

# MESSAGE FROM THE SUPERINTENDENT

August 28, 2018



Hello,

If we have a strong vision for the social and economic future of Illinois, then our investments must prioritize the growth and success of every individual and every community. That's exactly what programs like competency-based and career and technical education do.

I had the opportunity yesterday to tour Elgin Area School District U-46's Career and Technical Education (CTE) programs. The U-46 community has rallied around the idea that CTE — with opportunities to explore careers and build real-world skills — benefits all students and should be integrated across the school.

I also participated in a panel with Illinois Congressman Raja Krishnamoorthi and U-46 CEO Tony Sanders. I echo their beliefs that expanding career readiness requires us to help communities understand CTE as a pathway to modern, high-skill work and entrepreneurship. As educators, we must reach outside of our comfort

zones to engage families in supporting students' interests in CTE. We can also connect parents and caregivers, especially those who may not have had a good experience in high school, with CTE to strengthen their own skills and reach their goals of supporting their families.

The reauthorization of the Carl D. Perkins CTE Act, co-led by Congressman Krishnamoorthi, gives us a tremendous opportunity to reach our goal of 60 percent of all Illinoisans having a high-quality degree or credential by 2025.

Ridgewood High School District 234 also exemplifies transforming education around relevancy to students and the community.

Five years ago, Ridgewood examined its data and went through a vision planning process with the community. Community members shared that they wanted students to be leaders in areas they are passionate about; to have access to career opportunities and internships; and to build character education traits, financial literacy, and other 21<sup>st</sup> century skills. This reimagining led the district to join Illinois' competency-based education pilot.

The district has created a competency framework that eliminates course-based, time-based, and age-based structures.

Students are learning through the problems they want to solve. When a large number of students in a Ridgewood physics class were sick, students determined the cause was a common hand sanitizer bottle. They built a Rube Goldberg mechanism, applying Newton's laws to dispense the hand sanitizer without touching the container. This project engaged students whom a traditional "sit and get" physics class may not have in the scientific method.

## Quick Links

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Teachers excited about this work have pioneered the future of education at Ridgewood. Teachers use a common set of learning progressions for each competency in the framework, encompassing both standards and skills. An individualized learning plan for each student tracks their growth over time; 1:1 mentoring allows for goal-setting based on students' individualized needs. Teachers self-evaluate the validity and reliability of their grading practices through a common protocol and use professional learning community time to improve.

Ridgewood understands the importance of community support to making their learning transformation a success and invites families to career events. In the spirit of peer-to-peer learning, Ridgewood also invites any district interested in learning more to connect with them for a visit.

As we get started with this school year, I would like to deeply affirm that regardless of reform and education change, the thing we fundamentally control is our relationships with each other, with children, and with families. There is a lot of power in our words, the way we talk to each other, and the way we talk to and about students. Being intentional about the language we use, how we communicate, how much we value the children we serve, their families, and the communities we reside in is essential to creating positive whole child, whole school, and whole community outcomes. (For an example of this deeper thinking, this is explored thoughtfully by Mica Pollock in *Schooltalk*.)

Have a great week!

Tony



#### UPCOMING ISBE DATES AND DEADLINES

Please note this is not a complete list of events, meetings, and deadlines. For more events and details, visit the [ISBE Meetings page](https://www.isbe.net/Pages/ISBE-Meetings.aspx) (<https://www.isbe.net/Pages/ISBE-Meetings.aspx>) or call the Illinois State Board of Education at (866) 262-6663.

**Aug. 29:** [Back to School Deep-Dive Webinar: 2018 Report Card and Beyond!](https://register.gotowebinar.com/register/7454636452226567169)

(<https://register.gotowebinar.com/register/7454636452226567169>)

**Aug. 29:** [Deadline to resubmit new Audit Certification Form through the GATA Grantee Portal](https://grants.illinois.gov/portal/)

(<https://grants.illinois.gov/portal/>)

**Aug. 31:** District Average Daily Attendance due in IWAS

**Sept. 3:** ISBE offices closed for Labor Day

**Sept. 7:** [Deadline to submit Capital Needs Assessment Survey](https://www.isbe.net/Pages/Capital-Needs-Assessment-Survey.aspx) (<https://www.isbe.net/Pages/Capital-Needs-Assessment-Survey.aspx>)

(<https://www.isbe.net/Pages/Capital-Needs-Assessment-Survey.aspx>)

**Sept. 11-12:** [Illinois State Board of Education Retreat and meeting](https://www.isbe.net/Documents/2018_Board_Calendar.pdf)

([https://www.isbe.net/Documents/2018\\_Board\\_Calendar.pdf](https://www.isbe.net/Documents/2018_Board_Calendar.pdf))

**Sept 14:** [Deadline to submit FY 2019 Migrant Education Program RFP](https://www.isbe.net/Pages/Migrant-Education-Program.aspx) (<https://www.isbe.net/Pages/Migrant-Education-Program.aspx>)

**Sept. 18:** [Evidence-Based Funding Professional Review Panel Meeting](https://www.isbe.net/Pages/Professional-Review-Panel.aspx) (<https://www.isbe.net/Pages/Professional-Review-Panel.aspx>)

**Sept. 25-26:** [PFA and PFAE Administrator Forum](http://www.eclearningil.org/)

(<http://www.eclearningil.org/>)

**Sept. 28:** [Deadline to submit District Assessment Survey](https://www.isbe.net/Pages/Assessment-Survey.aspx) (<https://www.isbe.net/Pages/Assessment-Survey.aspx>)

**Sept. 30:** Deadline to submit FY 2018 EL Expenditure Reports to ISBE

**Oct. 3:** [Deadline to apply to USSYP and Hearst Scholarship](https://www.isbe.net/Pages/United-States-Senate-Youth-Program-Hearst-Scholarship.aspx) (<https://www.isbe.net/Pages/United-States-Senate-Youth-Program-Hearst-Scholarship.aspx>)

(<https://www.isbe.net/Pages/United-States-Senate-Youth-Program-Hearst-Scholarship.aspx>)

**Oct. 8:** ISBE offices closed for Columbus Day

**Oct. 17:** [Illinois State Board of Education meeting](https://www.isbe.net/Documents/2018_Board_Calendar.pdf)

([https://www.isbe.net/Documents/2018\\_Board\\_Calendar.pdf](https://www.isbe.net/Documents/2018_Board_Calendar.pdf))

**Oct. 18:** [Annual Earthquake Awareness Drill](https://www.shakeout.org/centralus/index.html) (<https://www.shakeout.org/centralus/index.html>)

**Oct. 19:** [Postmark Deadline to submit CTE U.S. Presidential Scholar Program nominations/applications](https://www.isbe.net/Documents/FY19-CTE-Scholar-Nomination-App-Form.pdf) (<https://www.isbe.net/Documents/FY19-CTE-Scholar-Nomination-App-Form.pdf>)

**Oct. 20:** 2018 Those Who Excel Banquet

**Oct. 31:** Deadline to submit U.S. Presidential Scholar Program nomination letters

**Nov. 6:** ISBE offices closed for General Election Day

**Nov. 15:** [5Essentials Survey window opens](https://www.isbe.net/Pages/5Essentials-Survey.aspx)

(<https://www.isbe.net/Pages/5Essentials-Survey.aspx>)

**Nov. 16:** [Illinois State Board of Education Meeting \(as needed\)](#)

([https://www.isbe.net/Documents/2018\\_Board\\_Calendar.pdf](https://www.isbe.net/Documents/2018_Board_Calendar.pdf))

**Nov. 22-23:** ISBE offices closed for Thanksgiving holiday

## THOSE WHO EXCEL

### Meet Teacher of the Year Finalist Susan Converse



Susan Converse didn't know she wanted to be a teacher. She graduated from college with a journalism degree and immediately began working at a small daily newspaper. Susan found she was fine with the pace of reporting and story deadlines, but she struggled with the negativity that often accompanies the profession. One day she was asked to cover for the education reporter and the rest, so they say, is history. Susan was assigned a story at an elementary school that was presenting a Renaissance Fair as part of a social studies unit. She spent the afternoon talking with one excited student after another and she was amazed by their enthusiasm. She realized it would be wonderful to have a job that resulted in so much positivity and joy. That afternoon truly changed her life and her career path.

Susan, who is now in her 24<sup>th</sup> year of teaching, is in her second year of teaching special education at Edwardsville High School in Edwardsville Community Unit School District 7. She tried her hand at being an administrator, but she was drawn back to the classroom because she felt she could have more of a direct influence on the lives of students.

A parent describes Susan's teaching strengths with these words: "It is not an overstatement to say that the trajectory of my child's life has forever been positively impacted by this woman. Mrs. Converse's unwavering commitment to honoring and believing in all students, regardless of typicality and because of each one's unique strengths and challenges, is witnessed by anyone who observes her."

Once she was back in the classroom, Susan began implementing what was initially a small project that has now grown under her dedication and direction into a project that changed the culture of the high school. The idea was to have students with intellectual disabilities prepare and sell cookies to practice important functional life skills. Edwardsville High School is now home to the Tiger Den, a student-run coffeehouse that is more popular with students than the local Starbucks.

Susan's students handle all aspects of the operation of the coffeehouse. She is a caring leader as she guides them to success. The impact of the Tiger Den reaches much further than the functional life skills students are learning and using. They also are developing self-worth and pride in accomplishing goals, they are experiencing the acceptance and celebration of diversity among people, and they are building relationships and friendships with the entire community of District 7.

Susan is one of 10 finalists for Illinois Teacher of the Year, who will be named at the Those Who Excel banquet in Normal on October 20.

## NUTRITION PROGRAMS

### Hunger Free Students' Bill of Rights Act Becomes Law; Seeking Questions for Guidance Document

The Governor approved Senate Bill 2428, also known as the Hunger-Free Students' Bill of Rights Act, on Aug. 26. This act takes effect immediately. Public and private elementary and secondary schools participating in U.S. Department of Agriculture child nutrition programs should update policies to reflect the new law, which addresses "lunch shaming."

ISBE asks that questions about the new law be submitted to [cnp@isbe.net](mailto:cnp@isbe.net) (mailto:cnp@isbe.net) for the creation of a Q&A guidance document, which will be released soon. Here are the highlights from the Hunger-Free Students' Bill of Rights Act:

- The act requires every public or private elementary or secondary school in Illinois that participates in a U.S. Department of Agriculture child nutrition program to 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.
- The school may not provide a student requesting a meal or snack an alternate meal or snack that is different from the other meals or snacks provided to students in that school and may not prohibit or prevent a student from accessing the school's meal or snack services.
- 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 owed money and to request that the parent or guardian apply for meal benefits in a federal or state child nutrition program.
- If the amount owed by a student for meals or snacks is owed and payable to a school district in an amount that is no less than \$500 and the school district has made reasonable efforts to collect the debt from the student's parent or guardian for at least one year, the school district may seek an offset under the State Comptroller Act.
- A school may not publicly identify or stigmatize a student who cannot pay for a meal or snack or who owes money for a meal or snack in a manner that includes, but is not limited to:
  - Requiring the student to wear a wristband;
  - Giving the student a hand stamp;
  - Requiring the student to throw away a meal or snack after being served;
  - Requiring the student to sit in a separate location;
  - Publicly posting the name of the student; or
  - Any other action that would stigmatize the student.

Read the [full text of the Hunger-Free Students' Bill of Rights Act online](http://ilga.gov/legislation/fulltext.asp?DocName=&SessionId=91&GA=100&DocTypeId=SB&DocNum=2428&GAID=14&LegID=108990&SpecSess=&Session=) ([http://ilga.gov/legislation/fulltext.asp?](http://ilga.gov/legislation/fulltext.asp?DocName=&SessionId=91&GA=100&DocTypeId=SB&DocNum=2428&GAID=14&LegID=108990&SpecSess=&Session=)

[DocName=&SessionId=91&GA=100&DocTypeId=SB&DocNum=2428&GAID=14&LegID=108990&SpecSess=&Session=](http://ilga.gov/legislation/fulltext.asp?DocName=&SessionId=91&GA=100&DocTypeId=SB&DocNum=2428&GAID=14&LegID=108990&SpecSess=&Session=)).

## CURRICULUM & INSTRUCTION

### Professional Learning Opportunities – #ILMathCom

#### Lesson Study in Professional Learning - Aug. 30

ISBE is hosting a Lesson Study in Professional Learning from 3:30-4:30 p.m. on Aug. 30. Participants will explore lesson study as an empowering, collaborative professional learning option. Akihiko Takahashi, a lesson study expert from DePaul University, will share some of his insights and experiences, and a few past participants of the Illinois Virtual Math Lesson Study will talk about their experiences as well. Come prepared to ask questions and learn more about how to join a future math lesson study opportunity. [Registration for the Lesson Study in Professional Learning is now available](http://bit.ly/Aug30ILMathCom) (<http://bit.ly/Aug30ILMathCom>).

#### Transitional Math – Sept. 6

ISBE is hosting a discussion on Transitional Math Courses from 3:30-4:30 on Sept. 6. Kathleen Almy, the Illinois director for transitional math, will share information about the Postsecondary and Workforce Readiness Act and the transitional math component. Anji Garza, director of Professional Learning at ROE #47, will share information about the work that has been done so far and why these programs are so important for high school students. Participants will also discuss opportunities for Illinois educators to be involved in the development and piloting of materials to support these courses. The meeting will conclude with some time for Q&A and discussion. [Registration for Transitional Math is now available](http://bit.ly/Sept6ILMathCom) (<http://bit.ly/Sept6ILMathCom>).

Visit the [Math Teachers in Action webpage](http://www.mathteachersinaction.org/ilmathcom.html) (<http://www.mathteachersinaction.org/ilmathcom.html>) for future offerings and to stay up to date on developments and resources for math.

## EDUCATOR EFFECTIVENESS

### New Partnership for Educator Preparation Newsletter Available

Check out the [Summer 2018 issue of the Partnership for Educator Preparation \(PEP\) newsletter](#) (/Pages/Partnership-for-Educator-Preparation.aspx)! The newsletter highlights the end of the Year 1 pilot and transition into the Year 2 pilot. Visit ISBE's [PEP webpage](#) (/Pages/Partnership-for-Educator-Preparation.aspx) for more information and continuous updates regarding the work of PEP.

## SCHOOL BUSINESS SERVICES

### Reminder - Radon Testing and Reporting

Sections 10-20.48 and 34-18.39 of the Illinois School Code recommend that school districts test their school buildings for radon levels every five years. Please contact the Illinois Emergency Management Agency's Radon Program at (217) 782-1325 for more information regarding radon testing and to learn more about the harmful effects of high radon levels. The U.S. EPA also has [radon information](https://www.epa.gov/radon/health-risk-radon) (<https://www.epa.gov/radon/health-risk-radon>) available online.

School Code *requires* that results from radon testing of a public school building be transmitted to ISBE. They may be mailed to Illinois State Board of Education, School Business Services, 100 North 1<sup>st</sup> Street, Springfield, Illinois 62777. Alternatively, an electronic copy may be sent to [HLS@isbe.net](mailto:HLS@isbe.net) (mailto:HLS@isbe.net). If you have any questions regarding submitting the results, please contact School Business Services at (217) 785-8779.


## ASSESSMENT & ACCOUNTABILITY

### District Assessment Survey Due Sept. 28

The third annual [District Assessment Survey](#) (/Pages/Assessment-Survey.aspx) is now available. Legislation requires each school district to report information to ISBE concerning the administration of assessments to students at each school. The law also requires schools to make this information public via the school district's website or distribution in paper form. Districts can comply with this requirement by linking to the assessment survey results. This will also allow districts to track their completion rate. The survey will dynamically populate data submitted in the previous year for review and editing as needed.

Please note that the law defines tests "scored by a non-district entity" as the focus of this data collection effort. We refer to these as "standardized."

We appreciate your assistance with completing the form before Friday, Sept. 28, at noon. Contact the Division of Data Strategies and Analytics at (217) 782-3950 if you have specific questions about the survey.

Please click here for a [How-to-Guide](#)  (/Documents/2018-Assessment-Survey-Guide.pdf) on completing the survey.

## SPECIAL EDUCATION SERVICES

### Statewide Assistive Technology Program



The [Illinois Assistive Technology Program \(IATP\)](#) (<https://www.iltech.org/>) is a statewide, nonprofit organization designated as the Statewide AT Program funded under the Assistive Technology Act of 1998, as amended. IATP's mission is to increase access to and the acquisition of assistive technology (AT) devices and services for individuals of all ages with disabilities. IATP provides AT information and

services in the areas of education, employment, community living, and IT/telecommunications. The goal is to improve the quality of life of all Illinoisans with disabilities and enable them through greater access to assistive technology devices to fully participate in all aspects of life. IATP, which operates under a grant through ISBE, is able to provide free AT and augmentative and alternative communication (AAC) assessments for students ages 3-21 in the State of Illinois. Students with an Individualized Education Program/504 plan in place qualify for services. It is open for all individuals in the public school setting, as well as private and home-schooled students who are referred through their home district. Last year, IATP completed 109 AAC assessments and 47 AT assessments in 68 counties throughout the state.

In addition to AT and AAC assessment service, IATP provides a device loan program that is integral to the process to ensure a proper fit for the student. A free five-week trial can be conducted with recommended devices/programs by completing an [online request form](#) (<https://www.iltech.org/repository/deviceloan>). Training for AT linked to the individual assessment is also provided at no cost.

## EVIDENCE-BASED FUNDING

### 2017-18 English Learners Evidence-Based Funding Expenditure Reporting

The Evidence-Based Funding (EBF) law passed on Aug. 31, 2017, requires the Illinois State Board of Education to notify school districts of the total English Learner (EL) funding generated by each district's students. This composite amount of funds includes any EL funds generated under the Base Funding Minimum, Tier Funding, and the \$29 million supplemental EL funding for fiscal year 2018. It does not include funding generated by the core investment cost factors of the EBF formula, the money from which also benefits ELs ISBE completed the [calculations for all school districts' FY 2018 EL funding totals](#)  ([/\\_layouts/Download.aspx?SourceUrl=/Documents/FY18-Allocation-Reporting-English-Learner.xlsx](#)) in spring of 2018. Districts were reminded that funding attributable to ELs was to be spent on EL services per the requirements of [Article 14C of the School Code](#) (<http://ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt.+14C&ActID=1005&ChapterID=17&SeqStart=119100000&SeqEnd=120600000>) and [Part 228 of the Administrative Code](#)  ([/Documents/228ARK.pdf](#)). Questions regarding the computation of EL funding may be directed to the Division of State Funding and Forecasting at (217) 782-0249.

FY 2018 EL expenditure reporting shows where those funds attributable to ELs were ultimately spent within each district. At the recommendation of the Illinois Advisory Council on Bilingual Education, *only districts that received \$5,000 or more* in total FY 2018 EL funds will be required to submit an expenditure report through the period ending June 30. However, districts will not need to submit any other supplemental materials related to the Grant Accountability and Transparency Act (GATA), such as a program specific risk assessment or acceptance of the grant agreement.

**Expenditure Reporting Instructions:** Districts may now report their total FY 2018 EL expenditures by logging into the IWAS portal and selecting the Electronic Expenditure Reporting System. Choose Start New Expenditure Report and select 3305 Bilingual Ed – T.P.I. & T.B.E. program from the drop-down list. Select June 30, 2018, on the left side of the screen and click Continue to begin reporting. The Current Year Allotment will reflect the total amount of FY 2018 EL funding for the district (consisting of EBF Base Funding Minimum attributable to ELs, Tier Funding attributable to ELs, and any portion of the \$29 million supplemental EL funding).

Districts should report direct costs from July 1, 2017, through June 30, 2018. Users should note in Section X – Cash Summary of the report that the vouchered-to-date value will either be zero (for districts that only received EL funding as part of the EBF Base Funding Minimum as well as Tier Funding) or it will reflect the portion of the \$29 million supplemental EL funding for FY 2018. Regardless, all districts should report **total** FY 2018 EL expenditures. All FY 2018 EL expenditure reports are due to ISBE by **Sept. 30**

Any EL funds not spent this initial year will be treated as carryover funding for FY 2019, but must remain for exclusive use to support EL services. Districts should plan to spend any carryover funds in FY 2019. ISBE is committed to ensuring that funding is used for student services in a timely manner; carryover is permitted in this case only in recognition of the spring release of FY 2018 Tier Funding and



supplemental EL funding. ISBE encourages districts to make EL allocations and expenditures in response to recognized needs of ELs. Please note that, in all cases, ELs have a right to services regardless of funding received.

Questions regarding completion of the EL expenditure reporting can be directed to the Division of Funding and Disbursements at (217) 782-5256.

## ENGLISH LEARNERS

### FY 2019 Regular Year Migrant Education Program RFP Now Available

ISBE is soliciting bids from qualified entities for the implementation of the statewide FY 2019 Regular Year Migrant Education Program (MEP), funded under Title I, Part C of the Elementary and Secondary Education Act of 1965, as amended. The successful bidder will implement local services for eligible migrant students, including supplemental academic and support services, identification and recruitment of migrant children, data collection, and parent involvement. This grant focuses on serving children ages 0-21 who have not graduated from high school if they have moved within the past 36 months across school district lines with a parent or spouse who is a migratory agricultural worker or on their own as a migratory agricultural worker.

Information about the solicitation and proposal requirements are available on ISBE's [Migrant Education Program webpage](#) (/Pages/Migrant-Education-Program.aspx). The deadline for submission of proposals is **4 p.m. on Sept. 14**. A webinar and FAQ will be posted soon. Please direct questions to [MEP@isbe.net](mailto:MEP@isbe.net).

## U.S. DEPARTMENT OF EDUCATION

### Student-Centered Funding Pilot Applications Available

The U.S. Department of Education (ED) invites applications for up to 50 school districts to participate in a pilot program that offers flexibility to include eligible federal funds along with state and local dollars in a student-centered funding system. The pilot program is a bipartisan initiative that was authorized under the Every Student Succeeds Act. The flexibility relieves many of the federal requirements related to allocation, use, and reporting for those eligible federal funds.

ED is offering intensive technical assistance over the next several months that will result in a complete application submission for the pilot program. If you are interested in (a) individual consultation, (b) informal feedback on draft proposals, and (c) real-time problem solving, please send the following to [WeightedFundingPilot@ed.gov](mailto:WeightedFundingPilot@ed.gov) (mailto:WeightedFundingPilot@ed.gov):

- LEA Name
- LEA Contact, including:
  - Name and Position
  - Telephone
  - Mailing address
  - Email address
- The school year in which you anticipate implementing the flexibility (the earliest year should be school year 2019-20)
- Your initial proposed school funding system weights
- Any other information you wish to share, including, for example, the types of technical assistance that interest your district most and whether your district already uses weights in its funding approach

Each of these pieces of information is included in the [application for Student-Centered Funding](https://www2.ed.gov/policy/elsec/leg/essa/scfp/studentcentered.html) (<https://www2.ed.gov/policy/elsec/leg/essa/scfp/studentcentered.html>).

ED wants to engage with as many districts as possible and will accept technical assistance requests on a rolling basis until **Sept. 28**.

# LEARNING TECHNOLOGY CENTERS OF ILLINOIS

## Leadership in Personalized and Digital Learning Program

The Learning Technology Centers are launching the Leadership in Personalized and Digital Learning (LPDL) program, a year-long capacity-building program designed to meet the professional learning needs of principals and district leaders as they transition to digital and personalized learning. District leaders will join nine cohorts throughout the state to engage in real world, value-added activities that are part of a proven cycle of capacity building for their students, teachers, and communities, including activities that are essential to the school's transformation. The program includes both face-to-face and online learning. Cohorts start in September. More information is available on the [LPDL webpage](http://ltcillinois.org/lpdl/) (<http://ltcillinois.org/lpdl/>).


## COLLEGE & CAREER READINESS

### Seeking Applications for the United States Senate Youth Program

ISBE is seeking student candidates for the [57th annual United States Senate Youth Program](#) ([/Pages/United-States-Senate-Youth-Program-Hearst-Scholarship.aspx](#)) sponsored by the William Randolph Hearst Foundation. Please make the information available to juniors and seniors in your secondary school buildings.

The first phase of this program brings two students from each state to Washington, D.C., from March 2-9, 2019. Delegates will hear major policy addresses by senators, Cabinet members, officials of the Departments of State and Defense, and leaders of other federal agencies. They will also participate in a meeting with a justice of the U.S. Supreme Court and the president of the United States. The Hearst Foundation will pay all expenses for the week, including transportation, hotel, and meals.

The second phase awards a Hearst Scholarship of \$10,000 to selected students. The Hearst Foundation requires that to obtain scholarship funds, a student must participate in the Washington Week program and use the funds within four years of enrollment at an accredited U.S. college or university. Students are encouraged to include history, political science, or related subjects in their undergraduate program.

[Applications for the United States Youth Program are now available](#)  ([/Documents/USSYP\\_42-60.pdf](#)). ISBE must receive a hard copy containing original signatures no later than **4 p.m. Oct. 3**. Please contact Liz Hiler, principal consultant, at [ussyp@isbe.net](mailto:ussyp@isbe.net) or (217) 524-4832 for more detailed information.

## U.S. PRESIDENTIAL SCHOLARS PROGRAM

### ISBE Accepting Nominations for U.S. Presidential Scholars Program

ISBE is seeking candidates for the U.S. Presidential Scholars Program. This program honors high school students based on their outstanding scholarship and promise of future success. ISBE is encouraging principals to nominate students who might not otherwise be nominated through the current SAT/ACT or arts recognition process.

All high school seniors graduating between January and June 2019 who are U.S. citizens or legal permanent residents and who attend public, parochial or independent schools, as well as those who are home-schooled, are eligible.

The 2019 U.S. Presidential Scholars will be selected by the Commission on Presidential Scholars and will receive an expense-paid trip in June to Washington, D.C., where each honoree will be awarded a Presidential Scholars Medallion.

When submitting a student for consideration, the nomination letter should address the following questions:



1. What about the student makes him or her stand out as having outstanding scholarship?
2. What special challenges or hurdles has this student overcome while still achieving high academic success?


Please submit nomination letters to ISBE, Office of Communications, 100 N. First St., Springfield, IL 62777. Nominations must be postmarked by **Oct. 31**. For additional information about the program, visit [www.ed.gov/psp](http://www.ed.gov/psp) (<http://www.ed.gov/psp>).

## U.S. Presidential Scholars in Career and Technical Education Nominations

The U.S. Presidential Scholars Program now honors students on the basis of outstanding scholarship and demonstrated ability and accomplishment in career and technical education (CTE) fields. Therefore, in addition to the general nominations, ISBE is also asking administrators, counselors, and teachers to nominate students from their jurisdiction to be included as candidates for recognition for excellence in CTE. Administrators, counselors, and teachers may nominate **up to five CTE students per school** for consideration.

All high school seniors who are participants in a CTE program graduating between January and June of 2018 who are U.S. citizens or legal permanent residents and who attend public, parochial, or independent schools, as well as those who are home-schooled, are eligible.


The top five nominees from Illinois will be submitted to the U.S. Department of Education. All 2018 U.S. Presidential Scholars will be selected by the Commission on Presidential Scholars and will receive the Presidential Scholars Medallion at a ceremony in their honor in Washington, D.C.

Download and complete the [nomination and application forms](#)  (/Documents/FY19-CTE-Scholar-Nomination-App-Form.pdf). Please submit nominations and applications to Brian Houser, ISBE, College and Career Readiness Division, 100 N. First St., Springfield, IL 62777. Applications must be postmarked by **Oct. 19**.

For additional information about the program, visit [www.ed.gov/psp](http://www.ed.gov/psp) (<http://www.ed.gov/psp>).

## FUNDING & DISBURSEMENT SERVICES

### Revised State and Federal Grant Administration, Policy, and Procedures Handbook

The Division of Funding and Disbursement Services has updated the [State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures handbook](#)  (/Documents/fiscal\_procedure\_handbk.pdf). The handbook provides useful information for state and federal grant recipients on a variety of general grant related issues. The handbook does not replace or supersede any unique program requirements, statute, or rules.

Major changes include:

- State Funds: If payments are delayed for release by the State Comptroller's office, notification for refund will be will be suspended until the outstanding payments are released (Pages 8, 36 and 62)
- Revisions to Federal and State Compliance Reporting-Grant Accountability and Transparency Act Requirements (Pages 51-54)

Please contact Kim Lewis in the Division of Funding and Disbursement Services at [klewis@isbe.net](mailto:klewis@isbe.net) (<mailto:klewis@isbe.net>) or (217) 782-5256 with any questions.

## IN BRIEF

### Educator Recognition

- Congratulations to **Blondean Davis** of Southland College Prep Charter High School in Chicago for being named to the [Tougaloo College Board of Trustees](http://www.jacksonfreepress.com/news/2018/aug/07/blondean-davis/) (http://www.jacksonfreepress.com/news/2018/aug/07/blondean-davis/)!
- Congratulations to **Gretchen Brinza of CPS** and **Reginald Duncan of Mascoutah CUD 19** for being honored with Presidential Awards by the [White House Office of Science and Technology, with the National Science Foundation](https://www.nsf.gov/news/news_summ.jsp?cntn_id=295842&org=NSF&from=news) (https://www.nsf.gov/news/news\_summ.jsp?cntn\_id=295842&org=NSF&from=news), for their excellence in teaching or mentoring in STEM!
- Congratulations to **Tammi Conn**, director of Career and Technical Education at Valley View School District, for receiving an ACTE Region III Award of Merit!
- Congratulations to **Krista Paul**, assistant director of Career and Technical Education for District 214, for receiving the ACTE Region III Career Guidance Award!

## Educator Resources

- The **University of Illinois at Chicago's Division of Specialized Care for Children (DSCC)** (<https://dsccl.uic.edu/>) is a resource for school health professionals who work with children with special needs and complex medical conditions. DSCC is a statewide program that partners with Illinois families and their local communities to connect children with special health care needs to the services and resources they need to reach their full potential. DSCC guides and supports families through their child's journey with a diagnosis and put them at the center of a seamless support system that improves the quality of their lives. [Referrals](https://dsccl.uic.edu/for-providers/refer-a-family/) (https://dsccl.uic.edu/for-providers/refer-a-family/) to the program are simple. To learn more about DSCC and their programs, visit the (<https://dsccl.uic.edu/>), call (800) 322-3722, or email [dsccl@uic.edu](mailto:dsccl@uic.edu) (mailto:dsccl@uic.edu).

## Funding Opportunities

- The **Gateway Scholarship Program** (<http://www.ilgateways.com/index.php/financial-opportunities/scholarship>) has funds available for eligible professionals working in early care and education or school-age programs who want to earn college credit, credentials, or degrees. Visit the Gateway webpage for additional details.

## ISBE Employment Opportunities

Watch for ISBE career opportunities and find instructions for applying at [Careers at ISBE](http://www.isbe.net/Pages/Careers-at-ISBE.aspx) (http://www.isbe.net/Pages/Careers-at-ISBE.aspx).