpf/Olsen	Provides that a PEL with Stipulations with a provisional educator endorsement obtained by a service member or a spouse of a service member is valid until June 30 immediately following three (rather than two) years of the license being issued. Defines "spouse of a service member." Effective September 3, 2018.
SB 2838	PA 100-1049	Bertino-Tarrant/Manley	Amends the Dual Credit Quality Act. Requires a community college district, upon the request of a school district within the jurisdiction of the community college district, to enter into a partnership agreement with the school district to offer dual credit coursework; specifies requirements for the partnership agreement. Provides that on or after the effective date of the amendatory Act, a school district may not enter into a new contract with an out-of-state institution to provide a dual credit course without first offering the community college district in the district in which the school district is located the opportunity to provide the course. Provides for a Model Partnership Agreement and creates the Dual Credit Committee. Effective January 1, 2019.
SB 2844	PA 100-0982	Aquino/Pritchard	Creates the Supporting Future Teachers Program. Defines "low-income student." Changes the definition of "qualified participant" to include a high school graduate who can demonstrate that at any one time during prekindergarten through grade 12 was identified as a low-income student. Provides that the program shall assist qualified participants in acquiring a PEL. Provides that the duty of a qualified participant may include working with low-income students on a one-on-one basis. Effective immediately.
SB 2889	PA 100-0799	Rose/Breen	Creates the Epinephrine Administration Act. Provides that the definition of "epinephrine injector" includes an auto-injector approved by the U.S. Food and Drug Administration (FDA) for the administration of epinephrine and (rather than or) a pre-filled syringe approved by the FDA and used for the administration of epinephrine that contains a pre-measured dose of epinephrine that is equivalent to the dosages used in an auto-injector. Effective January 1, 2019.
SB 2900	PA 100-0800	Righter/Reick	Provides that, with regard to the election of school board members of a community unit school district (formed before January 1, 1975) or combined school district (formed before July 1, 1983), if a school board fills a vacancy due to a lack of candidates for election in a

			congressional township in the most recent election, then the school board shall, by resolution, submit to the school district's voters at the next general election a proposition for the election of a board member at large without restriction by area of residence within the district (rather than in accordance with mandatory board representation) and the proposition shall be certified by the school board's secretary for submission. Effective January 1, 2019.
SB 2941	PA 100-0599	McGuire/Mayfield	Amends the Postsecondary and Workforce Readiness Act. With respect to the State Board of Education's competency-based, high school graduation requirements pilot program, provides that a school district may participate in the program for some or all of its schools (instead of for some or all of its schools serving grades 9 through 12). Allows school districts to collaboratively apply to participate in the pilot program; sets forth provisions governing a collaborative of districts. Effective immediately.
SB 3015	PA 100-0726	Koehler/Welch	Amends the School Code. With regard to the self-administration and self-carry of asthma medication, provides that a school district, public school, charter school, or nonpublic school may authorize a school nurse or trained personnel to (i) provide undesignated asthma medication to a student for self-administration only or to any personnel authorized under a student's Individual Health Care Action Plan or asthma action plan, plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or IEP plan to administer to the student that meets the student's prescription on file, (ii) administer undesignated asthma medication that meets the prescription on file to any student who has an Individual Health Care Action Plan or asthma action plan, plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or IEP plan that authorizes the use of asthma medication; and (iii) administer undesignated asthma medication to any person that the school nurse or trained personnel believes in good faith is having respiratory distress; defines "undesignated asthma medication" and "respiratory distress." Changes the definition of "asthma medication" to mean quick-relief asthma medication, including albuterol or other short-acting bronchodilators, that is approved by the FDA for the treatment of respiratory distress. Provides that a school nurse or trained personnel may administer undesignated asthma medication to any person whom the school nurse or trained personnel in good faith believes to be experiencing respiratory distress (i) while in school, (ii) while at a school-sponsored activity, (iii) while under the supervision of school personnel, or (iv) before or after normal school activities. Provides that a school district, public school, charter school, or nonpublic school may maintain a supply of asthma medication in any secure location that is accessible before, during, or after school where a person is most at risk. Provides that a training curriculum to recognize and respond to respiratory distress may be conducted online or in person. Specifies training requirements. Effective January 1, 2019.
SB 3236	PA 100-0807	Manar/Olsen	Provides that a school report card shall include the most current data possessed by the State Board of Education relating to a school district's administrative costs; defines "administrative costs." Effective immediately.
SB 3466	PA 100-0810	Lightford/Davis	Amends the School Code. Requires a school district to make reasonable efforts to provide ongoing professional development to teachers, administrators, school board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement. In the Article governing compulsory attendance of pupils, provides that the term "valid cause" for absence means a circumstance which causes reasonable concern to the parent for the mental, emotional, or physical health

			<p>or safety of the student, amongst other meanings (rather than concern for the safety or health of the student). Provides that a school district may not refer a truant, chronic truant, or truant minor to any other local public entity for that local public entity to issue the child a fine or fee as punishment for his or her truancy. Allows a school district to refer any person having custody or control of a truant, chronic truant, or truant minor to any other local public entity for that local public entity to issue the person a fine or fee for the child's truancy only if the school district's truant officer, regional office of education, or intermediate service center has been notified and all appropriate and available supportive services and other school resources have been offered to the child; specifies appropriate and available services for certain children referred to a municipality. Provides that before a school district may refer a person having custody or control of a child to another local public entity, the school district must document any appropriate and available supportive services offered to the child.</p>
SB 3536	PA 100-822	Collins/Hernandez	<p>With regard to the alternative educator licensure program, provides that a recognized institution offering an alternative educator licensure program that partners with a public school district administering a preschool educational program under the preschool grant provision in the Code must require a principal to recommend or evaluate candidates in the program and one that partners with an eligible entity administering a preschool educational program and that is not a public school district must require a principal or qualified equivalent of a principal to recommend or evaluate candidates in the program; makes conforming changes. Provides that an alternative provisional educator endorsement on an Educator License with Stipulations is valid for two years of teaching in a preschool educational program. Provides that if an individual seeking the alternative provisional educator endorsement does not have a major in a content area for any level of teaching, he or she must submit transcripts to the State Board of Education (rather than the State Superintendent of Education) to be reviewed for equivalency. Effective January 1, 2019.</p>
HR 1098		Ford	<p>Creates the Black History Curriculum Task Force to conduct an audit of every Illinois school district's history curriculum from K-12.</p>

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 12, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AMS*
Ralph Grimm, Acting Chief Education Officer *RG*
Stephanie Jones, General Counsel *SJ*

Agenda Topic: Instructional Day Flexibility

Materials: Instructional Day Memorandum (11-9-2018)

Staff Contact(s): Jeff Aranowski, Executive Director, Safe and Healthy Climate

Purpose of Agenda Item

The purpose of this agenda item is to inform the Board of flexibility currently available to school districts in crafting and defining an instructional day for purposes of school calendars and to answer questions Board members may have with respect to the current state of the law and information released by Agency staff.

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 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.

Background Information

Public Act 100-0465, also known as the Evidence-Based Funding for Student Success Act, made sweeping changes to education funding in Illinois when it became law on Aug. 31, 2017. The law changed the basis of state funding to student enrollment, rather than attendance. The act resulted in the sunset of Section 18-8.05 of the School Code, which had defined a day of attendance as a minimum of five instructional hours. Therefore, there is currently no statutory minimum number of hours or minutes that constitutes an instructional day. Districts should work with their school boards and collective bargaining units to define an instructional day, keeping in mind that all decisions should be made based on what will improve outcomes for students. Attendance can be counted when the student is participating in learning anywhere and anytime. Students who are engaged in learning for any portion of an instructional day may be counted for purposes of attendance.

Furthermore, an instructional day need not be confined to classroom-based instruction. Students learn in a variety of ways and settings. Districts may define student engagement and student learning in any number or combination of ways: classroom instruction, online instruction, independent research projects, work-based learning and internships, to name a few. ISBE encourages districts to use the flexibility afforded in law to innovate with respect to new ways of engaging students in learning that focuses on student competencies and mastery of subject matter.

Public Act 100-0495 also eliminated certain provisions related to teacher in-service trainings and parent-teacher conferences being creditable toward a district's minimum number of instructional days. Therefore, pursuant to Section 10-19 of the School Code, districts must have a "minimum term of at least 185 days to ensure 176 days of actual pupil attendance." As we are currently in transition, ISBE will honor all school calendars that have fewer than 176 pupil attendance days for the 2018-19 school year.

In response to questions and concerns from the field about this issue, ISBE staff provided the field with preliminary guidance about this topic on November 9, 2018. This guidance was informal in nature and designed to assist schools and school districts in the planning for the 2019-2020 school year calendar that many schools and districts are currently working on. A copy of that guidance document is included in the packet for Board members to review.

In an effort to learn more about challenges in locally defining an instructional day to improve student outcomes and to engage with educators, parents, families, and school and district leaders on this topic, staff will hold public meetings as follows (all events are from 4:00-6:00 p.m.):

- December 3rd: Rooney Elementary School, 4900 Columbus Road, Quincy
- December 4th: Carbondale High School, 1301 E. Walnut Street, Carbondale
- December 5th: Silas Willard Elementary School, 460 Fifer Street, Galesburg
- December 6th: DuPage County Regional Office of Education, 421 N. County Farm Road, Wheaton
- December 10th: Williams Elementary, 1901 S. Ninth Street, Mattoon

Next Steps

No action from the Board is requested at this time. Staff will continue to engage with stakeholders in an effort to provide technical assistance and support to the field. ISBE staff will continue to collect questions from the field on this topic and will release additional guidance as is necessary.



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

MEMORANDUM

To: District Superintendents
Regional Superintendents of Schools

From: Ralph Grimm, Acting Chief Education Officer

Re: Definition of an Instructional Day

Date: November 9, 2018

The implementation of [Public Act 100-0465](#) has resulted in the Illinois State Board of Education (ISBE) receiving a number of questions from the field regarding requirements for a minimum number of instructional hours or minutes for a day to be considered a day of student attendance. This memorandum seeks to provide preliminary clarification to those inquiries and provide districts with support for their approach to student engagement and learning. Additional guidance on this particular issue will be forthcoming. We also have received questions regarding chronic absenteeism and student absences; additional guidance on those issues will also be forthcoming.

Background

Signed into law on August 31, 2017, [Public Act 100-0465](#), also known as the Evidence-Based Funding for Student Success Act (the "Act"), made sweeping changes to education funding in Illinois. In making changes to state financial support to schools, the Act also repealed Section 18-8.05 of the School Code, which required an instructional day to be a minimum of five hours. As such, there is no current statutory minimum number of hours or minutes that constitutes an instructional day. This change provides districts with maximum flexibility to ensure that student needs determine the method and timelines of instructional days rather than the needs of regulatory and compliance systems.

What constitutes an instructional day?

As noted above, there is no statutory minimum number of hours or minutes that constitutes an instructional day. Districts should work with their school boards and collective bargaining units to define an instructional day, keeping in mind that all decisions should be made based on what will improve outcomes for students.

Must all instruction be classroom-based?

No. An instructional day need not be confined to classroom-based instruction. Students learn in a variety of ways and settings. Districts may define student engagement and student learning in any number or combination of ways: classroom instruction, online instruction, independent research projects, work-based learning and internships, to name a few. ISBE encourages districts to use the flexibility afforded in law to innovate with respect to new ways of engaging students in learning that center on student competencies and mastery of subject matter.

What constitutes student attendance?

Attendance can be counted when the student is participating in learning anywhere and anytime. Students who are engaged in learning for any portion of an instructional day may be counted for purposes of attendance.

What constitutes a student absence?

Students are absent when they have not engaged in learning, as defined by the district, for a given instructional day.

Must all students be engaged in educational programming and learning for the same schedule each day?

No. Students learn in a variety of ways and environments. They may have different schedules and modes of instruction, depending upon individual student needs.

How are Individualized Education Programs (IEPs) impacted by the flexibility afforded by the Act?

Instructional and related services within IEPs designed to meet the needs of students with disabilities are not impacted by the changes in law. The needs of the students, as specifically detailed in his/her IEP, provide the basis for the method, mode, and timelines of instruction.

How is truancy impacted by this flexibility?

Pursuant to Section 26-2a of the School Code, “[a] ‘truant’ is defined as a child who is subject to compulsory school attendance and who is absent without valid cause, as defined under this Section, from such attendance for more than 1% but less than 5% of the past 180 school days.” [[105 ILCS 5/26-2a](#)] Therefore, a student who has not engaged in learning, as defined by the district, without valid cause for more than 1% but less than 5% of the past 180 school days is considered to be truant.

What are considered valid causes for student absences?

Pursuant to Section 26-2a of the School Code, a “[v]alid cause for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.” [[105 ILCS 5/26-2a](#)]

What is chronic absenteeism?

As defined in Section 26-18 of the School Code, “ ‘chronic absence’ means absences that total 10% or more of school days of the most recent academic school year, including absences with and without a valid cause and out-of-school suspensions for an enrolled student.” [[105 ILCS 5/26-18](#)]

Have changes been made to the required number of days in the school calendar?

Pursuant to Section 10-19 of the School Code, districts must have a “minimum term of at least 185 days to insure 176 days of actual pupil attendance.” [[105 ILCS 5/10-19](#)] The Act eliminated certain provisions related to teacher inservice trainings and parent-teacher conferences being creditable toward a district’s minimum number of instructional days. Section 3-11 of the School Code remains unchanged. It allows the regional superintendent to “arrange for or conduct district, regional, or county institutes, or equivalent professional educational experiences, not more than 4 days annually. Of those 4 days, 2 days may be used as a teacher’s and educational support personnel workshop, when approved by the regional superintendent, up to 2 days may be used for conducting parent-teacher conferences, or up to

2 days may be utilized as parental institute days as provided in Section 10-22.18d. Educational support personnel may be exempt from a workshop if the workshop is not relevant to the work they do. A school district may use one of its 4 institute days on the last day of the school term.” [\[105 ILCS 5/3-11\]](#)

How will this affect submission of school calendars?

ISBE will change the calendar system for the 2019-20 school year to collect the number of days in a calendar, but will no longer require that calendars reflect the number of minutes in an instructional day.

Is there a need to code half days on school calendars?

No. Districts are free to determine the minimum number of hours for instructional days. Any day reported by a district to involve student engagement and learning will be recognized as an instructional day, regardless of the length of the day or method of student participation.

The law previously allowed school districts to plan for 174 instructional days with specific combinations of instructional minutes, teacher inservice trainings, and parent-teacher conferences. Is this still allowed?

No. The Act made significant modifications to the structure of instructional time but no longer allows for a calendar with fewer than 176 instructional days. However, calendar provisions are in transition, so districts that have approved calendars for 174 instructional days for the 2018-19 school year will not be required to modify calendars for this school year.

Must a district modify the current (2018-19) school year calendar if it does not have 176 days?

No. A district’s 2018-19 school year calendar currently approved and on file with ISBE will be accepted as filed for this school year.

How are collective bargaining agreements impacted?

Districts are encouraged to work with legal counsel to determine how this flexibility impacts collective bargaining agreements.

Must districts make up interrupted days?

A district will not be required to make up instructional days interrupted due to reasons beyond their control (e.g., weather-related issues), provided student learning has occurred. Districts are encouraged to make efforts to maintain the continuity of the learning environment during such interrupted days, where possible, when all students have access.

Must a school district make any changes to current instructional times and formatting in response to these changes?

No. Districts are not required to make any changes to instructional times in response to the flexibility afforded by the Act. Decisions as to whether or not to make changes should be based on student outcomes and the best interests of the children being served.

For More Information

Should you have questions or concerns, please email instructionalday@isbe.net and we will provide technical assistance and support.

**ILLINOIS STATE BOARD OF EDUCATION MEETING
December 12, 2018**

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Ralph Grimm, Acting Chief Education Officer *RG*
Stephanie Jones, General Counsel *SJ*

Agenda Topic: Informational Item: Anticipated Regulatory Agenda

Materials: Summary of Anticipated Rulemaking

Staff Contacts: Jeffrey Aranowski, Executive Director, Safe & Healthy Climate
Cara Wiley, Director, Regulatory Support and Wellness

Purpose of Agenda Item

The purpose of this item is to provide a summary of the agency's rulemaking activities that are anticipated during the last six months of Fiscal Year 2019. A report summarizing the anticipated activity for the first six months of the current fiscal year was presented at the June Board meeting. No action is needed.

Background Information

The rulemaking activities of the agency are summarized on a six-month basis and published in the *Illinois Register* to elicit public comment, as is required pursuant to Section 5-60 of Illinois Administrative Procedure Act [5 ILCS 100]. This report, in a chart format, summarizes the rulemakings published in the *Illinois Register* in the order in which they will be presented to the Board for its initial review and authorization to release the proposals for public comment. Additionally, estimated dates of Board adoption and anticipated effective dates are provided.

Please note that the dates presented for the Board's initial review are merely estimates. Competing Board priorities, complexity of rulemakings, progress of legislation, and other unanticipated circumstances may delay a rulemaking's drafting or cause it to be tabled.

Summary of Anticipated Rulemaking

The chart below presents a summary of all rulemaking activities that are anticipated for the Board's initial review in the last six months of FY 2019. These are organized in chronological order of presentation to the Board. "DIBR" stands for "Date of Initial Board Review," i.e., the month in which the State Board will authorize the initiation of the given rulemaking. All Part numbers refer to Title 23 of the Illinois Administrative Code unless otherwise noted.

Also included in the chart for the Board's planning purposes are any rulemakings that the Board will consider for approval in the last months of FY 2019 that were initially reviewed earlier in FY 2019.

Title of the Part and Ill. Adm. Code Citation	Description	Anticipated Timeline
January Board Meeting		
<i>Initial Review</i>		
Part 1 (Public Schools Recognition, Evaluation and Supervision)	SB 3015, 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 the districts and schools to report the use of asthma medication from the stock supply. ISBE staff proposes to absorb the rules regarding undesignated asthma medication into the similar existing rules for use of undesignated epinephrine and opioid antagonist, and rename the rule to add asthma in the name.	DIBR: January 16, 2019 Approval: May 15, 2019 Effective: June 2019
Part 226 (Special Education)	Update 226.510 to align "stay-put" provisions to reflect changes in statute.	DIBR: January 16, 2019 Approval: May 15, 2019 Effective: June 2019
<i>Approvals</i>		
<i>None anticipated for January 2019</i>		

February Board Meeting		
<i>Initial Review</i>		
Part 425 (Voluntary Registration and Recognition of Nonpublic Schools)	The purpose of this rulemaking will be to streamline processes for nonpublic school registration and recognition and to ensure alignment with statutory changes	DIBR: February 20, 2019 Approval: June 19, 2019 Effective: July 2019
<i>Approvals</i>		
<i>None anticipated for February 2019</i>		
March Board Meeting		
<i>Initial Review</i>		
Part 75 (Ag Education)	The purpose of this rulemaking item will be to provide for clean-up language for Incentive Grants for Agricultural Science Teacher Education	DIBR: March 20, 2019 Approval: June 19, 2019 Effective July 2019
<i>Approvals</i>		
Part 1 (Public Schools Recognition, Evaluation and Supervision)	Public Act 100-0599 made changes to the Postsecondary and Workforce Readiness Act related to the competency-based high school graduation requirements. The proposed changes in this rulemaking will remove references to grades 9 through 12 and add language indicating school districts may apply in a joint collaborative application. These districts may establish and maintain a standing planning and implementation committee individually or collaboratively.	DIBR: October 17, 2018 Approval: March 20, 2019 Effective: April 2019

<p>Part 235 (Early Childhood Block Grant)</p>	<p>Public Act 100-0105 provides that early childhood programs receiving state funding pursuant to Section 2-3.71(a)(7) of the School Code [105 ILCS 5] shall prohibit the expulsion of children. When a child begins to exhibit persistent and serious challenging behaviors, the early childhood program shall document steps taken to ensure that the child can participate safely in the program. It should obtain the parental or legal guardian consent required and utilize a range of community resources.</p>	<p>DIBR: October 17, 2018 Approval: March 20, 2019 Effective: April 2019</p>
<p>Part 1 (Public Schools Recognition, Evaluation and Supervision)</p>	<p>This rulemaking will remove the prohibition on promotion to grade 12 without having taken the grade 11 assessment. It adds guidelines for how a district may request a waiver of the requirement to take the state's final accountability assessment in order to graduate for a small number of students. Finally, Public Act 100-465 created the Invest in Kids Scholarship Program. Students who receive scholarships to attend nonpublic schools are required by PA 100-465 to take the state's accountability assessment.</p>	<p>DIBR: September 12, 2018 Approval: March 20, 2019 Effective April 2019</p>
<p>April Board Meeting</p>		
<p><i>Initial Review</i></p>		
<p>Part 205 (Truants' Alternative and Optional Education Programs)</p>	<p>The purpose of this rulemaking item is to update the Truant's Alternative and Optional Education (TAOEP) RFP criteria, scoring indicators to and language to align with Grant Accountability and Transparency (GATA) statute.</p>	<p>DIBR: April 17, 2019 Approval: August 14, 2019 Effective: September 2019</p>

Approvals

Part 1 (Public Schools Recognition, Evaluation and Supervision)

Public Act 100-0596 made several changes to Article 21B of the School Code. Specifically, it 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 short-term substitute teachers must hold the short-term substitute teacher license. An individual who has a valid and active professional educator license and at least an associate's degree may be a short-term substitute teacher without obtaining the license. No short-term substitute may be employed for more than five consecutive days per licensed teacher. All short-term substitute teachers must complete the required training.

DIBR: December 12, 2018
Approval: April 17, 2019
Effective: May 2019

General Grantmaking (44 Illinois Administrative Code 7200)

This rulemaking will incorporate, by reference, the rules of the Governor's Office of Management and Budget, Grant Accountability and Transparency Unit, regarding standards and criteria for awarding and monitoring state and federal grants

DIBR: December 12, 2018
Approval: April 17, 2019
Effective: May 2019

Part 25 (Educator Licensure)	<p>Public Act 100-0596 made several changes to Article 21B of the School Code. Specifically, it added provisions in Section 21B-20 and 21B-35 for out-of-state educators who are seeking a short-term substitute teaching license or professional educator license and educators who are seeking subsequent teaching endorsements on their professional educator license. The legislation also added provisions for utilizing professional development and for professional development provider audits.</p> <p>This rulemaking will add provisions stating the professional educator license shall be awarded when an individual presents evidence of a bachelor's degree (master's degree for administrative and most school support personnel endorsements) and a valid, 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 and rules.</p>	DIBR: December 12, 2018 Approval: April 17, 2019 Effective: May 2019
May Board Meeting		
<i>Initial Review</i>		
<i>None anticipated at this time</i>		
<i>Approvals</i>		
Part 226 (Special Education)	Update 226.510 to align “stay-put” provisions to reflect changes in statute.	DIBR: January 16, 2019 Approval: May 15, 2019 Effective: June 2019

Part 1 (Public Schools Recognition, Evaluation and Supervision)	SB 3015, 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 the districts and schools to report the use of asthma medication from the stock supply. ISBE staff proposes to absorb the rules regarding undesignated asthma medication into the similar existing rules for use of undesignated epinephrine and opioid antagonist, and rename the rule to add asthma in the name.	DIBR: January 16, 2019 Approval: May 15, 2019 Effective: June 2019
June Board Meeting		
<i>Initial Review</i>		
<i>None anticipated at this time</i>		
<i>Approvals</i>		
Part 75 (Ag Education)	The purpose of this rulemaking item will be to provide for clean-up language for Incentive Grants for Agricultural Science Teacher Education	DIBR: March 20, 2019 Approval: June 19, 2019 Effective July 2019
Part 425 (Voluntary Registration and Recognition of Nonpublic Schools)	The purpose of this rulemaking will be to streamline processes for nonpublic school registration and recognition and to ensure alignment with statutory changes	DIBR: February 20 2019 Approval: June19, 2019 Effective: July 2019