

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 16, 2019

TO: Illinois State Board of Education

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

Agenda Topic: Fiscal Year 2020 Budget Recommendation – Funding a Civil Right:
Quality Education for All

Materials: Exhibit A Fiscal Year 2020 Superintendent’s Budget Recommendation
Exhibit B Recommended Assessment Appropriation Detail

Staff Contact: Scott Harry, Director, Budget

Purpose of Agenda Item

The purpose of this agenda item is to present and request the Board to approve the FY 2020 Budget Recommendation of “Funding a Civil Right: Quality Education for All” to ensure school districts and other educational providers have increased opportunities to provide services for each and every child throughout all the communities in the State of Illinois. Educators, parents, families, and community and business leaders submitted more than 425 community-driven requests for funding for ISBE programs for the FY 2020 education budget.

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...

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

Funding Principles of the Superintendent’s Budget Recommendation

The Superintendent’s recommended investment in public education for FY 2020, titled “Funding a Civil Right: Quality Education for All,” follows from the ongoing work of the State Board to advocate for fair resources for all schools. The State Board’s role as an advocate for Illinois students and families has meant holding high expectations for all students and articulating, based on data and community engagement, the funding and supports every child needs to meet them – grounded in the strong belief that every child can, indeed, meet them. Creating the

conditions for all children to thrive is the optimal strategy for a successful social and economic future for Illinois.

The “Funding a Civil Right: Quality Education for All” proceeds from the State of Illinois’ fiduciary responsibility to fulfill its commitments. In its Every Student Succeeds Act Plan, approved by the U.S. Department of Education on Aug. 30, 2017, the State commits to 90 percent of students graduating ready for college and career, 90 percent of ninth-grade students being on track to graduate with their cohort, 90 percent of third-grade students reading at grade level, and 90 percent of fifth-grade students performing math at grade level by the year 2032. In the opening line of the Evidence-Based Funding for Student Success Act, enacted on Aug. 31, 2017, the State commits to full funding of its primary school funding formula by 2027. In order to help ensure that Illinoisans are well-prepared for the 21st century economy, the P-20 Council has set as its primary goal: “to increase the proportion of Illinoisans with high-quality degrees and credentials to 60% by the year 2025.” Integral to this goal is “a state education funding system that provides adequate, equitable, transparent, and accountable distribution of funds to school districts that will prepare students for success after high school.

This budget recommendation outlines the path for the State to make an equitably funded and high-quality public education system for every child a reality within the current generation, pursuant to its commitments.

The deep structural inequity in Illinois’ 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.

The efforts of the agency in this regard are in evidence in several major policy advancements by ISBE and partners over the past year: implementation of Evidence-Based Funding, the launch of Illinois’ new support and accountability system for all schools, the reauthorization of the federal Carl D. Perkins Career and Technical Education Improvement Act and other efforts to make high school more meaningfully connected to communities and careers, data from Illinois’ new kindergarten readiness survey illustrating deeply unequal access to high-quality early learning opportunities, and the comprehensive approach to solving the teacher workforce crisis described in ISBE’s *Teach Illinois* report.

These policy advancements shape the context of “Funding a Civil Right: Quality Education for All,” which itself reflects an understanding of the need to both look backward and forward to promote fair access and equitable support. The policies also build on the four funding principles articulated in last year’s budget proposal for FY 2019: Equity, Community, Quality, and Educator Recruitment and Recognition. These four funding principles again undergird the funding recommendations for FY 2020.

EQUITY

In October 2018, the State Board adopted values and beliefs to guide ISBE’s practice and daily work:

1. 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.
2. 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.
3. 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.
4. We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
5. 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.

Equity drives all the funding recommendations in “Funding a Civil Right: Quality Education for All,” and especially the proposed investments in Evidence-Based Funding, early childhood education programs, and alternative education services.

Children come to school with different life circumstances and outside supports. Improving outcomes without addressing issues of equity is impossible. Equity means providing each child with the individualized supports he or she needs to achieve his or her potential and meet our common, high expectations.

Illinois' public schools serve an incredibly – and increasingly – diverse student population, including youth in care, students in temporary living situations, children in families who are struggling to secure enough food or whose parents are incarcerated, children learning English, and students with varying physical and developmental abilities. Our funding choices should reflect the diversity and depth of their experiences.

By basing funding targets on enrollment and need, compared to a common definition of quality, Evidence-Based Funding takes a significant step toward fulfilling the State's responsibility to ensure all K-12 students have the opportunities and supports to thrive. Distributing resources primarily to those in the greatest need counteracts the historical and structural inequities that have placed some of our children in situations of greater stress, trauma, and violence.

Meanwhile, research consistently demonstrates the value of investing in supports for children and their families in children's earliest years. Research by Nobel Prize-winning University of Chicago Economics Professor James Heckman shows that every dollar invested in high-quality early childhood programs returns \$7 to \$13 annually per child, based on better education, economic, health, and social outcomes.

Finally, equity for some students means access to alternative education settings. The Truants' Alternative and Optional Education and Regional Safe Schools programs help to mitigate obstacles for students facing discipline or attendance challenges. These programs utilize social and emotional supports, including counselors and smaller class sizes, to ensure that every student has a pathway for success.

QUALITY

Illinois has an urgent opportunity and responsibility to align State policy and investment with what children need for long-term academic and social success. A quality education recognizes and nurtures the individual strengths that each student brings to the classroom so that students graduate with the skills, knowledge, and confidence to thrive in their chosen pathway to success.

Illinois has taken strides to provide flexibility for schools to redesign the educational experience based on what leads to better student outcomes. Data indicate that the innovation afforded by this flexibility is working: 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 has increased to nearly three-quarters of all graduates, up from 68.7 percent just four years ago.

Some of the most exciting educational innovation in Illinois is occurring through the competency-based education pilot. The 45 districts currently participating in the pilot are restructuring students' educational opportunities and evaluation based on mastery of specific skills, abilities, and knowledge rather than "seat time." Competency-based systems have changed the dialogue with students and their families about where students are in their learning. They can specify exactly which concepts they have mastered and which they are working toward and how. Providing funding for the competency-based education pilot encourages these incubators for innovation and would support the pilot's expansion.

Across the state, high-quality assessments anchor Illinois' new support and accountability system. These common, rigorous assessments of what students know and can do are the primary mechanism for maintaining the State Board's high standards while providing schools with the flexibility to locally design evidence-based learning programs around students' individual needs.

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, such that they are better positioned to provide high-quality educational opportunities.

One of the 10 measures of performance, Illinois' new College and Career Readiness Indicator, reflects the multiple pathways students can and do take to successfully prepare for their next step after graduation. Investments in Advanced Placement, technology, and career and technical education ensure all students have fair access to a quality education.

With Evidence-Based Funding, summative designations, and the 10 measures of performance included in the support and accountability system, Illinoisans have more data than ever to empower honest dialogue about who is included or excluded from high-quality educational opportunities. How we act with those data in hand will reveal our true commitment to the future of our children and our State.

COMMUNITY

"Funding a Civil Right: Quality Education for All" represents a community-driven budget. ISBE presented the State Board's equity values and beliefs at each of the three public budget hearings and included the statements on the FY 2020 Budget Request Form through which

advocates submitted their specific funding requests. ISBE held the budget hearings in Springfield, Mt. Vernon, and Chicago. Educators, parents, families, and community and business leaders participated 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, a 64 percent increase above last year's attendance. ISBE also accepted testimonials and funding requests via email at ISBEFY20@isbe.net. ISBE received more than 425 community-driven requests for funding for ISBE programs for the FY 2020 education budget, approximately a 130 percent increase above the prior year.

"Funding a Civil Right: Quality Education for All" not only represents diverse community needs but also recommends investments to strengthen school-community relationships, especially through funding for community schools, after-school programming, and parent and family mentoring.

Children learn and develop in the school, the community, and the home. Highly effective teachers and school leaders are utterly necessary and yet not sufficient to disrupt generational poverty driven by decades of State disinvestment in communities. Addressing the State's deep opportunity gaps requires bridging services across sectors to meet the needs of the whole child and the whole family. Strategic investments can make schools into central hubs for a network of supports.

After-school programs incorporate schools, districts, community-based organizations, businesses, and local stakeholders. Partners work together to prepare students to thrive by extending learning opportunities in schools, community centers, and homes. After-school programs engage students through the arts, hands-on science, technology, civics, and sports. Students develop 21st-century skills such as problem-solving, critical thinking, leadership, and teamwork. Connections with after-school mentors help students navigate critical transitions academically and developmentally.

The 5Essentials Survey, developed by the University of Chicago Consortium on School Research, continues to show that schools are more likely to succeed when families are engaged. Families often first make connections to schools through out-of-school programs. The Southwest Organizing Project Parent Mentoring Programs help schools address barriers to family engagement and foster trust between families and school staff. Families develop the skills and confidence to support their children's learning.

Social and emotional development and physical health and well-being go hand-in-hand with academic growth. The Healthy Community Incentive Fund brings resources into schools for holistic supports. The State's investment in community programs puts children in a position to engage fully in their learning and to take advantage of the high-quality instruction in the classroom.

Taken together, these investments uphold a State funding approach that addresses the whole child, whole school, and whole community.

EDUCATOR RECRUITMENT AND RECOGNITION

The stakes are high to ensure every student has an excellent teacher in every classroom. 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 student belonging in

schools has a direct impact on academic performance. Belonging defines who benefits from relationships and who has access to engaging instruction.

Illinois faces a statewide teacher workforce crisis with record numbers of unfilled classroom positions. The teacher shortage disproportionately affects higher-need students: 48 percent of vacant teaching positions are for students with disabilities and English Learners. Illinois is also failing to meet students' needs for teachers of diverse races and ethnicities. Students of color in Illinois' public schools are now the majority, having increased from 46 percent to 52 percent over the last 10 years, while the percentage of teachers of color has remained static over the last 10 years at around 15 percent. To authentically support our students' social and emotional well-being, we must acknowledge and confront the institutionalized barriers that continue to limit students' opportunities to succeed.

ISBE's "*Teach Illinois: Strong Teachers, Strong Classrooms*" report examined the statewide teacher workforce crisis and proposed research-backed solutions to expand and diversify the State's highly qualified teacher workforce. Funding Educators Rising would support pathways into the teaching profession beginning in high school. Re-investing in teacher and principal mentoring programs would expand proven strategies for developing and retaining effective educators. Funding for Teach for America and other diverse teacher recruitment programs would support targeted efforts to achieve parity in racial representation between educators and the students they serve and would promote culturally responsive practices among all educators. Opportunities such as National Board Certification and the Teacher of the Year/Those Who Excel program provide critical recognition for the complex work teachers do. Our students deserve the best teachers, and our teachers deserve the best from us.

EQUITY

Evidence-Based Funding (EBF) – Aligned to Goals 1-7; Equity Principles 1-5

At the heart of the Board's commitment to equity is the Evidenced-Based Funding formula. FY 2020 will be the third year in which districts receive State funding primarily through the EBF formula, which holds all districts harmless to their previous year's level of funding and distributes all additional dollars in direct proportion to the needs of the district and its students. Through its prioritization of the students in greatest need, and through its acknowledgment that different students need different levels of resources to enjoy equal opportunities, EBF upholds both the Board's goals and the Board's commitment to equity.

The formula's efficacy and the realization of the State's responsibility, however, depends upon continuously increasing levels of new funding. The Illinois Constitution mandates that the "primary responsibility for financing the system of public education" belongs to the State. Yet in FY 2018, the State contributed only 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." The investments in EBF over the past two years have been necessary and significant, but they are not sufficient to fulfill the state's constitutional obligation or to put the state on track to reach 90 percent adequacy by 2027.

Approximately \$666.6 million in EBF tier funds have been distributed to school districts in the first two years of the EBF funding formula. The districts' capacity to meet expectations, or the percentage of adequacy, ranges from 47.2 percent to 280.4 percent with a median of 70.3

percent as calculated to determine the FY19 tier distribution. There are 655 districts with an adequacy percentage less than 90 percent, which represents 77 percent of all districts and 81 percent of students in Illinois. Every county but two in Illinois has at least one district below 90 percent of adequacy. Those two counties without districts below 90 percent represent only three districts.

Districts used their EBF Spending Plans to articulate how they plan to use their EBF funds to support holistic district functioning and serve students, from recruiting and retaining licensed educators to purchasing curriculum and learning tools. Their spending plans drew direct lines between intent to fund and intent to grow students and achieve Board goals. For example, one district linked its ability to purchase and implement new math curriculum to its capacity to address gaps in its students' math achievement, while another district pointed to hiring instructional coaches to assist teachers with providing high-quality classroom instruction.

Advocates at public budget hearings reinforced these messages about what a difference EBF has already made and also how much further we must go. They presented testimony pressing for full funding for EBF at 90 percent adequacy, which equates to \$11.765 billion.

As discussed during December's Board meeting, 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 distribution of the FY 2019 tier funding. 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 if including \$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. These estimates are based on current FY 2019 EBF data; future funding projections will be affected by changes to student enrollment, student demographics, local resources, recalibration of the cost factors, and many other variables.

The Superintendent recommends an \$11.765 billion appropriation for Evidence-Based Funding for FY 2020. This provides the funding for all districts to have at minimum 90 percent adequacy and comports to the statutory intent for funding public education "to ensure every student receives a meaningful opportunity to learn irrespective of race, ethnicity, sexual orientation, gender, or community-income level" (105 ILCS 5/18-8.15).

Early Childhood Education – Aligned to Goals 1-7; Equity Principles 1-5

The Early Childhood Block Grant (ECBG) funds the Preschool for All (PFA), Preschool for All Expansion (PFAE), and Prevention Initiative (PI) programs.

PFA funding supports Illinois students entering school with a foundation of knowledge and skills that allow them to be prepared for kindergarten and to receive the support needed to be reading at or above grade level by third grade.

The PFAE grant provides preschool services to 4-year-old children who are determined to be at-risk through a weighted eligibility selection process. The program offers high-quality comprehensive services including:

- 1) Connections to health, mental health, dental, and social services;
- 2) Intensive parent engagement services;
- 3) Universal and targeted supports for positive behavioral and social emotional development;
- 4) At least 60 minutes per day of physical activity; and

- 5) Instructional leaders with specific early childhood expertise and expertise in serving culturally, linguistically, and ability-diverse children who will focus on providing high-quality, embedded professional development to teachers.

These children are not yet eligible for kindergarten and can significantly benefit from early learning supports. The children are taught in a safe and healthy environment led by highly prepared and effective certified teachers and school leaders.

The PI program offers coordinated services through a network of child and family service providers and promotes the development of at-risk infants and toddlers up to age 3. The program is offered at both home and center-based facilities, allowing children to be taught in safe and healthy environments rooted in their local community. This comprehensive program ensures all students in Illinois can access high-quality early learning and empowers communities to provide this service to its members.

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.

Early childhood education produces significant outcomes for children in the State. During one of the budget public hearings, an advocate shared a story of a child who entered a PFA center-based program when she turned 3. Her parents expressed a concern about the child's language skills and was hopeful that the PFA program could help with the child's autistic behaviors and limited language. The child would only talk if she was told what to say. A speech evaluation identified an auditory processing delay. A speech Individual Education Plan was developed and speech services began. With therapy, additional supports in the PFA classroom, committed parents, and 2.5 years of PFA, the child is currently in fourth grade and succeeding in school. She is in accelerated reading and was recently referred and accepted into the STEM program.

According to Child Care Resource and Referral, an existing early childhood education grantee, one of its most significant accomplishments was starting a small group of community agencies to support the birth to third-grade continuum at the Joliet Early Learning Center at One Hope United. AOK Will County, Joliet District 86, Child Care Resource and Referral, and Child Family and Connections collaborated to create a shared referral form. The group reported, "We have created the form and are now in the process of getting it translated in Spanish. The goal of this form is to make sure we are connecting families to the services they need and for programs to be able to follow up and make sure the families were able to make the connections. The next step is getting the form approved by all members who are part of the Continuum work. Once it is approved, this fiscal year [FY 2019] will be the trial year in hopes to invite more community members next year."

PI provides training and supports to parents. A staff member from Baby TALK shared, "...Haylee, 15 years old and in eighth grade, was visited in a local hospital at the birth of her son in 2017 as part of a universal screening. She was made aware of a teen parent alternative education program provided through a joint collaboration of Macon-Piatt ROE 39 and Baby TALK PI program. She attended her first day of class 10 days after the birth of her baby. This program provides academic instruction for the teen through the Macon-Piatt ROE and family

supports including on-site child education, home visiting, developmental monitoring and family goal-setting through Baby TALK PI services. In January 2019, Haylee will be attending high school for the first time. Her son is now 16 months old, and through the focus on the nurturing of the parent-child relationship, community resources and supports provided by Prevention Initiative services, he is a healthy, typically developing toddler. He is on target to be kindergarten-ready and demonstrates advanced social-emotional skills. Through the efforts of highly prepared and effective teachers and school leaders, this opportunity is being made available to Haylee and her son and other mothers who are pregnant and parenting. The success of this family is due to the effective partnership between multiple education providers including Prevention Initiative, Decatur Public School District and the Macon-Piatt Regional Office of Education.”

Throughout the ISBE budget hearings, there was an overwhelming response from the community advocating more increased early childhood funding. Representatives from Fight Crime: Invest in Kids, The Ounce of Prevention, Prophetstown-Lyndon Tampico CUSD #3, Illinois School Nutrition Association, Jefferson County Development Corporation, Mission: Readiness, Latino Policy Forum, and The Center: Resources for Teaching Learning all advocated for increased early childhood funding in FY 2020.

ISBE estimates 315,409 children ages 3 to 5 statewide are not served by an early childhood education program in FY 2019 based on a preliminary analysis. Nearly 81 percent of these children reside in a Tier 1 or Tier 2 district – those with less than 90 percent of adequate resources per the EBF funding formula. Aurora East School District 131 received ECBG funding and provides the capacity to serve 838 children, or approximately 28 percent of the total 3,000 children estimated to be under the age of 5 and living within the district. With additional state funds, Director of Early Childhood Education Kathleen Kogut said she could serve more students. Operating in a Tier 1 district funded at only 58 percent of adequacy, Kogut works to extend her early childhood program’s reach as far as she can. Kogut prioritizes sharing knowledge and practice with home- and community-based providers, who serve the vast majority of the district’s students in their early years. The district’s partnership with other service providers exemplifies its whole-community mindset to supporting students and families. Kogut further explained, “I am really working hard with our local early childhood collaboration to create professional development opportunities for our home- and community-based day care providers.” This highlights how crucial the ECBG funding is to communities and how it not only benefits the children, but also serves to connect and coordinate many different entities, which is directly in line with ISBE’s equity principles.

As discussed at the December’s Board meeting, offering a high-quality early childhood program for all children in Tier 1 and Tier 2 districts, with 50 percent of funding allocated for half-day programs and 50 percent for full-day programs, is estimated to require a \$190 million increase to the ECBG for each fiscal year from FY 2020 through FY 2027. This estimate does 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 estimate also does not include regional cost factors.

The Superintendent recommends a \$2.4 billion appropriation for the Early Childhood Block Grant for FY 2020. Details for the appropriation is provided in the table below:

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

Additional funds support the agency's belief that all children should have access to high-quality early learning opportunities. This represents a community-driven budget request with an abundance of testimony and advocacy from all parts of Illinois. Early Childhood Block Grant funding ensures Illinois students enter school with a foundation of knowledge and skills, fully prepared for kindergarten by receiving the educational support needed to be reading at or above grade level by third grade.

Mandated Categorical Reimbursements - Aligned to Goals 1-5, 7; Equity Principles 1-2, 4

EBF articulates the need to fund all Illinois schools and students, but the budget also reflects specific student needs addressed through targeted line items. These line items aim to ensure that these students receive a more equitable education according to their needs. Historically, many of these line items were collected under the "mandated categorical programs" (MCATs). Some MCATs have been integrated into EBF; the remaining MCATs in the recommended FY 2020 budget continue the important work of providing districts and other Local Education Agencies (LEAs) with the financial supports needed to assist each child in achieving his or her greatest potential.

Funding limitations have resulted in the proration of MCAT payments in recent years. The table below illustrates the degree of proration for the various MCAT lines for FY 2015 through FY 2019.

MCAT Proration Level History

Program Name	FY 2016	FY 2017	FY 2018	FY 2019
Sp. Ed. - Private Tuition	94%	96%	90%	80%
Sp. Ed. - Orphanage	100%	100%	100%	100%(est.)
Sp. Ed. - Transportation	97%	92%	91%	86%
Transportation - Reg/Voc	70%	71%	84%	82%
Ill Free Lunch & Breakfast	22%	22%	30%	29%(est.)
Regular Orphanage 18-3	100%	100%	100%	100%(est.)

Transportation Reimbursement – Regular/Vocational and Special Education

Regular/Vocational

The Regular/Vocational Transportation program reimburses school districts and vocational centers a portion of the costs incurred in transporting students who reside more than 1 ½ miles from the school attended or live less than 1 ½ miles where conditions are such that walking, either to or from the school to which the student is assigned for attendance or to or from a pickup point or bus stop, constitutes a serious safety concern due to a vehicular hazard as determined by the Illinois Department of Transportation. The state program reimburses allowable costs less an offset computed based on a qualifying percent rate dictated by the district type (i.e. Elementary, High School or Unit) multiplied by the district's property wealth or

Equalized Assessed Valuation. Vocational costs are reimbursed at a maximum of 4/5ths (80 percent) of the district's costs for transporting students to a vocational center.

There are vast differences in the commuting challenges throughout Illinois for schoolchildren, from long commute distances in rural areas to traffic congestion and areas where crime rates are high in urban and suburban areas. The Regular/Vocational Transportation program provides equity in its scope by providing access and opportunity for every student to be safely transported to school and ensure their right and ability to learn and achieve success. In the 2017-18 school year, 817 districts, six State Charter Schools and 10 Vocational Centers filed claims for reimbursement processed in FY 2019.

The Regular/Vocational Transportation program is essential because child safety is the priority of school transportation. There is no question that transportation has inherently significant costs that include costs for drivers, vehicles, insurance, fuel and maintenance. However, to ensure that each student can thrive and achieve his or her maximum education potential, school transportation via the traditional yellow school bus provides the safest and most dependable means for students to reach school, as many have limited to no means to get to their school without it.

The Regular/Vocational Transportation Reimbursement appropriation has not been fully funded since FY 2010. Proration, due to insufficient funding, averaged 73 percent during this time, but rose to 84 percent in FY 2018 due to a \$57 million appropriation increase in that year. It fell slightly to 82 percent in FY 2019 due to a flat appropriation. Statewide proration is applied by the same percentage across all districts. While the current statutory formula for Regular Transportation does provide a variable of equalization based on property wealth, the impact of proration is more detrimental to those districts where available local resources are not as abundant. Therefore, proration has a greater negative impact to local budgets of districts that are further away from adequacy based on the EBF funding formula.

The Superintendent recommends a \$359,400,000 appropriation for the Regular/Vocational Transportation program for FY 2020, an increase of \$96,490,200 compared to FY 2019. The full funding request is in response to stakeholder testimony in the recent budget hearings. District Superintendent Victor White in Prairieview-Ogden District 197 testified that full funding for Regular Transportation is critical for his district as well as all other rural districts that incur an additional financial burden to comply with this important state mandate.

Special Education

The Special Education Transportation program reimburses school districts and special education cooperatives a portion of the costs incurred to transport students with disabilities who have special transportation needs. As part of the mandate of a Free Appropriate Public Education (FAPE), related services are required when determined necessary to assist a child with a disability to benefit from special education. Transportation as defined in the Individuals with Disabilities Education Improvement Act (IDEIA) includes:

1. Travel to and from school and between schools;
2. Travel in and around school buildings; and
3. Specialized equipment (such as special or adaptive buses, lifts, and ramps), if required to provide special education for a child with a disability.

The state program pays a maximum of 4/5ths (80 percent) of the district's allowable costs for transporting eligible students. Districts are reimbursed quarterly for their claims against prior-year expenses.

The importance and full funding for the Special Education Transportation program cannot be understated as it is a mandate for all districts and is an essential State funding source to serve eligible students. The program provides equity in its scope by providing access and opportunity for every student to be safely transported to school and ensure their right and ability to learn and achieve success

State appropriations for the Special Education Transportation program have been insufficient to reimburse the required 80 percent for eligible local education costs since FY 2012. Proration has been the result and has declined from a high of 99 percent in FY 2013 to a low of 86 percent in FY 2019. In the 2016-17 school year, 87,808 special education students were reported as transported by 823 districts, three State Charter Schools and 21 special education cooperatives at a cost of \$427,120,982. The FY 2018 state appropriation of \$387,682,600 was able to reimburse claims at 91 percent. In the 2017-18 school year, 88,038 special education students were reported as transported by the same number of districts, seven State Charter Schools and 22 special education cooperatives that filed claims at a cost of \$452,978,191. As stated earlier, a flat FY 2019 appropriation was able to reimburse claims at 86 percent.

Although statewide proration is applied by the same percentage across all districts, the statutory formula for Special Education Transportation does not contain an equalization factor; therefore, proration is more detrimental to those districts where available local resources are not as abundant and has a greater negative impact to local budgets of districts that are further away from adequacy based on the EBF formula.

The Superintendent recommends a \$473,600,000 appropriation for the Special Education Transportation program for FY 2020, an increase of \$85,917,400 compared to FY 2019. The full funding request is in response to stakeholder testimony in the recent budget hearings and will provide critical reimbursement needed to fulfill the mandate to transport students with specialized transportation needs safely.

Regular and Special Education Orphanage Reimbursements

Regular Education Orphanage Tuition

The Regular Education Orphanage Tuition program provides full reimbursement to districts in the current school year for the education costs incurred on behalf of students who reside in a licensed children's home, State residential facility or placed temporarily in a county detention center. This line item includes regular term and summer term. All students must be verified as a youth in care of the State to be eligible for funding via a cross-check with the Illinois Department of Children and Family Services (DCFS).

The Regular Education Orphanage program is essential to support and serve children at risk of not meeting their full potential who are either in the care and custody of the DCFS Guardianship Administrator or have been temporarily placed in a county detention center. DCFS youth in care are placed in a licensed group home. District budgets are impacted as they are required to enroll and provide the full range of general education services for children who are classified as youth in care by the State of Illinois. In FY 2017, 38 districts submitted claims for 5,339 students, and in FY 2018, 37 districts submitted claims for 5,046 students and received full reimbursement of costs.

The Superintendent recommends a \$10,100,000 appropriation for the Regular Education Orphanage program for FY 2020, a decrease of \$3,500,000 compared to FY 2019. The decrease is primarily due to a downward trend in claims submitted by Chicago District 299.

Continued full funding support for this vulnerable population is critical to reimburse districts whose budgets have been impacted by the placement of these students.

Special Education Orphanage Tuition

The Special Education Orphanage program provides full reimbursement to districts in the current school year for the education costs incurred on behalf of students with disabilities who are educated in a district, special education cooperative or private facility day program. These students are primarily under the care and custody of the Illinois Department of Children and Family Services Guardianship Administrator. As such, these youths in care are placed with a foster family or in a licensed group home. This line item provides funding for the regular school term and summer term if extended year services are required as well as any specialized transportation services. If a state agency (e.g. DCFS) places a pupil in a state-owned institution, the district where the facility is located becomes the student's district of residence and is required to fulfill the provisions outlined in their Individualized Education Program.

Two key equity principles are that all students have the right and ability to learn, as well as be provided with the individualized supports they need to achieve their potential and meet our common, high expectations. The Special Education Orphanage program is essential to support and serve children at risk of not meeting their full potential. District budgets are impacted as they are required to enroll and provide the full range of general and/or special education services for children who are classified as youth in care by the State of Illinois. In the 2017-18 school year, 507 districts submitted regular term claims totaling \$69,669,131 and 150 districts submitted summer term claims totaling \$3,575,659.

The Superintendent recommends an \$80,500,000 appropriation for the Special Education Orphanage Tuition program for FY 2020, an increase of \$7,500,000 compared to FY 2019. Continued full funding support for this vulnerable population is critical to reimburse districts whose budgets have been impacted by the placement of these students.

Special Education Private Facility Reimbursement

The Special Education Private Facility Tuition line item provides reimbursement for a portion of the tuition costs paid by districts that elect to place a student with a disability in an approved in-state or out-of-state private facility as determined by the district to meet the student's Individualized Education Program (IEP).

The private tuition reimbursement formula states that the district is obligated to pay two per capita tuition charges, with the State reimbursing the remaining tuition in excess of this amount. Student tuition claims are submitted annually by Aug. 15 per statute. Reimbursement is paid quarterly in the following fiscal year.

Equity for this vulnerable population equates to providing each child with the individualized supports needed to achieve high academic standards. Special education private facilities provide a critical alternative learning opportunity for those who are not able to be successfully educated in the regular education environment. Locally, IEP teams explore options for private placements when the full range of education needs for the student are so severe that they cannot be met within the district. Accordingly, private facilities serve a very special and particular purpose in serving these most-high-needs students.

Annually, on Dec. 1, Illinois counts the number of special education students ages 3-21. Of the 295,066 students counted on Dec. 1, 2017, 7,873 or 2.66 percent were educated in an

approved in-state or out-of-state special education private facility. According to the National Association of Private Special Education Centers, there are 6.6 million students with disabilities being served through the Individuals with Disabilities Education Act (IDEA) in the United States. Of these students, 3.4% are being served in private specialized day and/or residential programs.

The Special Education Private Facility Tuition program is an essential State funding source for districts to offset a portion of the costs incurred for educating a student with a disability in a State approved non-public private facility. In the 2017-18 school year, the average tuition per diem paid was \$268.12 or \$47,189 annually for a student enrolled for 176 days, with the highest per diem paid being \$755.64 or \$132,992 annually. In the 2016-17 school year, 11,454 students were claimed by 585 districts that submitted tuition costs of \$329,335,097. An appropriation of \$135,265,500 was insufficient to reimburse the districts at 100 percent, so a proration of 89.9 percent per claim was applied. The Board recommended full funding for FY 2019, but a flat appropriation was provided. In the 2017-18 school year, 11,635 students were claimed by 579 districts that submitted tuition costs of \$366,111,799. The flat appropriation of \$135,265,500 resulted in a proration of 80 percent, the lowest since FY 2005.

The Superintendent recommends a \$190,400,000 appropriation for the Special Education Private Tuition program for FY 2020, an increase of \$55,134,500 compared to FY 2019. Increased funding will provide the critical financial resources necessary for districts to ensure that students have equitable opportunities to thrive, as well as support the foundation for them to grow into socially and economically secure adults.

Illinois Free Lunch and Breakfast

The purpose of the Illinois Free Lunch/Breakfast funding is to provide school districts reimbursement for a portion of the costs for providing a quality nutritious breakfast and/or lunch to all students who meet the free income guidelines established for the National School Lunch Program. Illinois Free Lunch/Breakfast funding ties directly to the goal that every school offers a safe and healthy learning environment for all students and meets the ISBE vision that Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure.

Illinois Free Lunch/Breakfast is modeled after the federal food assistance program. It is designed to provide additional funding to school districts to provide nutritious meals to needy children, with the most reimbursement flowing to school districts operating in areas of highest poverty and serving the largest number of children and families in need of assistance.

Every public school, including special education facilities, must have a free lunch program that provides free lunch (and breakfast if a school offers breakfast) to students eligible to receive free meals, per 105 ILCS 125/1 and 125/4 and 23 Illinois Administrative Code 305.10. Reimbursement is available to school districts enrolled in Illinois Free Lunch/Breakfast Programs that serve a reimbursable meal to eligible students. Per the requirement listed, reimbursement was established to be 15 cents per meal. However, in recent years the funding has been prorated to as little as 2 ¾ cents per meal.

Ensuring a safe and healthy learning environment regardless of the location, Illinois Free Lunch/Breakfast funding for nutritious meals helps satisfy a basic need for children, preparing them to excel in the classroom, further enabling them to succeed. A No Kid Hungry Micro Report indicates that 95 percent of teachers cite breakfast as important to academic achievement and 62 percent of teachers say coming to school hungry leads to behavior

issues. In addition, school breakfast and lunch often are the only meals children in high-poverty or high-risk areas receive on a daily basis. Statistics provided by Feeding America indicate that there are 459,330 food-insecure children living in Illinois and that 1 in 6 children do not know where their next meal is coming from.

The Superintendent recommends a \$31,038,500 appropriation for the Illinois Free Lunch/Breakfast reimbursement line for FY 2020, which allows the reimbursement rate to increase to the statutory required level of 15 cents per meal.

Fiscal Year 2020 MCAT Programs – Recommended Funding (\$000’s)

The Superintendent recommends full funding for all MCAT lines for FY 2020. Children should be provided with the necessary financial supports from these programs to meet their needs, whether for special services, proper nutrition, safe transportation to school, and/or optimal opportunities for youth in care of the state to achieve their potential and meet high education standards.

Program Name	FY 2020 Recommended	FY 2020 Projected Proration	Increase (Decrease) Over FY 2019
Sp. Ed. – Private Tuition	\$190,400.0	100%	\$55,134.5
Sp. Ed. – Orphanage	\$80,500.0	100%	\$7,500.0
Sp. Ed. – Transportation	\$473,600.0	100%	\$85,917.4
Sub-Total Special Ed	\$744,500.0		\$148,551.9
Transportation – Reg/Voc	\$359,400.0	100%	\$96,490.2
Ill Free Lunch and Breakfast	\$31,038.5	100%	\$22,038.5
Regular Orphanage 18-3	\$10,100.0	100%	(\$3,500.0)
Total Mandated Categorical Programs	\$1,145,038.5	100%	\$263,580.6

Alternative Education – Regional Safe Schools – Aligned to Goal 7; Equity Principles 1-4

As an institution supporting public education systems and structures, ISBE has an ethical, moral and legal responsibility to set high expectations of all students, and to ensure that every student achieves success. As part of ISBE’s legal obligation, Article 13A of the Illinois School Code established the Regional Safe Schools programs that provide the necessary direction needed for at-risk youth to access equitable educational opportunities.

The premise of the Regional Safe Schools program aligns to ISBE’s ethical obligation to ensure that every Illinois student has not only the right, but also the ability, to learn, and accordingly provides alternative academic options intended to eliminate the potential academic achievement gap that at-risk youth may face.

The option is specifically intended for youth in Grades 6 through 12 who are on suspension, eligible for expulsion, expelled or suspended for more than 20 days due to gross misconduct, or who are administratively transferred to a Regional Safe School at the discretion of the local district.

The Regional Safe Schools Grant provides formula funding to 35 Regional Offices of Education, three Intermediate Service Centers and to Chicago Public Schools, in order for each of these entities to operate 69 safe school programs statewide. In FY 19 alone, the Regional Safe School programs serviced 3,778 at-risk youth. These programs provided a variety of holistic services aimed at meeting the specific needs of the students they served. Services include

work-based learning opportunities, credit recovery and dual enrollment. Additionally, students have access to mental health services, smaller class sizes, and life-skills training.

A more specific example of the model offered by Regional Safe Schools can be seen in the DuPage Regional Program, Partners for Success (PfS), which partners with Edgenuity to offer a blended learning environment combining direct classroom instruction with on-line, instruction, resources and support. Supplemental educational support services and on-line curriculum are available to students for credit-recovery opportunities, elective courses and instructional assistance in the classroom. Students receive social-emotional learning infused in their academics and career education. PfS also partners with Northeast DuPage Youth and Family Services based in the Addison Police Department to offer Washington Aggression Interruption Training (WAIT) and Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS) for students struggling with anger management and histories of trauma, respectively. Social work and special education referrals are coordinated with the school social worker and staff. All staff coordinate community interfaces, experiential learning and service-learning projects that integrate with academics and social-emotional learning. Work-based learning, social-emotional learning and cross-curricular support are among the components coordinated by the staff and integrated into the daily advisory program.

The Superintendent recommends an \$11.3 million appropriation for Alternative Education-Regional Safe Schools for FY 2020, an increase of \$5 million (79 percent) compared to FY 2019. Increased funding would ensure services are readily available to approximately 110 students on a wait list.

Additionally, funds could be used to expand the number of program sites, purchase software to help teachers further differentiate instruction, provide transportation for students to take dual-enrollment classes and employ certified school-based mental health counselors, or pay current teachers a competitive salary to improve retention. Educating students at all different grade levels, who each have unique social and emotional needs, comes with challenges. Without adequate funding, programs are forced to make difficult budget decisions that ultimately impact a program's ability to provide the full range of services necessary to ensure the development of all persons to the limits of their capacities.

Autism – Aligned to Goals 1 – 6 Equity Principles 1 - 4

The Autism Training and Technical Assistance project is designed to provide specialized professional learning resources and technical assistance to support high school and postsecondary transition needs of students with autism and other disabilities.

These services and relevant, valid, and accessible resources shall focus on ensuring equitable access and best practices in educational and workplace transition. In 1997, the number of Illinois students identified with autism was 560 when the autism project began. In 2016, the number of students identified is more than 23,000

This funding is used to increase the awareness and the capacity of stakeholders within community partnerships (employers, families, educators, citizens, and students) by providing training and technical assistance to directly affect students and their transition into higher education and/or the workplace.

The Superintendent recommends a \$100,000 appropriation for Autism for FY 2020, the same amount appropriated in FY 2019.

Bilingual Education Funding (English Language Supplemental Funds) – Aligned to Goals 1-7; Equity Principles 1-5

There are more than 247,000 English Learners (ELs) in Illinois public schools, making our state the fifth largest in the country for this population of students (*Total Number of English Learners: 2016-17*). EL services in Illinois consist of linguistic and academic supports afforded to students identified as English Learners. There is an array of program models that support ELs in their learning of English and academic content. These include dual-language programs that support students in building a strong foundation in their native language to facilitate the acquisition of academic content and the development of English, transitional bilingual programs that use native language as students acquire English, and English as a second language (ESL) supports, which consist of English-based learning to support the linguistic development of the students.

Supporting ELs requires coordination of federal, state, and local dollars. EL funding is used by school districts in Illinois to provide ELs with equitable access to core and extracurricular coursework in accordance with Article 14C of the School Code (ISBE Board Goals 1- 7). EL funds support:

- the purchase and use of linguistic and academic materials to strengthen the students' language and academic performance;
- the salaries of bilingual and/or ESL-endorsed teachers, as well as their professional development, to ensure teachers are prepared and properly supported to serve ELs; and
- the preparation and presentation of academically and linguistically driven workshops to the parents of ELs in order to facilitate language and academic development in the home.

By providing equity, access, and opportunities for ELs through funding, ISBE is enacting its ethical, moral, and legal responsibilities to end disparities and gaps in the education of ELs, and further the training and support for teachers, administrators, parents, and communities, to ultimately eliminate opportunity and achievements gaps for ELs in Illinois.

Beginning in FY 2018, funds for ELs were included as part of Evidence-Based Funding (EBF). Prior to EBF, a prior cost study estimated \$37 million in additional EL funds were needed to provide full reimbursement of EL costs. This led to a 63.3 percent proration of the funding in FY 2017. In FY 2018, an additional \$29 million was appropriated as one-time supplemental funding for districts to support ELs. This funding was distributed to Tier 1 and Tier 2 school districts and became part of their EBF base funding minimum in FY 2019. This appropriation did not close the total funding gap from FY 2017. Furthermore, the number of students receiving EL supports increased by 8 percent from FY 2017 to FY 2018 and ISBE anticipates an additional 5 percent for both FY 2019 and FY 2020.

The Superintendent recommends a \$29,000,000 appropriation for Bilingual Education Funding for FY 2020 as a separate line item to supplement bilingual funding provided by EBF. This recommendation is a community-driven funding request. The FY 2020 appropriation is critical to ensure that ELs are provided the resources and supports necessary to support them as they become college- and career-ready.

Blind and Dyslexic – Aligned to Goals 3 – 5; Equity Principles 1 - 4

Learning Ally is a national nonprofit (501c3) whose mission is to make reading accessible for all. The Blind Dyslexic Person Reading Program's goal is to ensure success for learners who struggle to read by providing human-read audiobooks and assistive technology accommodations for students with print disabilities, and training for educators. Research

funded by the National Institutes of Health estimates that up to 20 percent of all individuals struggle to learn to read and read effectively due to disabilities such as dyslexia. Consequently, it is estimated that 400,000 of Illinois' 2 million students may have reading challenges due to a disability.

Learning Ally helps schools meet their obligations under the federal *Individuals with Disabilities Education Act* (IDEA), Rehabilitation Act, and the *Americans with Disabilities Act* (ADA) requirements to ensure effective communications for students with disabilities by supporting public schools, educators, and K-12 students who have print disabilities such as blindness, visual impairments, and dyslexia. Through the grant membership, schools access Learning Ally's:

- library of more than 80,000 accessible, human-read audio versions of textbooks and other instructional materials;
- unlimited copies of Learning Ally's award-winning playback software and apps for use on computers, iPads, tablets, or Chromebooks;
- unlimited accounts for qualifying students;
- unlimited educator accounts with access to near real-time student data through Learning Ally's educator portal; and
- collection of self-serve educator professional learning courses, student engagement strategies, and annual student reading programs.

The need for the program continues to be demonstrated by the performance in the first quarter of FY 2019. Demand for the program continues to be strong as all available school licenses were assigned quickly, and a waiting list remains. This demand is expected to continue to increase as dyslexia legislation (Public Act 100-617) is implemented and teachers seek tools to support students.

The Superintendent recommends a \$990,000 appropriation for Blind and Dyslexic for FY 2020. This is an increase of \$144,000 that will increase services from 750 school district to more than 825.

Community and Residential Services Authority – Aligned to Goal 7; Equity Principles 1, 2, 4

Students and the families with severe behavioral or emotional disorders often face challenges in finding effective resources and connecting with their communities, with a correspondingly negative effect on the student's education. The Community and Residential Services Authority (CRSA) is an interagency group created by the Illinois legislature in 1985 and specifically tasked with identifying and addressing barriers facing parents, professionals, and providers when any of these parties attempt to get needed services or programs for individuals with a behavior disorder or a severe emotional disturbance and for their families. CRSA consists of representatives from state human service agencies, legislators, and gubernatorial appointees. CRSA uses a proactive approach to provide technical assistance to families, educators, and others in order to develop and provide services to students. In addition, CRSA acts as the primary facilitation/coordinator of supports among home, family, and community. Supports recommended by the CRSA approach are child-centered, family-focused, community-based, and culturally sensitive.

The program is vital in ensuring students and families are supported, as there is a high proportion of students who find themselves being excluded from their home and communities due to behavior/social-emotional factors. CRSA works to ensure that communities are equipped to provide critical supports to students and families so that students and families are

able to navigate home, school, and community with a support team that seeks to empower and improve outcomes for students and families.

The Superintendent recommends a \$650,000 appropriation for the Community and Residential Services Authority for FY 2020, which is a \$71,000 increase over FY 2019. The additional funding will be utilized to meet increasing demand for services.

Digital Media Learning Resources – Aligned to Goals 1-7; Equity Principles 1, 4

This request will provide funds to design, develop and deliver a project to measure the value and effectiveness of Public Broadcasting System (PBS) LearningMedia classroom content resources. These resources for teachers are on the internet and cover the P-12 grade range through providing a wide range of content areas including but not limited to: mathematics, English language arts, social studies, science, the arts, and health and physical education. PBS LearningMedia also provides teachers with professional development and resources.

WSIU submitted testimony and requested funding to evaluate the value and effectiveness of PBS LearningMedia classroom content resources. Since 1958, WSIU has provided trusted programming and services that inspire personal growth, community engagement, and a love for learning in people of all ages. Licensed to the Board of Trustees of Southern Illinois University, WSIU Public Broadcasting is an integral part of the College of Mass Communication & Media Arts on the Carbondale campus. The WSIU stations serve more than three million people across five states and beyond through three digital television channels, three radio stations, an HD radio channel, a website, local production units, and an education and community outreach department. According to WSIU Public Broadcasting, nationally, almost two million teachers and users serving an estimated 40 million students (including a proportion that are homeschooled) have registered access to more than 120,000 digital resources available through PBS LearningMedia.

The project will review PBS resources and services vetted by the U.S. Department of Education, National Science Foundation, America's Promise Alliance, Civic Enterprises, Johns Hopkins University's Everyone Graduates Center, and the Alliance for Excellent Education. Schools can choose to work with WSIU to tailor programs for local uses.

The outcomes of this study will ensure only the most effective resources are available for all children. This is a community-based asset that will enhance the instruction of children.

The Superintendent recommends a \$100,000 appropriation to measure the effectiveness and value of PBS LearningMedia Digital Resources for FY 2020.

Homeless Education – Aligned to Goals 1-5, 7; Equity Principles 1-2, 4

The McKinney-Vento Homeless Education Act requires each State educational agency to ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. Students and families experiencing homelessness and in housing transition are among Illinois' most vulnerable residents and often experience barriers resulting from inequity. Students who are uncertain of where they will be sleeping from night to night need and deserve additional supports to allow them not only to access educational programs but also to remove barriers to academic success. This funding helps to mitigate the challenges that homeless children and youths face in enrolling, attending and succeeding in school. Funding will be awarded through a competitive process, with priority given to those districts that

are furthest away from adequacy and serve high concentrations of low-income students. Funds will be utilized to:

- ensure that homeless children and youth have access and reasonable proximity to activities and related support services;
- raise the awareness of school personnel and services providers of the effects of short-term stays in shelters and other challenges with ongoing education and training efforts;
- ensure the coordination of service by working with the Continuum of Care (CoC) Consortia operating in the area;
- work with service providers (e.g., health care, nutrition and social services) in their districts so that homeless youth and their families are provided with the services; and
- when necessary, work with State and local housing agencies to minimize the educational disruption for children who become homeless by developing a comprehensive housing affordability strategy.

Communities, parents, teachers, educational leaders and community-based organizations have unique and important solutions to improve outcomes for students. Thus, providing State funds for support services and outreach to homeless children and youth will help ensure that homeless children and youth are identified under the McKinney-Vento Homeless Act, are enrolled and participating fully in school, and have equal access to the same free and appropriate public education provided to non-homeless children and youth.

The Superintendent recommends a \$3 million appropriation for the Homeless Education Program in FY 2020. A total of 40,668 homeless students have been reported to date by districts in FY 2019.

Materials Center for the Visually Impaired – Aligned to Goals 1-5; Equity Principles 1-4

The Illinois Instructional Materials Center is a repository for educational materials for students who are blind or visually impaired throughout the State of Illinois. The materials include large-print books, braille books technology, and educational aids. The center serves as a vital resource for students and school districts. The collection of books and materials provides meaningful and engaging access for students across Illinois. School districts with limited resources also benefit as materials are shared and available to all. Large-print books and braille books can range from a few dollars to tens of thousands of dollars for a single text; this expense would otherwise put these materials quickly out of reach of students and schools.

State funding for special education services supports the delivery of required services to students with visual disabilities throughout the state. This includes the provision of materials for students with visual impairments in order for students to participate and progress in the general education curriculum.

Funds are awarded per a grant agreement with the Chicago Lighthouse for People Who Are Blind or Visually Impaired to provide services. It is estimated that more than 4,000 elementary and secondary students are served. Additionally, it is estimated that more than 500 post-secondary students benefit from this partnership.

The Superintendent recommends a \$1,421,100 appropriation for Materials Center for the Visually Impaired for FY 2020, the same funding level as in FY 2019.

Native Language Assessments - Aligned to Goals: 2-5; Equity Principles 1-2

English Learners (EL) services in Illinois consist of linguistic and academic supports afforded to students identified as English Learners. The use of the students' native language in dual programs strengthens the students' academic growth in the core subject areas and further facilitates the development of their English language. Research suggests that while students in dual-language programs begin with a minimum exposure to academic content in English, the foundation built in their native language leads to high gains and outperformance to their non-EL peers in English Language Arts (ELA) by the time they reach high school (Goldenberg, 2013; Thomas & Collier, 2018). Supporting effective language learning practices in the way we assess shows a commitment by ISBE to ensuring equitable access to assessment and high expectations for all students, including English Learners.

A current topic of conversation in states with high percentages of ELs and a growing number of dual-language programs is the use of equitable and appropriate assessments that can measure the academic knowledge of students without measuring their language ability (*State Assessments in Languages Other than English, 2018*). These conversations center upon native language assessments, assessments in language arts, mathematics, science, and other academic content developed in the students' native language.

ISBE is committed to supporting EL students by offering a native language assessment for ELA. In the ESSA State Plan for Illinois, ISBE pledged to working with stakeholders to identify all possible funding streams and technical resources to support native language assessments. Testimony submitted by the Illinois Association for Multilingual Multicultural Education (IAMME) at the Chicago public budget hearing stated "We need a system that offers a Spanish language arts assessment that complements the English language arts assessment that will be part of the IAR [Illinois Assessment of Readiness]. This [SLA] assessment is specially needed for the growing numbers of students who are enrolled in Spanish-English dual language program across the state."

The Superintendent recommends a \$5,000,000 appropriation for Native Language Assessments in FY 2020.

Philip J. Rock Center and School – Aligned to Goals 1-7; Equity Principles 1-4

Operations

Philip J. Rock is a statewide center and a school for individuals who are both deaf and blind. Deaf-blind students require highly specialized and personalized teaching approaches and special adaptations in instruction in both the auditory and visual modes to promote maximum learning. Philip J. Rock Center and School serves qualified Illinois students. The school is also authorized by ISBE to accept qualified students who are not from Illinois according to a tuition rate established by ISBE.

The funds enable the Philip J. Rock Center to continue educational programs that are school- and community-based. More specifically, funds support salaries and benefits for 31 full-time and 14 part-time employees, transportation, food, and lodging associated with residential placement, staff training, community access, and educational services for students.

The Philip J. Rock Center also serves as the state's resource for technical assistance and training for all school personnel and families in Illinois on behalf of all school-aged children who are deaf-blind. Full residential and educational services were provided to 10 students at the

Philip J. Rock Center and School in fiscal year 2018. Statewide, 384 children/youth who are deaf-blind are eligible for support services through the service center.

The Superintendent recommends a \$3,777,800 appropriation for Philip J. Rock Center for FY2020, or a \$200,000 increase compared to FY 2019.

Facility Needs

The facility was originally constructed in 1964 and is 54 years old. It was utilized as the Manor Convalescent Center retirement community until 1980. The property was then purchased by the State of Illinois and became the home for the Illinois Deaf-Blind Service Center and School. In 1988, the school was renamed as the Philip J. Rock Center and School to honor the contributions to the school and program by Senator Philip J. Rock.

The facility is in need of health, life, and safety repairs to bring the building and its campus up to the code under which it was built to provide a safe and healthy learning and living environment for the students and staff. There is also a specialized accessibility need for the students who live in this facility that was not considered when it was originally constructed. The accessibility improvements will provide healthy and safe access to restroom, bathing, sleeping, and eating facilities as well as the learning facilities.

The HVAC (Heating, Ventilation, and Air Conditioning) system dates back to the 1964 construction of the school and does not maintain code-required temperatures throughout the facility. The air conditioning portion stopped operating at the end of summer, 2018. Due to the roof and masonry failure, water is penetrating the walls and ceilings in several areas, causing a health hazard and structural damage. Water does not properly drain from the perimeter of the building, causing damage to the foundation, entry stoops, and sidewalks. This has created more issues for proper access to the facility.

Below is a summary of the types and estimated cost of the facility repairs needed.

Urgent	
Roof, Exterior Walls, Perimeter Drainage	\$930,000
HVAC (Air Conditioning not operating/ Boilers not functioning properly)	\$900,000
Electrical System Replacement/ Fire Alarm Replacement	\$320,000
Security Improvements	<u>\$50,000</u>
Subtotal	\$2,200,000
Required	
Accessibility - 1/3 of facility cannot be used, restrooms not set up for need	\$1,800,000
Additional facility envelope (Structural repairs/ Foundation Repairs)	\$960,000
Doors & Windows, Lighting, Plumbing	\$600,000
Ceilings, Flooring, Wall Finishes	<u>\$240,000</u>
Subtotal	\$3,600,000
Recommended	
Parking lots, sidewalks, development of site for accessibility and safety	<u>\$700,000</u>

Total Estimated Facility Repair Needs	\$6,500,000*
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*Reappropriations will be needed in the subsequent fiscal years due to the scope of the projects and their associated timelines for completion of construction.

The \$6.5 million is for replacing the major building systems that date back to the time of construction, completing repairs that are required to bring the facility in line with building codes, and improving accessibility to meet the basic, unique needs of the students. While these improvements would immensely enhance the educational environment from its current state, they are not all encompassing of the needs of the students' educational and physical requirements.

The Superintendent recommends a \$6,500,000 capital appropriation for FY 2020 for facility repairs and maintenance of the Philip J. Rock Center.

State Seal of Biliteracy - Aligned to Goals: 5; Equity Principles 1-5

The State of Illinois is one of more than 30 states that award a State Seal of Biliteracy. The State Seal of Biliteracy is awarded to high school graduates who demonstrate proficiency in English and another language in the four core domains of reading, writing, listening, and speaking. Illinois also awards a State Commendation toward biliteracy, which is awarded to high school graduates who demonstrate significant gains toward meeting full biliteracy in English and another language. Awarding the Seal and Commendation recognizes the linguistic and cultural diversity of students and communities. This celebration of language provides equitable supports and access to immigrant and English Learning communities. Furthermore, colleges and universities afford students college credits for world language instruction depending on their award and the language(s) they study. Employers also recognize both the Seal and Commendation as a means to evaluate an individual's linguistic ability in a language other than English. The Seal of Biliteracy and Commendation toward biliteracy prepare students for college and careers.

The Seal and Commendation were adopted across Illinois in 2014 and first implemented in school year 2014-15. That year, a total of 504 Seals and 214 Commendations were awarded. In its fourth year of implementation, a total of 5,756 Seals and 3,057 Commendations were awarded in school year 2017-18. The number of school districts awarding the Seal has also grown from 15 in 2015 to 86 in 2018.

The Seal and Commendation are awarded to high school graduates. In order to increase the reach of this program and highlight the linguistic strengths students bring to their schools, a small number of school districts have begun implementation of a Pathways to Biliteracy award. The Pathways award is intended to recognize the linguistic skills of students in the middle grades. The adoption of Pathways programs provides opportunities for teachers, administrators, parents, and communities to see value in the languages and cultures of their students from an early age.

The Superintendent recommends a \$150,000 appropriation for the State Seal of Biliteracy for FY 2020. Since it was first implemented, the Seal of Biliteracy has not received funding. Funding of the State Seal of Biliteracy will enable the implementation of statewide workshops and conferences to recognize the growing number of students receiving the award and to support and connect them with college and career opportunities such as careers in healthcare, education, business, and others where language skills are essential. Funding will also provide

opportunities for ISBE to support communities across the state in understanding and adopting the Seal of Biliteracy and State Commendation and a Pathways to Biliteracy award.

Tax Equivalent Grants – Aligned to Goals 1-3, 6-7; Equity Principles 1-3

The Tax Equivalent Grant program provides State funding for districts where any State institution is located and owns 45 percent or more of the total land area of the district, which is therefore unable to collect local tax revenue that would be used as the primary source of revenue for education costs. For several decades, the only district that qualifies to receive funding for this program is Chaney-Monge District 88, an elementary district in Will County. The Stateville Correctional Center covers 1,557 acres of the district's 3,283 total land area or 47 percent. The negative financial impact to the district is substantial without the State providing the supplementary revenue needed to meet the Board goals targeted for students in Grades K-5 and goals 6-7 for highly prepared and effective teachers and school leaders who can provide safe and healthy learning environment for all students.

The Illinois State Board of Education commits to promoting and implementing comprehensive policies, practices, and programs that ensure fair access to quality for all students in our State. Two critical equity principles to meet that commitment is that all students have the right and ability to learn. ISBE has an ethical, moral, and legal responsibility to set high expectations and ensure that every student achieves success. The Tax Equivalent Grant program is unique in its scope as it provides Chaney-Monge District 88 the ability to provide equity, access, and opportunity for their students.

The Superintendent recommends a \$222,600 appropriation for the Tax Equivalent Grant program for FY 2020.

Truant Alternative and Optional Education-Aligned to Goals 5-7; Aligned to Equity Principles 1, 2, 4

As part of the agency's commitment to supporting public education systems and structures that set high expectations of all students and ensuring every student achieve success, the Illinois School Code gives ISBE the legal authority, pursuant to 105 ILCS 5/2-3.66, to oversee programming intended to support at-risk youth. The specific example at hand provides not only access, but also equitable educational opportunities to students whose behaviors and/or circumstances may have otherwise prevented them from accessing.

The Truants' Alternative and Optional Education (TAOEP), is a competitively funded grant program that gives local school districts, Regional Offices of Education and community colleges the ability to intentionally identify and address current and future gaps in achievement that students with attendance problems and / or students who are dropouts up to and including those who are 21 years of age currently or may face.

TAOEPs ensure that these students have equitable access to an education by creating modified instructional programming and services to these students, by planning for truancy prevention and intervention services to students and their parents, and by offering part-time or full-time options to regular school attendance.

In FY 2019, an appropriation of \$11.5 million allowed for the funding of 78 programs that serve approximately 27,500 students statewide. These programs serve students from elementary all the way through high school, and tailor programs to meet the unique needs of their dynamic populations.

The establishment of funding for TAOEPs is a clear example of ISBE's belief that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students. One specific example of this is the Bond/Christian Fayette/Montgomery TAOEP, which in FY 2018, served 576 students from Grades 3-12. The program provided a multitude of academic and non-academic services including tutoring, credit recovery, parenting classes, counseling services and family support services. More than 400 of the 576 students being served either met a goal identified on their Individual Optional Education Plan or were remediated to the extent that TAOEP services were no longer necessary and allowed these students to return back to their home districts. Additionally, a large part of the intentionality of a TAOEP's work is to ensure that students are eligible for grade promotions, as evidenced by the Bond/Christian Fayette/Montgomery TAOEP's promotion of 300 students to the next sequential grade level.

Another example of the strong and positive impact that TAOEPs offer for Illinois students can be seen in examples such as West 40 TAOEP, which has expanded its services to include pre- and post-natal education services. Staff at West 40 coordinate partnerships with community organizations and social service agencies to help pregnant teens get access to the services and education they need. Along with its teen parenting program, West 40, in conjunction with a local school district, has set up a credit recovery lab for those students, who without such services would age out before receiving a high school diploma. It is clear that TAOEPs provide critical services to some of our most vulnerable, at-risk populations.

The Superintendent recommends a \$14.5 million appropriation for Truants' Alternative and Optional Education for FY 2020, an increase of \$3 million (26 percent) compared to FY 2019. The increased funding would allow TAOEP programs to return to original funding levels; support more than 100 students currently wait-listed and expand services and/or the number of program sites to ensure that all students have a pathway to success.

QUALITY

Advanced Placement (AP) - Low-Income AP Test Fee – Aligned to Goal 5; Equity Principles 1-2

Since 1998, the percentage of low-income students taking AP exams has increased significantly. In 1998, one year before the AP low-income test fee reimbursement program was available, 1,424 applications were received by the U.S. Department of Education AP Test Fee Waiver Program. Over the last four years, Illinois received the following reimbursements: May 2015 - 49,413; May 2016 - 48,256; May 2017 – 49,400; and May 2018 – 55,475.

In March 2016, J. Sterling Morton High School District 201 was named a College Board Advanced Placement District of the Year for expanding access to Advanced Placement Program courses while simultaneously improving AP exam performance. According to the IL 17-18 Report Card data, the student population at J. Sterling Morton High School District 201 is 97 percent Hispanic, 92 percent low income and 19.8 percent English Learners. This trend is expected to continue through outreach efforts and student access initiatives such as the Lead Higher Initiative, a partnership with national nonprofit Equal Opportunity Schools.

ISBE expects all low-income students enrolled in an AP class to participate in the AP test. By covering a portion of the cost of this exam, ISBE ensures that all students across Illinois, regardless of their ability to pay, have access to and participate in high-quality learning opportunities. Reducing and eliminating barriers for students identified as low income to complete AP exams will continue to increase access to well-rounded, rigorous learning

opportunities and support college readiness. The regular AP test fee for content areas (e.g., calculus, biology, French, economics, and music theory) is \$94. Of that, ISBE pays \$38 and the student pays \$15. These payments are combined with support from the College Board, which provides a test fee reduction of \$32 and an additional low-income additional fee reduction of \$9. Additionally, districts can pay for the \$15 student fee using federal supplemental grants. Doing so reduces the student cost to \$0. For students who complete the AP Research and Seminar Course, the fee is \$142. Of that, ISBE pays \$86, the student pays \$15 and the College Board covers the rest with the test fee reduction.

The Superintendent recommends a \$2,000,000 appropriation for AP Testing Fees for FY 2020. In order to ensure each and every student who wishes to complete an AP course and exam, state funding is needed to cover Advanced Placement (AP) Test Fees for low-income students. These monies will allow for approximately 52,000 AP test waivers in the amount of \$38 each. This amount is an increase from prior years that had no allocation for this important financial support for low-income students.

Advanced Placement Course Implementation – Aligned to Goal 5-6; Equity Principles 1-2, 5

Participation in Advanced Placement (AP) supports students graduating from high school ready for college and career. Also, the AP program provides teacher professional development and training through a partnership with the College Board, supplies curricular and resource materials for students and parents, provides student assistance resources to prepare students to enroll in courses, and assists students currently enrolled in AP courses in successfully completing those courses and passing a national exam to receive college credit.

The commitment of equity for all students occurs through ISBE's AP appropriation of state funding in the form of competitive grants to districts to implement or expand AP courses. The AP program, overseen by the College Board, is widely supported by school districts, which have seen great impact and gains in student success. For example, an AP grantee, Southland College Prep High School, whose demographics are 92.7 percent African American and 44 percent low income, was able to nearly triple the number of students enrolled in AP coursework over a five-year period.

In FY 2016-2018, 14 districts were awarded AP grants that served 20,738 students. Professional learning was provided to 235 teachers. There were three districts that added new courses in AP Computer Science, AP Statistics, AP Art Studio, and AP Spanish as a result of this grant. The AP grant program is currently serving approximately 24.7 percent of the states' total AP student population as indicated by exam participation data. Overall in Illinois, 115,167 students took at least one AP exam in 2018, an increase of 5 percent from 2017. Of the 115,167 who took at least one AP exam, 8,983 were taken by African Americans, an increase of 7.8 percent from previous year, and 29,649 AP exams were taken by Hispanic or Latino students, which represents a 25.7 percent increase over the previous year. Overall, 212,580 AP exams were taken in Illinois; of those, 136,089 received a score of 3 or better, up 6 percent over last year. Also, 14,081 of those were taken by African Americans, up 2.4 percent over last year, and 4,234 received a score of 3 or better, representing an increase of 8.6 percent.

The recommended appropriation would fund new or expand existing programs for secondary or pre-secondary coursework, provide teacher professional development and training through a partnership with the College Board, supply curricular and resource materials for students and parents, provide student assistance resources to prepare students to enroll in courses, and assist students currently enrolled in courses to successfully complete those courses and earn

an exam score high enough to earn college credit. Additionally, this line item will support the Lead Higher Initiative. The goal of this initiative is to enroll 100,000 low-income and minority students in AP and International Baccalaureate courses in the state. ISBE has partnered with national nonprofit Equal Opportunity Schools, a powerful resource solely dedicated to supporting schools and students in offering AP opportunities to historically underserved student groups.

Champaign Unit 4 School District, an EBF Tier 2 district, has great success with Advanced Placement. The district is a recipient of the Advanced Placement Course Implementation grant for the past three years. The district demographics as reported in the Illinois Report Card are 36 percent white, 35 percent African American, 11.7 percent Hispanic, 9 percent Asian, and 7.9 percent two or more races, and reports 54 percent low-income students. In 2018, Unit 4 students achieved a mean score of 3.27 out of 5 on AP exams, higher than the Illinois average of 3.05, and the U.S. and global averages of 2.87 and 2.89, respectively. The total number of AP students taking exams increased from 415 in 2017 to 509 in 2018. The number of exams taken by low-income students is now the highest ever, increasing from 99 in 2017 to 164 in 2018.

At Community High School District (CHSD) 218, another EBF Tier 2 district, the overall number of students enrolled in Pre-AP courses continues to rise. The district demographics as reported in the Illinois Report Card are 32.4 percent white, 28.2 percent African American, 35.8 percent Hispanic, and 3.4 percent other, with 69 percent reported as low-income students. A total of 947 students enrolled in AP courses during the 2017-18 school. Of those students, 619 qualify for free or reduced lunch, representing 65.4 percent of the population. This is a trend that continues to grow. The total number of AP tests given during the 2017-2018 school year was 1,839. CHSD was awarded an AP Course Implementation grant of \$50,000, and the AP recruitment process at both high schools continues to increase the number of students who are participating in AP courses. These increases are reflective of the recruitment efforts at each school focused on minority and low-income students. In addition, several teachers attended weeklong trainings hosted by the College Board to improve instructional methods and capacity.

The Superintendent recommends a \$1,000,000 appropriation for Advanced Placement – Course Implementation for FY 2020. Currently, 10 districts are funded through a competitive Request for Proposal process that awards priority points for districts that have no existing AP programs. The requested amount would double the number of districts served by this line item (from 10 awards to 20) and expand AP learning opportunities for students and teachers.

Agricultural Education - Aligned to Goals 4, 5, 6; Equity Principles 1, 4-5

The Illinois State Board of Education (ISBE) supports Agricultural Education (Ag Ed) in Illinois schools as an essential component of one of the most important industries in Illinois – the Agriculture, Food, and Natural Resources (AFNR) industry. Agriculture has a major impact on the State's economy, and the industry is eager for additional potential employees in the pipeline to fill the demand. According to Illinois Department of Agriculture statistics, the State has 2,640 food manufacturing companies and ranks first in the nation with \$180 billion in processed food sales. Most of these companies are in the Chicago metropolitan area, which contains one of the largest concentrations of food-related businesses in the world. Each year, 274 million bushels of Illinois corn are used to produce more ethanol than any other state -- about 678 million gallons. Illinois ranks third nationally in the export of agricultural commodities with \$8.2 billion worth of goods shipped to other countries. Exports from Illinois account for 6 percent of all U.S. agricultural exports. Illinois is the nation's second-leading exporter of both soybeans and feed grains and related products. Approximately 44 percent of grain produced in Illinois is sold for

export. While farming is the centerpiece of Ag Ed, there is great diversity among this career pathway, including Ag Business Management, Food Science, Forestry, Horticulture, Nursery and Landscape Management, and Veterinary Science.

Funding for Ag Ed occurs through three programs: The Incentive Fund, the Growing Agriculture Science Teachers Grant (GAST) and Three Circles Grant. The Ag Incentive Fund grant supports local program improvement, curriculum development, teacher in-service, field support services, program coordination and other appropriate initiatives. This is a formula grant and monies are distributed to each Ag Ed program in Illinois. The GAST grant supports postsecondary agriculture programs for the recruitment and development of agriculture science teachers. The Three Circles Grant program partners with districts for Ag Ed teacher service costs incurred outside of the normal school day. More specifically, the three-circle model organizes opportunities whereby students' learning experiences are delivered through classroom and laboratory instruction; supervised agriculture experiences (SAE), which includes work-based learning; and Future Farmers of America (FFA), which provides students opportunities to develop leadership skills, career development, and personal growth. Ag Ed develops comprehensive programs in agriculture literacy for prekindergarten through adult students, improves agriculture career preparation, and increases the application of classroom and industry skills in high school through postsecondary education opportunities.

Another support for Ag Ed is in the form of Facilitating Coordination in Agricultural Education (FCAE). Monies allocated for FCAE support teacher and program services, professional development, curriculum and instructional resources and administrative costs to support this work. ISBE releases these funds through a competitive grant, and the grantee is responsible for providing services across the state.

Ag Ed programs serve 694,449 kindergarten through eighth-grade students, more than 33,050 student enrollments in 334 secondary schools, and approximately 7,149 students in 26 community colleges and four universities. In FY 2017, of the 7,023 high school students involved in Ag Ed, 14.8 percent were individuals with disabilities and 35 percent were economically disadvantaged. In FY 2018, there were 7,385 high school students involved in Ag Ed, which represents an increase of 3.7 percent. The percentage of individuals with disabilities stayed consistent at 14.8 percent, whereas the economically disadvantaged population increased slightly to 36.6 percent. There were 134 districts representing 160 teachers who took advantage of the Three Circles grant in FY 2018. In FY 2019, there are 194 districts with 228 teachers engaged in the Three Circles grant, which is an increase of 30 percent. This training directly aligns with Equity Principle 5, by ensuring teachers receive the training and support necessary to demonstrate competency in the ever-evolving field of Ag Ed.

Asa Newell, a student at Waltonville High School, had this to say about his experience:

“... I realize vocational classes are important for the future of the economy and for the betterment of our society. [T]he true importance of vocational classes is to keep the students adequately equipped and properly trained on the newest techniques and standards. Through experiences in vocational classes, I have been able to see all the field that vocation covers, from agriculture, business and to public speaking. The future of the American workforce is in the hands of vocational organizations and teachers, to make sure that we can thrive for many more years to come.”

The Superintendent recommends a \$5,000,000 appropriation for Agricultural Education for FY 2020. Funding will continue to support Ag Ed programs in the classroom as well as support the

Three Circles Grant program that has shown to be effective in supporting Ag Ed throughout the State.

Assessments and Accountability - Aligned to Goals 2-5; Equity Principles 1-5

A valid, reliable benchmark of student performance data that reflects all students in the State is essential to understanding the quality and impact of our educational programs. A strong, differentiated assessment system, well-aligned to our standards, helps educators improve the quality of public education and ensure equity of outcomes for all children. Assessment data feeds 10 of the 14 scored indicators in Illinois' multi-measures accountability system: English Language Arts (ELA), math and science proficiency at both elementary and high school levels, English Learner progress to proficiency at both elementary and high school levels, and ELA and math growth at the elementary level.

In FY 2018, 903,008 students were assessed with the state's general assessment of ELA and math in Grades 3 through 8 (Partnership for Assessment of Readiness for College and Careers (PARCC)) and another 148,220 at Grade 11 (Scholastic Assessment Test (SAT)). Another 12,523 students took the state's approved alternate assessment (Dynamic Learning Maps-Alternate Assessment (DLM_AA)) in those same grades. A total of 427,326 students took the Illinois Science Assessments in Grades 5, 8 and in their first year of high school biology. The number of English Learners in kindergarten through Grade 12 who are assessed for English proficiency continued to increase in FY 2018, growing to 216,206 students. Each of these assessments gives us a different window into the successes of different student groups and helps us identify areas in need of support. By combining these results in a multi-measures accountability system, we are able to drive supports to those students who need them most and support greater equity of outcomes for all students.

In FY 2020, the state will assess student mastery of the learning standards in English Language Arts and mathematics in Grades 3 through 11, science in Grades 5, 8 and at high school, and assess the proficiency of English Learners in kindergarten through Grade 12. These assessments, in conjunction with other new measures of school quality and student success, provide the data to measure our progress toward board goals and ensures that all student groups within a school are experiencing success in line with their peers.

Illinois values a strengths-based and growth-oriented model that supports high expectations and ensures that every student experiences success. The value and utility of these assessments, even beyond the performance data they provide, provides concrete and visible indicators of what we expect students to know and be able to do. In Grades 3 through 8, Illinois will continue to transition its test to a computer adaptive design. This will give actionable and timely information to educators, while maintaining comparability and calculations of student growth over time. Illinois will expand its calculation of student growth to the high school grades in FY 2020. Development of a new science assessment, and improvements to our alternate assessment and assessment of English proficiency are also planned for FY 2020. By continually improving the quality of our assessments, we give teachers a better sense of what high-quality instruction looks like and results to improve learning.

When multiple measures of academic achievement and student success are pulled together, educators can begin a deeper and more transformative discussion about what it means for all students to experience success. In the past year, our office conducted more than 300 phone calls, webinars, and public meetings to support districts in using their assessment and accountability data to drive school improvement. The common thread across these conversations is the way in which schools and districts are now able to see the nuanced impact

professional practice has on student success. For example, one large district had already increased equity by ensuring its high-needs student groups were equally distributed across all the schools in the district. The detailed data on the indicators in the accountability system allowed the district to start identifying what successful schools did well so that those practices could be scaled district-wide. Another district saw an immediate connection in its data to new instructional practices around differentiation of instruction. One building had embraced the new practices with enthusiasm and rigor, and it was reflected in a high student growth rate. The other school was implementing the strategies with low fidelity, and it was reflected in low rates of student growth. For another district, it was a painful realization that even great teachers need resources, curriculum, and professional development aligned to the Illinois Learning standards in order to ensure all students have equitable access to rigorous, on-grade instruction. The increased awareness, capacity, and reflection on this data will serve as a foundation for FY 2020.

The Superintendent recommends a \$46.5 million GRF appropriation for Assessments and Accountability in FY 2020, a decrease of \$2.1 million compared to FY 2019. A breakdown of assessment costs is attached as Exhibit B.

Career and Technical Education – Aligned to Goals 4-6; Equity Principles 1, 2, 4, 5

Career and Technical Education (CTE) programs in Illinois strengthen students' technical skills, facilitate transitions to postsecondary training programs, employment, or both, and help students meet the Illinois Learning Standards. CTE programs also close achievement and equity gaps by increasing access for students across the state. CTE programs meet the needs of students; create personalized and innovative learning opportunities that engage students' strengths and interests; and provide a quality educational pathway that empowers students to graduate with skills, content knowledge, and confidence to succeed in their personal and professional lives. CTE programs enable students to engage in career exploration, work-based learning and pre- apprenticeships. CTE provides support for students participating in non-traditional fields as well as support for students in special populations, such as individuals receiving special education services, English Learners, and students in the juvenile justice system or foster care system. CTE increases students' opportunities for careers in high-wage, high-skill, and in-demand occupations. Secondary CTE instructional programs are grouped into five broad areas based on career clusters and provide students with 16 career pathways. The five cluster areas are Agriculture Education; Business, Marketing and Computer Education; Family and Consumer Sciences; Health Science Technology; and Technology and Engineering Education.

In FY 2018, there were 283,473 students participating in Career and Technical Education across Illinois, which represents 46 percent of all Illinois students enrolled in public secondary schools (Grades 9-12). In FY 2018, 657 out of 713 Illinois high schools participated in CTE programs and 633 high schools offered one or more on-site CTE programs. There are 24 Area Career Centers, which support schools that do not have CTE programs. Among those 657 participating schools, 359 high schools provided Agricultural Education; 610 high schools provided Business, Marketing and Computer Education; 536 high schools had programs in Family and Consumer Sciences; 235 schools had Health Science Technology programs; and 563 high schools had Technology and Engineering Education programs.

In addition to high schools that house CTE programs, Illinois also utilizes the Regional Education for Employment (EFE) system to ensure that students are able to access opportunities through CTE experiences. The EFE system was created to support small districts that were not qualifying for federal funds due to their size. There are 53 EFE offices. These

range in size and are located in a variety of organizations, (e.g. districts, community colleges, Regional Offices of Education). EFEs are responsible for distributing funds, providing professional development and technical assistance, and growing CTE programs in their regions.

Among the 283,495 students in CTE, 12.7 percent are students with disabilities, 40.2 percent are students who are economically disadvantaged, 3.6 percent are English Learner students, 13.3 percent are African American students, 20.3 percent are Hispanic students, 4.3 percent are Asian students and 58.5 percent are white students. Racial, ethnic and language gaps exist between the numbers of students who have access to CTE programming. Additional funding will provide greater opportunity to lessen this opportunity gap.

Illinois District 214 is one example where educators have thoughtfully implemented CTE programming in a way that prepares students for college and careers through innovative curriculum and experiential learning. The Career Pathways Program at District 214 is designed to equip all students with marketable work skills and competencies. The program currently serves more than 12,000 students from six comprehensive high schools and four specialized learning programs. Unlike the traditional high school model, which functionally separates core courses from career and technical education courses, District 214 made a concerted effort to blend both paths into a nationally recognized model.

“We purposefully eliminated the distinction between our core courses and our technical and career education courses,” said Dan Weidner, the Director of Academic Programs and Pathways at District 214. “In our Career Pathways program, they have been seamlessly integrated to help students discover their future. We want our students to be able to explore and experience potential career paths so that by the time they graduate, they have identified a career pathway that appeals to them and fits in with their skillset.”

The Career Pathways program gives students experience in multiple fields to help them explore their strengths and interests and make informed decisions about their options after high school. District 214 provides access to the National 16 Career Clusters Framework and 44 individual career pathways within the clusters, which set students up for success after graduation and met a critical need in their community.

Stand for Children Illinois provided testimony stating:

“Illinois CTE appropriation has remained largely stagnant since FY 2004. This appropriation is required as a federal Maintenance of Effort (MOE) to continue to receive federal Perkins funds. An increase in funding will allow educator leadership in Illinois to explore, expand, and increase the high-wage, high-growth and in-demand occupations in career and technical education and provide new pathways for all students such as Arts and Media. Rural programs are at a disadvantage with federal funds because the allocation is generated by population. Additional funds for CTE programs will give additional dollars to the rural schools to increase CTE programs in their area.”

Natalie Wold, Grundy Area Vocational Center (GAVC) Alumni, shared an experience about her time at GAVC:

“I had the privilege of taking both of Ms. Eungard’s Early Childhood Education courses my junior and senior years. Throughout the course, I was given many opportunities to better myself as a future early childhood educator. During the first year of the course, I was able to assist in three different early childhood classrooms and familiarize myself with the environment of a school setting. I ended up falling in love with one of the teachers that I worked side by side with during that first year of GAVC and I was able to

work with her all year during my advanced year. This was an inspiring experience for me because I was able to see how the students in that class progressed over the school year. “

“A couple added benefits from taking this course include the opportunity to participate in what is called The Skills USA Championship and/or take a visit to Springfield. Neither of these are required, but both of them are a great time! I chose to partake in both of these activities and I am so incredibly glad that I did. At Skills, my partner and I competed in the Early Childhood Education Preschool Interactive Bulletin Board contest and we were lucky enough to take home the first-place gold medal! In Springfield, I was able to visit the State Capital Building and meet a number of important people while also having the opportunity to show off my award-winning Preschool Interactive Board. “

As explained in Natalie’s testimony, another component of strong CTE programs is the Career and Technical Student Organizations (CTSO). CTOS such as FFA, SkillsUSA, and DECA are an essential component of CTE for students as they provide students with the opportunity to develop and practice specific career-based skills and leadership qualities.

The Superintendent recommends an appropriation of \$50,671,600 for Career and Technical Education for FY 2020, a \$12.6 million increase compared to FY 2019. The increase in funds will be distributed through competitive, pilot or incentive-based programs to support rural districts and districts serving high numbers of students from special populations in updating and enhancing their current CTE opportunities. The increase in appropriation will be supporting programs to decrease the opportunity and achievement gaps that currently exist. These competitive, pilot or incentive-based grants will also be allocated to provide more funding to districts furthest away from adequacy. The additional \$12.6 million in funding, if appropriated, would not increase the federal MOE requirement as competitive and incentive grant funding are excluded from this requirement.

Career and Technical Education Pathways – Aligned to Goal 4-6; Equity Principles 1, 2, 4,

5

Career and Technical Education (CTE) programs in Illinois provide career instruction for students in high-wage, high-skill, and high-demand occupations in five broad areas including: Agricultural Education; Business, Marketing and Computer Education; Family and Consumer Sciences; Health Science Technology; and Technology and Engineering Education (Industrial). CTE programs continue to strengthen students’ technical skills; support transitions to postsecondary programs, employment or both; assist in meeting the Illinois Learning Standards; and close achievement and opportunity gaps. These programs are instrumental in supporting all students and align with ISBE’s equity and board goals stated above to ensure student success and provide a pathway from education to employment.

There are eight endorsement areas in CTE: Agriculture, Food and Natural Resources; Arts and Communication; Finance and Business; Human and Public Services; Information Technology; Manufacturing, Engineering, Technology and Trades; Health Sciences and Technology; and Multidisciplinary. These endorsements align with the 16 career cluster areas. There are currently 82 classifications of instruction programs (CIP) for these cluster areas. Programs of study aligned to the CIP are determined at the local level. The programs of study should be aligned to the labor market information as well as connected to the postsecondary programs of study. Infrastructure funding will allow the state to review and re-align the endorsement areas with current and future pathways within the career clusters and post-secondary programs at both the State and local level.

The Career and Technical Education Pathways Program will be a matching grant distributed by regions across the state. A school district will serve as a grantee and include a partnership that includes at least one community college, community organization, local workforce board, and business or industry partner to implement new programs of study at the local level. These programs of study would be aligned to the labor market information in the regions and based on the local needs for endorsements, which is determined to be a priority by the partnerships. In the implementation of these programs of study, partnerships will be encouraged to be innovative and require long-term planning of at least five years. Also included are supports for teachers to engage in an instructional practicum with business and industry to learn more about the innovative jobs available in their area. This program will be coordinated with the college and career pathway endorsement component of the Postsecondary and Workforce Readiness Act.

Stand for Children provided testimony at the budget hearing in support of this line item. “We believe that this sort of infrastructure is a critical element to support CTE and workforce development. The growing career areas of Health Science, Manufacturing, and Energy make up half of new jobs, but just 12 percent of CTE enrollment. Illinois needs to be purposeful in building out programs of study that align with growing industries.”

The Superintendent recommends a \$2,800,000 appropriation for the Career and Technical Education Pathways Program for FY 2020. This would provide \$400,000 for seven of the eight endorsement areas, excluding Agriculture, which has its own line item. Providing this funding will enable the aforementioned partnerships to grow and align to local CTE programming in order to create systems of learning that are more relevant and aligned to serve all students through an equity lens. This funding is critically important to support the field in order to ensure that existing programs of study are tightly aligned to local job markets.

Chicago Public Schools Regional Office of Education Services – Aligned to Goals 1-7; Equity Principles 1-5

The Chicago Public Schools (CPS) Regional Office of Education (ROE) Services Division provides leadership in maintaining a strong partnership between the Illinois State Board of Education (ISBE) and CPS. As required in 105 ILCS 5/2-3.105, the Office of the State Superintendent serves as the Educational Service Region for Chicago Public Schools, which is managed by a mayoral-appointed school board and chief administrative officer hired by the school board. This division is responsible for leading and fostering collaboration and cross-divisional coordination to ensure ISBE exercises and performs all rights, powers, duties, and responsibilities required of a regional superintendent for CPS. This division is responsible for building a structure that will support and empower CPS to ensure children and families in the district receive a robust, safe and healthy educational opportunity.

The CPS ROE Services division is a team of three dedicated staff including an Executive Director of CPS ROE Services, Project Administrator (Education/Program Focus) and Project Administrator (Operations/Compliance Focus).

The Superintendent recommends a \$295,000 appropriation for the CPS ROE Services Division within ISBE, which is a separate line item requested for FY 2020.

Charter School Revolving Loan Fund – Aligned to Goal 7; Equity Principles 1-2

The Charter School Revolving Loan Fund provides loans to charter schools for start-up costs, including acquiring and remodeling facilities, and to acquire educational materials (e.g., supplies, textbooks, electronic textbooks, furniture, and other technological equipment). These

interest-free loans enable a certified charter school to increase cash flow during its initial start-up term and allow charter schools to initiate operations.

This loan program is limited to one loan per charter school. Charter school operators may apply for up to \$750 per enrolled student. This fund would require a General Revenue Fund (GRF) deposit of \$1.5 million to ensure cash availability to benefit eight potential charter schools with an estimated student enrollment of 2,039.

The Superintendent recommends a \$1.5 million GRF appropriation for deposit into the Charter School Revolving Loan Fund for FY 2020.

Competency-Based Pilot – Aligned to Goals 4, 5, 6; Equity Principles 1-5

The Postsecondary and Workforce Readiness Act (PWR) (Public Acts 99-0674 and 100-0599) includes four components: postsecondary and career expectations (PaCE), competency-based high school graduation requirements pilot program, transitional mathematics, and college and career pathway endorsements. The first component, the PaCE framework, outlines what students should know and actions they should take from middle school through 12th grade. PaCE is promoted by ISBE and the Illinois Student Assistance Commission to districts, families and students statewide.

The second component of the Act requires ISBE to establish and administer a competency-based high school graduation requirements pilot program as one of a number of strategies to prepare more students for meaningful college and career opportunities. The pilot program is intended to lead to the full development and implementation of a competency-based learning system whereby students' high school graduation will be contingent upon their demonstrated competency and learning rather than by amount of time spent in seats. Ten school districts applied and were selected to participate in the first cohort in 2017. An additional nine districts were added to the pilot in the second cohort in 2018. New enhancements to the Act in 2018 enabled collaboratives to join the pilot. In December 2018, the initial selection of five sites in cohort three, including three collaboratives and 26 districts, brings the total number of districts involved in the pilot to 45 by January 2019. Additional sites are expected to be added later in fiscal year 2019. Sites currently engaged in the pilot are approaching competency-based learning in multiple different formats such as cross-discipline, phased-in grade bands, serving at-risk students, early college opportunities, work-based learning, and community engagement. The diversity of innovations and partnerships will inform the development of competency-based learning throughout the State. Districts in the pilot need additional support in order to transform the learning environment and provide quality educational opportunities that prepare all students for college and careers. Grants to districts can help offset additional costs with communications and partnering with their community, professional learning, and sharing experiences with other districts.

Section 30 of Public Act 99-0674 requires ISBE to conduct an evaluation of the competency pilot program. Section 35 specifies an evaluation be conducted in the 2021-22 school year. ISBE needs to procure an evaluation through a competitive process to establish the baseline and track development of the pilot program as it evolves in order to comply with this requirement and guide future developments. The FY 2020 request includes funding for an evaluation estimated at \$300,000 based on previous competitive evaluations. These funds will not only allow ISBE to fulfil its statutory obligation, but also provide the opportunity for the agency to learn from the field's implementation and better serve districts, students, and communities.

The Superintendent recommends a \$5 million appropriation in FY 2020 to support the implementation of the Postsecondary and Workforce Readiness Act, including grants for up to 60 districts to provide networking and other technical assistance to support learning in more relevant ways for these incubators of innovation. The grant funds will offset costs of educator professional learning opportunities, tools to measure skill mastery, and access to coaching in order to guide development and implementation of competency-based learning systems. No state funding has been directly provided to support implementation to date. National expertise, coaching, book studies, training, and networking supports have been provided by the Midwest Comprehensive Center (MWCC). Grant funding for these MWCC supports from the U.S. Department of Education is scheduled to end in September 2019.

Funding is included in this recommendation to support implementation of the third component of the PWR Act, transitional math, and the development of the fourth component, college and career pathway endorsement opportunities, in fiscal year 2020. Funding will be provided to coordinate with business-led, sector-based partnerships as well as with Workforce Development Boards. Partnering schools with business and industry will ensure recognition of credentials and adaptive skills for students. ISBE will engage Illinois educators and students to develop model lesson plans and programs that can be used statewide. Web-based tools and professional learning programs will be enhanced to support college and career pathway endorsement programs, including professional learning portfolios, professional skills assessment, and a mentoring platform. This will benefit the implementation of the Career and Technical Education Pathways Program.

District Intervention – Aligned to Goals 1 - 7; Equity Principles 1 - 5

Educators, community members, and district volunteers have requested supplemental funding for the ISBE intervention school districts: North Chicago CUSD 187 (\$3,367,200) and East St. Louis School District 189 (\$3,197,000). These districts have limited financial resources and rely heavily on State and federal funding. Both academic and fiscal improvements have been made at these school districts, but the districts remain encumbered with debt service payments as a result of decisions made prior to State intervention. These debt service payments require that funding intended to provide opportunities for children in need are, instead, utilized for debt service.

State funding of these debt payments will allow the funding intended to provide opportunities for children to remain with the educational intentions, thus providing opportunities for the students, enhancing the learning programs and parent engagement, and provide training and support to teachers and leader in the schools. The budget enacted in FY 2019 provided \$6,560,200 for the annual debt service payments for both districts.

These annual debt payments represent principal and interest. Debt payments for the two districts, FY 2020 through the maturity dates, are as follows:

	Principal	Interest	Total
North Chicago CUSD187	\$31,600,000	\$22,255,650	\$53,855,650
E. St. Louis District 189	\$20,583,000	5,297,595	\$25,880,595
Total	\$52,183,000	\$27,553,245	\$79,736,245

If the debt service payments were continued based on the scheduled payments of the original bond issuances, 34.6 percent of the amount paid would be attributable to interest to bondholders as opposed to providing educational opportunities for children.

The Superintendent recommends a \$6,564,200 appropriation for District Intervention for FY 2020.

Freshman on Track Early Intervention – Aligned to Goals 4, 5, 6; Equity Principle 1

This new funding request would be distributed to school districts through a grant piloting supports to best ensure that 90 percent or more of Illinois' students are on track during the first year of high school. The goal is to support innovation and research that support high expectations for all students in Illinois to achieve success and graduate with their cohort. In FY 2018, of the 159,548 freshmen, 86.8 percent were on track. ISBE's goal is for 90 percent of students to be on track to graduate with their cohort at the end of 9th grade. The current four-year graduation rate for Illinois is 85 percent.

Stand for Children Illinois provided testimony for requesting Freshman on Track Intervention funding to the ISBE budget for FY 2020. The group advocated, "Freshman on Track are defined as students who end freshman year meeting certain 'on-track' measures and are three times more likely to graduate than their peers who don't. This important metric is being included in the accountability system. We recommend a relatively small appropriation of \$5 million to provide several competitive grants to high schools to develop early intervention systems to keep freshman on-track. These programs would share their policy and track their progress to help other districts think through a model that makes sense for them. This could include hiring a freshman-on-track counselor to look at grades, flag students who need support and intervene or identify existing staff members to take on the responsibility in a systematic way."

The purpose of this new grant is to provide funding for systems (districts or schools) to improve how they support 9th-grade students. Money could be used for a variety of research-based programming including building a transition program for the summer before students matriculate to high school, professional development for teachers to build a strong 9th-grade team that is focused on monitoring the risk factors associated with being 'off-track', or employing an intervention counselor to support students identified as 'off-track'. Building the capacity of systems, whether it is schools or districts, to better monitor and support 9th-grade students is the goal of this appropriation. Research suggests that 9th grade represents a critical time for students. Developing systems that are better in tune to students' needs that are then able to leverage staff to respond to meet those needs will result in improved outcomes.

The Superintendent recommends a \$5,000,000 appropriation for the Freshman on Track Early Intervention Program for FY 2020.

Grant Accountability and Transparency Act Administration and Budgeting for Results – Aligned to Goals 1-7; Equity Principles 1-5

The purpose of the Grant Accountability and Transparency Act (GATA) is to increase accountability and transparency in the use of grant funds while reducing the administrative burden on both state agencies and grantees. The provisions of GATA increase the fair access to grant funding provided by ISBE that support a multitude of educational programs across the PreK-12 system through greater transparency regarding grant funding opportunities and more open competition.

ISBE is the cognizant agency for more than 2,100 of the State's 6,600 grantees (32 percent), serving more grantees as a cognizant agency than the next two highest agencies combined. Cognizant agencies carry a larger share of the burden of the cost of implementing and administering the requirements of GATA.

The requested funding provides for ISBE's General Revenue Fund (GRF) share of allocated costs of standardized, centralized GATA processes and systems maintained by the Governor's Office of Management and Budget (GOMB). These systems include the GATA grantee registration and pre-qualification portal, the centralized indirect cost rate negotiation system and grantee audit review and resolution processes. These systems increase the grant administration coordination and alignment among agencies. The GOMB billings for these centralized services is expected to increase from \$250,000 in FY 2019 to \$695,000 in FY 2020 based on preliminary cost allocation data received from GOMB and new billings associated with the indirect cost rate negotiation system and audit review and resolution process. As a result, a new dedicated GRF line item is recommended for the fund's allocated share of the GOMB billings. Federal funds will also be allocated an estimated \$445,000 in GATA billed costs in FY 2020.

The Superintendent recommends an appropriation of \$260,000 to cover General Revenue Fund costs related to the GATA registration portal, indirect cost negotiation, audit review and other centralized services for FY 2020. This funding will also cover Budgeting for Results charges billed by GOMB.

Parent Education Pilot Program – Aligned to Goal 7; Equity Principle 1, 2, 4

Public Act 100-1043 requires ISBE to implement and administer a three-year pilot program supporting health and wellness student-learning requirements through the utilization of a unit of instruction on parenting education in participating school districts that maintain Grades 9 through 12 beginning with the 2019-20 school year, subject to appropriation.

This program is aligned to ISBE's Social-Emotional Learning Standards. The program focuses on (1) family structure and management; (2) the physical, mental, emotional, social, economic, and psychological aspects of interpersonal and family relationships; (3) the prevention of child abuse; and (4) parent education competency development that is aligned to the social-emotional learning standards at the student's grade level. This unit will be a prerequisite to receiving a high school diploma and shall be included in the Comprehensive Health Education Program.

The intent of this law is to provide young adults with a realistic overview of what life is like when you are responsible for another human being, and provide some of the skills that one will value in their adulthood.

The Superintendent requests \$174,900 for FY 2020 for the Parent Education Pilot Program to assist districts in piloting the Parenting Fundamentals High School Program.

School Support Services (Lowest-Performing Schools) – Aligned to Goals 1-7; Equity Principles 1-5

The Every Student Succeeds Act (ESSA) requires the identification of schools that are both under- and lowest performing within ESSA defined school indicators for success. In accordance with this requirement, Illinois has identified the lowest 5 percent of schools for comprehensive services as well as those schools with one or more underperforming student groups for targeted services.

Currently, federal dollars alone do not cover expenses incurred by schools for improvement efforts. This proposed allocation would be disseminated to both targeted and comprehensive schools, supplementing the current federal dollars these schools receive for school improvement activities.

The funds would provide assistance to approximately 240 school districts encompassing 475 schools and 233,800 students. The funds will support these schools as they implement strategies and interventions that support strong leadership, effective teachers, strategic use of time, effective instruction, critical use of data, supportive school environment, and close family and community engagement. Below is a list of services and support a school may engage with these funds:

- curriculum development;
- implementation of extended day interventions for struggling students;
- intervention support to close achievement gaps for identified student groups (i.e. bilingual students and students with Individual Education Programs); and
- professional development for teaching staff on instructional strategies to support needs of identified student groups.

The Superintendent recommends a \$5 million appropriation for School Support Services in FY 2020. A weighted formula using Evidence-Based Funding adequacy percent and individual school enrollment would be used to distribute funds, ensuring schools furthest away from adequacy receive more dollars. This is in direct alignment with the agency's commitment to equity to ensure services and resources are delivered to students who need the greatest support.

State and District Technology Support – Aligned to Goals 1-7; Equity Principles 1-5

The Learning Technology Center (LTC) and the Illinois Virtual Course Catalog (IVCC) support all of the Board's goals by increasing access to technology literacy, improving educational opportunities, and supporting student achievement.

The Learning Technology Center expanded services and supports to districts and educators in FY 2019 with a full staff after a reorganization in FY 2018. The LTC works with Regional Offices of Education, Intermediate Service Centers, special education partners, vocational education partners, and directly with districts to implement digital-age learning. Additionally, the LTC provides technology readiness support for districts and schools for online assessments, E-rate funding applications, and professional learning focused on integration of technology in the classrooms. During the first half of the 2018-19 school year, the LTC facilitated 68 training sessions and assisted districts with 43 grant support and 172 technical support cases. The LTC hosted a K-12 Data and Security Summit in FY 2019 to identify current legal requirements and learn best practices for data privacy and security of data in the educational environment. The LTC continues to provide support to expand quality learning opportunities for educators and students statewide.

In FY 2019, the Illinois Virtual School (IVS) provided online, teacher-facilitated courses to students in Grades 5 through 12 as well as online professional development to Illinois educators. A request for sealed proposals is expected to be released in early 2019 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 providers that will offer a choice to districts and students taught by licensed Illinois educators. It is expected that the multiple provider model, or virtual course catalog, will create a healthy competitive atmosphere among course providers that results in increased access to quality courses for all Illinois students. In FY 2020, reimbursements are expected to be made to school districts for students engaged in online learning in consideration of capacity to meet expectations and student needs.

The Superintendent recommends a \$4,500,000 appropriation for State and District Technology Support for FY 2020. These funds will support the Learning Technology Center and reimbursements to districts for access through the Illinois Virtual Course Catalog. The recommended funding is an increase of \$2.1 million over FY 2019 to accommodate expected increases in demand for online learning such as transitional math opportunities with anticipated increases in offerings through the Illinois Virtual Course Catalog. The increase in funding will also allow the LTC to expand its training and support offerings throughout the state, and add staff who specialize in assisting districts with technical aspects of network and data security. The state and district technology recommendation includes \$2.03 million for the LTC and \$2.45 million in funding for the IVCC.

COMMUNITY

After-school programs incorporate schools, districts, community-based organizations, businesses, and local stakeholders. Partners work together to prepare students to thrive by extending learning opportunities in schools, community centers, and homes. Afterschool programs expose students to the arts, hands-on science, technology, civic engagement, and sports. Students develop 21st-century skills such as problem-solving, critical thinking, leadership, and teamwork. Connections with afterschool mentors help students navigate critical transitions academically and developmentally. Funding for these programs creates an equity pipeline by targeting those schools furthest away from adequacy and/or those entities with high incidence of poverty. Funding for these programs can be blended and braided to develop new and innovative after-school programming or to bolster existing after-school programs, such as those created by 21st Century Learning and Healthy Communities Incentive grants. As a result, schools can offer greater access to needed services like wrap-around initiatives, as well as leverage community partnerships to maximize a program's potential. After-school programs include: After School Matters, After-School Programs, Community Schools, and Healthy Community Incentive Funds.

After School Matters – Aligned to Goals 2-5, 7; Equity Principle 1-2, 4

The After School Matters (ASM) program provides programming to high school students using the apprenticeship model to engage students to learn and master skills in the arts, communications, sciences, sports, and technology. The organization consistently serves teens who are the most in need of educational enrichment outside of school hours.

More than 80 percent of ASM participants reside in Chicago's lowest-income communities, of which 84 percent live in poverty and 97 percent of the participants represent individuals from underserved populations.

ISBE's funding allowed After School Matters to provide 162 programs to 2,611 high school teens in FY 2019. The funding request will allow high school students in Chicago to explore opportunities during out-of-school time to prepare them for college and careers. They will also develop their talents, while gaining critical skills for work, college, and beyond.

After School Matters tracks graduation and freshman "On-Track" rates of the participants. The following are FY 2018 program results:

- 92 percent of After School Matters 12th-graders graduated high school;
- 93 percent of ninth-grade freshmen were On-Track to graduate; and

- 98 percent of graduating 12th-graders have post-graduation plans (school, job, public service, etc.).

The Superintendent recommends a \$2,443,800 appropriation for After School Matters for FY 2020.

After-School Programs - Aligned to Goals 2-5, 7; Equity Principles 1- 4

After-school programs are a critical component to supporting the needs of the whole child. ISBE recognizes that after-school programming is often the first entry point for family and community engagement in the school building. These programs are locally designed school and community solutions that help kids learn and grow, keep children and teenagers safe, and support family engagement. Schools serve as the core of healthy community systems through these programs. Funding for these programs will be utilized to develop new and innovative after-school programming or to bolster existing after-school programs, such as those created by 21st Century Learning and Healthy Communities Incentive grants. As a result, schools can offer greater access to needed services like wrap-around initiatives, as well as leverage community partnerships to maximize a program's potential.

Similar to the Healthy Communities Investment grant, these funds would be allocated in such a way that districts and community-based organizations, in partnership with districts, are serving students in those areas that are determined to be the furthest away from adequacy. The addition of these funds could allow for an expansion of this program to reach those districts that are not receiving funds based upon the current formula but are still in areas of great need.

The Superintendent recommends a \$20 million appropriation for After-School Programs for FY 2020. Districts, as well as community-based organizations, would have the leverage to develop, increase or expand upon the support to students academically, socially, and emotionally through increasing opportunities for out-of-school-time programming. After-school and out-of-school-time programs provide a safe and welcoming environment for youth. These programs help prepare the future workforce, dissuade risky youth behaviors, and teach critical life skills such as leadership, problem-solving, critical thinking, teamwork, responsibility, and time management.

Community Schools – Aligned to Goals 2 – 5, 7; Equity Principles 1 – 4

Community Schools are a critical component to supporting the needs of the whole child. These programs are locally designed and provide for community solutions that help kids learn and grow, keep children and teenagers safe, and support family engagement. Currently, 250 schools throughout the State have implemented the Community School model. Through this model, schools have been able to provide extended learning opportunities, enhance their family engagement network, and sought to ensure that every child had access to health and wellness services. Funding for these programs can be braided with Title funds, 21st Century Learning Programs funds and Healthy Community Incentive funds to enable schools to expand their current Community School model and/or develop new and innovative opportunities for students.

According to testimony by the Act Now Coalition, research states that in order for the community school model to achieve its full promise as a school improvement strategy, schools and community partners must implement the model with fidelity and focus on shared leadership and continuous improvement. Act Now reinforced this in its testimony, stating that “by creating a state-level community school program through a line in ISBE’s FY 2020 budget, the State can provide technical assistance and capacity building, standardize expectations for districts and grantees’ work, and evaluate progress and share out best practices.”

The Superintendent recommends a \$15 million appropriation for Community Schools for FY 2020.

Healthy Community Incentive Fund – Aligned to Goals 1- 7; Equity Principles 1-4

The Healthy Community Incentive Fund program provides formula-based funding for school districts to enable them to take a lead role in cross-sector partnerships as centers of collective impact. School districts that have a poverty rate of 60 percent or greater (based on the Department of Human Services (DHS) average of the last three years) are eligible to receive a base grant of \$25,000 plus additional funding based upon a per pupil amount weighted by the EBF adequacy percentage so districts furthest way from adequacy receive more funding. The school district grant allocation is \$12.5 million.

In addition to bolstering the support and resources available to districts, the program funds, through a competitive process, opportunities for community organizations to enhance the services available to students within their communities. The grant supports programming aimed at providing equitable access to social, emotional and academic supports outside of the normal school day. The competitive grant allocation is \$2.5 million.

In FY 2019, there were a total of 146 eligible school districts. Districts utilized this funding to strengthen their academic outcomes, provide for safe and healthier environments and strengthen community relations. For example, Bensenville SD addressed summer literacy regression issues its students faced by conducting a summer program partnership with the community library and an interactive reading program inclusive of book talks, mentor texts and home libraries. Gallatin District #7 used funding to partner with the Egyptian Health Department and the Gallatin County Wellness Center to provide group social and mental health activities and services. The district also worked with the HEROES Foundation and local law enforcement to provide drug/alcohol awareness to students.

Funding in FY 2020 will be used to support grants to school districts and community-based organizations, community partnerships among school districts, local government entities, education organizations, faith-based organizations, civic organizations, and philanthropists. The grant funds will provide for coordinating, aligning, and leveraging efforts to solve complex social problems within the community, resulting in improved community well-being by ensuring students are ready to take advantage of high-quality instruction in the classroom. Key goals of the program include using after-school and summer programs to focus on tutoring; increasing enrichment opportunities; increasing access to better fitness, nutrition and health; and building partnerships with local civic and nonprofit community agencies to support students in the areas of academics, social/emotional development, the arts, and health and wellness. In this way, funds will increase access to and the quality of after-school and summer programming focused on improving academic, social, and emotional outcomes for students.

The Superintendent recommends \$15 million for the Healthy Community Incentive Fund program for FY 2020.

District Consolidation Costs – Aligned to Goals 1-7; Equity Principles 1-5

Communities must grapple with the use of their available resources to serve students. The District Consolidation Costs program gives communities the chance to make consolidation decisions for the potential of enhanced educational opportunities for their children and greater financial security for the newly formed district. Financially healthy districts will have the resources available to ensure kindergartners are assessed for readiness, students are meeting

or exceed grade level standards, and students are on track to graduate ready for college or career and are supported by highly prepared and effective teachers and school leaders. The program further supports the Board's goals by increasing administrative efficiencies in districts, thereby allowing them to direct more funds into the classroom toward initiatives like expanding curriculum through additional courses. As community members weigh the best options for students when they vote on the referendum to consolidate, they anticipate that the newly formed district will be receiving these resources to assist with the transition and education of their children. The program also supports the Board's goals by increasing the potential for safer learning environments due to the opportunity that better facilities will be utilized by the consolidated district.

The Superintendent recommends a \$378,000 appropriation to provide full funding to the four qualified districts and for feasibility studies. The FY 2019 budget provided \$1.9 million for nine qualifying districts and feasibility studies.

Southwest Organization Project - Aligned to Goals 1-5, 7; Equity Principles 1-4

The Southwest Organizing Project Parent Mentoring Program (SWOP PMP) partners 13 community-based organizations (CBOs) with 72 schools to bring more than 1,000 teachers and parents together in the classroom optimizing learning opportunities for about 13,500 of the most vulnerable students in Illinois. CBOs partner with local schools to recruit and train parents to assist teachers in the classroom for two hours per day, for four days per week. Parents are mentored by a teacher and work one-on-one or in small groups of children. After the first 100 hours of volunteer work, parents receive a modest stipend.

Recognizing that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improving outcomes for students, SWOP utilized its network to integrate a collective approach to bridging the family engagement gap that exists in some of Illinois' most vulnerable districts. According to SWOP's most recent evaluation, parent mentors completed more than 185,000 hours of mentoring, including 16,000 volunteer classroom hours and 13,000 school volunteer activity hours.

Trained parent mentors have built a network of active parent leaders within each school building, creating a positive and welcoming school climate for families and students. In bringing parents and teachers together in the classroom, the program provides daily academic support to struggling students in early grades, while simultaneously helping families learn how to assist and advocate for their own children and providing teachers with rich context for culture, community and support.

Fiske Elementary School Principal Cecilia Miller invited SWOP PMP to her school in the wake of the historic 2013 school closings that merged families from Sexton Elementary in with Fiske and moved Fiske's building to the one formerly occupied by Sexton. Though the school had volunteers during her 14-year tenure, the school principal notes that the formal program helped blend the two cultures into one — very successfully.

"We thought that was the best way to build community by integrating both cultures," Miller said. "We've seen a difference in the overall culture and climate of the school community. We've seen a difference with the extra support we've been able to give our students." "It feels very collaborative, it feels collective . . ." she said. "Our teachers are extremely happy and they appreciate the support."

(Source: <https://chicago.suntimes.com/education/parent-mentors-celebrate-20-years-in-schools-but-fight-for-funding/>)

The Superintendent recommends a \$3,500,000 appropriation for the Southwest Organizing Project for FY 2020, an increase of \$1.5 million compared to FY 2019. The increase will be used to expand SWOP PMP to districts throughout the State.

EDUCATOR RECRUITMENT AND RECOGNITION

ISBE launched *Teach Illinois: Strong Teachers, Strong Classrooms* in September 2017 to better understand staffing challenges and craft a holistic set of policy solutions to address them. The effort began with a year of inquiry, during which State Board officials conducted more than 40 focus group sessions and heard from more than 400 teachers, parents, students, principals, superintendents, faculty and administration from colleges of education, and other partners. ISBE staff heard the challenges, such as the dilemmas rural and high-poverty urban districts face in recruiting teachers.

ISBE also learned from the field about promising practices and thoughtful policy ideas regarding licensure, teacher preparation, leadership, and teacher advocacy. Recommendations acquired from the focus groups were compiled into a report. The *Teach Illinois: Strong Teachers, Strong Classrooms* year of inquiry resulted in a suite of seven recommendations, including opportunities for local education agencies and higher education to engage in peer-to-peer learning, and funds to support teacher leadership and teacher residencies. So, too, some of the subsequent recommendations such as diverse educator recruitment and teacher and principal mentoring, align with Teach Illinois recommendations and are annual funding requests from ISBE.

The Superintendent's General Revenue Fund recommendation for Educator Recruitment and Recognition is \$20.3 million or approximately one-tenth of 1 percent of the overall General Funds recommendation for the FY 2020 education budget.

Diverse Educator Recruitment – Aligned to Goal 6; Equity Principles 2, 5

Diverse teachers are underrepresented in American public schools. Nationwide, the majority of the teacher workforce is comprised of white females. In Illinois, 83 percent of teachers are white and 77 percent are female, even though 52 percent of the state's students are of color. A growing body of research suggests all students, regardless of race, benefit from having one or more teachers of color. Further, that students of color especially benefit from teachers who are of their own race or ethnicity (Center for American Progress, 2017). These teachers are uniquely positioned to improve performance of non-white students by serving as role models, mentors advocates, and cultural translators.

Every child in each public school system in the State of Illinois deserves to attend a system wherein all students are supported by highly effective teachers and school leaders. As a state, we must provide equity, access, and opportunity for every student and provide all teachers with training and support to not only demonstrate competency in their content areas, but also to adjust their pedagogy to student need and establish positive relationships with all students, including students whose background and life experience is different from theirs. Funds for this recruitment program will help ensure all students, and specifically students of color, have the opportunity to learn from diverse educators.

Last spring, Illinois joined a nationwide initiative to increase the parity of teacher versus student racial demographics and ensure all teachers practice culturally responsive teaching. As part of this initiative, Illinois formed a "Diverse and Learner Ready Teacher Network" of stakeholders

(teachers, district, higher education, and education advocacy representatives) to provide ISBE with guidance as it implements recruitment, retention, and culturally responsive teaching strategies. Increasing the diversity of the teaching corps aligns with recommendations in the Teach Illinois report. Funding will be allocated to districts and institutions of higher education via a competitive grant process. Funds will be used to develop and implement recruitment and retention efforts for diverse teachers and teacher candidates, to establish mentoring programs for teachers and teacher candidates of color, and to develop professional learning opportunities focused on culturally responsive teaching that can be delivered statewide.

A superintendent of a large school district, in which 96 percent are students of color, advocated for funds to support the aforementioned work. This superintendent is part of the Diverse and Learner Ready Teacher steering team. He shared statistics supporting the significant impact teachers of color have on minority students and stated, “The Diverse and Learner Ready Teacher [initiative] is doing some of the most critical work as identified by the ISBE Equity Lens Policy Statement... We need funding to support grants to districts and teacher preparation programs to support recruitment efforts or financial incentives for diverse candidates....mentoring opportunities for teachers of color....(and) professional development on culturally responsive teaching.”

The Superintendent recommends a \$700,000 appropriation for Diverse Educator Recruitment for FY 2020. For the past five years, ISBE has requested \$700,000 for this project. Teacher demographic data remains unchanged, whereas student demographics continue to shift toward a non-white majority. Each grant recipient would receive \$50,000, which would enable 14 districts/institutions of higher education to create recruitment and retention programs (including mentoring and professional development) for diverse candidates and teachers. This appropriation represents a community-driven request as indicated by testimony included above.

Teacher Mentoring Program – Aligned to Goal 6; Equity Principle 5

School districts across the state are grappling with teacher shortages and issues with teacher retention. These problems make teacher mentoring stand out for its high impact on increasing teacher retention rates and making the profession more attractive. The following are three testimonials for this program:

1. According to a former district recipient of state induction and mentoring funds, “My philosophy and 35 years of practice tells me we rightfully spend necessary funds on our students across the state, but if we don’t have the qualified people to support them, then all the programs in the world aren’t going to matter. We need great people in the classroom who are supported for our students to be healthy and have the academic rigor they deserve. Teacher mentorship programs are key to that goal.”
2. A teacher who received support through the state’s previous mentoring program stated, “The first year of teaching is so overwhelming: a new career, new employer, new co-workers and students, new process of logistics. I have had many questions about how things work at our school in regards to taking attendance, discipline process, issues with students and parents, in addition to methods and strategies that I want to use but am trying for the first time. [My university] prepared me with the education; my mentor is continuing to prepare me through advice, instruction, assessment and logistical information.”
3. An additional teacher who received support through the state’s previous mentoring program shared, “The mentoring program has made me a more effective teacher. I consider the support of my mentor to be integral to my

performance this year. Building a relationship with a teacher of experience has not only helped me with sharpening my teaching practices and learning how to fulfill my responsibilities as a teacher, but also with navigating the emotional aspects of being a first-year teacher.”

Mentoring and induction support for Illinois’ novice teachers is essential to prevent teachers from leaving the profession and to combat teacher shortages. Nationally, 1 in 10 teachers quit after their first year (U.S. Department of Education, 2018). In Illinois, the statistics are even more staggering. According to the Illinois Education Research Council, 44 percent of teachers leave their initial school of employment within their first two years, and by their fifth year of teaching, 25-30 percent have left the profession entirely. High-quality induction programs can reduce turnover by 50 percent, according to research compiled by the Illinois New Teacher Collaborative. The findings of the aforementioned research is further supported by the number of public comments received in response to the *Teach Illinois* report that emphasized the essential importance of quality induction and mentoring programs for teachers. Turnover creates additional administrative costs to a district and a loss of teaching quality and effectiveness. Each teacher who leaves the profession in a medium to large-sized district costs from \$10,000 to \$18,000 due to recruitment, hiring, and training costs to replace them. Moreover, intensive mentoring and induction programs for new educators result in a return after five years of \$1.66 for each dollar invested. In fact, one former district recipient of state induction and mentoring funds saw a new-teacher retention rate of 72 percent after only three years of a mentoring program. Supporting mentoring was one of the primary recommendations in the *Teach Illinois* report.

The Superintendent recommends a \$12,000,000 appropriation for Teacher Mentoring for FY 2020. Funds will be provided via a competitive grant to school districts to create sustainable induction and mentoring programs. Funds will be allocated to applicants who meet the criteria set forth in Illinois Administrative Code 65.150. Preference will be given to districts that (1) have high rates of minority students or high rates of students in poverty as identified by Title I criteria, (2) can demonstrate chronic, multiple teacher shortages in state-identified or local shortage areas, or (3) are designated by Evidence-Based Funding as Tier 1 or Tier 2. Every child in every public school system in the State of Illinois deserves to attend a system wherein all students are supported by highly effective teachers and school leaders. New teachers learn by doing, and high-quality mentors will provide novice teachers with the support they need to become great leaders. If funded, 10,000 teachers could receive two years of mentoring. Additionally, success of the mentorship will be tracked, as each grantee will report each mentored teacher’s performance evaluation rating and retention status during his or her participation and after completion of the program.

Principal Mentoring Program – Aligned to Goal 6; Equity Principle 5

Strong schools are led by strong leaders. In 2012, the Illinois State Board of Education revised state standards for the preparation of principals to focus on preparing the principal as an instructional leader, rather than simply as a governing administrator. The preparation of an instructional leader, however, is only part of learning the day-to-day challenges of the principal position. A school leader is a servant-leader - an educator, a moral agent, a child advocate, a social worker, a crisis-negotiator, an organizational architect, and a community activist, all while ensuring students have equitable access to educational opportunities. Far too often, novice principals are left to “learn on the job” without guidance and access to support from peers. This results in the principal feeling alone and overwhelmed by responsibilities.

Mentoring is an essential component to help new principals transition successfully to their roles as instructional leaders. This is one of the primary recommendations of the *Teach Illinois* report. Previous data collected by ISBE and public comment in response to the *Teach Illinois* report suggests that school principals who were trained through a mentoring process report that they received professional support about their problems from their mentor and consequently overcame this difficult period of their careers much easier than principals who did not have mentors.

Every child in each public school system in the State of Illinois deserves to attend a system wherein all students are supported by highly effective teachers and school leaders. To meet this goal, teachers and leaders in every school and classroom 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, and their understanding of human development. These skills are not innate: New principals learn by doing, and high-quality mentors will provide novice principals with the support they need to become great leaders.

The Superintendent recommends a \$2,000,000 appropriation for Principal Mentoring for FY 2020. Funds will be used to develop and implement principal mentoring programs within local education agencies, including providing stipends for mentors and creating best practice guidance manuals that will be shared statewide. Programs will also include a component for measuring principal growth and effectiveness from the beginning of the program through its progression. Illinois Administrative Code specifies that each mentored principal shall be supported with \$2,750, with first-year principals receiving priority over second-year principals. In FY 2018, there were 504 first-year principals and 419 second-year principals (923 total.) The requested appropriation would allow 727 first- and second-year principals in the state's public schools to receive mentoring.

Teacher Leadership Program – Aligned to Goal 6; Equity Principle 2, 4-5

The Illinois ESSA State Plan identified a grant for Local Education Agencies (LEAs) to explore a problem of practice related to teacher leadership. So, too, the need for this work was solidified through the voices of stakeholders in the development of the *Teach Illinois* report. Best practices and lessons learned will be shared via peer-to-peer learning. According to the U.S. Department of Education, teacher leadership is essential due to the ever-growing demands placed on teachers and school administrators. Schools need instructional leaders who can serve in a wide range of leadership roles, including providing professional development to peers, participating in school-level decision-making, and improving learning experiences for children via technology integration and improved assessments. Funds will be allocated via a competitive grant process. Two LEAs categorized by Evidence-Based Funding (EBF) as Tier 1 or 2 will receive \$75,000. Two LEAs categorized as Tier 3 or 4 will receive \$50,000 awards. Best practices and solutions to each district's identified problem of practice will be shared statewide so other districts may learn from and build upon their peers' work.

The Superintendent recommends \$250,000 for the Teacher Leadership Program for FY 2020 to provide four LEAs with the opportunities to research and devise solutions for a local problem of practice related to teacher leadership.

Teacher Residencies Program – Aligned to Goal 6; Equity Principle 2, 4-5

The Illinois ESSA State Plan identified a competitive grant program for the development of teacher residency programs. So too, the need for this work was solidified through the voices of stakeholders in the development of the *Teach Illinois* report. More specifically, the grant

provides awards for school districts and educator preparation programs to partner and develop residency programs to prepare teacher candidates. According to the National Center for Teacher Residencies, teachers who are prepared through residencies increase student achievement more than traditionally trained teachers. Furthermore, retention rates of residency-prepared graduates outpace retention rates in typical schools: 86 percent of residency graduates are still teaching in their high-needs schools after three years, versus only half of teachers in a typical urban district. This helps more teachers enter classrooms fully prepared and ready to support all types of learners whose background and life experience may be different than their own. Funds will be allocated via a competitive grant process: three \$50,000 planning grants and three \$200,000 implementation grants to LEAs with (1) high rates of minority students or high rates of students in poverty as identified by Title I criteria, or (2) can demonstrate chronic, multiple teacher shortages in state-identified or local shortage areas. Best practices and lessons learned throughout the program will be shared statewide so other districts may utilize the guidance for implementing residency programs in their districts.

The Superintendent recommends a \$750,000 appropriation for Teacher Residencies Program for FY 2020 that will be used for three districts/institution of higher education partners to develop and implement teacher preparation residency programs.

Peer-to-Peer Learning Opportunities – Aligned to Goal 6: Equity Principle 2, 4-5

Through the development of the *Teach Illinois* report, ISBE learned from the field about the importance of providing space and opportunity for districts and higher-educator partners to contemplate issues of shared interest including teacher leadership, districts/higher education partnerships focused on workforce needs, induction and mentoring, and teacher preparation.

For instance, in FY 2019, the Continuous Improvement Communities of Practice (CICP) between three institutions of higher education and public school districts began meeting to consider problems of practice such as: workforce diversity and calibrating evaluation instruments to ensure reliability of data regardless of observer (e.g., cooperating teacher or university faculty). One participant in the FY 2019 pilot shared, “During conversations about practices, particularly when such conversations are organized around a common framework, participants were able to learn from one another and to thereby enrich individual and collective practices. It is through this collaborative exercise and opportunities like this that the conversation becomes rich and valued. It is through collaborative, professional conversations about frameworks components that these components are validated for the use of clinical and student teaching experiences. This collaborative exercise was a critical step to enriching the professional lives of educators and to ensure that the components used in a given setting actually do apply there.”

Beginning in spring 2019, ISBE will host regional peer-to-peer meetings among school districts, regional offices of education/intermediate service centers, and institutions of higher education to identify effective partnership models in Illinois and create guidance on developing mutually beneficial partnerships to ensure that district needs drive shifts in educator preparation program pipelines, structures and systems. ISBE believes the field has powerful answers to solving the problems outlined in the *Teach Illinois* report and closing the identified opportunity and achievement gaps.

In order to expand this work statewide, the Superintendent recommends a \$350,000 appropriation for Peer-to-Peer Learning Opportunities for FY 2020 that will be used to provide facilitation, meeting space, and the production of guidance materials for educator preparation providers and their district partners to convene regional peer-to-peer learning meetings.

Teach For America – Aligned to Goal 6; Equity Principle 2, 5

Teach for America (TFA) recruits, places, and supports teachers in schools serving low-income students. TFA works to change practices, structures, and policies to realize educational equity for all children. The program recruits outstanding and diverse individuals who reflect the racial and ethnic backgrounds of students. Individuals who participate in Teach for America demonstrate a commitment to expand opportunity and access for all children inside and outside of the classroom. Teach for America corps members undergo a rigorous seven-week summer training program teaching credit recovery courses in Chicago Public Schools (CPS) and receive mentoring from veteran teachers throughout the summer program. Corps members are placed in areas of need within CPS (e.g., science, technology, engineering, and math; early childhood education; bilingual education). They receive ongoing mentoring, including individualized coaching and support via on-site classroom visits, feedback on instruction, and guidance for monitoring student progress. Additionally, corps members participate in leadership summits to receive leadership training from veteran teachers, share best practices with one another, and reflect on their experiences to develop further as leaders in the work and to end educational inequity. The following are testimonials for this program:

A former student who was taught by a Teach for America corps member shared, “(My teacher) is different from other teachers and people in general. I’ve never met anyone like him. He’s different because he turns and faces the realities of things and never gives up on his students, and he has made every one of my classmates better people in so many ways. He has helped us grow so much over time, especially me.”

According to former Teach for America corps member Elizabeth Jamison-Dunn, who currently serves as a principal, “Once I knew about the mission and core values of Teach for America, I instantly knew that it was the right choice for me. I was accepted into the 2007 cohort of Teach for America, and joining has been one of the best decisions that I have ever made... In my eyes, there is no greater charge than that of a teacher. I knew that being in the classroom was my calling, and I decided to stay in my role beyond the two-year commitment.”

A 2017 alumni who is currently serving as a special education teacher shared, “Teach for America shaped the trajectory of my career. I hadn’t thought of teaching as my path after college, and now that’s what I want to do in life.”

Every child in each public school system in the State of Illinois deserves to attend a system wherein all students are supported by highly effective teachers and school leaders. The Illinois State Board of Education believes it must provide equity, access, and opportunity for every student and eliminate opportunity achievement gaps in all public schools. Teach for America strives to recruit a corps of teachers that better reflects Illinois’ diverse student population (wherein 52 percent of the state’s children are students of color.) In FY 2018, Teach for America funded 103 incoming teachers, of which 51 (about 50 percent) were teachers of color.

The Superintendent recommends an appropriation of \$1.9 million for Teach for America for FY 2020. The recommended appropriation amount would continue to receive matching dollar-for-dollar private funding for the program. Funds are allocated via a grant to Teach for America-Chicago. The funding will support recruiting an additional 124 corps members (of which 44 percent or more have historically been teachers of color) and the continued training and

development of the current 207 corps members, thereby strengthening and diversifying the Illinois teaching workforce.

Educators Rising – Aligned to Goals 6; Equity Principle 4-5

During the year of inquiry that resulted in the *Teach Illinois* report, ISBE was introduced to Educators Rising, a national program supported by The National Education Association (NEA), the American Federation of Teachers (AFT), and Phi Delta Kappa. Educators Rising positions districts to address pipeline issues unique to their schools through partnership with institutions of higher education. Research shows that more than 60 percent of teachers teach within 20 miles of where they attended high school, and districts must take advantage of the opportunity to cultivate accomplished teachers within their communities. ISBE believes that communities, parents, educators, and community-based organizations play an essential role in improving outcomes for our students. As a state, we must utilize these solutions to ensure every child in each public school system Illinois is supported by highly effective teachers and school leaders.

A former state Teacher of the Year who has worked with the Educators Rising curriculum shared, “Educators Rising can provide students entering the field of education with a solid pedagogical foundation, as well as systemic support, as students transition from high school to teacher prep programs.”

An additional stakeholder from an institution of higher education echoed the impact Educators Rising could have on stimulating high school students’ interest in the teaching profession during a time when the state is facing critical teaching shortages. “By implementing Educators Rising in Illinois high schools, we can cultivate a pipeline of future effective educators for Illinois students.”

One stakeholder affiliated with the Illinois Association of Regional Superintendents of Schools stated, “Educators Rising represents an opportunity for ISBE to take the first steps in systemically fostering interest among high school students in the profession of teaching through pathway opportunities...The regional offices of education and intermediate service centers stand ready to support regional expansion of Educator Rising chapters.”

The Superintendent recommends a \$325,000 appropriation for Educators Rising for FY 2020. The recommendation will support access to the Educators Rising curriculum and a state conference. Funds will allow approximately 30 schools and 450 students to access the Educators Rising national curriculum and provide travel expenses and substitute teacher reimbursements for program sponsors at the school sites to attend a statewide training centered around implementing Educators Rising in their schools.

National Board Certification – Aligned to Goal 6; Equity Principle 2

National Board Certification develops, retains, and recognizes accomplished teachers and generates ongoing improvement in schools nationwide. It enables educators to elevate their teaching (97 percent of teachers make changes to their teaching style and methodology after receiving National Board Certification) and serves as an equity lever, advancing teaching practice nationwide by enabling accomplished teachers to expand their cultural lenses to successfully support student learning. Candidates undergoing this rigorous certification process must think critically about their instruction, the impact it has on student learning, and how they can improve their instruction to support each and every child. There are more than 6,000 National Board-Certified Teachers (NBCTs) in Illinois and Illinois ranks among the top six states with the most NBCTs.

Every child in each public school system in the State of Illinois deserves to attend a system wherein all students are supported by highly effective teachers and school leaders. ISBE believes that all teachers in Illinois classrooms need training and support to demonstrate competency in their content area. Additionally, ISBE must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all Illinois public schools. According to the National Board for Professional Teaching Standards (NBPTS), more than a decade of research suggests students taught by NBCTs demonstrate higher achievement than students taught by non-NBCTs.

National Board Certification benefits school systems as a whole. Consider this testimonial:

“I have become a much more reflective teacher. With the overwhelming (and increasingly more by the year) number of things teachers are asked to do, it is very easy to get into survival mode. Going through the NBPTS process taught me how to avoid survival and really stop to think about what is best for my students. What do I see in the classroom that is working? Where are my students struggling? How can I change my plans based on my knowledge of students so that they are more engaged? These very basic and core questions I considered as I went through my certification process stuck with me and guide me always.”

The Superintendent recommends a \$1,000,000 appropriation for National Board Certification for FY 2020. Funds will be used to recruit teachers for National Board Certification, pay for candidates to complete initial and renewal certification, and provide teachers who mentor National Board Certification candidates with a stipend. In FY 2018, 546 educators were recruited (and subsequently registered for the certification components), 181 educators received initial certification, 230 educators renewed their certification, and 155 teachers registered as mentors. Continued funding for National Board Certification will enable educators to advance their profession and improve instruction to students across Illinois.

Teacher of the Year – Aligned to Goal 6; Equity Principles 4-5

The “Those Who Excel” Teacher of the Year Program has recognized exceptional educators in the state of Illinois since 1971. Educators selected as Teacher of the Year represent Illinois as nominee for the national equivalent. As Illinois Teacher of the Year (TOY), awardees serve as mentors for future nominees and award winners through the Illinois state Teacher of the Year organization (ILSTOY). The program represents an essential piece of how our state recognizes educators and acknowledges the importance of going above and beyond in- and outside of the classroom. The program celebrates the best of what our Illinois educators do every day in elevating our students not only academically, but also socially and emotionally. In publicly recognizing these individuals and what they represent, the program promotes the profession and increases the recruiting potential these individuals represent to future educators.

Illinois faces a statewide teacher workforce crisis with record numbers of unfilled positions. ISBE’s comprehensive “*Teach Illinois: Strong Teachers, Strong Classrooms*” report examined the crisis and proposed a suite of research-backed solutions working to change the narrative with a positive approach. The *Teach Illinois* report cited data from the Illinois Education Research Council showing 44 percent of new teachers in Illinois leave their initial school of employment within the first two years. By the fifth year of teaching, 67 percent leave their initial school of employment, and 25-30 percent leave the teaching profession altogether.

The Illinois Teacher of the Year serves as an inspiration for those in the educational profession by traveling the state as a spokesperson and advocate. He/she also addresses policy and

practice by meeting with pre-service teachers and faculty in teacher education programs. Additionally, the Teacher of the Year can inspire students undecided about a career to become the next generation of teachers in Illinois schools.

The Teacher of the Year participates in numerous speaking engagements and activities throughout the year. Without the funds to support this program, the Teacher of the Year does not have the resources to leave the classroom for a semester and focus on engaging with fellow educators, providing leadership, and advocating. Without state funding, the costs for travel expenses, lodging, etc. associated with these activities are placed on either the school district wishing to host the TOY or the TOY themselves. By ISBE assuming these costs, it not only allows for the TOY to leave the classroom to travel the state, it also allows districts without the resources allocated for these expenses the opportunity to work with the TOY. Additionally, the costs for substitute teachers to fill the day-to-day vacancy left by the TOY's engagements fall solely on the district in which he/she resides. By removing financial concerns, it provides a more equitable opportunity for all school districts to participate in this program and the opportunity for more educators and students to engage with the Teacher of the Year. ISBE receives an average of 80 TOY nominations each year. With the funding of this program covering teacher and district's costs, ISBE would likely receive more nominations from a wider variety of schools and districts throughout the state.

2018 Illinois Teacher of the Year Lindsey Jensen says, "As the Illinois Teacher of the Year, I was gifted with such an incredible platform to advocate for students, teachers, and educational equity. I won't deny that at times it was difficult teaching English III, English IV, and AP English while simultaneously serving as the 2018 Illinois Teacher of the Year. In fact, I harbor a bit of guilt when I think about all that I could have accomplished if I didn't have so many other responsibilities in my classroom. Nevertheless, I am so grateful and honored to have served as an ambassador for Illinois teachers at a time when teacher voice is more important than ever before. This year has left me feeling hopeful, inspired, and empowered to continue to fight for a seat at the proverbial table, because there is no one better positioned to contribute to conversations about students and education than teachers. I will never be able to appropriately express my gratitude to the Illinois State Board of Education for elevating my teacher voice in such a formidable way, and I can only hope that my future endeavors will elevate the voices of other teacher leaders who are positively impacting the lives of children in Illinois."

The Superintendent recommends an appropriation of \$200,000 for FY 2020 to fund the travel expenses, salary, benefits, substitute costs, and conferences for the Teacher of the Year.

Principal and Teacher Performance Evaluation Training – Aligned to Goal 6; Equity Principle 1

The Performance Evaluation Reform Act (PERA), signed into law in 2010, changed how teacher and principal performance is measured by requiring evaluation on student growth and effective professional practice. Previously, student achievement was not a key factor in each educator's performance evaluation. Under the new system, evaluations assess the pedagogical practice and incorporate a measure of student growth to determine a summative rating. The evaluations are based on standards of effective practice, and require evaluators to go through training to be qualified to conduct evaluations. The statutory and regulatory requirements allow school districts the option of utilizing a state-developed model or designing their own evaluation systems that meet the needs of their schools and community.

Every child in every public school system in the State of Illinois deserves to attend a system wherein all students are supported by highly effective teachers and school leaders. As a state,

we must ensure effective teachers and principals support the needs of each and every child in Illinois' schools. Performance evaluation trainings are offered year-round and provide a mechanism for critical reflection on teaching practice. Teachers without tenure are evaluated every year. Teachers with tenure must be evaluated every two years unless they are rated "needs improvement" or "unsatisfactory" in their last evaluation: then, they will be evaluated the following year. In FY 18, 408 educators were trained to conduct principal evaluations and 1,593 educators were trained to conduct teacher evaluations. ISBE believes all children have the right and ability to learn, and that it is our ethnical, moral, and legal responsibility to set high expectations and ensure every student achieves success. Strong teachers and strong school leadership are key to closing these achievement gaps.

Since the implementation of PERA, ISBE has provided Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs) with funding to support teacher and principal evaluators in their regions. Each region would receive a portion of the appropriation proportionate to the number of educators in their regions. Since trainings must be completed every five years, funds will support both initial training and re-training. According to a former ROE recipient of funds to support evaluator training, monies over the past years have allowed ROEs and ICSs to offer modules and assessments at reduced costs to thousands of educators in their regions. ROE and ISC recipients collaborated near the end of the fiscal year to share funds to ensure needs statewide were being met.

The Superintendent recommends a \$200,000 appropriation for Performance Evaluations for FY 2020 in order to support educators. Funds will provide monetary relief to educators undergoing the state-mandated training that is required to evaluate teachers. Since the law was implemented, 16,631 educators have completed training/re-training to evaluate teachers, and 4,525 educators have been trained/re-trained to evaluate principals. Upholding a quality evaluation system ensures high-quality educators are in front of our state's children and fosters continuous improvement within schools.

Educator Quality Investigations & Hearings – Aligned to Goals 6, 7; Equity Principle 5

Section 21B-75 of the School Code authorizes the State Superintendent to investigate an educator if evidence exists of abuse or neglect of a child, incompetence, unprofessionalism, immorality, or other just cause. Section 21B-80 calls for the automatic revocation of an educator's license if the educator is convicted of certain criminal offenses involving sex, drugs and murder. When appropriate, the State Superintendent can require the educator to complete professional development coursework, suspend the educator's license for up to five years, or revoke the educator's license.

Educator misconduct cases are managed by the Office of the General Counsel. Currently, two attorneys and a paralegal manage a case load of approximately 295 open cases. For FY 2019, Educator Misconduct has been able to close 13 cases, while a total of 57 new cases have been opened. In an effort to resolve more cases, the Office of the General Counsel works with outside counsel to add capacity and investigate more complex cases.

Nevertheless, we see the educator misconduct caseload continuing to rise without an effective means to address all of the cases we receive in an efficient manner. The recent media attention to sexual abuse cases in CPS and the Me Too movement have promoted reports of misconduct. In order to ensure all students have access to quality educators and a learning environment that is safe, we have engaged with legislators regarding ways we can fortify the educator misconduct system and ensure that educators who should not be in classrooms are removed expeditiously without violating anyone's rights. Accordingly, the Superintendent

requests additional funding for a more robust system of educator misconduct that is appropriately staffed.

The Superintendent recommends a \$650,000 appropriation for Educator Quality Investigations and Hearings for FY 2020. The increase in funding is to add the capacity to more quickly investigate and adjudicate educator misconduct cases. The request is to fund the entire program from this separate line item and, with legislative support, build a system that allows a more aggressive approach when educators need to be removed from the school setting.

The above represent the line items most directly tied to the four funding principles of the agency budget, but other funds and line items also are critical to support the implementation of these funding principles.

Agency Capacity to Implement (Funding a Civil Right: Quality Education for All) – Aligned to Goals 1-7; Equity Principles 1-5

State education agencies are uniquely positioned to support students and its education system through activities like providing resources, support, and technical assistance to districts; collecting and disseminating repositories of effective practices and highlights; acting as centralized support for those districts without strong local supports; facilitating connections and learning among districts; “holding the floor without setting a ceiling” (i.e., protecting the basic rights of children while minimally restricting district innovation and opportunity for excellence); acting as an accountability backstop; analyzing data for statewide trends to inform policy; and advocating for our children and for the policies that will benefit them.

At the September Board meeting, ISBE staff shared many of their accomplishments from the prior year for the agency’s one-year goal of improving the capacity, culture, and infrastructure required to know the strengths and challenges of every district relative to the ISBE Board goals. Much of this progress has been supported by the General Revenue Fund (GRF) operations budget of \$23.2 million in FY 2019. The agency received a \$1.7 million or 7.9 percent increase in this line from FY 2018 to FY 2019. Total staff capacity (on-board headcount from payrolls from all funds) increased by 33 positions or 9.2 percent from November 2017 to a total of 391 positions in November 2018.

The funding from this line also supports key accountability and technology infrastructure that helps the agency better know and support each district. Examples include supporting applications to provide key data for the Illinois Report Card, Ed360, Peer Finder tool, and the Longitudinal Data System. System infrastructure is also critical to the agency support and accountability system including the calculation of school summative designations and its accompanying 10 performance indicators, each district’s percent of adequacy for Evidence-Based Funding, and providing expenditure data at the school level through site-based expenditure reporting. Improved technology systems allow ISBE and school districts to access, make sense of, and act on data-informed decisions.

The Superintendent recommends a \$23,217,200 appropriation for GRF operations for FY 2020, the same funding level as FY 2019. This funding level would allow the agency to continue its progress to meet the needs of students and families by serving districts through a unified agency structure and consistent approach to knowing the strengths and challenges of every district relative to the ISBE Board goals. This funding is critical to ISBE to pursue the following five core strategies in the upcoming year: 1) know each district’s strengths, challenges, and strategies for impact; 2) facilitate the sharing of effective practices and peer-to-peer learning; 3)

inform and promote policy based on data; 4) maintain effective relationships with districts; and 5) allocate resources based on equity and impact.

OTHER STATE FUNDS

Drivers Education Fund

Driver Education Reimbursement - Aligned to Goal 6; Equity Principles 1 - 2

The Driver Education program provides reimbursement for a portion of costs incurred by districts that serve Grades 9-12. Funding provides for the costs of providing the driver education mandate including support for state-qualified driver education teachers and improved service delivery to students. Districts are reimbursed quarterly for students in driver education from the prior school year. An amount per student is paid for classroom and behind-the-wheel instruction. In the 2017-18 school year, 103,837 students were submitted for classroom and 94,724 for behind-the-wheel reimbursements. Revenue in the Driver Education Fund is supported from a portion of instruction permit and driver's license fees, as well as a portion of fines levied for certain motor vehicle violations.

Driver Education has inherently significant costs that include costs for vehicles, insurance, fuel and maintenance. However, Driver Education is essential because a quality high school driver education program provides students with competent instruction to safely operate a motor vehicle. Districts not only have a legal obligation to provide a quality driver education program but a moral one as well. Due to the efforts of public school driver education programs and parental involvement, teen driving deaths in the state are down by nearly 51 percent over the last 10 years thanks in large measure of the final recommendations from the Illinois Driver Education Task Force convened by the Secretary of State in 2007, which strengthened the Graduated Driver License (GDL) program.

The GDL is a three-phase program for teen drivers under the age of 18. The Permit Phase is the first step for 15-year-old students who must be enrolled in an approved driver education course and must pass vision and written tests. Permits must be held for a minimum of nine months, during which time the student must complete 30 hours of classroom instruction and six hours of behind-the-wheel instruction from a State Board-licensed instructor. The Initial License Phase for drivers ages 16-17 is the second step in the GDL program, in which the student obtains his or her license after completion of an approved driver education program. The student's parent/legal guardian must certify that a minimum of 50 hours of practice driving, including 10 hours at night, has been completed. The Full License phase is the final step in the GDL program for drivers ages 18-20. In this phase, no age-related restrictions apply except in cases when a driver fails to move from the Initial Licensing Phase to the Full Licensing Phase.

Over the past two years, an average of 103,000 students completed classroom training, with another 94,000 who completed behind-the-wheel training. Secure and stable funding for effective implementation of the GDL program via high school driver education programs remain an important priority, with expected outcomes being quality preparation of teen drivers and continued reduction in driving accidents and fatalities. Traffic crashes remain the leading cause of death for people age 15 to 20, according to the Secretary of State.

The Superintendent recommends a \$19,000,000 appropriation for Driver Education for FY 2020, an increase of \$250,000 compared to FY 2019. The increase is supported by a higher estimate of revenue in the Drivers Education Fund and will offset a greater portion of local costs for this

mandate and provide more assistance to districts that are further away from the EBF adequacy target. Due to the additional funds, the amount per student for classroom is estimated to increase from \$34.11 to \$36.61 and the behind-the-wheel amount from \$158.35 to \$169.46.

Personal Property Replacement Tax Fund

Bus Driver Training – Aligned to Goals 1 – 7; Equity Principles 1-2

The School Bus Driver Training line item supports effective training for new and existing school bus drivers who transport over one million students in grades PreK-12. Funding is provided to all 35 regional offices of education and the North Cook Intermediate Service Center that services Cook County and the City of Chicago.

A key equity principle is that all students have 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. Encompassed in that principle is that all bus driver instructors are properly trained to deliver safe driving instruction. Driver training is facilitated by the regional offices of education who hire state-qualified instructors, schedule classes and collect a \$10 fee from each driver. The annual trainings are critical to keep each driver's permit valid with the Illinois Secretary of State as well as keeping each driver informed of emerging safety issues to transport all Illinois bus-riding students safely. In the 2016-17 school year, 6,022 new drivers were provided an eight-hour initial training class and 25,621 permitted drivers were provided a two-hour refresher training class for a total of 31,643 drivers trained. In the 2017-18 school year, 6,657 new drivers were provided instruction and 26,113 drivers were provided a refresher class for a total of 32,770 drivers trained.

The Superintendent recommends a \$100,000 appropriation for the Bus Driver Training program for FY 2020, an increase of \$30,000 compared to FY 2019. The increase will provide the critical financial resources necessary for regional offices to provide mandated school bus driver trainings. Specifically, the additional \$30,000 was a community-driven funding request by Mark Jontry, Regional Superintendent of DeWitt-Livingston-Logan-McLean Counties and president of the regional superintendent's association. The funds will provide all regional offices of education opportunities to schedule trainings for an active shooter situation at an anticipated cost of \$700 per training. In addition to the annual costs for scheduling and reimbursing state-approved instructors, the expected outcome is that drivers are better prepared to react quickly to emergency situations that affect the safety of all bus-riding students.

Regional Office of Education – Salaries – Aligned to Goals 1-7; Equity Principles 1-5

By law, the State Board of Education must provide for the compensation of Regional Superintendents of Schools, Assistant Regional Superintendents of Schools, Intermediate Service Center Executive Directors and Intermediate Service Center Assistant Directors. These administrators understand the unique nature of their districts and communities and provide an important bridge between local communities and the state. The requested appropriation is sufficient to pay for the salaries of the 35 Regional Superintendents of Schools, 35 Assistant Regional Superintendents of Schools, three Intermediate Service Center Executive Directors, and three Intermediate Service Center Assistant Directors at the statutory rates (105 ILCS 5/3-2.5 and 5/18-5).

The Superintendent recommends an \$11.2 million appropriation in FY 2020 to pay for the salaries of the 35 Regional Education Officers (ROE), their Assistant ROEs, the three Intermediate Service Center (ISC) Directors and their Assistants from the Personal Property Tax Replacement Fund at the statutory rates.

Regional Office of Education – School Services – Aligned to Goals 1-7; Equity Principles 1-5

The Regional School Services and Operations Grant provides administrative funds for the ROEs and ISCs for the purposes of supporting continuous school improvement and capacity building for the 852 school districts throughout the State. In FY 2019, \$ 6,970,000 was appropriated and formula funded to the 35 Regional Offices of Education (ROEs), three Intermediate Service Centers (ISCs) in suburban Cook County outside the City of Chicago and one Chicago ISC. All entities received a base amount of \$77,980 and additional funding based upon per pupil enrollments of districts within each region.

The Superintendent recommends an \$11,000,000 appropriation for ROE School Services for FY 2020 that would allow the ROEs and ISCs to provide more opportunities for continuous school improvement planning services, professional development offerings, and to address safe and healthy learning environment issues including but not limited to security and safety assessments.

School District Emergency Financial Assistance Fund

School District Emergency Financial Assistance Fund – Aligned to Goals 1-7; Equity Principles 1-5

The School District Emergency Financial Assistance Fund is intended to provide emergency financial assistance to school districts that are financially in need and under the authority of a Financial Oversight Panel. These funds are intended to assist such districts in achieving financial stability so they will be able to provide a delivery of quality learning programs that develop all student to their capacities. This funding also assists with providing training and supports to teachers and leaders in such financially impacted districts, thus enhancing educational opportunities for students in the districts. In addition to providing funding to districts in financial need, these funds may be expended by ISBE as contractual service to provide technical and consulting services to districts to assess their financial condition.

The Superintendent recommends a \$1 million appropriation for School District Emergency Financial Assistance Fund for FY 2020.

School Technology Revolving Loan Fund

School Technology Revolving Loan Fund – Aligned to Goals 1-7; Equity Principles 1-5

The School Technology Revolving Loan Program provides funding for technology hardware and software for integrating technology into teaching and learning through low-cost, three-year loans to eligible school districts to help meet their technology goals. The availability of this loan program builds the capacity of Illinois school districts to ensure that all students are technologically literate through increased technology integration, improved teacher competencies, and equitable access to technology.

Loan applications are approved on a first-come, first-served basis until all loan funds are disbursed. Statute specifies that eligible districts rotate annually by grade levels with Grades 9-12 eligible in fiscal year 2019 and Grades K through 8 eligible in fiscal year 2020. Applicants request funding for establishment of local and wide-area networks; scanners, projectors, digital cameras, computers, printers, software, licenses, and electrical work directly related to technology; and staff development directly related to integration of technology hardware. Funds are repaid over a maximum of three years. Funds have allowed districts to create opportunities

such as makerspaces where student curiosity drives hands-on learning of science and math skills, the expansion of 1:1 programs so that every student in every grade has a device, and allowing more teachers to participate in professional development to increase their skills in effective technology use in their classrooms.

The Superintendent recommends a \$7,500,000 appropriation for the School Technology Loan Fund for FY 2020.

Temporary Relocation Expenses Revolving Grant Fund

Temporary Relocation Expenses Revolving Grant Fund – Aligned to Goals 1-7; Equity Principles 1-4

The Temporary Relocation Expenses Revolving Grant Fund is to assist school districts that have incurred emergency relocation expenses incurred resulting from fire, earthquake, tornado, mine subsidence, or other natural or man-made disaster, or school building condemnation. These funds are to provide a safe, temporary learning environment, in the event of a disaster to one of its current facilities. Relocating students to a safe facility allows for the continuation of students being able to obtain the necessary education for progress in achieving the State Board goals and so that teachers and leaders can continue to deliver a quality educational program to students.

The Superintendent recommends a \$1 million appropriation for the Temporary Relocation Expenses Revolving Grant Fund in FY 2020, the same funding level as FY 2019.

Federal Funds– Aligned to Goals 1-7; Equity Principles 1-5

The recommended request for federal spending authority provides sufficient authority to allow for disbursement of all federal grant and administrative funds, including those carried over from previous grant years. The appropriations for the ordinary and contingent operations expenses of federal programs have been consolidated into the three federal funds lump-sum appropriations to achieve efficiency and effectiveness in managing and monitoring these federal resources. Federal funds are targeted to the nation's and State's most vulnerable children.

Superintendent's Recommendation

I recommend that the following motion be adopted:

Article X, Section 1 of the Illinois State Constitution states in part, "The State has the primary responsibility for financing the system of public education." Therefore, I move that the Illinois State Board of Education hereby recommends a FY 2020 General Funds Appropriation of \$15,616,486,800 for "Funding a Civil Right: Quality Education for All." I further move that the Illinois State Board of Education hereby authorizes the State Superintendent to make changes to the "Other State Funds" and "Federal Funds" recommendations outlined in Exhibit A as appropriate until the budget has been enacted.

Next Steps

This budget request reflects the stated needs of individual families, school districts, and their broader communities. The strong desire to support local public schools to prepare all children in Illinois to fully participate in civic life and experience economic success is embedded in this request. The Illinois State Board of Education makes this request on behalf of the communities and families in Illinois.

ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2020 - Board Request
January 16, 2019
Exhibit A

	FY 19 Board Recommendation	FY 19 Enacted Budget PA 100-586*	FY 20 Superintendent's Recommendation	Comparison of FY 20 Superintendent's Recommendation to			
				FY 19 Board Recommendation		FY 19 Appropriation	
				\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
\$000s							
GENERAL FUNDS							
<u>EQUITY</u>							
Evidence-Based Funding	13,884,200.0	6,836,163.2	11,765,107.1	(2,119,092.9)	(15.3%)	4,928,943.9	72.1%
Transportation - Special Education	445,200.0	387,682.6	473,600.0	28,400.0	6.4%	85,917.4	22.2%
Transportation - Regular/Vocational	343,800.0	262,909.8	359,400.0	15,600.0	4.5%	96,490.2	36.7%
Special Education - Private Tuition	157,100.0	135,265.5	190,400.0	33,300.0	21.2%	55,134.5	40.8%
Special Education - Orphanage Tuition	65,500.0	73,000.0	80,500.0	15,000.0	22.9%	7,500.0	10.3%
Illinois Free Lunch/Breakfast	31,400.0	9,000.0	31,038.5	(361.5)	(1.2%)	22,038.5	244.9%
Orphanage Tuition	13,600.0	13,600.0	10,100.0	(3,500.0)	(25.7%)	(3,500.0)	(25.7%)
<i>Subtotal, Mandated Categorical Reimbursements</i>	<i>1,056,600.0</i>	<i>881,457.9</i>	<i>1,145,038.5</i>	<i>88,438.5</i>	<i>8.4%</i>	<i>263,580.6</i>	<i>29.9%</i>
Early Childhood Education	493,738.1	493,738.1	2,400,000.0	1,906,261.9	386.1%	1,906,261.9	386.1%
Digital Media Learning Resources	0.0	0.0	100.0	100.0	100.0%	100.0	100.0%
Truant Alternative and Optional Education	14,500.0	11,500.0	14,500.0	0.0	0.0%	3,000.0	26.1%
Alternative Education - Regional Safe Schools	11,300.0	6,300.0	11,300.0	0.0	0.0%	5,000.0	79.4%
Homeless Education	3,000.0	0.0	3,000.0	0.0	0.0%	3,000.0	100.0%
Philip J. Rock Center and School	3,577.8	3,577.8	3,777.8	200.0	5.6%	200.0	5.6%
Materials Center for the Visually Impaired	1,421.1	1,421.1	1,421.1	0.0	0.0%	0.0	0.0%
Blind and Dyslexic	846.0	846.0	990.0	144.0	17.0%	144.0	17.0%
Community and Residential Services Authority	634.0	579.0	650.0	16.0	2.5%	71.0	12.3%
Autism	100.0	100.0	100.0	0.0	0.0%	0.0	0.0%
State Seal of Biliteracy	0.0	0.0	150.0	150.0	100.0%	150.0	100.0%
Bilingual Education Funding	0.0	0.0	29,000.0	29,000.0	100.0%	29,000.0	100.0%
Native Language Assessment	0.0	0.0	5,000.0	5,000.0	100.0%	5,000.0	100.0%
Tax Equivalent Grants	222.6	222.6	222.6	0.0	0.0%	0.0	0.0%
<i>Subtotal, Equity</i>	<i>15,470,139.6</i>	<i>8,235,905.7</i>	<i>15,380,357.1</i>	<i>(89,782.5)</i>	<i>(0.6%)</i>	<i>7,144,451.4</i>	<i>86.7%</i>
<u>QUALITY</u>							
Assessments	48,600.0	48,600.0	46,500.0	(2,100.0)	(4.3%)	(2,100.0)	(4.3%)
Career and Technical Education Programs	38,062.1	38,062.1	50,671.6	12,609.5	33.1%	12,609.5	33.1%
Career and Technical Education Pathways	0.0	0.0	2,800.0	2,800.0	100.0%	2,800.0	100.0%
CPS Regional Office of Education Services	0.0	0.0	295.0	295.0	100.0%	295.0	100.0%
District Intervention	6,561.9	6,560.2	6,564.2	2.3	0.0%	4.0	0.1%
District Broadband Expansion	6,300.0	0.0	0.0	(6,300.0)	(100.0%)	0.0	(100.0%)
Agricultural Education	5,000.0	5,000.0	5,000.0	0.0	0.0%	0.0	0.0%
GATA/Budgeting for Results	0.0	0.0	260.0	260.0	100.0%	260.0	100.0%
Parent Education Pilot Program	0.0	0.0	174.9	174.9	100.0%	174.9	100.0%
School Support Services	5,000.0	1,002.8	5,000.0	0.0	0.0%	3,997.2	398.6%
State and District Technology Support	4,500.0	2,443.8	4,500.0	0.0	0.0%	2,056.2	84.1%
Competency-Based Pilot	2,200.0	0.0	5,000.0	2,800.0	127.3%	5,000.0	100.0%
Freshman on Track Early Intervention	0.0	0.0	5,000.0	5,000.0	100.0%	5,000.0	100.0%

ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2020 - Board Request
January 16, 2019
Exhibit A

	Comparison of FY 20 Superintendent's Recommendation to							
				FY 19 Board Recommendation		FY 19 Appropriation		
	FY 19 Board Recommendation	FY 19 Enacted Budget PA 100-586*	FY 20 Superintendent's Recommendation	\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)	
\$000s								
Advanced Placement - Low-Income AP Test Fee	2,000.0	0.0	2,000.0	0.0	0.0%	2,000.0	100.0%	
Charter Schools Revolving Loan Fund Deposit	2,000.0	0.0	1,500.0	(500.0)	(25.0%)	1,500.0	100.0%	
Advance Placement - Course Implementation	1,000.0	500.0	1,000.0	0.0	0.0%	500.0	100.0%	
Subtotal, Quality	121,224.0	102,168.9	136,265.7	15,041.7	12.4%	34,096.8	33.4%	
<u>COMMUNITY</u>								
After-School Programs	20,000.0	15,000.0	20,000.0	0.0	0.0%	5,000.0	33.3%	
Community Schools	0.0	0.0	15,000.0	15,000.0	100.0%	15,000.0	100.0%	
Healthy Community Incentive Fund	15,000.0	0.0	15,000.0	0.0	0.0%	15,000.0	100.0%	
Southwest Organizing Project	2,500.0	2,000.0	3,500.0	1,000.0	40.0%	1,500.0	75.0%	
After School Matters	2,443.8	2,443.8	2,443.8	0.0	0.0%	0.0	0.0%	
District Consolidation Costs	1,900.0	1,900.0	378.0	(1,522.0)	(80.1%)	(1,522.0)	(80.1%)	
Subtotal, Community	41,843.8	21,343.8	56,321.8	14,478.0	34.6%	34,978.0	163.9%	
<u>EDUCATOR RECRUITMENT AND RECOGNITION</u>								
Teacher Mentoring Program	2,000.0	0.0	12,000.0	10,000.0	500.0%	12,000.0	100.0%	
Teach for America	1,900.0	977.5	1,900.0	0.0	0.0%	922.5	94.4%	
Educators Rising	0.0	0.0	325.0	325.0	100.0%	325.0	100.0%	
Teacher Residencies Program	0.0	0.0	750.0	750.0	100.0%	750.0	100.0%	
Teacher Leadership Program	0.0	0.0	250.0	250.0	100.0%	250.0	100.0%	
Peer-to-Peer Learning Opportunities	0.0	0.0	350.0	350.0	100.0%	350.0	100.0%	
National Board Certification	1,000.0	1,000.0	1,000.0	0.0	0.0%	0.0	0.0%	
Principal Mentoring Program	1,000.0	0.0	2,000.0	1,000.0	100.0%	2,000.0	100.0%	
Diverse Educator Recruitment	700.0	0.0	700.0	0.0	0.0%	700.0	100.0%	
Educator Investigations/Hearings	250.0	179.9	650.0	400.0	160.0%	470.1	261.3%	
Performance Evaluations	200.0	0.0	200.0	0.0	0.0%	200.0	100.0%	
Teacher of the Year	130.0	0.0	200.0	70.0	53.8%	200.0	100.0%	
Subtotal, Educator Recruitment and Recognition	7,180.0	2,157.4	20,325.0	13,145.0	183.1%	18,167.6	842.1%	
TOTAL - GRANTS	15,640,387.4	8,361,575.8	15,593,269.6	(47,117.8)	(0.3%)	7,231,693.8	86.5%	
Agency Capacity to Implement (Funding a Civil Right: Quality Education for All)	23,530.9	23,217.2	23,217.2	(313.7)	(1.3%)	0.0	0.0%	
GENERAL FUNDS TOTAL	15,663,918.3	8,384,793.0	15,616,486.8	(47,431.5)	(0.3%)	7,231,693.8	86.2%	

ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2020 - Board Request
January 16, 2019
Exhibit A

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				FY 19 Board Recommendation		FY 19 Appropriation	
				\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
OTHER STATE FUNDS							
AGENCY CAPACITY--OTHER STATE FUNDS							
Ordinary & Contingent Expenses - Indirect Cost Recovery	7,015.2	7,015.2	7,990.0	974.8	13.9%	974.8	13.9%
Ordinary & Contingent Expenses - Teacher Certificate Fees	6,000.0	6,000.0	6,000.0	0.0	0.0%	0.0	0.0%
Ordinary & Contingent Expenses - Chicago Teacher Cert. Fees	2,208.9	2,208.9	2,208.9	0.0	0.0%	0.0	0.0%
Ordinary & Contingent Expenses - School Infrastructure Fund	600.0	600.0	600.0	0.0	0.0%	0.0	0.0%
Subtotal, Agency Capacity	15,824.1	15,824.1	16,798.9	974.8	6.2%	974.8	6.2%
TOTAL - AGENCY CAPACITY	15,824.1	15,824.1	16,798.9	974.8	6.2%	974.8	6.2%
STATE CHARTER SCHOOL COMMISSION							
State Charter School Commission Fund	1,250.0	1,250.0	1,250.0	0.0	0.0%	0.0	0.0%
Subtotal, State Charter School Commission	1,250.0	1,250.0	1,250.0	0.0	0.0%	0.0	0.0%
GRANTS--OTHER STATE FUNDS							
Drivers Education Fund	18,750.0	18,750.0	19,000.0	250.0	1.3%	250.0	1.3%
Personal Property Replacement Tax Fund - ROE Salaries	11,000.0	11,000.0	11,200.0	200.0	1.8%	200.0	1.8%
Personal Property Replacement Tax Fund - ROE Services	8,000.0	6,970.0	11,000.0	3,000.0	37.5%	4,030.0	57.8%
Personal Property Replacement Tax Fund - Bus Driver Training	70.0	70.0	100.0	30.0	42.9%	30.0	42.9%
State Board of Education Special Purpose Trust Fund	8,484.8	8,484.8	8,484.8	0.0	0.0%	0.0	0.0%
School Technology Revolving Loan Fund	7,500.0	7,500.0	7,500.0	0.0	0.0%	0.0	0.0%
Charter Schools Revolving Loan Fund	2,000.0	200.0	2,000.0	0.0	0.0%	1,800.0	900.0%
School District Emergency Financial Assistance Fund	1,000.0	1,000.0	1,000.0	0.0	0.0%	0.0	0.0%
Temporary Relocation Expenses Revolving Grant Fund	1,000.0	1,000.0	1,000.0	0.0	0.0%	0.0	0.0%
After School Rescue Fund	200.0	200.0	200.0	0.0	0.0%	0.0	0.0%
Subtotal, Grants	58,004.8	55,174.8	61,484.8	3,480.0	6.0%	6,310.0	11.4%
TOTAL - GRANTS	58,004.8	55,174.8	61,484.8	3,480.0	6.0%	6,310.0	11.4%
OTHER STATE FUNDS TOTAL	75,078.9	72,248.9	79,533.7	4,454.8	5.9%	7,284.8	10.1%
FEDERAL FUNDS							
AGENCY CAPACITY							
Ordinary & Contingent Expenses - SBE Fed Dept of Agricultural	19,904.7	19,904.7	19,904.7	0.0	0.0%	0.0	0.0%
Ordinary & Contingent Expenses - SBE Fed Agency Services	1,378.8	1,378.8	1,378.8	0.0	0.0%	0.0	0.0%
Ordinary & Contingent Expenses - SBE Fed Dept of Education	50,869.8	50,869.8	50,869.8	0.0	0.0%	0.0	0.0%
TOTAL-- AGENCY CAPACITY	72,153.3	72,153.3	72,153.3	0.0	0.0%	0.0	0.0%

ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2020 - Board Request
January 16, 2019
Exhibit A

\$000s	Comparison of FY 20 Superintendent's Recommendation to							
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	FY 19 Board Recommendation	FY 19 Enacted Budget PA 100-586*	FY 20 Superintendent's Recommendation	\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)	
GRANTS								
<u>Career and Technical Education</u>								
Career and Technical Education - Basic	55,000.0	55,000.0	66,000.0	11,000.0	20.0%	11,000.0	20.0%	
Subtotal, Career and Technical Education	55,000.0	55,000.0	66,000.0	11,000.0	20.0%	11,000.0	20.0%	
<u>Child Nutrition</u>								
Child Nutrition Programs	1,062,500.0	1,062,500.0	1,062,500.0	0.0	0.0%	0.0	0.0%	
Subtotal, Child Nutrition	1,062,500.0	1,062,500.0	1,062,500.0	0.0	0.0%	0.0	0.0%	
<u>Individuals with Disabilities Act</u>								
Individuals with Disabilities Education Act	754,000.0	754,000.0	754,000.0	0.0	0.0%	0.0	0.0%	
Individuals with Disabilities Education Act - Preschool	29,200.0	29,200.0	29,200.0	0.0	0.0%	0.0	0.0%	
Individuals with Disabilities Education Act - State Improvement	5,000.0	5,000.0	5,000.0	0.0	0.0%	0.0	0.0%	
Individuals with Disabilities Education Act - Deaf and Blind	500.0	500.0	800.0	300.0	60.0%	300.0	60.0%	
Subtotal, Individuals with Disabilities Act	788,700.0	788,700.0	789,000.0	300.0	0.0%	300.0	0.0%	
<u>Title Programs (excluding Assessments)</u>								
Title I	1,090,000.0	1,090,000.0	1,090,000.0	0.0	0.0%	0.0	0.0%	
Title IV	200,000.0	200,000.0	200,000.0	0.0	0.0%	0.0	0.0%	
Title II	160,000.0	160,000.0	160,000.0	0.0	0.0%	0.0	0.0%	
Title III	50,400.0	50,400.0	50,400.0	0.0	0.0%	0.0	0.0%	
Title V - Charter Schools	21,100.0	21,100.0	23,000.0	1,900.0	9.0%	1,900.0	9.0%	
Title II - Math/Science Partnerships	18,800.0	18,800.0	2,000.0	(16,800.0)	(89.4%)	(16,800.0)	(89.4%)	
Title X	5,000.0	5,000.0	5,000.0	0.0	0.0%	0.0	0.0%	
Title I - Advanced Placement Program	3,300.0	3,300.0	3,300.0	0.0	0.0%	0.0	0.0%	
Title VI	2,000.0	2,000.0	2,000.0	0.0	0.0%	0.0	0.0%	
Subtotal, Title Programs (excluding Assessments)	1,550,600.0	1,550,600.0	1,535,700.0	(14,900.0)	(1.0%)	(14,900.0)	(1.0%)	
<u>Assessments</u>								
Assessments	35,000.0	35,000.0	35,000.0	0.0	0.0%	0.0	0.0%	
Subtotal, Assessments	35,000.0	35,000.0	35,000.0	0.0	0.0%	0.0	0.0%	
<u>Other Grants</u>								
Early Learning Challenge	35,000.0	35,000.0	0.0	(35,000.0)	(100.0%)	(35,000.0)	(100.0%)	
Preschool Expansion	35,000.0	35,000.0	35,000.0	0.0	0.0%	0.0	0.0%	
Sexual Risk Avoidance	6,500.0	6,500.0	6,500.0	0.0	0.0%	0.0	0.0%	
STOP School Violence and Mental Health Training	0.0	0.0	1,000.0	1,000.0	100.0%	1,000.0	100.0%	
Substance Abuse and Mental Health Services	5,300.0	5,300.0	5,300.0	0.0	0.0%	0.0	0.0%	
Longitudinal Data System	5,200.0	5,200.0	5,200.0	0.0	0.0%	0.0	0.0%	
Congressional Special Projects	5,000.0	5,000.0	5,000.0	0.0	0.0%	0.0	0.0%	
Adolescent Health	500.0	500.0	500.0	0.0	0.0%	0.0	0.0%	
Subtotal, Other Grants	92,500.0	92,500.0	58,500.0	(34,000.0)	(36.8%)	(34,000.0)	(36.8%)	
TOTAL - GRANTS	3,584,300.0	3,584,300.0	3,546,700.0	(37,600.0)	(1.0%)	(37,600.0)	(1.0%)	

ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2020 - Board Request
January 16, 2019
Exhibit A

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				FY 19 Board Recommendation		FY 19 Appropriation	
				\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
TOTAL - FEDERAL FUNDS	3,656,453.3	3,656,453.3	3,618,853.3	(37,600.0)	(1.0%)	(37,600.0)	(1.0%)
GRAND TOTAL	19,395,450.5	12,113,495.2	19,314,873.8	(80,576.7)	(0.4%)	7,201,378.6	59.4%

* FY 19 enacted budget does not include capital appropriations contained in PA 100-586.

ILLINOIS STATE BOARD OF EDUCATION
Superintendent's Recommended FY 2020 Assessment Appropriation
Exhibit B

Estimated FY 20 Assessment Costs			
Assessment	FY 19 Estimated Cost	FY 20 Estimated Cost	Difference
Grades 3-8 Accountability Assessment	\$ 28,655,592	\$ 29,027,255	\$ 371,663
<i>Assessment Administration</i>	\$ 22,292,992	\$ 22,664,655	\$ 371,663
<i>Management & Content Development</i>	\$ 6,362,600	\$ 6,362,600	\$ -
High School Accountability Assessment	\$ 9,736,471	\$ 9,663,201	\$ (73,270)
<i>9th Grade</i>	\$ 1,286,446	\$ 1,269,249	\$ (17,198)
<i>10th Grade</i>	\$ 1,811,480	\$ 1,811,917	\$ 437
<i>11th Grade</i>	\$ 6,638,545	\$ 6,582,036	\$ (56,509)
Science Assessment (Grades 5, 8 & 11)	\$ 4,965,450	\$ 6,498,620	\$ 1,533,170
Other Required Assessment Costs (DLM, ACCESS, Etc.)	\$ 12,449,761	\$ 13,826,196	\$ 1,376,435
Prompt Payment Interest *	\$ 900,000	\$ 900,000	\$ -
	\$ 56,707,274	\$ 59,915,272	\$ 3,207,998

FY 20 Superintendent's Recommended Assessment Funding	
FY 20 Estimated Assessment Costs	\$ 59,915,272
<i>Less: Estimated Available Federal Assessment Funding</i>	\$ 13,415,272
FY 20 GRF Assessment Funding Recommended	\$ 46,500,000

* Prompt Payment Interest based on estimated payment delay by the Illinois Office of the Comptroller due to insufficient cash in General Revenue Fund.