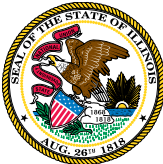


**Fiscal Year  
2024**

# Recommended Investment in **Public Education**





# Illinois State Board of Education

**Krish Mohip**, Interim State Superintendent of Education  
**Dr. Steven Isoye**, Chair of the Board

EQUITY • QUALITY • COLLABORATION • COMMUNITY

February 2023

To: The Honorable Governor JB Pritzker  
The Honorable Members of the General Assembly  
The People of the State of Illinois

The Illinois State Board of Education (ISBE) recommends a General Funds investment in public education of \$10.3 billion in fiscal year 2024 – an increase of \$516.9 million over the FY 2023 General Funds appropriation. ISBE thanks the educators, administrators, students, parents, and other stakeholders who submitted approximately 250 funding requests to inform this budget recommendation.

Our FY 2024 budget recommendation is aligned to the 2020-2023 ISBE Strategic Plan, which was adopted in November 2020, and the plan's three overarching goals: to ensure each student makes significant academic gains each year, to equip all schools with the necessary resources to provide safe and welcoming learning environments, and to prepare and support our educators.

ISBE received the most requests for Evidence-Based Funding (EBF), which remains the principal funding source for Illinois schools and the backbone of the public education budget. Implemented in FY 2018, the EBF formula has made a tremendous impact. There were 168 Illinois school districts in FY 2018 at or below 60 percent of adequacy; today, only two school districts remain at or below that level. Nearly \$1.6 billion invested in Illinois schools via EBF Tiers has allowed schools to increase instructional quality; add additional staffing; make critical updates to facilities; and plan for the future, which have in turn increased graduation rates and teacher retention rates and fueled academic growth. ISBE recommends a \$350 million increase over FY 2023 for EBF, for a total recommended EBF appropriation of \$8.28 billion.

ISBE also received a significant number of requests for early childhood education funding, which provides children with the essential supports and services students need to develop the emotional, social, and cognitive skills that are necessary for them to be ready for kindergarten and become lifelong learners. ISBE is asking for an additional \$59.8 million for the Early Childhood Block Grant to expand access to high-quality early learning services for low-income families.

ISBE is also requesting a new appropriation of \$3 million to implement the Computer Science Equity Program, which will include a coordinated professional development series for administrators, classroom teachers, and preservice teachers. Public Act 101-0654 mandates that, beginning with the 2023-24 school year, all high schools shall provide an opportunity for every student to take at least one computer science course, but a 2021 report published by the University of Illinois Urbana-Champaign cites access to licensed teachers and rigorous coursework as a barrier. The new Computer Science Equity Program will give schools the critical supports they need to provide this universal access to computer science.

Career and Technical Education (CTE) continues to grow in Illinois, as these courses provide students with essential career preparation and leadership experiences in high-demand occupational areas. A total of 266,448 high school students from 648 schools participated in one or more CTE programs during the 2021-22 school year. The graduation rate among CTE concentrators (students who took two or more CTE courses in the same

program) was 97.1 percent, which is higher than the statewide graduation rate of 87 percent. Therefore, ISBE is requesting \$45.7 million for Career and Technical Education to expand access to CTE programs for students who are currently underserved, including female, Hispanic, Black, Asian, and low-income students and students with disabilities.

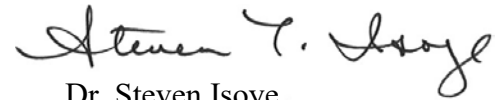
ISBE also recommends a \$20 million increase for special education private facility placements to increase the reimbursement rate to 100 percent to further ease the residential placement crisis and ensure this vulnerable population of students receives the supports and the educational environment they need to thrive.

Thank you for your consideration and for your partnership as we continue to provide our schools with the resources that are necessary to prepare our next generation of leaders for success.

Sincerely,



Krish Mohip  
Interim State Superintendent of Education  
Illinois State Board of Education



Dr. Steven Isoye  
Chair of the Board  
Illinois State Board of Education

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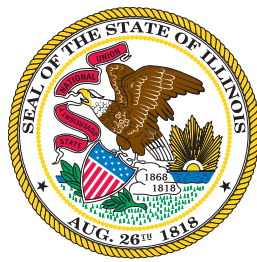
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# Illinois State Board of Education



**Krish Mohip**  
Interim State Superintendent  
of Education  
*Feb. 1, 2023-Feb. 22, 2023*



**Dr. Steven Isoye**  
Chair of the Board  
Chicago



**Dr. Donna S. Leak**  
Vice Chair  
Flossmoor



**Jaime Guzman**  
Secretary  
Chicago



**Dr. Tony Sanders**  
State Superintendent of Education  
*Beginning Feb. 23, 2023*



**Dr. Christine Benson**  
Chair of the Finance and  
Audit Committee  
Ottawa



**Roger Eddy**  
Robinson



**Dr. James D. Anderson**  
Champaign

*The State Board of Education consists of nine members who are appointed by the Governor with the consent of the Senate.*

*Board members serve four-year terms, with membership limited to two consecutive terms.*

*The Board appoints the State Superintendent of Education, who may be recommended by the Governor.*



**Dr. Patricia Nugent**  
Minier



**Dr. Nike Vieille**  
Harvard



**Dr. Anna Grassellino**  
Batavia

# Illinois State Board of Education

## FY 2024 Budget Hearings

DATE	LOCATION	TIME
October 4, 2022	Virtual	4-7 p.m.
October 6, 2022	Springfield	4-7 p.m.
October 24, 2022	Virtual	4-7 p.m.

# ILLINOIS STATE BOARD OF EDUCATION

## Budget Overview

ISBE’s recommended budget for public education statewide in fiscal year 2024 aligns to the agency’s Strategic Plan. The plan includes a mission, vision, equity statement, and goals that sharpen the agency’s focus on impactful and achievable outcomes.

**Goal 1 | Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Goal 2 | Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Goal 3 | Elevating Educators:** Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

### **Budget at a Glance**

The Board’s FY 2024 budget recommendation from General Funds is \$10.3 billion. This recommendation is a \$516.9 million increase compared to the FY 2023 General Funds’ appropriation level. The recommended appropriation request from General Funds, other state funds, and federal funds totals \$18.8 billion.

The Board’s FY 2024 budget recommendation for General Funds includes the following increases compared to the current FY 2023 enacted appropriations:

\$350.0 million	Evidence-Based Funding
\$118.7 million	Mandated Categorical Programs
\$59.8 million	Early Childhood Education
\$3.0 million	Computer Science Equity Program
\$2.7 million	Career Technical Education
\$1.3 million	Agency Capacity
\$342,000	Philip J. Rock Center and School
\$125,100	Educator Quality Investigations and Hearings
\$50,000	Community and Residential Services Authority

### Evidence-Based Funding

ISBE is in its sixth year of implementation of the new primary state education funding system in Illinois. FY 2018 marked the first year of implementation and the first increased investment in a more equitable system for distributing state resources to school districts, lab schools, and regional programs. The new distribution system created a hold harmless payment and provides for increases in funding to be delivered to districts most in need.

The Base Funding Minimum grows annually based on the Evidence-Based Funding (EBF) tier funding and Property Tax Relief Grant amounts paid in the prior year. Increased appropriations in FY 2023 provide for an additional \$300 million distributed through EBF tiers and \$49.7 million available for distribution through Property Tax Relief Grants.



EBF requires the construction of an Adequacy Target, representing the state's estimated cost of providing education, specific to each district. The Adequacy Target is based on 34 different cost factors that contribute to the total cost or target. Comparing local district wealth to the Adequacy Target produces a percentage of adequacy that communicates how close each district is to adequate funding.

When increased funding is provided, districts are annually assigned to one of four funding tiers based on their percentage of adequacy. Districts in Tier 1 are those most in need of state assistance. Districts qualify for Tier 1 if their percentage of adequacy is less than the Tier 1 Target Ratio. That ratio is calculated so that 50 percent of increased funding is distributed to Tier 1 districts. Tier 2 districts have a percentage of adequacy that is greater than or equal to the Tier 1 Target Ratio and less than 90 percent. Forty-nine percent of funding is distributed through Tier 2. It is important to note that both Tier 1 and Tier 2 districts receive a share of the Tier 2 funding. Tier 3 districts have a percentage of adequacy greater than or equal to 90 percent and less than 100 percent. Tier 3 districts receive 0.9 percent of the tier funding allocation. Tier 4 districts have a percentage of adequacy greater than or equal to 100 percent and receive 0.1 percent of the tier funding allocation.

A total of \$1.579 billion has been distributed through tier funding since the enactment of EBF. Tier 1 districts have increased their average percentage of adequacy from 59.2 percent in FY 2018 to 68.6 percent in FY 2023. Unfortunately, eight out of 10 students in Illinois still attend a school in districts that have an adequacy percentage of less than 90 percent.

Significant progress to improve equity has been achieved through the enactment of EBF, but the gap to 90 percent adequacy for all Tier 1 and Tier 2 districts, per the FY 2023 EBF calculations, is currently \$3.6 billion. Assuming no other changes in the calculation data, the state would need to commit to an annual increase of \$900 million, when including \$50 million for Property Tax Relief Grant pool funds, for each of the next four fiscal years for all Tier 1 and 2 districts to reach 90 percent adequacy by June 2027. 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 2023 EBF data; future funding projections will be affected by changes to student enrollment, student demographics, local resources, recalibration of the cost factors, and recommendations from the EBF Professional Review Panel that are enacted through the legislative process.

At the same time, the nearly \$1.6 billion investment has resulted in progress. There were 168 Illinois school districts in FY 2018 at or below 60 percent adequacy (or 60 percent of the resources necessary to provide a basic education). Based on current calculations, only two school districts remain at or below 60 percent of adequacy in FY 2023. This demonstrates that directing new resources through the EBF tier system to those districts most in need is having an impact.

The Board recommends a \$8.28 billion appropriation for EBF for FY 2024. This is a \$350 million increase over FY 2023. This amount provides \$300 million for distribution as tier funding and \$50 million for Property Tax Relief Grants.

#### Mandated Categorical Programs

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 clustered under Mandated Categorical Programs (MCATs). Some MCATs have been integrated into EBF; the remaining MCATs in the recommended FY 2024 budget

continue the important work of providing districts and other Local Education Agencies 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. Table 1 below illustrates the degree of proration for the various MCAT lines for FY 2020 through FY 2023.

**Table 1**  
**MCAT Proration Level History**

Program Name	FY 2020	FY 2021	FY 2022	FY 2023
Sp. Ed. - Private Tuition	80%	78%	81%	98%
Sp. Ed. – Orphanage	100%	100%	100%	100% (est.)
Sp. Ed. - Transportation	83%	85%	100%	81%
Transportation - Regular/Vocational	84%	89%	95%	80%
Ill Free Lunch and Breakfast	43%	34%	28%	32% (est.)
Regular Orphanage 18-3	100%	100%	100%	100% (est.)

The Board recommends \$1,148.2 million for MCAT lines for FY 2024 as presented in Table 2.

**Table 2**

Program Name	FY 2024 Recommended (\$000's)	FY 2024 Projected Proration	Increase/ (Decrease) Over FY 2023 (\$000's)
Special Education – Private Tuition	\$202,732.4	100%	\$19,832.4
Special Education – Orphanage	118,919.5	100%	11,899.7
Special Education – Transportation	453,564.8	84%	37,845.5
<b>Sub-Total Special Education</b>	<b>\$775,216.7</b>		<b>\$69,577.6</b>
Transportation – Regular/Vocational	356,000.0	83%	51,000.0
Ill Free Lunch and Breakfast	9,000.0	32%	0.0
Regular Orphanage 18-3	8,000.0	100%	(1,900.0)
<b>Total Mandated Categorical Programs</b>	<b>\$1,148,216.7</b>		<b>\$118,677.6</b>

Early Childhood Education

The Early Childhood Block Grant (ECBG) funds the Preschool for All (PFA), Preschool for All Expansion (PFAE), and Prevention Initiative (PI) programs. These programs provide high-quality comprehensive services and help prepare children for kindergarten.

Preschool for All

PFA programs provides either half-day or full-day educational services to 3- to 5-year-old children. PFA focuses on providing high-quality educational programs for children who are determined to be at risk.

ISBE must address two mandated priorities when awarding PFA grants:

1. Applicants that propose to serve primarily children identified as at risk; and
2. Applicants proposing to serve primarily children whose family’s income is less than four times the poverty guidelines identified in the *Federal*

*Register*<sup>1</sup>. The 2022 poverty guideline is \$13,590 for one-person household, \$18,310 for two-person household, \$23,030 for three-person household, \$27,750 for four-person household, and increased amounts for each additional person in a household.

### Preschool for All Expansion

The goal of PFAE programs is to provide a full day, high-quality preschool programming for 3- to 5-year-old children in high-need communities. PFAE programs also provide children comprehensive services in the areas of medical, dental, and mental health and include quality components, such as an instructional leader, a parent educator, community partnerships, and family education opportunities.

### Prevention Initiative

PI programming provides intensive, research-based, and comprehensive child development and family support services for expectant parents and families with children from birth to age 3. The 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. PI is offered at home and center-based facilities, allowing children to be taught in safe and healthy environments rooted in their local community.

The ECBG programs align with two agency goals -- student learning and learning conditions. Student learning is supported by providing high-quality early childhood services to children who would benefit the most. Learning conditions are supported as these services are provided in classrooms conducive to learning needs of young children (e.g., classrooms include a wealth of educational resources, supplies, and materials that are developmentally appropriate to children).

Per 105 ILCS 5/1C-2(c), 37 percent of the ECBG appropriation is allocated to the Chicago Public Schools for its early childhood education programs. Additionally, 25 percent of ECBG appropriation is allocated to fund 0-3 Prevention Initiative programs. Per 105 ILCS 5/1C-2 and 2-3.71, grants for downstate programs are awarded through a competitive process, if sufficient funding is available, through enacted appropriations. Eligible applicants for the ECBG programs include Regional Offices of Education (ROEs); public school districts; university laboratory schools approved by ISBE; charter schools; area vocational centers; and public or private not-for-profit or for-profit entities with experience in providing educational, health, social, and/or child development services to young children and their families.

The Board recommends a \$657,951,900 appropriation for the Early Childhood Block Grant program for FY 2024. This is an increase of \$59.8 million or 10 percent compared to FY 2023.

### Computer Science Equity Program

A [computer science \(CS\) landscape report](#) published in 2021 by the University of Illinois at Urbana-Champaign cited computing as the top source of new wages, with over 14,000 unfilled positions nationally. In response, all school districts that maintain any of Grades 9-12 shall provide an opportunity for every high school student to take at least one computer science course aligned to the Illinois Learning Standards for CS beginning with the [2023-24 school year](#). “Computer science” means the study of computers and algorithms, including their principles, their hardware and software designs, their implementation, and their impact on society,

<sup>1</sup> Low-income levels are adjusted annually by the U.S. Department of Health and Human Services. Additional information on the rule, generally, may be found in the *Federal Register*, Volume 85, Number 36, 10452.

according to Illinois School Code. Computer science does not include the study of everyday uses of computers and computer applications, such as keyboarding or accessing the internet.

Access to CS and computational thinking coursework is identified as an equity issue with rural and lower-resourced school districts being less likely to offer CS courses and having less access to fully licensed CS teachers. The landscape report cited access to CS-credentialed teachers as one of the primary barriers for CS equity with funding for educator professional learning identified as a need. Barriers to CS access for students can also be found in the level and rigor of coursework offered, with approximately 82 percent of the course offerings in Illinois being introductory level courses.

The requested new line of funding for the CS Equity Program to begin implementation in FY 2024 aims to create opportunities for Illinois K-12 learners to develop or enhance CS skills through two strands -- a grant program and coordinated statewide professional learning. A grant program will enable K-12 school districts that are eligible to receive a portion of the \$2.7 million in funding associated with the implementation of rigorous coursework aligned to the Illinois Learning Standards for CS. To ensure equitable access to this coursework, districts can utilize funding for recruitment and retention of underrepresented populations; educator professional learning; facilities and equipment; curricular resources and supplies; and program evaluation. Funding proposals must be supported by data that identifies and prioritizes needs and provides a sustainability plan. An additional \$300,000 in funding will be used to support statewide professional learning for school administrators, classroom teachers, and preservice teachers in the development and implementation of a coordinated professional learning series. ISBE will partner with at least one institution of higher education to develop, promote, and implement professional learning that is responsive to identified needs for administrators, teachers, and preservice teachers.

The Board recommends a \$3 million appropriation for the CS Equity Program for FY 2024. This is a community-driven funding request for the state to support efforts that improve equity outcomes and decrease accessibility issues to ensure all K-12 students in public school districts are afforded equitable opportunities to engage in computer science learning. ISBE program staff are currently engaged with the Governor's Office co-leading a project-based working group on computer science stemming from the P-20 Council. The Computer Science Equity Program goals and sub-programs are supported by discussions of this group, which has diverse representation from across the state and includes many vested stakeholders in both computer science and PK-20 education.

### Career and Technical Education

Career and Technical Education (CTE) programs in Illinois strengthen students' technical skills, facilitate transitions to postsecondary training programs and employment, and help students meet the Illinois Learning Standards. CTE programs afford students opportunities to engage personalized learning, such as career exploration, work-based learning, and early college credit coursework, that responds to their interests and strengths. Students preparing for careers in nontraditional fields as well as students in special populations, such as individuals receiving special education services, English learners, and students in the juvenile justice system, all benefit from CTE programming. Participation in CTE increases students' likelihood of high school graduation and broadens prospects for careers in high-wage, high-skill, and in-demand occupations. CTE in Illinois is funded through federal Perkins funds and state funds, all of which are utilized to further the objectives outlined in the federally approved State of Illinois Perkins V Plan.

CTE programs in Illinois are delivered through 53 Education for Employment (EFE) systems, which are regional consortia of school districts. State CTE funds are distributed to each EFE system and are used to support CTE programming at schools and area career centers within their region. Since FY 2020, ISBE has leveraged funding received above the federal maintenance of effort requirement to support competitive and incentive grant programs, such as the Education Career Pathway Grant. A total of 266,448 high school students (44 percent) from 648 schools participated in one or more CTE programs during the 2021-22 school year, and the graduation rate among CTE concentrators (students who took two or more CTE courses in the same program) was 97.1 percent, which is higher than the statewide graduation rate of 87 percent. CTE programs reach and positively impact many students across Illinois, but some student groups, including female, Hispanic, Black, Asian, individuals with disabilities, and low-income students, are underrepresented in CTE program participation.

The requested increase in state CTE funding in FY 2024 addresses equity by expanding access to CTE programs for students who are currently underserved, improves program quality through investment to meet industry standards, and fosters collaboration among ISBE and the EFE system directors, who requested an increase in testimony at budget hearings. ISBE has committed to work with the directors over the course of the next fiscal year to refine the distribution methodology to better reflect ISBE's commitment to equity and best meet the needs of local CTE programs.

The Board recommends a \$45,726,400 appropriation for State Career and Technical Education for FY 2024. This is a community-driven funding request that maintains \$5 million in funding for CTE Education Career Pathway programs and increases base funding by 7 percent to account for inflation. For FY 2024 only, funding will be distributed through the EFE system utilizing a base funding level equal to the FY 2023 allocation plus additional funding based upon the number of student enrollments in CTE courses during FY 2022. As noted previously, ISBE is leading a data-informed, stakeholder engaged process to develop a new funding formula to distribute new state CTE funds more equitably and strategically in subsequent fiscal years. The modest increase in FY 2024 will still enable existing programs to serve more students and may also be used to improve program quality or to develop and offer new CTE programs.

#### Agency Capacity

State Education Agencies are uniquely positioned to support students and their education systems 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; 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. Much of the programmatic and operational support for the agency's General Funds programs and functions are funded by the Agency Capacity line. The funding for this line has not had a material increase in over two decades. In FY 2021, the Board recommended a \$2.6 million increase, or 11.1 percent, over the FY 2020 level for the Agency Capacity line. The pandemic and its anticipated effect on state finances resulted in most of the state's General Funds budget lines, including the Agency Capacity Line, being enacted at or near the FY 2020 levels. Thus, the agency implemented significant budget reductions and shifted costs from the General Revenue Fund to other state funds and federal administrative budgets.

A significant amount of the agency's budgeted costs to produce the annual School Report Card were shifted to the Title I administration funding source in FY 2021 from the Agency Capacity line. In addition, the agency receives insufficient Title III administrative funding to meet the

programmatic needs of the program. The agency's Title I and Title III administrative budgets, which have federal spending limitations, cannot fully support the programmatic needs of these programs. Therefore, this has caused additional budgetary pressures on the Agency Capacity line.

Nearly 80 percent of the recommended FY 2024 amount from the Agency Capacity line funds payroll expenses. The FY 2024 Agency Capacity line recommendation includes approximately \$605,000 in funding for eight new positions as follows: one position for State Funding and Forecasting to assist with EBF calculations; two positions for Data Strategies and Analytics for development and maintenance of Power BI applications; one position for Communications to deal with social media and digital strategies; two positions for Standards and Instruction to gain more expertise in high school instruction, primary literacy instruction, library science, and fine arts; and two positions for Multilingual for monitors.

The Board recommends \$24.54 million for the General Revenue Fund Agency Capacity line in FY 2024, which is a 5.7 percent increase over FY 2023. The increase is needed to cover the agency's budgeted payrolls for FY 2024, including eight new positions.

#### Philip J. Rock Center and School

This program provides 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. The Philip J. Rock Center and School serves qualified Illinois students. The school also is 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 to staff a year-round residential school; 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. The program serves 11 students in FY 2023 with 290 eligible and two students waiting to be placed.

The Board recommends a \$4,119,800 appropriation for the Philip J. Rock Center and School for FY 2024. This amount includes a \$342,000 increase from the previous fiscal year funding level. The additional funding will bring the paraprofessional salaries to a competitive rate for the area and provide administrative increases and tuition for three teachers to obtain additional endorsements (i.e., teachers of the visually impaired). These adjustments will lessen the staff shortage and enable the center to reestablish transition programs throughout the community, improve student onboarding, and increase safety measures for students and staff.

#### Educator Quality Investigations and Hearings

ISBE has the statutory responsibility to address educator misconduct through a system that gives ISBE the power to revoke or suspend licenses or sanction educators. Our system of educator misconduct requires ISBE to investigate offenses by teachers who are charged with or violate specific criminal statutes and who breach the high professional standards expected of educators. In addition, ISBE has the authority to suspend the licenses of those educators who breach contracts mid-year in order to accept jobs in other Illinois districts. Staff receive reports of misconduct from other arms of government, including municipalities, and perform other



monitoring, including review of news reports, conviction records, and information provided by school districts and ROEs. The system of educator misconduct is staffed by one in-house lawyer and two in-house investigators. ISBE also contracts with outside counsel to assist in educator misconduct hearings. Educator misconduct had 223 open cases as of Dec. 15, 2022.

Public Act 101-0531 has increased the duties of ISBE's Legal staff for its educator misconduct system, including the following:

- Bars any individual without a valid and active license from working as a teacher, substitute teacher, paraprofessional, or academic administrator in an Illinois public school, and increases ISBE's obligations for monitoring in this respect.
- Requires ISBE to report all licensure suspensions and revocations to a national database.
- Increases the frequency of background checks for school employees to every five years that the employee remains with the same employer.
- Requires all school districts to report to ISBE when an educator is convicted of specific crimes, including sex crimes against children, instead of only if that misconduct resulted in the employee's resignation or dismissal. This leads to additional cases to investigate.
- Requires the involvement of the Children's Advocacy Centers when there is an incident of sexual misconduct.
- Creates the Make Sexual and Severe Physical Abuse Fully Extinct Task Force, which will review the best practices for preventing the sexual abuse of students in a school-related setting, among other topics.

The Board recommends a \$615,100 appropriation for Educator Quality Investigations and Hearings for FY 2024. This is a \$125,100 increase over the FY 2023 appropriation and includes funding to support one new attorney to assist with the caseload. This additional funding will allow ISBE to have the resources to expedite the prosecution of the most severe cases of misconduct and, potentially, address cases in the queue that have lower priority on an accelerated basis.

#### Community and Residential Services Authority

The Community and Residential Services Authority (CRSA) coordinates human services in an effort to create a responsive system of care to meet the needs of children and adolescents who are severely emotionally disturbed. Its mission is to promote a network of resources for Illinois children with social and emotional health conditions to receive timely and appropriate access to services.

The Board recommends a \$750,000 appropriation for CRSA in FY 2024, which is a \$50,000 increase over FY 2023. CRSA operates under the authority of a 19-member board, which recommended the \$750,000 appropriation request at its August 2022 meeting. ISBE is the fiscal agent for the CRSA.

## Fiscal Year 2024 Board Recommendation Budget Highlights

\$000s	FY 2023 Budget	FY 2024 Request	\$ Change	% Change
General Funds	\$9,757,365.2	\$10,274,274.8	\$516,909.6	5.3%
Other State Funds	\$101,183.7	\$97,963.7	(\$3,220.0)	(3.2%)
Federal Funds	\$10,423,167.0	\$8,414,056.9	(\$2,009,110.1)	(19.3%)
<b>TOTAL</b>	<b>\$20,281,715.9</b>	<b>\$18,786,295.4</b>	<b>(\$1,495,420.5)</b>	<b>(7.4%)</b>

### Evidence-Based Funding (EBF)

General Funds (\$000s)	FY 2023 Budget	FY 2024 Request	\$ Change	% Change
Evidence-Based Funding	\$7,929,239.0	\$8,279,239.0	\$350,000.0	4.4%

### Mandated Categoricals

General Funds (\$000s)	FY 2023 Budget	FY 2024 Request	\$ Change	% Change
Illinois Free Lunch/Breakfast	\$9,000.0	\$9,000.0	\$0.0	0.0%
Orphanage Tuition	\$9,900.0	\$8,000.0	(\$1,900.0)	(19.2%)
Sp Ed – Orphanage Tuition	\$107,019.8	\$118,919.5	\$11,899.7	11.1%
Sp Ed – Private Tuition	\$182,900.0	\$202,732.4	\$19,832.4	10.8%
Sp Ed – Transportation	\$415,719.3	\$453,564.8	\$37,845.5	9.1%
Transportation – Regular/Vocational	\$305,000.0	\$356,000.0	\$51,000.0	16.7%
<b>TOTAL</b>	<b>\$1,029,539.1</b>	<b>\$1,148,216.7</b>	<b>\$118,677.6</b>	<b>11.5%</b>

Proration Levels	FY 2022 Actual	FY 2023 Actual	FY 2024 Request (est.)
Sp Ed – Private Tuition	81%	98%	100%
Sp Ed – Orphanage Tuition	100%	100% (est.)	100%
Sp Ed – Transportation	100%	81%	84%
Transportation - Regular/Vocational	95%	80%	83%
Illinois Free Lunch/Breakfast	28%	32% (est.)	32%
Regular Orphanage 18-3	100%	100% (est.)	100%

### Early Childhood Education

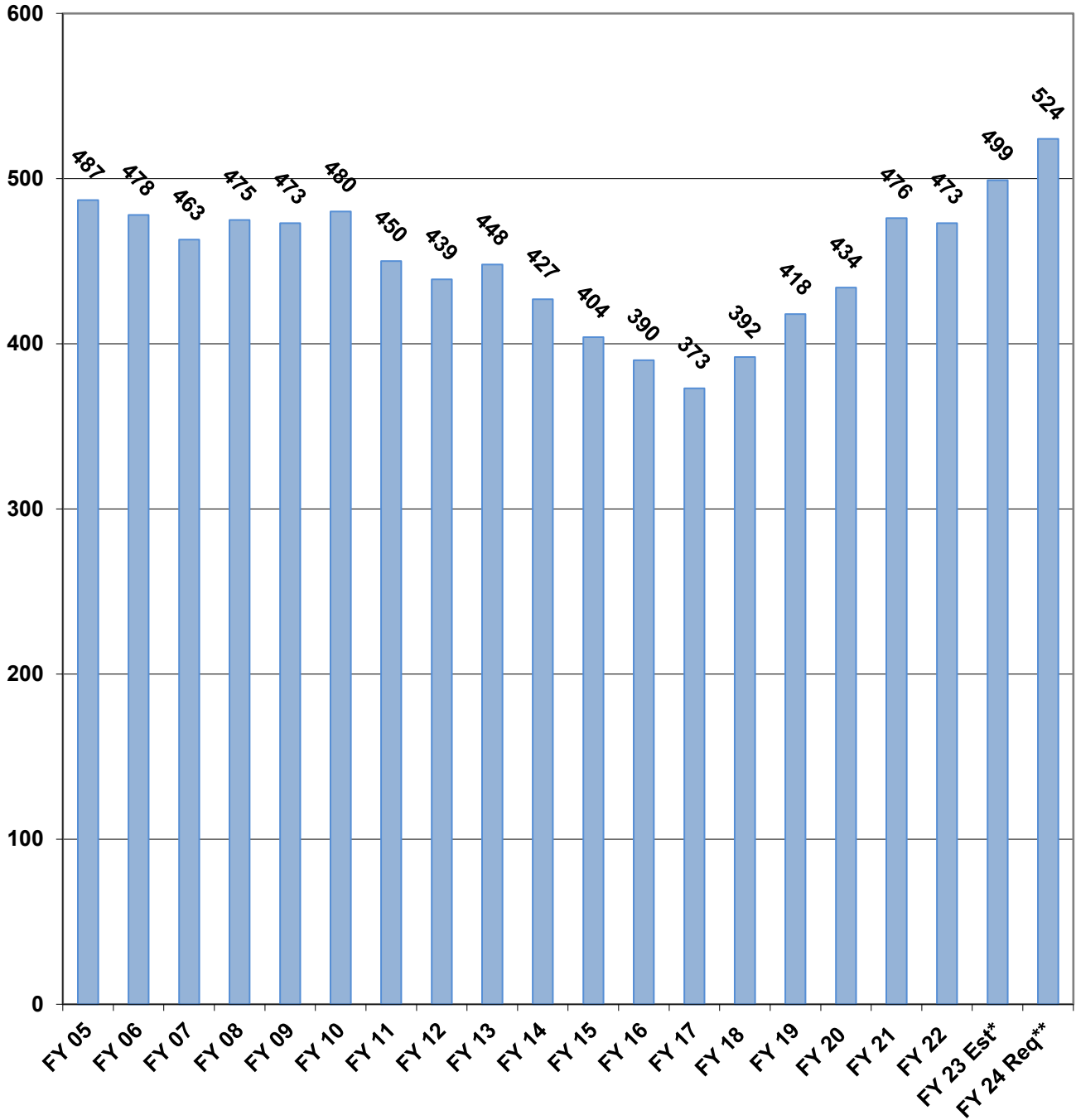
<b>General Funds (\$000s)</b>	<b>FY 2023 Budget</b>	<b>FY 2024 Request</b>	<b>\$ Change</b>	<b>% Change</b>
Early Childhood Education	\$598,138.1	\$657,951.9	\$59,813.8	10.0%

	<b>FY 2023 Estimated</b>	<b>FY 2024 Estimated</b>	<b># Change</b>	<b>% Change</b>
Children Served	116,730	123,447	6,717	5.8%

### Other Programs With Recommended Increases

<b>General Funds (\$000s)</b>	<b>FY 2023 Budget</b>	<b>FY 2024 Request</b>	<b>\$ Change</b>	<b>% Change</b>
Agency Capacity	\$23,217.2	\$24,540.0	\$1,322.8	5.7%
Carer and Technical Education Programs	\$43,062.1	\$45,726.4	\$2,664.3	6.2%
Community and Residential Services Authority	\$700.0	\$750.0	\$50.0	7.1%
Computer Science Equity Program	\$0.0	\$3,000.0	\$3,000.0	100.0%
Educator Quality Investigations and Hearings	\$490.0	\$615.1	\$125.1	25.5%
Philip J. Rock Center and School	\$3,777.8	\$4,119.8	\$342.0	9.1%

**Illinois State Board of Education  
Headcount History  
(as of June 30)**



\* The Board authorized headcount level for FY 2023 is 519. The FY 2023 estimated budget funds 499 positions.

\*\* The Board authorized headcount level for FY 2024 is 544. The FY 2024 recommended budget funds 524 positions.



## ILLINOIS STATE BOARD OF EDUCATION

### FY 2024 Budgeting for Results

Section 15 ILCS 20/50-25 of the Illinois Compiled Statutes requires that the governor and other constitutional officers of the executive branch, in consultation with the appropriation committees of the General Assembly, prioritize outcomes that are most important for each state agency to achieve for the next fiscal year and set goals to accomplish those outcomes according to the priority of the outcome.

Public Act 96-1529 further refined requirements for the Budgeting for Results (BFR) initiative. This Act requires agency staff adhere to a method of budgeting in which each priority is justified annually according to merit rather than previous appropriations.

This fiscal year 2024 budget document provides service level detail for programs ISBE administers. In addition, ISBE publishes reports throughout the year in accordance with statutes to help Illinois residents and policymakers evaluate the effectiveness of education programs. ISBE continues to collaborate with Illinois policymakers to refine BFR measures and determine the most effective use of public funding to reach desired results.

#### **BFR Methodology**

In this budget, ISBE has outlined the funding necessary to achieve its BFR goals through logic models and performance metrics.

The logic models consist of inputs (what we use), activities and outputs (what we do and who we reach), program outcomes (what results we achieve), and long-term outcomes (what changes occur statewide) to measure each program's contribution to its primary statewide outcome. Inputs, outputs, and outcomes are the basic building blocks of program logic models. Inputs (resources) are used to produce outputs (services produced) that will drive outcomes (benefits, accomplishments, achievements).

The logic models guided staff in the development of performance measures, including measures of efficiency and effectiveness. Efficiency measures document the level of output per amount of resources, inputs, or funds put into the program (e.g., the number of units of service per dollar spent). Effectiveness measures the level of outcomes or results given the amount of resources/input/cost (e.g., the cost per unit of outcome).

ISBE continues to refine program objectives to support Board goals and align performance measures with program objectives.



## Goal: Learning Conditions

### Emergency Assistance

Provides emergency funding for district expenses as a result of fire, earthquake, tornado, mine subsidence or other building condemnation.

Performance Measure	School Year 2019	School Year 2020	School Year 2021	School Year 2022
Number of grants/loans given for temporary school relocation	0	0	0	0

### Financial Oversight

Provides expertise and guidance for districts to achieve financial stability.

Performance Measure	School Year 2019	School Year 2020	School Year 2021	School Year 2022
Number of school districts meeting the financial classification "Financial Watch"	12	8	6	5

### School Support Services

Provides assistance to schools with the lowest performance on state assessments.

Performance Measure	School Year 2019	School Year 2020	School Year 2021	School Year 2022
Percentage of schools meeting performance standards defined by Every Student Succeeds Act indicators	85.3	85.3	85.3	86.1

### Students Placed At-Risk

Increases safety, promotes the learning environment in schools, and meets the educational needs of students more appropriately and individually in alternative educational environments.

Performance Measure	School Year 2019	School Year 2020	School Year 2021	School Year 2022
Number of students participating in Truants' Alternative Optional Education Program	24,836	22,359	24,752	23,618
Percentage of at-risk students graduating within five years	80.2	82.1	83.8	82.5

## Goal: Elevating Educators

### Effective Teachers and Leaders

Ensures all teaching, administrative, and school service personnel candidates meet established state requirements and provides a technical and informational support system to ensure educators are prepared to teach and lead effectively.

<b>Performance Measure</b>	<b>School Year 2019</b>	<b>School Year 2020</b>	<b>School Year 2021</b>	<b>School Year 2022</b>
Number of teacher of color candidates recruited into Teach for America program	54	45	51	37
Number of public school administrators (FTE)	11,504	11,784	12,059	12,733
Number of full-time licensed teachers (FTE)	129,178	131,230	132,355	134,888
Percentage of teacher preparation programs fully approved	100	100	100	100
Number of educators recruited for initial National Board Certification	397	439	428	360
Number of educators qualified to perform teacher/ principal evaluations	2,509	2,708	2,329	2,342

### Regional Office of Education Services

Provides support for continuous improvement and capacity building for specific services to districts.

<b>Performance Measure</b>	<b>School Year 2019</b>	<b>School Year 2020</b>	<b>School Year 2021</b>	<b>School Year 2022</b>
Number of professional development opportunities provided by Regional Offices of Education	3,517	5,485	7,649	7,341

## Goal: Student Learning

### Advanced Placement

Enables school districts with a high percentage of low-income students to implement or expand Advanced Placement programs necessary for students to succeed.

Performance Measure	School Year 2019	School Year 2020	School Year 2021	School Year 2022
Number of low-income students taking an Advanced Placement test	32,044	26,983*	22,828*	10,608

\* Impacted by COVID-19.

### Assessment and Accountability

Provides resources for district accountability and statewide program evaluation to support instruction.

Performance Measure	School Year 2019	School Year 2020	School Year 2021	School Year 2022
Percentage of eligible students who participate in the appropriate state assessment	98.0	N/A*	N/A*	97.9
Average SAT score	994.5	N/A*	N/A*	960.2

\* Impacted by COVID-19.

### Charter Schools

Increases the number of high-quality charter schools and supports efforts by existing high-performing charter schools to disseminate best practices and create replicable models.

Performance Measure	School Year 2019	School Year 2020	School Year 2021	School Year 2022
Number of new charter schools opened	1	2	0	0

## Regulatory

Provides supports for compliance, accreditation, student health/wellness, rules, and waivers.

<b>Performance Measure</b>	<b>School Year 2019</b>	<b>School Year 2020</b>	<b>School Year 2021</b>	<b>School Year 2022</b>
Number of waiver requests processed	105	144	123	176
Percentage of public schools fully recognized	100	99	99	99

## Student Health

Programs provide supports for emotional development, physical health, and well-being for student academic growth.

<b>Performance Measure</b>	<b>School Year 2019</b>	<b>School Year 2020</b>	<b>School Year 2021</b>	<b>School Year 2022</b>
Percentage of students reporting healthier behaviors on the Youth Risk Behavior Survey (given in odd-numbered years)	79.8	N/A	N/A*	N/A

\* Impacted by COVID-19.

## Title Grants

Provides assistance to districts as they implement the Every Student Succeeds Act through supplemental services for students, teacher/principal training, and Student Support and Academic Enrichment.

<b>Performance Measure</b>	<b>School Year 2019</b>	<b>School Year 2020</b>	<b>School Year 2021</b>	<b>School Year 2022</b>
Percentage of Title I students proficient in math on state assessments	22.2	N/A*	N/A*	16.0
Percentage of Title I students proficient in reading on state assessments	27.4	N/A*	N/A*	20.7

\* Impacted by COVID-19.

## Goals: Elevating Educators/Student Learning

### Career and Technical Education

Ensures a comprehensive career development system that provides career awareness, exploration, and preparation.

<b>Performance Measures</b>	<b>School Year 2019</b>	<b>School Year 2020</b>	<b>School Year 2021</b>	<b>School Year 2022</b>
Percentage of CTE concentrators who completed secondary education	95.6	94.1	93.8	97.1

**Goals: Learning Conditions/Student Learning/Elevating Educators**

**Data**

Provides demographic and statistical data on students and districts for reports, including the Illinois Report Card.

<b>Performance Measure</b>	<b>School Year 2019</b>	<b>School Year 2020</b>	<b>School Year 2021</b>	<b>School Year 2022</b>
Low-income student enrollment as a percentage of total enrollment	48.8	48.5	48.1	46.5
Percentage of 9 <sup>th</sup> grade students on track to graduate with their cohort in 4 years	86.6	88.8	82.2	86.6
Average daily student attendance rate	94.0	95.4	92.5	90.8
Four-year high school graduation rate	86.1	88.0	86.8	87.3
High school graduation rate for students with disabilities	74.7	81.0	76.7	77.7
High school dropout rate	4.2	3.5	2.5	3.3
Public school enrollment	1,984,519	1,957,018	1,887,316	1,869,325
Teacher-pupil ratio for elementary level	18.0	18.1	16.9	16.9
Teacher-pupil ratio for high school level	19.0	18.6	18.4	17.9
White, non-Hispanic student enrollment as a percentage of total enrollment	47.6	47.5	46.7	46.4
Black, non-Hispanic student enrollment as a percentage of total enrollment	16.7	16.6	16.6	16.6
Hispanic student enrollment as a percentage of total enrollment	26.4	26.6	27.0	27.2



## Evidence-Based Funding

The Evidence-Based Funding for Student Success Act (Public Act 100-0465) provides more resources to Illinois' most under-resourced students to ensure all schools have the resources needed to provide a safe, rigorous, and well-rounded learning environment for all students.

<b>Performance Measure</b>	<b>School Year 2019</b>	<b>School Year 2020</b>	<b>School Year 2021</b>	<b>School Year 2022</b>
Percentage of districts in deficit spending (based on Annual Financial Report)	13.7	21.5	16.8	31.5
Number of districts achieving 90% Evidence-Based Funding adequacy	198	201	218	229

## Technology Grants

Provides districts with technology resources to improve educational opportunities and student achievement.

<b>Performance Measure</b>	<b>School Year 2019</b>	<b>School Year 2020</b>	<b>School Year 2021</b>	<b>School Year 2022</b>
Number of students with access to upgraded technology through the Student Technology Revolving Loan Program	2,282	4,805	493	1,481
Percentage of Illinois Virtual Course Catalog students who completed full-service courses	94	94	94	90

## Goals: Learning Conditions/Student Learning

### After-School Programs

Extends learning opportunities for students in schools, community centers, businesses, and homes.

<b>Performance Measure</b>	<b>School Year 2019</b>	<b>School Year 2020</b>	<b>School Year 2021</b>	<b>School Year 2022</b>
Percentage of 21 <sup>st</sup> Century Community Learning Centers middle/high school students who complete homework to teacher's satisfaction	69	70	80	N/A*
Percentage of 21 <sup>st</sup> Century Community Learning Centers elementary students who complete homework to teacher's satisfaction	N/A	N/A	N/A	74**

\* Data collection of middle/high students ended in 2021.

\*\* Data collection of elementary students began in 2022.

### Early Childhood

Provides supports for early childhood and family education programs and services to help children enter school ready to learn.

<b>Performance Measure</b>	<b>School Year 2019</b>	<b>School Year 2020</b>	<b>School Year 2021</b>	<b>School Year 2022</b>
Number of students served in early childhood programs (Birth to 5)	94,970	102,750	83,082	95,144
Percentage of children enrolled in Preschool for All and Preschool for All Expansion programs that meet at-risk criteria	77.0	72.8	76.8	78.4
Percentage of children served in early childhood programs that are kindergarten-ready	23.3	25.9	38.2	26.4
Percentage of low-income prekindergarten and Preschool for All enrollment	77.0	73.0	76.8	57.9
Percentage of programs with an Early Childhood Environment Rating Scale (ECERS-3) average score of 4.5 with no classroom below 4.0	78.4	86.0	N/A*	73.7

\* Impacted by COVID-19.

## English Learners

Provides leadership and support to districts by promoting equitable access to language support services for students from culturally and linguistically diverse backgrounds.

Performance Measure	School Year 2019	School Year 2020	School Year 2021	School Year 2022
English learners enrollment as a percentage of total enrollment	12.1	12.5	12.9	13.7
Regular year program migrant student growth in reading/literacy (average student growth percentile compared to the state)	46	N/A*	N/A*	45.1

\* Impacted by COVID-19.

## Mandated Categoricals

Provides funding to school districts for Transportation, Illinois Free Lunch/Breakfast, Orphanage Tuition, and Special Education.

Performance Measure	School Year 2019	School Year 2020	School Year 2021	School Year 2022
Number of Illinois Free Lunch and Breakfast meals served	196,100,802	140,885,311	176,115,871	216,052,256*
Number of Special Education Orphanage Tuition students claimed	6,413*	6,022*	6,481*	3,357*
Number of Regular Education Orphanage Tuition students claimed	4,958	4,005	2,292	2,898

\* Includes City of Chicago SD 299.

Performance Measure	FY 2020/ School Year 2019	FY 2021/ School Year 2020	FY 2022/ School Year 2021	FY 2023/ School Year 2022
Number of Special Education students transported*	88,083*	87,275*	85,188*	71,429*
Number of Regular/Vocational Education students transported*	1,059,065*	1,037,617*	1,018,652*	896,029*
Number of Special Education Private Tuition students claimed*	11,635*	12,267*	11,837*	7,973*

\* Reimbursement is based on prior year claims (e.g., funds paid in FY 2020 are for actual number of students claimed in school year 2018-2019).

## Nutrition

Child Nutrition programs provide funding to remove hunger as a barrier to education and to improve student health.

<b>Performance Measure</b>	<b>School Year 2019</b>	<b>School Year 2020</b>	<b>School Year 2021</b>	<b>School Year 2022</b>
Percentage of students eligible for free and reduced-price meals in National School Lunch Program	59.4	60.2	100.0*	100.0*
Child nutrition programs enrollment rate	87.5	86.6	100.0*	100.0*

\* Impacted by COVID-19.

## Special Education Services

Assures that special education programs and services meet state and federal requirements.

<b>Performance Measure</b>	<b>School Year 2019</b>	<b>School Year 2020</b>	<b>School Year 2021</b>	<b>School Year 2022</b>
Number of special education students served ages 3-21	297,960	300,356	291,371	289,165
Percentage of special education State Performance Plan goals and targets met	41.4	42.3	40.7	48.1



# **ILLINOIS STATE BOARD OF EDUCATION**

## **Federal Maintenance of Effort Requirements**

The Illinois State Board of Education is subject to maintenance of effort (MOE) requirements for six federal programs: Individuals with Disabilities Education Act Part B; Child Nutrition; the Carl D. Perkins Career and Technical Education Act of 2006; the Elementary and Secondary School Emergency Relief Fund and the Governor’s Emergency Education Relief Fund, both funded by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act of 2021; and the Elementary and Secondary School Emergency Relief Fund that is funded from the American Rescue Plan Act of 2021. The CRRSA Act also provided funding for Emergency Assistance to Non-Public Schools, which also is subject to MOE requirements. Details of the various MOE requirements for each program are described below.

### **Individuals with Disabilities Education Act**

Federal regulations at Title 34 CFR 300.163(a) require that the state must not reduce the amount of financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year.

MOE compliance can be demonstrated via either the total amount of state special education financial support made available from the prior year or the amount of financial support per special education student. ISBE demonstrates MOE compliance by reporting an increase to the total amount of financial support made available for per special education and related special services for children with disabilities.

State financial support is provided through ISBE’s three special education mandated categorical programs, targeted special education grant programs, and special education-related programs administered by the state departments of Human Services and Juvenile Justice. Public Act 100-465 also requires the Board to designate a portion of Evidence-Based Funding in a manner that ensures compliance with maintenance of state financial support requirements under the federal Individuals with Disabilities Education Act (IDEA).

ISBE was awarded \$570.9 million in IDEA-Part B funds for fiscal year 2023.

### **Child Nutrition Programs**

There are two MOEs related to Child Nutrition Programs.

- 1) State Revenue Matching – For each school year, the amount of state revenues appropriated or used specifically by the state for program purposes shall not be less than 30 percent of the funds received by such state under Section 4 of the National School Lunch Act during the school year beginning July 1, 1980, provided that the state revenues derived from the operation of such programs and state revenues expended for salaries and administrative expenses of such programs at the state level are not considered in this computation. The minimum amount required is \$8,982,057.

ISBE complies with this requirement by granting state funds through the Illinois Free Breakfast and Lunch program.

- 2) State Funds – Expenditures of funds from state sources in any fiscal year for the administration of the National School Lunch Program, School Breakfast Program, Special Milk Program, and Child and Adult Care Food Program shall not be less than that expended or obligated in FY 1977. The minimum amount required is \$221,414.

ISBE complies with this requirement through the use of General Revenue Funds for administrative costs.

ISBE received \$1,147.5 million in federal Child Nutrition funding in FY 2022.

### **Carl D. Perkins Career and Technical Education Act of 2006**

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins), Title III, Part A, Section 311 (b) contains a MOE provision that requires that no payments shall be made under this Act for any fiscal year to a state for Career and Technical Education (CTE) programs or tech prep programs unless the secretary determines that the fiscal effort per student or the aggregate expenditures of such state for CTE programs for the fiscal year preceding the fiscal year for which the determination is made equaled or exceeded such effort or expenditures for CTE programs for the second fiscal year preceding the fiscal year for which the determination is made.

ISBE demonstrates MOE compliance via the combination of state administrative and program expenditures provided by the Illinois Community College Board as well as ISBE administrative and program expenditures utilized in the CTE program.

Illinois was awarded \$48.7 million in Perkins funds in FY 2023.

### **Coronavirus Response and Relief Supplemental Appropriations Act, 2021**

The Coronavirus Response and Relief Supplemental Appropriations Act of 2021 was signed into law on December 27, 2020. The Act provides funding to the Elementary and Secondary School Emergency Relief (ESSER II) Fund, the Governor's Emergency Education Relief (GEER II) Fund, and the Emergency Assistance to Non-Public Schools (EANS) program. The GEER II and EANS allocations for the state were awarded to the Office of the Governor; ISBE is the fiscal agent.

Under the CRRSA Act, a state that received ESSER II funds was required to maintain support for elementary and secondary education and higher education in FY 2022 based on the proportional share of the state's support for elementary and secondary education and higher education relative to the state's overall spending averaged over fiscal years 2017 through 2019. The Governor's Office of Management and Budget (GOMB) calculates the state's maintenance of effort for these awards. GOMB calculated an average of 28.82 percent of the state's budget was spent on elementary and secondary education from fiscal years 2017 through 2019.

ISBE was awarded \$2.25 billion for ESSER II in FY 2021. The Office of the Governor received a \$47.9 million award for GEER II and a \$84.5 million award for EANS in FY 2021.

### **American Rescue Plan Act of 2021**

The American Rescue Plan (ARP) Act of 2021 was signed into law on March 11, 2021. The Act provides funding to the ESSER Fund (ARP ESSER).

Under the ARP Act, a state that receives ARP ESSER funds was required to maintain support for elementary and secondary education and higher education in fiscal years 2022 and 2023 based on the proportional share of the state's support for elementary and secondary education and higher education relative to the state's overall spending averaged over fiscal years 2017 through 2019. GOMB calculates the state's maintenance of effort for these awards. GOMB calculated an average of 28.82 percent of the state's budget was spent on elementary and secondary education from fiscal years 2017 through 2019.

Section 2004 of the ARP Act also has maintenance of equity (MOEquity) requirements as a condition for a State Education Agency (SEA) and a Local Education Agency (LEA) to receive ARP ESSER funds. These requirements were put into place to ensure state and local financial support for education is not disproportionately reduced for school districts or schools that have a higher concentration of students from low-income families. SEAs must meet specific MOEquity requirements for high-need LEAs and highest-poverty LEAs using the Small Area Income and Poverty Estimates data provided by the U.S. Census Bureau.

ISBE was awarded a total of \$5.06 billion for ARP ESSER in fiscal years 2021 and 2022.





**ILLINOIS STATE BOARD OF EDUCATION**  
**FY 2024 Board Recommendation**

Page Ref.	\$000s	FY 2023	FY 2024	Increase (Decrease)	
		Budget	Request	\$	%
<b>GENERAL FUNDS</b>					
63	Evidence-Based Funding	7,929,239.0	8,279,239.0	350,000.0	4.4%
94	Transportation - Special Education	415,719.3	453,564.8	37,845.5	9.1%
92	Transportation - Regular/Vocational	305,000.0	356,000.0	51,000.0	16.7%
83	Special Education - Orphanage Tuition	107,019.8	118,919.5	11,899.7	11.1%
85	Special Education - Private Tuition	182,900.0	202,732.4	19,832.4	10.8%
70	Illinois Free Lunch and Breakfast	9,000.0	9,000.0	0.0	0.0%
75	Orphanage Tuition	9,900.0	8,000.0	(1,900.0)	(19.2%)
	<b>Subtotal, Mandated Categoricals</b>	<b>1,029,539.1</b>	<b>1,148,216.7</b>	<b>118,677.6</b>	<b>11.5%</b>
32	Advanced Placement - Course Implementation	500.0	500.0	0.0	0.0%
34	Advanced Placement - Low-Income AP Test Fee	2,500.0	2,500.0	0.0	0.0%
35	After School Matters	4,000.0	4,000.0	0.0	0.0%
36	After-School Programs	20,000.0	20,000.0	0.0	0.0%
38	Agriculture Education	7,050.0	7,050.0	0.0	0.0%
42	Alternative Education - Regional Safe Schools	6,300.0	6,300.0	0.0	0.0%
43	Assessments: State and Federal	40,000.0	40,000.0	0.0	0.0%
48	Autism	100.0	100.0	0.0	0.0%
49	Blind and Dyslexic	846.0	846.0	0.0	0.0%
51	Career and Technical Education	43,062.1	45,726.4	2,664.3	6.2%
53	Community and Residential Services Authority	700.0	750.0	50.0	7.1%
54	Computer Science Equity Program	0.0	3,000.0	3,000.0	100.0%
56	District Consolidation Costs	191.0	80.0	(111.0)	(58.1%)
59	Early Childhood Education	598,138.1	657,951.9	59,813.8	10.0%
61	Educator Quality Investigations & Hearings	490.0	615.1	125.1	25.5%
n/a	Educators Rising	400.0	0.0	(400.0)	(100.0%)
68	Grant Accountability and Transparency Act and Budgeting for Results	300.0	300.0	0.0	0.0%
n/a	Glenwood Academy for Mental Healthcare	500.0	0.0	(500.0)	(100.0%)
n/a	It Takes a Village Family of Schools	3,000.0	0.0	(3,000.0)	(100.0%)
n/a	John Hay Community Academy	250.0	0.0	(250.0)	(100.0%)
72	Materials Center for the Visually Impaired	1,421.1	1,421.1	0.0	0.0%
n/a	Michele Clark Magnet High School	125.0	0.0	(125.0)	(100.0%)
73	National Board Certification	1,500.0	1,500.0	0.0	0.0%
n/a	Parent Education Pilot Program	350.0	0.0	(350.0)	(100.0%)
n/a	Peoria Public School District for Fine Arts	4,400.0	0.0	(4,400.0)	(100.0%)
77	Philip J. Rock Center and School	3,777.8	4,119.8	342.0	9.1%

79	Principal Mentoring and Recruitment	1,800.0	1,800.0	0.0	0.0%
n/a	Roseland Ceasefire Project, Inc.	300.0	0.0	(300.0)	(100.0%)
n/a	Significant Loss Grants	2,700.0	0.0	(2,700.0)	(100.0%)
n/a	Simon Wiesenthal Center	1,000.0	0.0	(1,000.0)	(100.0%)
81	Southwest Organizing Project Parent Mentor Program	8,000.0	8,000.0	0.0	0.0%
87	State and District Technology Support	2,443.8	2,443.8	0.0	0.0%
n/a	STEM Programs	200.0	0.0	(200.0)	(100.0%)
158	Student Care Department	N/A	N/A	N/A	N/A
89	Tax Equivalent Grant	275.0	275.0	0.0	0.0%
90	Teach for America	1,000.0	1,000.0	0.0	0.0%
n/a	Teacher Licensure Processing	500.0	500.0	0.0	0.0%
163	Teacher Mentoring	N/A	N/A	N/A	N/A
96	Truants' Alternative and Optional Education	11,500.0	11,500.0	0.0	0.0%
n/a	Wyvetter Younge School of Excellence	250.0	0.0	(250.0)	(100.0%)
n/a	YouthBuild Illinois	5,500.0	0.0	(5,500.0)	(100.0%)

**TOTAL - GRANTS**

**9,734,148.0 10,249,734.8 515,586.8 5.3%**

Agency Capacity

23,217.2 24,540.0 1,322.8 5.7%

**Subtotal, Agency Capacity**

**23,217.2 24,540.0 1,322.8 5.7%**

**TOTAL-GENERAL FUNDS**

**9,757,365.2 10,274,274.8 516,909.6 5.3%**

**OTHER STATE FUNDS**

**AGENCY CAPACITY--OTHER STATE FUNDS**

97	Charter Schools	1,050.0	1,050.0	0.0	0.0%
n/a	GATA/Budgeting for Results - State Board of Education Special Purpose Trust Fund	750.0	850.0	100.0	13.3%
n/a	Indirect Cost Recovery	8,150.0	8,150.0	0.0	0.0%
104	ISBE Teacher Certificate Institute Fund	2,208.9	2,208.9	0.0	0.0%
n/a	School Infrastructure Fund	600.0	600.0	0.0	0.0%
115	Teacher Certificate Fee Revolving Fund	6,000.0	6,000.0	0.0	0.0%
	<b>Subtotal, Agency Capacity</b>	<b>18,758.9</b>	<b>18,858.9</b>	<b>100.0</b>	<b>0.5%</b>
	<b>TOTAL - AGENCY CAPACITY</b>	<b>18,758.9</b>	<b>18,858.9</b>	<b>100.0</b>	<b>0.5%</b>

**GRANTS--OTHER STATE FUNDS**

n/a	After-School Rescue Fund	200.0	200.0	0.0	0.0%
99	Charter Schools Revolving Loan Fund	200.0	200.0	0.0	0.0%
101	Driver Education Fund	13,750.0	10,000.0	(3,750.0)	(27.3%)
103	Freedom Schools Fund	17,000.0	17,000.0	0.0	0.0%
106	Personal Property Replacement Tax Fund - Bus Driver Training	70.0	150.0	80.0	114.3%
108	Personal Property Replacement Tax Fund - Regional Superintendents' and Assistants' Salaries	11,750.0	12,100.0	350.0	3.0%
106	Personal Property Replacement Tax Fund - Regional Offices of Education	18,970.0	18,970.0	0.0	0.0%

109	School District Emergency Financial Assistance Fund	1,000.0	1,000.0	0.0	0.0%
111	School STEAM Grant Program Fund	2,500.0	2,500.0	0.0	0.0%
113	School Technology Revolving Loan Program Fund	7,500.0	7,500.0	0.0	0.0%
n/a	State Board of Education Special Purpose Trust Fund	8,484.8	8,484.8	0.0	0.0%
117	Temporary Relocation Expenses Revolving Grant Fund	1,000.0	1,000.0	0.0	0.0%
	<b>Subtotal, Grants</b>	<b>82,424.8</b>	<b>79,104.8</b>	<b>(3,320.0)</b>	<b>(4.0%)</b>
	<b>TOTAL – GRANTS</b>	<b>82,424.8</b>	<b>79,104.8</b>	<b>(3,320.0)</b>	<b>(4.0%)</b>

<b>TOTAL-OTHER STATE FUNDS</b>		<b>101,183.7</b>	<b>97,963.7</b>	<b>(3,220.0)</b>	<b>(3.2%)</b>
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<b>FEDERAL FUNDS</b>					
<b>AGENCY CAPACITY</b>					
n/a	SBE Federal Agency Services Fund	2,900.0	2,900.0	0.0	0.0%
n/a	SBE Federal Department of Agriculture Fund	19,904.7	19,904.7	0.0	0.0%
n/a	SBE Federal Department of Education Fund	50,869.8	50,869.8	0.0	0.0%
	<b>Subtotal, Agency Capacity</b>	<b>73,674.5</b>	<b>73,674.5</b>	<b>0.0</b>	<b>0.0%</b>
	<b>TOTAL-AGENCY CAPACITY</b>	<b>73,674.5</b>	<b>73,674.5</b>	<b>0.0</b>	<b>0.0%</b>

<b>GRANTS</b>					
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<b>CAREER AND TECHNICAL EDUCATION</b>					
125	Career and Technical Education - Basic	70,000.0	70,000.0	0.0	0.0%
	<b>Subtotal, Career and Technical Education</b>	<b>70,000.0</b>	<b>70,000.0</b>	<b>0.0</b>	<b>0.0%</b>

<b>CHILD NUTRITION</b>					
128	Child Nutrition Programs	1,062,500.0	1,250,000.0	187,500.0	17.6%
	<b>Subtotal, Child Nutrition</b>	<b>1,062,500.0</b>	<b>1,250,000.0</b>	<b>187,500.0</b>	<b>17.6%</b>

<b>INDIVIDUALS WITH DISABILITIES ACT</b>					
143	Individuals with Disabilities Education Act - Deaf and Blind	800.0	800.0	0.0	0.0%
145	Individuals with Disabilities Education Act, Part B	949,576.4	949,576.4	0.0	0.0%
147	Individuals with Disabilities Education Act – Preschool, Part B	41,000.0	41,000.0	0.0	0.0%
149	Individuals with Disabilities Education Act - State Personnel Development, Part D	5,000.0	5,000.0	0.0	0.0%
	<b>Subtotal, Individuals with Disabilities Act</b>	<b>996,376.4</b>	<b>996,376.4</b>	<b>0.0</b>	<b>0.0%</b>

<b>TITLE PROGRAMS (EXCLUDING ASSESSMENTS)</b>					
165, 167 169, 171	Title I	1,200,000.0	1,200,000.0	0.0	0.0%
173	Title II - Improving Teacher Quality, Part A	160,000.0	160,000.0	0.0	0.0%
175	Title III – English Language Acquisition	50,400.0	56,000.0	5,600.0	11.1%
121, 178, 180	Title IV	225,000.0	250,000.0	25,000.0	11.1%
182	Title V - Rural and Low-Income School Programs, Part B	2,200.0	2,200.0	0.0	0.0%

184	Title X – Education for Homeless Children	9,000.0	9,000.0	0.0	0.0%
<b>Subtotal, Title Programs (excluding Assessments)</b>		<b>1,646,600.0</b>	<b>1,677,200.0</b>	<b>30,600.0</b>	<b>1.9%</b>
<b>ASSESSMENTS</b>					
43	Assessments: State and Federal	35,000.0	35,000.0	0.0	0.0%
<b>Subtotal, Assessments</b>		<b>35,000.0</b>	<b>35,000.0</b>	<b>0.0</b>	<b>0.0%</b>
<b>COVID-19 RELIEF GRANTS</b>					
133	Elementary and Secondary Emergency Relief Fund I	41,543.0	5,738.4	(35,804.6)	(86.2%)
133	Elementary and Secondary Emergency Relief Fund II	1,162,038.9	524,556.0	(637,482.9)	(54.9%)
133	Elementary and Secondary Emergency Relief Fund ARP	5,011,807.8	3,518,513.1	(1,493,294.7)	(29.8%)
137	Emergency Assistance to Non-Public Schools I	73,414.9	47,829.5	(25,585.4)	(34.9%)
137	Emergency Assistance to Non-Public Schools ARP	83,246.4	80,186.4	(3,060.0)	(3.7%)
139	Governor's Emergency Education Relief I	24,120.5	4,701.7	(19,418.8)	(80.5%)
139	Governor's Emergency Education Relief II	46,365.5	29,788.5	(16,577.0)	(35.8%)
141	Homeless Children and Youth ARP	33,118.5	26,029.7	(7,088.8)	(21.4%)
<b>Subtotal, COVID-19 Relief Grants</b>		<b>6,475,655.5</b>	<b>4,237,343.3</b>	<b>(2,238,312.2)</b>	<b>(34.6%)</b>
36	After-School Programs	10,000.0	9,119.3	(880.7)	(8.8%)
123	Black and Gold Initiative	74.4	66.1	(8.3)	(11.2%)
103	Freedom Schools Fund	0.0	0.0	0.0	na
81	Parent Mentoring Programs	9,986.2	9,877.3	(108.9)	(1.1%)
n/a	Virtual Learning Systems	1,500.0	1,500.0	0.0	0.0%
<b>Subtotal, CURE Fund Grants</b>		<b>21,560.6</b>	<b>20,562.7</b>	<b>(997.9)</b>	<b>(4.6%)</b>
<b>OTHER GRANTS</b>					
119	Adolescent Health	500.0	500.0	0.0	0.0%
151	Mental Health Service Professional Demonstration Grant	0.0	3,600.0	3,600.0	100.0%
152	Preschool Development Grant - Birth Through 5	35,000.0	35,000.0	0.0	0.0%
154	School-Based Mental Health Services	0.0	7,500.0	7,500.0	100.0%
156	STOP - School Violence Prevention and Mental Health Training	1,000.0	1,000.0	0.0	0.0%
161	Substance Abuse and Mental Health Services	5,300.0	5,300.0	0.0	0.0%
186	Youth in Care and Low-Income IES Grant	0.0	1,000.0	1,000.0	100.0%
<b>Subtotal, Other Grants</b>		<b>41,800.0</b>	<b>52,900.0</b>	<b>11,100.0</b>	<b>26.6%</b>
<b>TOTAL - GRANTS</b>		<b>10,349,492.5</b>	<b>8,339,382.4</b>	<b>(2,010,110.1)</b>	<b>(19.4%)</b>
<b>TOTAL - FEDERAL FUNDS</b>		<b>10,423,167.0</b>	<b>8,413,056.9</b>	<b>(2,010,110.1)</b>	<b>(19.3%)</b>
<b>GRAND TOTAL</b>		<b>20,281,715.9</b>	<b>18,785,295.4</b>	<b>(1,496,420.5)</b>	<b>(7.4%)</b>

# Advanced Placement – Course Implementation

Legislative Reference - 105 ILCS 302

Funding Source - State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$500,000	\$500,000	\$500,000	\$500,000	<b>\$500,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

more underrepresented minority and economically disadvantaged students for AP programming. Woodstock increased the number of students taking an AP exam by 42 percent and added 32 courses from 2016-20. The district's rate of 3 or higher on an AP exam was unaffected and remained consistent at 70 percent even though access and offerings were increased.

### Purpose

### Program Mission

The mission of the program is to increase opportunities for low-income and other underrepresented students to take challenging and rigorous coursework. The program also provides professional development for teachers.

The purpose of the program is to support school districts with a high percentage of low-income students to implement or expand Pre-AP and/or AP programs designed to offer rigorous course work necessary for students to succeed in postsecondary education or in the workplace. Funding is available to provide training for teachers and school administrative staff, including counselors, to obtain the necessary content knowledge and instructional skills necessary to identify and prepare students for success in Pre-AP and AP courses and examinations.

The commitment of equity for all students occurs through Illinois State Board of Education's Advanced Placement (AP) – Course Implementation competitive grants to districts so they can implement or expand the number of AP and Pre-Advanced Placement (Pre-AP) courses offered in middle schools and high schools serving students in Grades 6 through 12. This commitment is exemplified by Woodstock CUSD 200, a grantee, that is 56.8 percent white, 34.7 percent Hispanic, 3.2 percent African American, and 5.3 percent other. Woodstock 200 utilized grant funds to identify and recruit

The school districts partner with the College Board in an effort to increase the effectiveness of teachers and school leaders to identify potential students to take AP courses and to grow school district AP and Pre-AP programs. Students will be prepared to take the AP course exam for placement credit in college. Statistics indicate students who take AP courses typically experience

greater academic success in college. Ten districts were awarded AP grants that served 19,800 students in FY 2021. Professional learning was provided to 280 teachers.

**Reimbursement/Distribution Method**

Funds are awarded to eligible school districts (those serving Grades 6 through 12 where 40 percent or more students qualify as low-income) through a Request for Proposals process to establish programs designed to:

- Implement or expand Pre-AP and/or AP courses and promote and recruit students to the AP program;
- Prepare students to enroll in AP courses inclusive of educating parents of the benefits of AP; and/or
- Ensure students currently enrolled in AP courses successfully complete them and take the subsequent examinations.

Funds may be used for teacher stipends, training or curriculum planning, classroom materials, online materials, and test preparation activities, as well as materials to promote AP programs to parents, students, and counselors. At least 20 percent of the grant is designated for professional development and staff support services from the College Board.

**Population and Service Levels**

The number of teachers and students impacted through schools receiving the grant:

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Number of Teachers Participating in AP PD	304	280	101	150	150
Number of Students Enrolled in AP Course-work	28,799	31,257	32,081	35,000	38,000
Number of AP Exams Scored 3 or Higher	58,299	58,022	61,376	62,500	63,500

The recommended appropriation would fund new or expand existing programs for secondary or presecondary 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 receive college credit.

# Advanced Placement - Low-Income AP Test Fee

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$2,000,000	\$2,500,000	\$2,500,000	\$2,500,000	<b>\$2,500,000</b>
Change from Prior Year	\$2,000,000	\$500,000	\$0	\$0	<b>\$0</b>
	N/A	25.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

### Program Mission

The mission of the program is to increase the number of low-income students taking Advanced Placement (AP) exams in order to diminish barriers and increase equity for students to help them achieve their full potential.

### Purpose

The purpose of the program is to assist school districts in offsetting the fee for low-income students who take AP exams.

### Reimbursement/Distribution Method

Funds are provided to the College Board for low-income students who take AP exams.

### Population and Service Levels

The program will help low-income students in Illinois take an estimated 65,000 AP exams in spring 2023.

Participation is open to all public Illinois high schools.

In fiscal year 2022, students utilizing the low-income fee reduction passed a total of 18,278 AP exams with a score of three or higher. This program delivered a total potential cost savings of more than \$26.05 million for these students and families in a single year, assuming an average rate of three credit hours granted per AP exam scoring three or higher by colleges and universities, at an average of \$475 per credit hour for Illinois in-state tuition.

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Number of AP exams with state-subsidized fee	46,821	45,164	48,981	65,000	67,000
Number of AP exams with state-subsidized fees scoring 3 or higher	22,691	14,734	18,278	24,050	24,790



# After School Matters

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$3,443,800	\$3,443,800	\$3,443,800	\$4,000,000	<b>\$4,000,000</b>
Change from Prior Year	\$1,000,000	\$0	\$0	\$556,200	<b>\$0</b>
	40.92%	0.00%	0.00%	16.15%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to provide a network of out-of-school opportunities, including apprenticeships and drop-in programs, for teens in underserved communities in the Chicago area.

### Purpose

The purpose of the program is to align key public partnerships with the city of Chicago, the Chicago Public Schools, the Chicago Park District, the Chicago Department of Children and Youth Services, the Chicago Department of Cultural Affairs, and the Chicago Public Library to create partnerships with private and nonprofit organizations in an

effort to offer compelling after-school programs to Chicago teens. These partnerships give After School Matters access to community assets, such as public parks and community centers; expand development and recruitment of program instructors; provide security to ensure participant safety during programs; and increase collaborations in a network of out-of-school opportunities. The programs operate at public elementary schools, high schools, and community-based organizations throughout Chicago.

### Reimbursement/Distribution Method

Funds are distributed as a grant to After School Matters.

### Population and Service Levels

The following table displays service-level information:

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Students Served	3,031	2,709	2,564	3,050	4,000
Activities	197	197	230	200	215

# After-School Programs

*Legislative Reference – Not Applicable  
Funding Source – State and Federal*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$20,000,000	\$20,000,000	\$30,000,000	\$30,000,000	<b>\$29,119,300</b>
General Revenue Fund	\$20,000,000	\$20,000,000	\$20,000,000	\$20,000,000	<b>\$20,000,000</b>
State CURE Fund	\$0	\$0	\$10,000,000	\$10,000,000	<b>\$9,119,300</b>
Change from Prior Year	\$5,000,000 33.33%	\$0 0.00%	\$10,000,000 50.00%	\$0 0.00%	<b>(\$880,700) (2.94%)</b>

### Board Goal

These programs align with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of these programs, which are locally designed school and community solutions, is to help students learn and grow, keep children and teenagers safe, and support family engagement.

### Purpose

The purpose of this funding is to:

- Improve academic outcomes for students.
- Provide opportunities for enrichment activities in a safe and healthy environment.
- Provide opportunities to strengthen public, private, and philanthropic

partnerships so that quality support services are more available for students facing the greatest challenges.

### Reimbursement/Distribution Method

A total of \$20 million from the General Revenue Fund was allocated for After-School Programs in fiscal year 2023. A total of 1,078 public schools with low-income concentrations of 70 percent received a total of \$17 million in allocations. Additionally, 11 school districts with an Evidence-Based Funding low-income concentration (but without any schools with a low-income concentration of 70 percent or more) qualified, bringing the total number of districts receiving allocations to 171. A total of 469,377 students are estimated to be served in FY 2023. The remaining \$3 million will be awarded to successful non-school district/non-Local Education Agency grant applicants.

In addition, ISBE received a \$10 million appropriation in fiscal year 2022 from the State Coronavirus Urgent Remediation Emergency (CURE) Fund for After-School Programs. This line was reappropriated in fiscal year 2023. The State CURE Fund is a federal fund.

### **Population and Service Levels**

The following table displays service-level information for After-School Programs funded by the General Revenue Fund:

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
School Districts	161	172	171	171	171
Non-School District	18	18	19	20	21

# Agriculture Education

*Legislative Reference - 105 ILCS 5/2-3.80*

*Funding Source - State*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$7,050,000	<b>\$7,050,000</b>
Change from	\$0	\$0	\$0	\$2,050,000	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	41.00%	<b>0.00%</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and supportive learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

### Program Mission

The mission of agriculture education is to increase utilization of research-based, standards-led instructional practices and curricula to improve student achievement across fundamental and experiential learning in agricultural-related career and technical areas while also supporting agricultural literacy for all learners.

### Purpose

The purpose of agriculture education is to assist school districts, colleges, and universities in developing comprehensive programs in agricultural education and improve agricultural career preparation.

Agriculture education funding supports all aspects of the statewide program. Areas addressed by funding are described below by common mission areas.

- Dollars from the Incentive Grants for Programs in Grades 5-12 are distributed to each agricultural education program in Illinois to strengthen and supplement agricultural education programming for middle and high school grades.
- Incentive Grants for Agriculture Teacher Preparation Programs, the Agriculture Education Preservice Internship Program, and Growing Agricultural Science Teachers (GAST) support postsecondary agriculture programs for the recruitment and development of agriculture teachers in addition to program improvement activities.
- The Agriculture Education Teacher Three Circle Grant program partners with districts to support agriculture teacher service costs incurred outside of the regular teaching responsibilities for the

improvement of the agricultural education program. Activities include supervising work-based learning experiences, skill and leadership development activities through FFA, and development of agricultural education curricula and any agricultural education specific professional learning opportunities.

- The Facilitating Coordination of Agricultural Education (FCAE) fund provides financial support for program coordination and field support services statewide for agricultural education. Monies allocated for FCAE support teacher program services, professional learning for teachers, curriculum and instructional resources, and administrative costs.

The agricultural education program supports the development of comprehensive programs in agricultural literacy for pre-K through adult learners, improves agricultural career preparation, and increases the application of classroom and industry skills in high school through postsecondary education opportunities.

### **Reimbursement/Distribution Method**

Agricultural Education funds are proposed to be distributed in fiscal year 2024 to districts/Local Education Agencies according to the following guidelines:

- Approximately 55 percent of Agricultural Education funds are allocated to the Agriculture Education Teacher Three Circle Grant. Funds will support the personnel service costs of teachers in agricultural education programs for activities outside of the regularly scheduled teaching responsibilities of the teacher(s). Proposed funding level is \$3.9 million in FY 2024. Local allocations are calculated based on the participating teachers' salary and benefits information.
- Approximately 20 percent of Agricultural Education funds are allocated to the

FCAE Grant programs. Funds will support the coordination of three unique grant initiatives. The Local Program Support Grant will provide the current field staff support for teachers and administrators in agricultural education along with statewide professional development and management of statewide student services. The Work-based Learning Grant will provide statewide recordkeeping services for student and teachers managing work placement and other student experiences. It will also provide coordination between industry and educators while supporting awards, recognition, and promotion of student work-based learning projects. The Curricular Resource Management Grant will develop and distribute crucial instructional resources to teachers regarding agriculture, food, and natural resource careers. Proposed funding level is \$1.387 million in FY 2024. FCAE Grants are competitive and awarded to the best applicants as determined through merit-based review.

- Approximately 4 percent of Agricultural Education funds are allocated to GAST Grants. Funds support the recruitment, development, and retention of both preservice and early-career agricultural education teachers. Proposed funding level is \$300,000 in FY 2024. Each university participating will receive \$40,000, and each junior or community college participating will receive \$20,000. GAST Grants are competitive and awarded to applicants that meet the eligibility requirements.
- Approximately 3 percent of Agricultural Education funds are allocated to the Agriculture Education Preservice Internship Program. Funds support the development of preservice teachers through a comprehensive internship experience focused on various career pathways in agriculture, translation of

these experiences to the classroom, and the management of student projects and related FFA opportunities. Proposed funding level is \$225,640 in FY 2024. The Preservice Internship Program is a competitive grant and is awarded to the best applicant as determined through merit-based review.

- Approximately 1 percent of Agricultural Education funds are allocated to the Incentive Grant for Agriculture Teacher Preparation programs. Funds support the improvement of the teacher preparation program through new instructional technology, professional services, equipment, travel, materials, and supplies. Proposed funding level is \$80,000 for FY 2024. This formula grant calculates individual allocations based on an annual quality indicator application provided by ISBE.

- The remaining 17 percent of Agricultural Education funds are allocated to Incentive Grants for Programs in Grades 5-12. Funds support the improvement of local agricultural education programs through new classroom technology, curriculum resources, professional services, materials, and equipment, etc. Proposed funding level is \$1,186,620 in FY 2024. Approximately \$100,000 will be used for new startup programs. This formula grant calculates individual allocations based on an annual quality indicator application provided by ISBE.

**Population and Service Levels**

The following tables display service-level information:

**FCAE**

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Ag Literacy Coalitions	78	73	78	80	83
PreK-8 Students	463,642	163,981	206,194	440,000	520,000
High Schools	354	355	359	372	385
Teachers	444	451	479	520	560

**Postsecondary GAST & Ag Incentive Fund**

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Universities	4	4	4	4	4
Community Colleges	4	4	4	7	7
University Students	145	276	263	240	281

**Secondary Ag Incentive & Three Circles**

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
5-12 Students (Unduplicated)	34,915	32,656	35,805	37,419	38,500
High Schools	354	355	359	375	380
Teachers (3 Circles)	261	291	304	355	387

**Preservice Internship Program**

	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23 (est)</b>	<b>FY24 (proj)</b>
Preservice Interns	N/A	N/A	8	16	16
Universities Represented	N/A	N/A	5	4	4

# Alternative Education – Regional Safe Schools

Legislative Reference - 105 ILCS 5/13A-8

Funding Source – State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$6,300,000	\$6,300,000	\$6,300,000	\$6,300,000	<b>\$6,300,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

### Program Mission

The mission of the program is to provide formula funding to 35 Regional Offices of Education, three Intermediate Service Centers, and Chicago Public Schools to operate Regional Safe Schools Programs statewide.

### Purpose

The purpose of the program is to provide alternative education for youth in Grades 6 through 12 who are eligible for suspension or expulsion or who have been expelled or suspended for more than 20 days due to gross misconduct and who are administratively transferred to a Regional Safe School at the discretion of a local school district.

The Regional Safe Schools Program is estimated to serve approximately 3,200 at-risk youth statewide in fiscal year 2023. These programs provide a variety of holistic services aimed at meeting the specific needs of the students they serve, including, but not limited to, work-based learning opportunities, credit recovery, and dual enrollment. Additionally, students enrolled in Regional Safe Schools Programs have access to mental health services, smaller class sizes, and life-skills training.

### Reimbursement/Distribution Method

A base allocation of \$30,000 is awarded per Regional Office of Education and Chicago Public Schools. Remaining available funds are distributed based on a statutory multi-step weighted formula.

### Population and Service Levels

The following table displays service-level information:

	FY20	FY21	FY22	FY23 (est)
Students served	3,120	1,706	2,504	3,200



# Assessments: State and Federal

Legislative Reference – 105 ILCS 5/2-3.64a-5 & 14C-3; PL 114–95  
Funding Source – State and Federal (CFDA 84.369A)

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$81,500,000	\$81,500,000	\$76,500,000	\$75,000,000	\$75,000,000
State	\$46,500,000	\$46,500,000	\$41,500,000	\$40,000,000	\$40,000,000
Federal	\$35,000,000	\$35,000,000	\$35,000,000	\$35,000,000	\$35,000,000
Change from	(\$2,100,000)	\$0	(\$5,000,000)	(\$1,500,000)	\$0
Prior Year	(2.51%)	0.00%	(6.13%)	(1.96%)	0.00%

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$11,122,189	\$11,043,250	\$10,957,656	\$10,956,642	TBD
Change from	(\$80,861)	(\$78,939)	(\$85,594)	(\$1,014)	TBD
Prior Year	(0.72%)	(0.71%)	(0.78%)	(0.01%)	TBD

*\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*Federal FY 2024 amounts are to be determined (TBD).*

### Board Goal

The program aligns with the following Board goal:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

### Program Mission

The mission of the program is to provide for all aspects of state and federally mandated assessments, including, but not limited to, test development, test administration, scoring, and reporting to support schools and districts so they have the necessary data to adjust instruction in a manner that ensures

that all students will be able to meet ISBE goals.

### Purpose

The purpose of the program is to develop and implement grade-level assessments in compliance with the requirements of state law and the federal Every Student Succeeds Act (ESSA).

ISBE will administer the following assessments:

- *Illinois Assessment of Readiness (IAR)* - The assessment measures student achievement in English language arts (ELA) and mathematics relative to the Illinois Learning Standards and maintains comparability with the previous Partnership for Assessment of

Readiness for College and Careers. The results give parents, teachers, and schools a thorough measure of student learning, growth, and school performance. This test is given in Grades 3 through 8.

- *Dynamic Learning Maps -- Alternate Assessment (DLM-AA)* -- The DLM-AA is an adaptive, performance-based assessment administered individually to students who would otherwise take the regular Grade 3 through 11 Accountability Assessment/SAT/or Illinois Science Assessment (ISA). DLM-AA measures the learning of students with the most significant cognitive disabilities and individual student achievement relative to the Common Core Essential Elements. Students with the most significant cognitive disabilities take the DLM-AA if participation in the 3-11 Accountability Assessment/SAT/or ISA -- with or without accommodations -- is not appropriate.
- *SAT School Day with Essay, PSAT 10, and PSAT 8/9* -- Illinois schools give the PSAT 8/9 to all students in Grade 9, PSAT 10 in Grade 10, and the SAT School Day with Essay in Grade 11 and for those Grade 12 students who have not yet fulfilled the requirement to take the state's final accountability assessment. This suite of exams enables schools to track the progress of students before they reach Grade 11 and also enables the calculation of a growth measure that can be used for the purposes of school accountability in the future, if supported by the field. In addition to its function as state accountability assessment, the college entrance exam taken by all students in Grade 11 results in a college-and-scholarship-reportable score that can be used to contribute to application and admission decisions.
- *Illinois Science Assessment* -- This assessment measures student achievement relative to the Illinois Learning Standards incorporating the Next Generation Science Standards.

The results give parents, teachers, and schools one measure of student learning and school performance related to the standards. The test is given at three points in a student's academic career -- Grades 5, 8, and 11. The test is three units long and assesses all content domains.

- *ACCESS 2.0 for English Learners™ (ELs)* -- This is a standards-based, criterion-referenced English language proficiency test designed to measure ELs' writing, speaking, listening, and reading in English. This test is given in Grades kindergarten through 12 for both reclassification and Title I accountability purposes. English language proficiency is a required element of school accountability under ESSA.
- *National Assessment of Educational Progress (NAEP)* -- NAEP is a federally required, nationally representative, and continuing assessment of what America's students know and can do in various subject areas. Assessments have been conducted periodically since 1969 in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students). It includes students drawn from both public and nonpublic schools and reports results for student achievement at Grades 4, 8, and 12.

### **Reimbursement/Distribution Method**

ISBE contracts with several companies to provide assessment-related services to the state. ISBE's major contractors include:

- *WIDA* -- A consortium of states that administers the ACCESS 2.0 test.

- *New Meridian* -- Test development and content licensing for the Illinois 3-8 accountability assessment and science assessment.
- *University of Kansas DLM-AA Consortium* -- Test development, administration, scoring, analysis, and reporting for the DLM-AA assessment.
- *NCS Pearson Inc.* -- Test construction, administration, reporting, and other related assessment and data services for the Illinois 3-8 accountability assessment.
- *The College Board* -- A vendor that provides a suite of aligned assessments in Grades 9 through 11 that culminates in a college entrance exam in Grade 11.
- *Southern Illinois University* -- Test development, scoring, analysis, and reporting for the ISA.

- *Breakthrough Technologies* -- Administration of the Illinois Science Assessment.

### Population and Service Levels

The Assessment Department assesses students in Grades 3 through 11 in English language arts and mathematics, and in Grades 5, 8, and 11 in science. The department also administers a test of English language proficiency to all EL students in Grades K through 12. Each of these tests has a general assessment and an alternate assessment for the 1 percent of students with the most significant cognitive disabilities. These assessments are a combination of online and paper administrations. Students in Grades 9 and 10 were not required to be assessed in ELA or mathematics in 2021. The data are as follows:

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
English Proficiency Grade K through 12 - Online	196,449	132,411	209,496	208,674	222,724
English Proficiency Grade K through 12 - Paper	26,773	16,184	24,291	26,024	27,223
English Proficiency Grade K through 12 - Alternate ACCESS	4,371	2,978	4,682	4,657	5,009
ELA and math Grades 3 through 8 - Online ELA	857,781	593,962	792,143	838,426	763,531
ELA and math Grades 3 through 8 - Online Math	857,781	593,962	792,143	838,426	763,531
ELA (with essay) and math Grade 11 - Paper ELA	144,129	132,663	135,132	131,794	135,344
ELA (with essay) and math Grade 11 - Paper Math	144,129	132,663	135,132	131,794	135,344
Science Grade 5, 8, 11 - Online	432,274	329,441	406,832	395,062	386,842
Alternate ELA and math Grades 3 through 8 and 11, and science grades 5, 8 and 11 - Online ELA	14,656	8,221	13,881	16,125	14,541
Alternate ELA and math Grades 3 through 8 and 11, and science grades 5, 8 and 11 - Online Math	14,636	8,254	13,814	16,125	14,541
Alternate ELA and math Grades 3 through 8 and 11, and science grades 5, 8 and 11 - Online Science	4,873	3,991	4,612	5,000	4,510

### 2020

#### English proficiency Grade K through 12 (ACCESS and Alternate Access):

Online: 196,449

Paper: 26,773

Alternate ACCESS: 4,371

#### ELA and math Grades 3 through 8 (IAR):

Online ELA: 857,781

Online Math: 857,781

#### ELA (with essay) and math Grade 11 (SAT):

Paper ELA: 144,129  
Paper Math: 144,129

**Science Grade 5, 8 and first-year high school biology (ISA):**  
Online: 432,274

**Alternate ELA and math Grades 3 through 8 and 11, and science grades 5, 8 and 11 (DLM-AA):**  
Online ELA: 14,656  
Online Math: 14,636  
Online Science: 4,873

## **2021**

**English proficiency Grade K through 12 (ACCESS and Alternate Access):**  
Online: 132,411  
Paper: 16,184  
Alternate ACCESS: 2,978

**ELA and math Grades 3 through 8 (IAR):**  
Online ELA: 593,962  
Online Math: 593,962

**ELA (with essay) and math Grade 11 (SAT):**  
Paper ELA: 132,663  
Paper Math: 1332,663

**Science Grade 5, 8 and first-year high school biology (ISA):**  
Online: 329,441

**Alternate ELA and math Grades 3 through 8 and 11, and science grades 5, 8 and 11 (DLM-AA):**  
Online ELA: 8,221  
Online Math: 8,254  
Online Science: 3,991

## **2022**

**English proficiency Grade K through 12 (ACCESS and Alternate Access):**  
Online: 209,496  
Paper: 24,291  
Alternate ACCESS: 4,682

**ELA and math Grades 3 through 8 (IAR):**  
Online ELA: 792,143  
Online Math: 792,143

**ELA (with essay) and math Grade 11 (SAT):**

Paper ELA: 135,132  
Paper Math: 135,132

**Science Grade 5, 8 and first-year high school biology (ISA):**  
Online: 406,832

**Alternate ELA and math Grades 3 through 8 and 11, and science grades 5, 8 and 11 (DLM-AA):**  
Online ELA: 13,881  
Online Math: 13,814  
Online Science: 4,612

## **2023**

**English proficiency Grade K through 12 (ACCESS and Alternate Access):**  
Online: 208,674  
Paper: 26,024  
Alternate ACCESS: 4,657

**ELA and math Grades 3 through 8 (IAR):**  
Online ELA: 838,426  
Online Math: 838,426

**ELA (with essay) and math Grade 11 (SAT):**  
Paper ELA: 131,794  
Paper Math: 131,794

**Science Grade 5, 8 and first-year high school biology (ISA):**  
Online: 395,062

**Alternate ELA and math Grades 3 through 8 and 11, and science grades 5, 8 and 11 (DLM-AA):**  
Online ELA: 16,125  
Online Math: 16,125  
Online Science: 5,000

## **2024**

**English proficiency Grade K through 12 (ACCESS and Alternate Access):**  
Online: 222,724  
Paper: 27,223  
Alternate ACCESS: 5,009

**ELA and math Grades 3 through 8 (IAR):**

Online ELA: 763,531

Online Math: 763,531

**ELA (with essay) and math Grade 11 (SAT):**

Paper ELA: 135,344

Paper Math: 135,344

**Science Grade 5, 8 and first-year high school biology (ISA):**

Online: 386,842

**Alternate ELA and math Grades 3 through 8 and 11, and science grades 5, 8 and 11 (DLM-AA):**

Online ELA: 14,541

Online Math: 14,541

Online Science: 4,510

An additional number of students test each year, but for various reasons their scores are not considered valid. Furthermore, the number of students tested for 2020-21 was impacted by the pandemic. Ensuring the validity of results is a part of the work of the Assessment Department.

The scores populate the Illinois Report Card and are used to help generate summative designations, an index of academic achievement, and student success indicators.

# Autism

Legislative Reference – Not Applicable  
Funding Source – State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$100,000	\$100,000	\$100,000	\$100,000	<b>\$100,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is 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. The number of Illinois students identified with autism has increased from 1,560 in 1997, the year when the Autism Project began, to 30,130 in 2022.

### Purpose

The purpose of the program is to provide consultation, technical assistance, and training to stakeholders participating in community-centered planning for students with autism and their families. In addition, funds are used to provide cost-effective

digital professional development content for anyone directly supporting students into adulthood. All activities are focused on developing the local capacity to support students with special needs and their families to ensure equitable outcomes.

### Reimbursement/Distribution Method

Funds are awarded through a grant agreement with Illinois State University.

### Population and Service Levels

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. This capacity-building project is accomplished through online opportunities and educational outreach.

The following table displays service-level information:

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Number of students with autism spectrum disorder in Illinois	28,473	28,761	30,130	31,000	32,208

# Blind and Dyslexic

*Legislative Reference – Not Applicable  
Funding Source – State*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$846,000	\$846,000	\$846,000	\$846,000	<b>\$846,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

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

### Purpose

The purpose of the program is for Learning Ally to help schools meet their obligations under the federal Individuals with Disabilities Education Act, Rehabilitation Act, and the

Americans with Disabilities Act 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. Schools with grant membership can 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.
- Collection of self-serve educator professional learning courses, student engagement strategies, and annual student reading programs.

### Reimbursement/Distribution Method

Funds are distributed through a grant to Learning Ally.

### Population and Service Levels

Research funded by the National Institutes of Health estimates that up to 20 percent of all individuals struggle to learn to read effectively due to disabilities, such as

dyslexia. Consequently, it is estimated that 400,000 of Illinois' nearly 2 million public school students may have reading challenges due to a disability.

Demand for the program continues to be strong as all available school licenses were assigned quickly, and a waiting list remains. The demand is expected to continue to increase as teachers seek out tools to support students.

The following table displays service-level information:

	FY20	FY21	FY22	FY 23 (est)	FY 24 (proj)
Students Served	56,742	64,011	69,477	72,274	75,071
Books Circulated	165,450	124,887	123,219	125,500	127,781
Schools Enrolled	708	708	704	708	708



# Career and Technical Education

Legislative Reference – 105 ILCS 435

Funding Source – State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$43,062,100	\$43,062,100	\$43,062,100	\$43,062,100	<b>\$45,726,400</b>
Change from Prior Year	\$5,000,000 13.14%	\$0 0.00%	\$0 0.00%	\$0 0.00%	<b>\$2,664,300</b> <b>6.19%</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

### Program Mission

Career and Technical Education (CTE) programs in Illinois strengthen students' technical skills; facilitate transitions to postsecondary training programs and employment, or both; and help students meet the Illinois Learning Standards. CTE programs afford students opportunities to engage in career exploration, work-based learning, and pre-apprenticeships by creating personalized and innovative learning opportunities that engage students' strengths and interests. Students preparing for careers in nontraditional fields as well as students in special populations, such as individuals receiving special education

services, English learners, and students in the juvenile justice system, receive support via CTE programming. Participation in CTE increases students' opportunities for careers in high-wage, high-skill, and in-demand occupations.

### Purpose

The purpose of the program is to enable all students to succeed in postsecondary education and career opportunities, the Education for Employment (EFE) regional delivery systems ensure a comprehensive career development CTE system that provides career awareness, career exploration, and career preparation for K-12 students. In addition, the state funds satisfy the federal matching requirements of the Strengthening Career and Technical Education into the 21<sup>st</sup> Century (Perkins V).

Embedding academics into the CTE curriculum and creating partnerships between education and the workforce are critical to the success of CTE. Activities that represent this work are occurring across the state.

### Reimbursement/Distribution Method

Funds are distributed through both a formula and a competitive grant process. EFE regional delivery CTE systems receive formula grants. Competitive grants for state leadership initiatives are awarded through a Request for Proposals process. Specifically,

awarded programs will include opportunities for students to participate in Educator Career Pathways to observe classrooms in P-12 schools; complete apprenticeships in a school program, after-school program, community-based program, or early childhood setting leading toward the completion of the educator program of study; and earn early college credit in collaboration with universities and/or community colleges while in high school. Another awarded program will be work-based learning that allows for dual credit in CTE programs of study.

**Population and Service Levels**

All of the state's elementary and secondary populations are eligible to participate. The EFE regional delivery CTE systems coordinate the delivery of career awareness, career exploration, and career preparation programs.

The following table displays service-level information for career awareness and exploration:

	FY20	FY21	FY22	FY23 (est)	FY 24 (proj)
Elementary K-8 Students	1,267,074	1,215,041	1,190,876	1,190,000	1,190,000
Districts Served	763	765	765	765	765

The following table displays service-level information for career preparation:

Secondary Students Served	FY20	FY21	FY22	FY23 (est)	FY 24 (proj)
9-12 Grade Students Participating in CTE	278,883	228,797	266,448	270,000	279,000
Secondary Schools Offering Programs	592	541	648	660	660
Districts Receiving Funds for CTE programs	474	409	472	480	480
Districts Offering Work-based Learning Courses	375	388	176	176	200
Career and Technical Education Programs - 9-12 Grade High School Students Participating in Work-based Learning Courses	8,552	7,694	4,041	4,000	5,000

The following table displays service-level information for the Education Career Pathway program:

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Area Career Centers	4	7	7	3	0
High Schools Served	59	95	113	213	154
Grants	11	21	51	91	95

	FY20	FY21	FY22	FY23 (est)	FY 24 (proj)
Community Colleges	2	4	5	7	5
EFEs	9	17	19	21	12
Districts Served	43	72	97	152	109
High Schools Served	59	95	113	213	154

# Community and Residential Services Authority

Legislative Reference – 105 ILCS 5/14-15.01  
Funding Source – State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$650,000	\$650,000	\$700,000	\$700,000	<b>\$750,000</b>
Change from Prior Year	\$71,000 12.26%	\$0 0.00%	\$50,000 7.69%	\$0 0.00%	<b>\$50,000</b> <b>7.14%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The Community and Residential Services Authority (CRSA) coordinates human services in an effort to create a responsive system of care to meet the needs of children and adolescents who are severely emotionally disturbed. Our mission is to promote a network of resources for Illinois children with social and emotional health conditions to receive timely and appropriate access to the services they deserve.

### Purpose

The purpose of the program is to develop collaborative and coordinated human services delivery for individuals through the age of 21 with severe emotional disturbances who have typically been underserved and/or untreated. Funds are used to provide state and local community interagency coordination for children and families with multiple-agency planning and service needs, to encourage statewide interagency policies and practices, and to maintain an interagency dispute resolution

process. CRSA currently has seven paid staff and operates under the authority of a 19-member board -- nine representatives of child-serving state agencies, six public and private sector gubernatorial appointees, and four members of the General Assembly or their designees. All board members serve as unpaid participants.

### Reimbursement/Distribution Method

Funding covers the salaries, benefits, and statewide travel expenses of seven staff members, reimbursement of travel expenses for board members, and administrative costs associated with supporting the activities of the CRSA.

The Illinois State Board of Education is the fiscal agent for the CRSA.

### Population and Service Levels

Ninety-nine percent of the referrals to the CRSA are for youth who have emotional disabilities and lack access to needed mental health and/or educational services. Sixty percent of these referrals are regarding youth with physical aggression problems. Often the youth's family, school, or treatment providers require the direct assistance of a CRSA regional coordinator when accessing this vital coordination of care.

The following table displays service-level information:

	FY21	FY22	FY23	FY24 (est)
Referrals	280	323	400	400

# Computer Science Equity Program

Legislative Reference - TBD  
Funding Source - State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$3,000,000
Change from Prior Year	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social emotional needs of each and every student.

### Program Mission

The mission of the Computer Science Equity Program is to provide equitable access to rigorous computer science programming for all K-12 learners across the state. The program also provides statewide professional learning for educators.

The ISBE equity statement underscores a commitment to implementing programs focused on increasing enrollment in computer science coursework by students identifying as an underrepresented population in the computer science workforce.

### Purpose

The Computer Science Equity Act aims to elevate opportunities for Illinois K-12 learners to develop or enhance computer science skills through two strands that include a grant program and coordinated statewide professional learning.

A grant program enables eligible K-12 school districts to receive funding associated with the implementation of rigorous coursework aligned to the Illinois Learning Standards for computer science. Districts can utilize funding for recruitment and retention of underrepresented populations, educator professional learning, facilities and equipment, curricular resources and supplies, and program evaluation to ensure equitable access to this coursework. Funding proposals must be supported by data that identifies and prioritizes needs and provides a sustainability plan.

An additional strand of this program provides funding to ISBE for the development and implementation of a coordinated professional learning series. This supports statewide professional learning for school administrators, classroom teachers, and preservice teachers. ISBE will partner with at least one institution of higher education to develop, promote, and implement professional learning that is responsive to identified needs for administrators, teachers, and preservice teachers.

### Reimbursement/Distribution Method

Funds are awarded to eligible school districts through a Request for Proposals process to establish or enhance programs designed to:

- Implement or expand computer science courses, promote them, and recruit students to enroll in them;

- Educate students and their parents about computer science career opportunities so that students are prepared to enroll in coursework leading to postsecondary attainment of computer science credentials; and
- Provide professional learning for educators so they can be more proficient in the teaching of and support of education programs for computer science.

**Population and Service Levels**

The number of districts, teachers, and students impacted by the Computer Science Equity Program grant and statewide professional learning can be found in the table below.

	<b>FY24 (proj)</b>
Number of educators participating in statewide CS professional learning	100
Number of districts receiving CS grant funding	15
Number of students impacted by CS grant funding	15,000
Number of students enrolled in CS coursework at CS grant-funded schools	1,000

# District Consolidation Costs

*Legislative Reference – 105 ILCS 5/11E-135(a), 135(b), 135(c) and 135(d)  
Funding Source - State*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$218,000	\$213,000	\$95,000	\$191,000	<b>\$80,000</b>
Change from Prior Year	(\$1,522,000)	(\$5,000)	(\$118,000)	\$96,000	<b>(\$111,000)</b>
	(80.11%)	(2.29%)	(55.40%)	101.05%	<b>(58.12%)</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to ensure that consolidating and annexing districts achieve and maintain financial health. Financially healthy districts will have the resources available to provide each and every student with safe and healthy learning conditions that are supported by great educators and educational equity.

### Purpose

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 regarding the potential of enhanced educational opportunities for their children and greater financial security for a newly formed district.

The program further supports the Board's goals by increasing student learning, by reducing duplicative efforts, and by allowing

consolidating or annexing districts to direct more funds into the classroom toward initiatives like expanding curriculum through additional courses. Community members anticipate that a newly formed district will be receiving increased resources to assist with the transition and education of their children as they weigh the best options for students when they vote on a referendum to consolidate. The program also supports the Board's goals by increasing the potential for safer learning environments due to the opportunity that the consolidated district will have to provide better facilities.

The following financial incentives are available to encourage school district reorganization through consolidation or annexation:

- Funding of reorganization feasibility studies, available through Regional Offices of Education;
- Supplemental Evidence-Based Funding payments for four years to a new or annexing district;
- Supplementary state support for four years for new or annexing districts to pay the difference in salaries;
- Funds to pay the difference between selected negative fund balances among the previously existing districts; and
- An additional \$4,000 for each full-time, certified (licensed) staff person.

**Reimbursement/Distribution Method**

Financial incentive distributions are made to eligible districts during the fall of the year. Funds to conduct reorganization studies are

disbursed throughout the fiscal year. The fiscal year 2023 costs of district consolidation and annexation based on first-, second-, third-, and fourth-year reorganization payments are shown below.

District (Year of Payment)	Certified Employees	Deficit Fund Balance	Supplemental Evidence-Based Funding	Salary	Total
Indian Creek CUSD 425 (4)	\$0	\$0	\$0	\$10,852	\$10,852
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$10,852</b>	<b>\$10,852</b>

**Population and Service Levels**

The table above also shows that one consolidating or annexing district received

reorganization incentive payments in FY 2023. The table below shows expenditure data for each of the categories of payment and the number of reorganization studies.

Incentive Payment	FY20	FY21	FY22	FY23 (est)
Certified employees	\$120,000	\$116,000	\$0	\$0
Deficit Fund Balance	\$0	\$0	\$0	\$0
Evidence-Based Funding differentials	\$3,842	\$3,842	\$0	\$0
Salary differentials	\$10,852	\$10,852	\$10,852	\$10,852
<b>Total</b>	<b>\$134,694</b>	<b>\$130,694</b>	<b>\$10,852</b>	<b>\$10,852</b>
Number of feasibility studies	4	1	3	6
Money for feasibility studies	\$54,234	\$12,500	\$26,500	\$80,000

Reorganization Effective Date	Reorganization Activity	Number of Districts
7/1/99	1 Consolidation	2
7/1/00	1 Consolidation 1 Annexation	2 1
7/1/01	1 Consolidation	2
7/1/02	None	0
7/1/03	1 Consolidation 4 Annexations	2 4
7/1/04	3 Consolidations 4 Annexations	6 4
7/1/05	5 Consolidations 1 Annexation	11 1
7/1/06	1 Consolidation	2
7/1/07	2 Consolidations 2 Annexations 1 Conversion	4 2 3
7/1/08	1 Hybrid Formation 2 Deactivations	2 2
7/1/09	1 Consolidation 1 Deactivation 1 Cooperative HS	2 1 2
7/1/10	1 Consolidation	2
7/1/11	1 Consolidation 1 Annexation	2 1
7/1/12	3 Annexations	3
7/1/13	2 Consolidations	4
7/1/14	1 Consolidation 2 Annexations 1 Deactivation	2 2 1
7/1/15	2 Consolidations 2 Hybrid Formations 1 Annexation	4 4 1
7/1/16	None	0
7/1/17	1 Consolidation 1 Cooperative HS	2 2
7/1/18	None	0
7/1/19	1 Deactivation	1
7/1/20	None	0
7/1/21	None	0
7/1/22	None	0
	<b>Total</b>	<b>86</b>

Fiscal Year	Number of Districts
FY 2020	852
FY 2021	852
FY 2022	852
FY 2023	852



# Early Childhood Education

*Legislative Reference – 105 ILCS 5/2-3.71 and 2-3.89  
Funding Source – State*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$543,738,100	\$543,738,100	\$543,738,100	\$598,138,100	<b>\$657,951,900</b>
Change from Prior Year	\$50,000,000 10.13%	\$0 0.00%	\$0 0.00%	\$54,400,000 10.00%	<b>\$59,813,800 10.00%</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

Early Childhood Block Grant (ECBG) programs help young children enter school with a foundation of knowledge and skills and more prepared for kindergarten.

### Purpose

The purpose of this program is to provide funds for early childhood and family education programs and services that will help young children enter school ready to learn. ECBG funds the Preschool for All (PFA), Preschool for All Expansion (PFAE), and Prevention Initiative (PI) programs.

The PFA program supports Illinois students entering school with a foundation of knowledge and skills that enables them to be prepared for kindergarten and to receive the necessary supports to be reading at or above grade level by third grade.

The PFAE program provides preschool services to 3- and 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:

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

to at-risk children and their families through a network of child and family service providers that promotes the development of at-risk infants and toddlers up to age 3.

Early childhood education produces significant outcomes for children across the state. An advocate shared a story at one of the ISBE budget hearings about a child who entered a PFA center-based program when she turned 3 several years ago. Her parents expressed a concern about the child’s language skills and were 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 Individualized Education Program was developed, and speech services began. The child is currently in fourth grade and succeeding in school after therapy, additional supports in the PFA classroom, committed parents, and two and a half years of PFA. She is in accelerated reading and was recently referred to and accepted into the science, technology, engineering, and math program.

**Reimbursement/Distribution Method**

Competitive grants were awarded through a Request for Proposals (RFP) process for fiscal year 2019 that covers the four subsequent fiscal years. Furthermore, another round of competitive grants was awarded through an RFP process for FY 2020 that covers the three subsequent fiscal years. A competitive RFP was released in FY 2021; however, due to insufficient appropriation of funding, the awards were awarded in FY 2023, which covers two subsequent fiscal years. Also, the original FY 2019 and FY 2020 awards were extended for two years beginning in FY 2024 to align with the end date of the FY 2023 awards. Finally, there are statutory percentage requirements for amounts that must be allocated specifically to Chicago District 299 (37 percent allocation of ECBG appropriation) and the Prevention Initiative program (25 percent allocation of the remaining balance of the increase to the ECBG appropriation).

**Population and Service Levels**

The following table displays service-level information:

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
<b>Downstate Illinois Projects</b>					
Prevention Initiative (Birth to 3)	147	147	145	148	158
Preschool for All and Preschool for All Expansion (3 to 5)	524	522	519	554	589

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
<b>Number of Children (Birth to 3) Served Through PI</b>					
Downstate	13,401	12,606	13,657	14,260	15,164
Chicago Public Schools	4,166	3,867	5,150	5,935	5,319
<b>Total Children (Birth to 3) Served</b>	<b>17,567</b>	<b>16,473</b>	<b>18,807</b>	<b>20,195</b>	<b>20,483</b>
<b>Number of Children (3-5) Served Through PFA &amp; PFAE</b>					
Downstate	62,747	49,360	55,188	59,089	63,297
Chicago Public Schools	22,436	17,249	21,149	37,446	39,667
<b>Total Children (3-5) Served</b>	<b>85,183</b>	<b>66,609</b>	<b>76,337</b>	<b>96,535</b>	<b>102,964</b>
<b>Total Children (Birth to 5) Served Statewide</b>					
	<b>102,750</b>	<b>83,082</b>	<b>95,144</b>	<b>116,730</b>	<b>123,447</b>

# Educator Quality Investigations and Hearings

*Legislative Reference – 105 ILCS 5/21B-75(h)  
Funding Source – State*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$429,900	\$429,900	\$429,900	\$490,000	<b>\$615,100</b>
Change from Prior Year	\$250,000 138.97%	\$0 0.00%	\$0 0.00%	\$60,100 13.98%	<b>\$125,100 25.53%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to investigate conduct by educators that may require the suspension or revocation of an educator license following a hearing procedure.

### Purpose

Section 21B-75 (formerly cited as Section 21-23) 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.

This line item supports the goals of ISBE by ensuring that students are educated by teachers who are competent and of good character. ISBE has engaged with legislators regarding ways the agency can fortify the educator misconduct system to ensure that educators who should not be in classrooms are removed expeditiously without violating anyone's rights, thereby ensuring that all students have access to quality educators and a learning environment that is safe.

### Reimbursement/Distribution Method

The line item supports the legal work performed by internal Legal Department staff and outside counsel retained by the department to represent the state superintendent in hearings regarding educator quality.

### Population and Service Levels

Investigations into educator quality began in 2009 after the enactment of Public Act 96-431 and the corresponding regulations in 23 Illinois Administrative Code 475. The law provides for the investigation of any educator licensed by ISBE upon receipt of evidence of

misconduct. The following is the monthly open caseload for investigations in calendar year 2022 as recorded on the first Thursday of each month:

<u>Month</u>	<u>Open Cases</u>
January	266
February	248
March	250
April	248
May	243
June	240
July	238
August	234
September	239
October	239
November	234
December	229

# Evidence-Based Funding

Legislative Reference – 105 ILCS 5/18-8.15  
Funding Source - State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$7,214,813,200	\$7,216,938,227	\$7,579,038,227	\$7,929,239,000	<b>\$8,279,239,000</b>
Change from Prior Year	\$378,650,000	\$2,125,027	\$362,100,000	\$350,200,773	<b>\$350,000,000</b>
	5.54%	0.03%	5.02%	4.62%	<b>4.41%</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

### Program Mission

The mission of the program is to provide school districts with the resources necessary to create safe, healthy, and welcoming learning environments and to do so in a manner that addresses inequities, closes achievement gaps, and improves the achievement of every student.

### Purpose

The purpose of the program is to provide state assistance to school districts in an equitable manner. Evidence-Based Funding (EBF) represents 81 percent of General Funds appropriations to the Illinois State Board of Education in fiscal year 2023.

### Reimbursement/Distribution Method

FY 2018 marked the beginning of a new primary state education funding system in Illinois. Five programs were replaced with the new system, known as EBF, that pays districts the amounts they received from those grant programs and distributes additional dollars to districts based on a new method in which districts are ranked in terms of comparative need for state assistance. The five grant programs combined into the new system were General State Aid, Special Education Personnel, Special Education Summer School, Funding for Children Requiring Special Education Services, and English Learner Education.

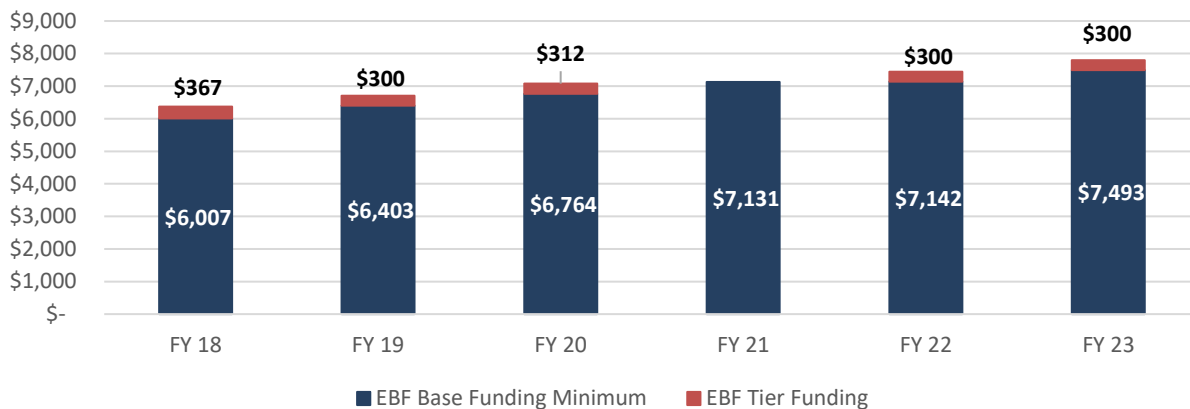
The new distribution system created a hold harmless payment and provides for increases in funding to be delivered to districts most in need. The hold harmless, labeled the Base Funding Minimum, pays districts their actual gross payment amounts from FY 2017 for each of the five grants combined into EBF. The one exception is

amounts paid for Special Education Summer School, which reflect full claim amounts. Amounts paid to organizational units in excess of the hold harmless are based on how they rank when comparing local wealth to organizational unit need.

The Base Funding Minimum grows annually by the tier funding paid in the prior year. The Base Funding Minimum has grown to \$7.5 billion in FY 2023, with an additional \$300 million distributed through the tiers.

adequacy is less than the Tier 1 Target Ratio. That ratio is calculated so that 50 percent of increased funding is distributed to Tier 1 districts. Tier 2 organizational units have a percentage of adequacy that is greater than or equal to the Tier 1 Target Ratio and less than 90 percent. Forty-nine percent of increased state funding is distributed through Tier 2. Tier 1 organizational units receive a portion of Tier 2 funding in addition to their Tier 1 distribution. Tier 3 organizational units have a percentage of adequacy greater than

**Base Funding Minimum and Tier Funding for Organizational Units by Fiscal Year**  
\$ in Millions



EBF requires the construction of an Adequacy Target, representing the state’s estimate of the cost of providing education, specific to each organizational unit. The Adequacy Target is based on 34 different cost factors that contribute to the total cost or target. Comparing local organizational unit wealth to the Adequacy Target produces a percentage of adequacy that communicates how close each organizational unit is to adequate funding.

When increased funding is provided, organizational units are annually assigned to one of four funding tiers based on their percentage of adequacy. Organizational units in Tier 1 are those most in need of state assistance. Fifty percent of tier funding is allocated through Tier 1. Organizational units qualify for Tier 1 if their percentage of

or equal to 90 percent and less than 100 percent. Tier 3 organizational units receive 0.9 percent of increased funding. Tier 4 organizational units have a percentage of adequacy greater than or equal to 100 percent and receive 0.1 percent of increased funding. The following table displays how FY 2023 tier funding is distributed among the EBF tier assignments.

EBF Tier	Org Units	Share of FY 23 Tier Funding
Tier 1	384	81.2%
Tier 2	275	17.8%
Tier 3	72	0.9%
Tier 4	196	0.1%
Total	927	100%

## **Public Act 102-0033 on EBF Enrollment**

In the spring of 2021, ISBE staff reviewed student enrollment data and determined enrollment declines were likely in many districts due to the pandemic. Enrollment is largely the basis for constructing district Adequacy Targets and thus has an impact on calculations. The concern was that lower enrollment would underrepresent the actual number of students requiring an education during this school year.

For this reason, ISBE advocated for the passage of Senate Bill 813, which became Public Act 102-0033. This statutory change requires the use of the greater of actual 2020-21 school year enrollment or the 2019-20 school year data to represent the most recent year of enrollment data. This provided a more accurate picture of actual school district needs. Eighty-three percent of districts, lab schools, and regional programs benefited from the use of the higher enrollment in FY 2023 EBF calculations. FY 2024 is the last year of calculations that will be impacted by this policy change.

### **EBF Calculation Steps**

Stage 1: Determining the cost of educating all students according to the defined cost factors. The result is the Adequacy Target for each organizational unit.

Stage 2: Measuring each district's resources for comparison to the Adequacy Target.

Stage 3: Distributing additional state funds to assist organizational units in meeting their Adequacy Targets. Completing the first and second stages produces a ratio that determines how far away a district is from adequate funding in Stage 3.

A portion of the funding gap in Tier 1 and 2 organizational units is closed by the payment of tier funding. The Tier 1 Target Ratio fluctuates based on the amount of increased funding provided. The greater the amount of new funding, the higher the Tier 1 Target Ratio, which allows more organizational units

to qualify as Tier 1 (those in greatest need). The Tier 2 Allocation Rate is also determined by the amount of funding provided, with the rate increasing as funding increases. Funding is provided in Tier 3 and 4 organizational units as a percentage of each organizational unit's Adequacy Target. In years when increased funding is provided, calculations are performed as follows:

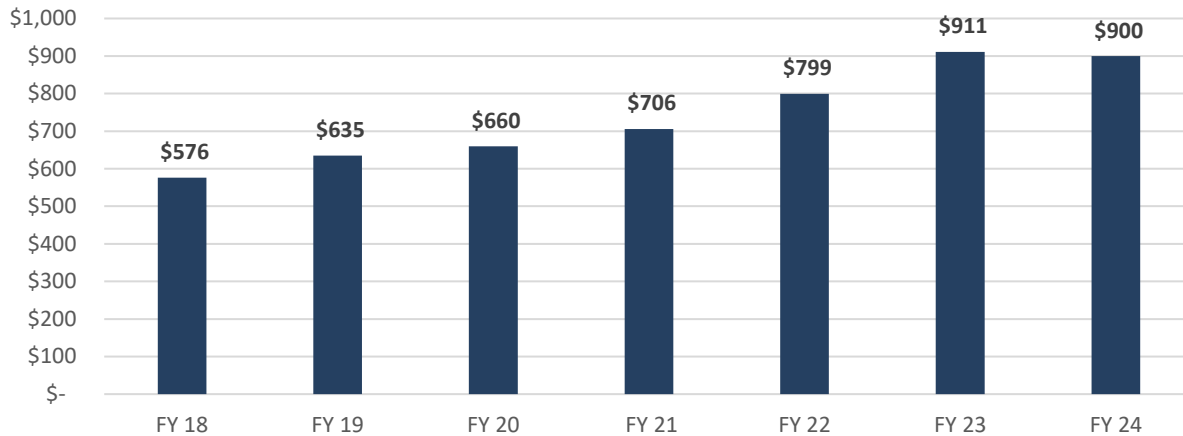
<b>Tier 1</b>
<b>Determine Funding Gap =</b> Final Adequacy Target x Tier 1 Target Ratio - Final Resources
<b>Next Determine Tier 1 Funding =</b> Funding Gap x Tier 1 Allocation Rate of 30%

<b>Tier 2</b>
<b>Determine Funding Gap =</b> Final Adequacy Target x Tier 2 Target Ratio of 90% - Final Resources - Tier 1 Funding x (1 – Local Capacity Percentage)
<b>Next Determine Initial Tier 2 Funding =</b> Funding Gap x Tier 2 Allocation Rate
<i>*An additional step is performed to ensure no Tier 2 organizational unit receives less funding per student than a Tier 3 organizational unit. If funding is needed to make up a difference, those resources come from the Tier 2 funds.</i>

<b>Tier 3</b>
<b>Tier 3 Funding =</b> Adequacy Target x Tier 3 Allocation Rate



## Annual Investment Required to Reach 90% Adequacy by 2027 \$ in Millions



Tier 4
<b>Tier 4 Funding =</b> Adequacy Target x Tier 4 Allocation Rate

	FY20	FY21	FY22	FY23
Gap to 90 percent adequacy for all Tier 1 and 2 Districts	\$4.5 billion	\$4.8 billion	\$4.6 billion	\$3.6 billion

### Population and Service Levels

The gap to 90 percent adequacy for all Tier 1 and Tier 2 school districts, per the FY 2023 EBF calculations, is estimated to be \$3.6 billion. The state would need to commit to an annual increase of \$900 million to the EBF appropriation for the next four fiscal years in order for all Tier 1 and Tier 2 school districts to reach 90 percent adequacy by June 30, 2027, the stated goal of the EBF statute. 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 2023 EBF data; future funding projections will be affected by changes to student enrollment, student demographics, local resources, recalibration of the cost factors, and recommendations from the EBF Professional Review Panel that are enacted through the legislative process.

The cost of reaching adequate funding is much higher than the minimum funding level of \$350 million expressed in statute. Meeting that goal becomes more challenging when that investment is not increased, as illustrated by the graph above. This calculation is based on the data set in a given year, with the FY 2024 cost estimate based on data from FY 2023 calculations. The growth in cost is due to modest appropriation increases given the sizable gap to meet adequacy. The cost of a basic education also increases each year as cost factors are recalibrated and new average staff salaries are used in calculations, per statutory requirements.

Additional investments are needed, but it is important to recognize the achievements made. To date, the state has increased its investment in public education in Illinois by \$1.579 billion since the enactment of Evidence-Based Funding. That has substantially reduced the number of districts in the most under-resourced category. In the first year of EBF implementation, 168 districts were operating at or below 60



percent of adequate funding.

Today there are two districts with 60 percent or less of the resources needed to provide a basic education.

	FY20	FY21	FY22	FY23
Districts <60% Adequacy	34	7	17	2

Additional information is available on the [ISBE EBF Distribution webpage](#).

### **Property Tax Relief Grant**

EBF contains an additional provision that provides grants to districts with high tax rates -- compared to other districts within their organization type -- and allows those districts to lower local property taxes. Increases in appropriations must exceed \$300 million for this program to be funded. A total of \$49.7 million has been provided for the tax relief program in FY 2023.

The Property Tax Relief Grant promotes equity by providing state grants to districts. In return, those districts agree to abate property taxes for two consecutive years. Those grant funds are added to districts' EBF Base Funding Minimum in future years, bringing those districts closer to adequate funding.

	FY20	FY21	FY22	FY23
Property Tax Relief Grants - Number of districts participating	39	0	37	32

### **Reimbursement/Distribution Method**

The grant program ranks all districts by a value that is the adjusted operating tax rate of the district divided by the average adjusted operating tax rate of the district's organization type (elementary, high school, or unit). The maximum abatement eligible for partial redemption through state grant varies by district organization type. It is first

calculated as Equalized Assessed Value multiplied by a value of 1 percent for a unit district, 0.69 percent for an elementary district, and 0.31 percent for a high school district. It is then further modified by multiplying that value by a factor of (1 – Local Capacity Percentage).

The grant amount is equal to a portion of the amount abated. That grant is equal to the Amount Abated multiplied by a factor of 1 – Local Capacity Percentage<sup>2</sup>.

	FY20	FY21	FY22	FY23
Property Tax Relief Grants - Abatement amount	57,313,122	0	53,170,660	52,695,650
Property Tax Relief Grants - grant amount	53,650,000	0	49,702,924	49,703,174

### **Population and Service Levels**

Thirty-seven districts participated in the program in FY 2022. Those districts abated \$53.1 million in local property taxes in exchange for grants in the amount of \$49.7 million.

Additional information is available on the [ISBE Property Tax Relief Grant webpage](#).

# Grant Accountability and Transparency Act and Budgeting for Results

*Legislative Reference – 30 ILCS 708/; 30 ILCS 105/6z-101  
Funding Source - State*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$260,000	\$860,000	\$860,000	\$1,050,000	<b>\$1,150,000</b>
State	\$260,000	\$260,000	\$260,000	\$300,000	<b>\$300,000</b>
Other State	N/A	\$600,000	\$600,000	\$750,000	<b>\$850,000</b>
Change from Prior Year	N/A	\$600,000	\$0	\$190,000	<b>\$100,000</b>
	N/A	230.77%	0.00%	22.09%	<b>9.52%</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

### Program Mission

The mission of Grant Accountability and Transparency Act (GATA) is to develop a

coordinated, non-redundant process for the provision of effective and efficient oversight of the selection and monitoring of grant recipients, thereby ensuring quality programs and limiting fraud, waste, and abuse.

The mission for Budgeting for Results is to develop and maintain a framework for agency performance metrics. These metrics are utilized for reporting to the Governor's Office of Management and Budget (GOMB). They are also used for the Illinois Office of the Comptroller's Public Accountability Report and provide information to policymakers.

### Purpose

The purpose of 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 law provides for the development of a coordinated, non-redundant process to establish effective and efficient oversight of the selection and monitoring of grant recipients, ensuring quality programs and limiting fraud, waste, and abuse. It defines the purpose, scope, applicability, and responsibilities in the life cycle of a grant.

**Reimbursement/Distribution Method**

Costs of centralized systems are shared among grant-making agencies based on the number of grants administered. These systems include the GATA grantee registration and prequalification portal, the centralized indirect cost rate negotiation, the grantee audit review and resolution system, and the centralized electronic Grants Management System. Cognizant agencies bear an increased administrative burden. The requested funding provides for ISBE's

share of GATA and Budgeting for Results costs estimated to be billed by GOMB and the Illinois Department of Innovation and Technology.

**Population and Service Levels**

ISBE is estimated to administer grants to 2,257 entities (40 percent of state grantees) in fiscal year 2023 and is cognizant agency for 2,572 of the 14,161 entities registered in the GATA grantee portal (18 percent) in FY 2023.

**Grant Accountability and Transparency Act and Budgeting for Results**

	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23 (est)</b>	<b>FY24 (proj)</b>
Number of Grant Entities	2,182	2,156	2,257	2,257	2,257
Percentage of state grantees	31	40	40	40	40
Number of grant entities for ISBE as cognizant agency	2,429	2,488	2,572	2,572	2,572
Number of entities registered in GATA portal	10,807	12,637	14,161	14,161	14,161
Percentage of grant entities for ISBE as cognizant agency of the total registered in GATA portal	23	20	18	18	18

# Illinois Free Lunch and Breakfast

*Legislative Reference – 105 ILCS 125/4, 105 ILCS 126/15, and 23 IL Administrative Code 305.10  
Funding Source - State*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000	<b>\$9,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to provide leadership and support for sponsoring entities to provide nutritious meals to children to create a healthy learning environment, enabling them to properly learn and grow.

### Purpose

The purpose of the program is to provide school districts with a portion of the costs to provide quality nutritious meals to all children who meet the free income-level guidelines established in the National School Lunch Program. The Illinois Free Lunch and Breakfast Program provides funding to meet

the mandate that all public schools provide a nutritious lunch to all qualifying students and to meet the federal requirement of a state match to ensure further federal funding.

### Reimbursement/Distribution Method

Reimbursement is paid monthly based on the number of meals claimed. The statutory reimbursement rate is \$0.15 for each meal served. If the funds appropriated do not meet the statutory reimbursement rate, the rate per meal served is prorated.

	FY22	FY23 (est)
Reimbursement for each free breakfast/lunch served/claimed	\$.0400	\$.0200

### Population and Service Levels

The Illinois Free Lunch and Breakfast Program is a voluntary program available to all public schools, nonprofit private schools, and residential child care institutions that provide nutritious breakfasts and lunches to children who meet the free income-level guidelines.

The fiscal year 2023 estimates reflect the number of school districts and sites providing meals through the National School Lunch Program.

The following table displays service-level information:

	FY21	FY22	FY23 (est)	FY24 (proj)
<b>IL Free Lunch</b>				
Number of Sponsors	932	1,087	1,066	1,041
Number of Sites	3,867	4,258	4,163	4,045
<b>IL Free Breakfast</b>				
Number of Sponsors	720	857	830	830
Number of Sites	3,237	3,689	3,567	3,567
Total Number of IL Free Meals Served	176,115,871	216,052,256	184,972,388	181,272,940

# Materials Center for the Visually Impaired

Legislative Reference – 105 ILCS 5/14-11.01  
Funding Source – State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$1,421,100	\$1,421,100	\$1,421,100	\$1,421,100	<b>\$1,421,100</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of this program is to support the delivery of required services to students throughout the state with visual disabilities by approving and distributing state funding for special education services. This includes the provision of materials for students with visual impairments in order for them to participate and progress in the general education curriculum.

### Purpose

The purpose of this program is to purchase and distribute braille and large-print books, adapted materials, and assistive technology equipment to ensure equitable outcomes for students with visual disabilities.

### Reimbursement/Distribution Method

Funds are awarded per a grant agreement with the Chicago Lighthouse for People Who Are Blind or Visually Impaired to provide services.

### Population and Service Levels

Elementary, secondary, and postsecondary students with visual impairments receive materials through the depository. The following table displays service-level information:

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Elementary/ secondary students served	4,466	4,522	4,066	4,200	4,334
Postsecondary students served	611	402	503	550	597

# National Board Certification

Legislative Reference – 105 ILCS 5/21B-70

Funding Source - State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	<b>\$1,500,000</b>
Change from Prior Year	\$500,000	\$0	\$0	\$0	<b>\$0</b>
	50.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Elevating Educators:** Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

### Program Mission

National Board Certification develops, retains, and recognizes accomplished teachers and generates ongoing improvement of student outcomes 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 7,012 National Board Certified Teachers (NBCTs) in Illinois as of fiscal year 2022, which ranks among the top six states with the most NBCTs.

More than a decade of research suggests students taught by NBCTs demonstrate higher achievement than students taught by non-NBCTs, according to the National Board for Professional Teaching Standards (NBPTS). National Board Certification benefits school systems as a whole.

From a teacher who has National Board Certification: “The National Board Certification process has given me the confidence and the permission to create a more student-centered classroom. Since my certification and recertification, I have revised much of my planning, my assignments, and my assessments to include more collaborative class discussions, student choice, and more formative checks for understanding. The process forces you to take a step back from ‘what was always done’ and provides a new lens for how the same content/skills can be taught in a context more conducive to how your particular students learn despite their different learning styles.”

### Purpose

The purpose of the program is to recruit teachers for National Board Certification; pay for candidates to complete initial and renewal certification; provide teachers who mentor National Board Certification candidates with a stipend; provide National Board Certified

teachers in Tier 1 or Tier 2, rural, or remote schools with a one-time stipend; and provide funds for cohort facilitators and liaisons who support candidates pursuing certification.

**Reimbursement/Distribution Method**

National Board subsidies for new candidates, candidate retakes, and NBCT renewals will be paid directly to Illinois State University, which will then remit to the NBPTS on behalf of Illinois candidates and NBCTs. NBCT mentors will be paid directly or through their school district. All subsidies,

renewals, and retakes will be paid on a first-come, first-serve basis. If all funds are not expended by June 1, remaining fees may be expended on Instructional Leadership Trainings.

**Population and Service Levels**

Population and service levels are listed in the following charts. Continued funding for National Board Certification will enable educators to advance their profession and improve instruction to students across Illinois.

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
New candidates	439	428	360	350	350
New NBCTs	179	164	153	150	150
Newly Renewed	283	137	258	120	120
Total NBCTs	6,714	6,864	7,012	7,162	7,312



# Orphanage Tuition

*Legislative Reference – 105 ILCS 5/18-3  
Funding Source - State*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$10,100,000	\$9,900,000	\$9,900,000	\$9,900,000	<b>\$8,000,000</b>
Change from	(\$3,500,000)	(\$200,000)	\$0	\$0	<b>(\$1,900,000)</b>
Prior Year	(25.74%)	(1.98%)	0.00%	0.00%	<b>(19.19%)</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of this program is to provide school districts full funding for education costs and services in support of students in county detention centers and state homes.

### Purpose

The purpose of this program is to reimburse school districts for costs to educate children who are housed in a county juvenile detention center or in a residential facility licensed by the State of Illinois. The children attend either the regular classes of the

district or are educated in regular education classes on site. Licensed orphanage and children's homes must accept children from the state at large. Students at a residential alcohol or drug treatment facility or living with a licensed foster family are not eligible.

### Reimbursement/Distribution Method

Payments are vouchered in the current school year via installments on September 30, December 31, and March 31 based on an estimated cost calculated from the prior year's claim, as required by law.

Per Public Act 101-0017, which became effective June 14, 2019, claims for eligible students served in the regular term must be received at ISBE on or before June 15. Final payments are vouchered on or before August 31 based on the average daily attendance for each eligible child multiplied by a weighted factor of 1.2 multiplied by the annual per capita tuition of the school district.

In addition, documented costs in excess of the formula calculation for students educated in the regular term may be claimed.

Claims for eligible students educated in the summer term must be received at ISBE on or before November 1. Final payments are vouchered on or before December 15 based on actual cost.

Formula example:

<b>Regular term reimbursement</b>	
Average daily attendance (ADA)	12 days
District per capita tuition charge	\$6,000
District per capita X 120 percent	\$7,200
ADA X 120 percent (12 X 7,200)	\$86,400

**Population and Service Levels**

Population and service-level information is provided in the table below.

	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23 (est)</b>
Total claim	\$9,761,156	\$8,421,585	\$8,044,218	\$7,768,968
Summer (actual)	\$318,023	\$277,584	\$312,674	\$309,351
Excess cost amount	\$0	\$0	\$0	\$0
1.2 per capita amount	\$9,443,133	\$8,144,001	\$7,731,544	\$7,459,617
Prior Year Liability*	\$0	\$0	\$0	\$0

*\*The appropriation authority for this line allows the agency to use its current year appropriation for any unpaid claims from the prior year to ensure 100 percent reimbursement.*

# Philip J. Rock Center and School

*Legislative Reference – 105 ILCS 5/14-11.02*

*Funding Source – State*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$3,777,800	\$3,777,800	\$3,777,800	\$3,777,800	\$4,119,800
Change from	\$200,000	\$0	\$0	\$0	\$342,000
Prior Year	5.59%	0.00%	0.00%	0.00%	9.05%

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

### Program Mission

The mission of the program is to provide equitable educational services by highly prepared and effective teachers in a safe and healthy environment for students who are both deaf and blind and require highly specialized accommodations and resources.

### Purpose

The purpose of the program is to provide for 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. The 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.

### Reimbursement/Distribution Method

Funds are distributed to the Philip J. Rock Center through its administrative agent.

### **Population and Service Levels**

The estimate for students eligible for services is based on the Deaf-Blind Census completed annually by Project Reach.

	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23 (est)</b>	<b>FY24 (proj)</b>
Full residential and educational services provided	10	10	9	11	13
Students eligible for services	357	326	318	290	305
Students waiting to be placed	5	3	1	2	3

# Principal Mentoring and Recruitment

Legislative Reference – 105 ILCS 5/34-18.33

Funding Source - State

## Appropriation History

	FY20	FY21	FY22*	FY23	FY24 Proposed*
Appropriation	N/A	N/A	\$1,800,000	\$1,800,000	<b>\$1,800,000</b>
Change from	N/A	N/A	\$1,800,000	\$0	<b>\$0</b>
Prior Year	N/A	N/A	N/A	0.00%	<b>0.00%</b>

\*The appropriation for this program in FY 2024 is for Principal Recruitment. The Principal Mentoring program was funded at \$1.2 million from the Elementary and Secondary School Emergency Relief (ESSER) II fund award in FY 2022 and \$1.2 million from the American Rescue Plan Act ESSER award in FY 2023. Another \$1.2 million will be allocated from the American Rescue Plan Act ESSER award in FY 2024.

### Board Goal

The program aligns with the following Board goal:

**Elevating Educators:** Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

### Program Mission

The mission of this program is to provide direct mentoring support to novice principals to achieve targeted and observable progress toward becoming an effective instructional leader and to recruit a strong and diverse pipeline of educators ready to assume responsibilities of principalship.

### Purpose

The Principal Mentoring and Recruitment Program attracts and supports talented and diverse educators to and through preparation to become principals and provides essential support to assist them in transitioning successfully to their roles as instructional leaders and in supporting their retention. Far too often, teachers of color with tremendous

leadership potential are overlooked for leadership opportunities and novice principals are left to “learn on the job” without guidance and access to support from peers. This lack of intentional recruitment and support results in a leadership corps that lacks diversity and ineffective leaders, who feel alone and overwhelmed by responsibilities. Black and Latinx educators are significantly underrepresented among principals in Illinois relative to their respective student populations. Only one in four principals stay in their leadership position for more than five years, and half of individuals who are new to principalship are not retained past Year 3, according to the School Leaders Network. The average cost nationwide of recruiting and onboarding a new principal is \$75,000.

### Reimbursement/Distribution Method

Funds for mentoring will be distributed through a competitive grant process in accordance with current administrative rules and will be used to develop and implement principal mentoring programs to serve new principals; mentor training and stipends will comprise the most significant program costs. First-year principals will receive priority over second-year principals.

Funds for recruitment also will be distributed via a competitive grant process. School districts, Regional offices of Education, Intermediate Service Centers, colleges and universities, and not-for-profit organizations are eligible to apply. Selection will be based on ability to attract, prepare, and support talented educators as they pursue principalship. Priority will be given to proposals that demonstrate a commitment and ability to recruit aspiring principals to serve in underperforming schools and who identify as a member of a significantly underrepresented demographic group, such as Black or Latinx.

**Population and Service Levels**

Illinois had 370 first-year principals in fiscal year 2022 and is estimated to have more than 400 first-year principals in FY 2023 based on preliminary data in ISBE’s Employment Information System. ISBE’s Principal Mentoring funds supported access to mentoring services for all new principals in both fiscal years. A renewed \$1.2 million investment in principal mentoring would provide mentoring support for approximately 300 first-year principals in FY 2024, including the costs for mentor stipends, training, and

program coordination – with any remaining funds supporting second-year principals.

FY 2022 and FY 2023 Principal Recruitment funds have supported a cohort of 211 new principal candidates to enter and persist in principal preparation programs. A renewed \$1.8 million investment in principal recruitment for FY 2024 will continue supporting these 211 new principal candidates as they enter school leadership roles.

The following table displays service-level information:

	FY22	FY23 (est)	FY24 (proj)
New Principals Mentored	250	260	300*
New Principal Candidates Recruited	211	211	211

*\* ISBE did not operate a principal mentoring program in FY 2021, so in FY 2022 no principals met the definition of “second-year principal” set forth in 23 Ill. Admin. Code 35.10. Therefore, the program was only offered to first-year principals. The program prioritized serving first-year principals in FY 2023 and will do the same in FY 2024.*

# Southwest Organizing Project Parent Mentor Program

*Legislative Reference – Not Applicable  
Funding Source – State and Federal*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$3,500,000	\$3,500,000	\$18,000,000	\$17,986,233	<b>\$17,877,300</b>
GRF	\$3,500,000	\$3,500,000	\$8,000,000	\$8,000,000	<b>\$8,000,000</b>
State CURE Fund	N/A	N/A	\$10,000,000	\$9,986,233	<b>\$9,877,300</b>
Change from Prior Year	\$1,500,000 75.00%	\$0 0.00%	\$14,500,000 414.29%	(\$13,767) (0.08%)	<b>(\$108,933) (0.61%)</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the Parent Mentor Program is to promote meaningful family engagement and to develop parental leadership in under-resourced, low-income schools. The program is designed to systematically engage parents in their children’s schools and communities and to provide training in various school volunteer roles. The development of parents as classroom volunteers supports school culture and climate as well as academic achievement of students.

The Parent Mentor Program provides funding via subgrants to approximately 40 community-based organizations that, in turn, partner with local primary schools to recruit

and train parent volunteers. Up to eight parent volunteers are recruited per school and each is assigned to a participating classroom for two hours per day, four days per week, for an academic year. Parents also receive three hours of training per week from the Parent Engagement Institute and parent mentor coordinators to support teacher efforts in the classroom. Parents are assigned to a classroom, where they are mentored by a teacher and work either one-on-one with students or with small groups of children. Parent mentors receive a stipend of \$1,000 after reaching 100 volunteer hours.

### Purpose

The purpose of the program is to increase parent engagement, improve school climate and culture, develop parent leadership skills, foster collaboration between schools and community-based organizations, and improve classroom experiences for students and teachers.

### Reimbursement/Distribution Method

The General Assembly originally allocated funds for the Parent Mentor Program to the Illinois Coalition for Immigrant and Refugee Rights in fiscal years 2013 and 2014.

Subsequent annual allocations have been awarded via one discretionary grant to the Southwest Organizing Project (SWOP) to administer the program.

State funding for SWOP was increased in FY 2022 from \$3.5 million to \$8 million. The General Assembly also appropriated an additional \$10 million from the federal State Coronavirus Urgent Remediation Emergency (CURE) Fund to supplement SWOP's state funding for the Parent Mentoring Program and to expand the program to P-12 schools statewide.

SWOP awards subgrants to community-based organizations on a competitive basis with individual subgrant awards ranging from \$40,000 to \$538,000 depending on the

number of participating schools and parent mentors. Selected organizations train parents and oversee the mentoring program at the school level.

Additionally, the CURE grant provides funding for Ladders for Opportunity. Through this program, 11 parent mentor partner organizations support parent mentors to develop skills, pathways to education careers. The Parent Engagement Institute supports parent mentors statewide navigate the process to gain paraprofessional credentials, helping to fill critical school staffing shortages.

**Population and Service Levels**

The following table displays service-level information:

	FY21	FY22	FY23 (est)	FY24 (proj)
Community-Based Organizations Funded	30	40	45	48
Schools Served	139	200	235	255
Parent Mentors	890	1,381	1,600	1,750
Parent Mentor Coordinators	138	175	205	225
Children in Classrooms Served by a Parent Mentor	14,701	27,867	32,000	35,000



# Special Education – Orphanage Tuition

Legislative Reference – 105 ILCS 5/14-7.03  
Funding Source - State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$91,700,000	\$93,000,000	\$93,000,000	\$107,019,800	<b>\$118,919,500</b>
Change from Prior Year	\$18,700,000 25.62%	\$1,300,000 1.42%	\$0 0.00%	\$14,019,800 15.08%	<b>\$11,899,700</b> <b>11.12%</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

Each and every child must be equipped to make meaningful contributions to society and live life to its fullest potential.

The program mission is to achieve that vision by providing each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.

### Purpose

The purpose of this program is to reimburse school districts for education costs and special education services to students who reside in orphanages, children's homes, licensed foster family homes, or other state-owned facilities.

All students must be verified as a Youth in Care of the state to be eligible for funding. Most students who are claimed are verified in one of two ways:

- Via a cross check with the Illinois Department of Children and Family Services, or
- The serving district provides court documentation that parental guardianship has been removed from the natural parent.

### Reimbursement/Distribution Method

Payments are vouchered in the current school year via installments on or before September 30, December 31, and March 31 and are based on an estimated cost calculated from the prior year's claim, as required by law. Final payments are vouchered on or before August 31 based on actual per student educational costs for providing service delivery less federal funds and certain limitations on administrative, supervisory, and facility use costs.

Per Public Act 101-0017, which became effective June 14, 2019, claims for eligible students served in the regular term must be received at ISBE on or before June 15.

Claims for eligible students served in the summer term must be received at ISBE on or before November 1. Final payments are vouchered on or before December 15 based on actual costs. In addition, documented costs in excess of the formula calculation for students served in the regular term may be claimed.

**Example: Reimbursement formula**

Student cost less federal funds	\$30,000
Approved transportation costs	\$500
District reimbursement	\$30,500

**Population and Service Levels**

	FY21	FY22	FY23 (est)
Total Claim Amount*	\$93,308,372	\$98,953,409	\$106,000,726
Chicago District 299	\$17,603,116	\$18,587,376	\$20,157,916
Summer Term	\$3,550,373	\$4,248,378	\$3,986,980
Regular Term	\$72,154,883	\$76,117,655	\$81,855,830
Prior Year Liability**	\$840,778	\$1,873,422	\$9,867,901
Eligible Students - Dec. 1 Count	2,977	3,357	3,552

\*Claim data does not include state audit adjustments.

\*\*The appropriation authority for this line allows the agency to use its current year appropriation for any unpaid claims from the prior year to ensure 100 percent reimbursement.

# Special Education – Private Tuition

*Legislative Reference – 105 ILCS 5/14-7.02  
Funding Source - State*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$152,320,000	\$152,320,000	\$152,320,000	\$182,900,000	<b>\$202,732,400</b>
Change from	\$17,054,500	\$0	\$0	\$30,580,000	<b>\$19,832,400</b>
Prior Year	12.61%	0.00%	0.00%	20.08%	<b>10.84%</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of this program is to provide school districts financial support for education costs for special education students who are educated in an approved in-state or out-of-state private facility.

### Purpose

The purpose of this program is to reimburse school districts a portion of the tuition paid to special education private facilities for special education students when it is determined that the student’s Individualized Education Program requires exceptional educational and/or clinical intervention and the public

school system does not have the necessary resources to fulfill the student’s educational needs.

### Reimbursement/Distribution Method

The Illinois Purchased Care Review Board approves tuition per diem costs for students placed in private facilities.

Claims are submitted on a per student basis on or before August 15 each year. Reimbursement is provided for the prior school year and is based on the difference between \$4,500 and a district’s per capita tuition charge and the actual tuition costs per student in excess of \$4,500 plus a second per capita tuition charge. Payments are vouchered in installments on or before September 30, December 30, March 30, and June 20, as required by law.

There are no districts with a per capita charge under the statutory tier amount of \$4,500, so the reimbursement is computed as follows:

Step 1 - Multiply the district per capita tuition charge by the student’s average daily enrollment.

Step 2 - Multiply the result of Step 1 by two.

Step 3 - Subtract the result of Step 2 from the education cost of the student. A positive amount is what the district is entitled to receive in reimbursement.

Example:

District per capita tuition = \$5,000;

Student average daily enrollment = .500;

Tuition cost paid for this student = \$11,500

1.  $\$5,000 \times .500 = \$2,500$

2.  $\$2,500 \times 2 = \$5,000$

3.  $\$11,500 - \$5,000 = \$6,500$  reimbursement

### **Population and Service Levels**

Population and service-level information is provided in the table below.

	2018-2019 School Year FY20	2019-2020 School Year FY21	2020-2021 School Year FY22	2021-22 School Year FY23 (est)
Total claim	\$191,438,901	\$195,268,854	\$189,903,512	\$185,488,705
Chicago District 299	\$19,774,319	\$22,221,177	\$23,052,556	\$20,273,440
Downstate	\$171,664,582	\$173,047,677	\$166,850,956	\$165,215,265
Percent paid	80%	78%	80%	98%
Net claim*	\$152,319,989	\$152,319,996	\$152,319,990	\$182,899,988
Students	12,267	9,758	7,973	8,368

\*Net claim includes state audit adjustments.

# State and District Technology Support

Legislative Reference – 105 ILCS 5/2-3.117  
Funding Source - State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$2,443,800	\$2,443,800	\$2,443,800	\$2,443,800	<b>\$2,443,800</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

## Program Mission

The mission of the program is to provide districts with technology-based online curriculum and resources that improve educational opportunities and student achievement; to establish a statewide

support system for information, professional development, technical assistance, network design consultation, leadership, technology planning consultation, and information exchange; to expand school district connectivity; and to increase the quantity and quality of student and educator access to online resources, experts, and communication avenues.

## Purpose

The purpose of the program is to provide schools with resources that set a course for the convergence of technology literacy, higher-order thinking, 21<sup>st</sup>-century skills, and the Illinois Learning Standards. There are two programs under State and District Technology Support.

### Illinois Virtual Course Catalog

A Request for Sealed Proposals was released in 2019 in accordance with the recommendation from the Illinois Virtual Education Review Committee that ISBE authorize multiple providers of high-quality online learning for Illinois students. The multiple provider model became effective in January 2020 with the launch of the Illinois Virtual Course Catalog (IVCC). Six approved providers now offer 800 supplemental online courses. This approach continued into fiscal year 2023 with the release of a new Invitation for Bids to solicit providers for FY 2023 - FY 2028.

### Learning Technology Center

The Learning Technology Center (LTC) creates a single statewide system of support for instructional technology. Current goals for the LTC include increasing the percentage of teachers, administrators, and technology coordinators who participate in instructional technology opportunities that support teaching and learning, including support for remote learning; ensuring that schools/districts are technically ready to successfully implement technology into their classrooms; assisting districts with connectivity, cost efficiencies, and E-rate funding applications; and increasing the percentage of schools/districts with staff trained to ensure security of student data.

More than 800 courses, including Advanced Placement, Career and Technical Education, Credit Recovery, and Core Education, have been available to students in Grades 6 through 12 since January of 2020.

Reimbursements are provided to school districts for students engaged in online learning through the IVCC.

### Population and Service Levels

The following tables display service-level information:

### Reimbursement/Distribution Method

Champaign/Ford Regional Office of Education serves as the fiscal agent for the LTC and received \$1.4 million.

<b>Learning Tech Center</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY 23 (est)</b>	<b>FY24 (proj)</b>
Number of PD Sessions Offered	590	803	623	610	610
Number of PD Participants	17,685	21,039	8,320	9,000	12,000
Number of Districts Receiving Cybersecurity or Data Privacy Support	393	373	562	847	852

<b>Illinois Virtual Course Catalog</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23 (est)</b>	<b>FY24 (proj)</b>
Number of Districts Offering Virtual Coursework	236	52	204	225	300
Number of Students Participating in Virtual Coursework	1,650	10,244	9,000	10,000	15,000
Number of Courses Offered	800	800	800	723	800
Number of Districts Receiving Reimbursement	15	17	16	40	50
Number of Students with Reimbursed Tuition	314	753	704	1,200	1,500

# Tax Equivalent Grant

*Legislative Reference – 105 ILCS 5/18-4.4  
Funding Source - State*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$222,600	\$222,600	\$222,600	\$275,000	<b>\$275,000</b>
Change from	\$0	\$0	\$0	\$52,400	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	23.54%	<b>0.00%</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

### Program Mission

The mission of the program is to provide eligible districts with state funding to support local education services for students.

### Purpose

The purpose of the program is to replace lost property tax revenues when a state institution is located in a school district in which the state owns 45 percent or more of the total land area of the district.

### Reimbursement/Distribution Method

Funds are distributed through a grant to Chaney-Monge School District 88, which is the only qualifying district. Stateville Correctional Center covers 47 percent of the district's 3,283 acres.

### Population and Service Levels

The following table displays service-level information:

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Lost tax amount	\$298,877	\$320,209	\$339,021	\$353,772	\$367,401

# Teach for America

Legislative Reference – Not Applicable  
Funding Source - State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from	\$22,500	\$0	\$0	\$0	\$0
Prior Year	2.30%	0.00%	0.00%	0.00%	0.00%

### Board Goal

The program aligns with the following Board goal:

**Elevating Educators:** Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

### Program Mission

The mission of the program is to provide an alternative route to teacher licensure for college graduates who did not originally choose teaching careers.

### Purpose

Teach for America (TFA) recruits, places, and supports teachers in schools serving low-income students and 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 TFA demonstrate a commitment to expand opportunity and access for all children inside and outside of the classroom. TFA corps members undergo a rigorous seven-week summer training program teaching credit recovery courses and receive mentoring from veteran teachers throughout the summer program.

Funds are allocated via a grant to TFA. Funding for the program is used to recruit and train new teachers, as well as provide them with support and coaching throughout their preparation.

Corps members are placed in areas of need (e.g., science, technology, engineering, and math; early childhood education; bilingual education). They receive ongoing mentoring, including individualized coaching and support via onsite 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.

Currently, TFA recruits its cohort to serve children in Chicago Public Schools. Funds were also used in fiscal year 2022 to support the recruitment of TFA alumni from other regions to teaching positions across Illinois. TFA estimates recruiting and placing 50 new teachers in FY 2024, with approximately half of those educators identifying as a person of color.

ISBE believes it should provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.



TFA focuses on recruiting and training a corps of teachers that better reflects Illinois' diverse student population (wherein 52 percent of the state's children are students of color). TFA funded 48 incoming teachers, of which 60 percent were teachers of color in FY 2023. More than 6,000 students were taught by first- or second-year corps members in FY 2023.

Many of the teachers choose to stay in the profession beyond their two-year commitment with TFA.

“Joining Teach for America helped me learn a lot about myself and what I want in a career. I’m staying at the school I was placed at during my time in the corps because I’ve really enjoyed the work environment and the relationships I’ve had with students. I really want to give my students equitable access to resources and opportunities, especially advocating for folks with special needs,” said former corps member Jeanne Paulino.

Another former corps member, Francesca Sigmond, stated, “I’m passionate about working toward ending educational inequity within a large, complex system. All the things we hope for a student are unachievable without a lot of different people working together to get it done. That’s why I continue to do the work I do.”

**Reimbursement/Distribution Method**

Funds are distributed through a grant to TFA. The program would continue to receive matching dollar-for-dollar private funding.

**Population and Service Levels**

The following table displays service-level information provided by TFA:

*\*TFA is a two-year program, so its total corps consists of first- and second-year teachers. Note that TFA submits its application almost a year in advance of when the numbers are finalized; actual numbers may change between November of the previous year and the start of the following school year.*

	FY21	FY22	FY23 (est)	FY24 (proj)
School Year	2020-21	2021-22	2022-23	2023-24
Incoming TFA teachers of color	51	37	29	25
Total TFA incoming teachers	101	77	48	50
Total corps of incoming TFA teachers and second-year teachers*	189	174	113	95
Students impacted by first- and second-year TFA teachers	10,962	10,092	6,554	5,539

# Transportation – Regular and Vocational

*Legislative Reference – 105 ILCS 5/29-5  
Funding Source - State*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$289,200,800	\$289,200,800	\$281,323,800	\$305,000,000	<b>\$356,000,000</b>
Change from	\$26,291,000	\$0	(\$7,877,000)	\$23,676,200	<b>\$51,000,000</b>
Prior Year	10.00%	0.00%	(2.72%)	8.42%	<b>16.72%</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to provide school districts and area vocational centers financial support for the safe transportation of all school-age students.

### Purpose

The purpose of the program is to reimburse a portion of the costs for transporting students who reside 1.5 miles or more from their assigned school, reside less than 1.5 miles with an approved safety hazard, or attend a vocational program and are

transported by their resident district during the school day.

### Reimbursement/Distribution Method

Claims are required to be transmitted to the Illinois State Board of Education on or before August 15. Reimbursement is based on prior year costs and is calculated as the difference between a district's allowable costs and the computed minimum local taxes, determined by a district's real equalized assessed valuation and a qualifying percentage rate assigned to each district type.

High school districts that have Grades 9-12 use a qualifying rate of .05 percent. Elementary districts that have Grades K-8 are assigned a qualifying rate of .06 percent, and unit districts that have Grades K-12 are assigned a qualifying rate of .07 percent.

The minimum claim is \$16 multiplied by the number of eligible students transported. The maximum reimbursement for transporting vocational students is 80 percent of allowable costs. Payments are vouchered in quarterly installments on or before September 30, December 30, March 30, and June 20, as required by law.

Actual claim data transmitted by Local Education Agencies, including Chicago District 299, is provided on the next page.

<b>Claimed Costs</b>	<b>2019-20 School Year FY21</b>	<b>2020-21 School Year FY22</b>	<b>2021-22 School Year FY23</b>
Salaries/Benefits	\$171,717,144	\$166,340,710	\$186,772,163
Purchased Services	\$13,648,484	\$16,881,698	\$20,828,779
Contractual Transportation Services	\$307,785,036	\$258,894,580	\$372,459,887
Payments to Transit Carriers	\$3,200,641	\$1,679,253	\$4,603,430
Payments to Other Districts	\$15,120,863	\$12,727,272	\$15,678,020
Supplies	\$31,035,948	\$25,799,921	\$46,159,063
Other Expenses	\$668,939	\$529,391	\$1,755,035
Building and Maintenance (Ed Fund)	\$378,310	\$450,591	\$421,551
Building and Maintenance (O&M Fund)	\$3,074,747	\$3,755,792	\$3,730,591
Depreciation	\$54,082,909	\$59,117,852	\$57,418,129
Indirect Costs (reimbursable)	\$12,780,664	\$12,902,877	\$14,720,707
Offsetting Revenue	(\$22,358,532)	(\$17,200,642)	(\$27,400,249)
<b>Totals</b>	<b>\$591,135,153</b>	<b>\$541,879,295</b>	<b>\$697,147,106</b>

### Population and Service Levels

The following table displays service-level information:

	<b>2019-20 School Year FY21</b>	<b>2020-21 School Year FY22</b>	<b>2021-22 School Year FY23</b>
Total claim amount	\$345,507,052	\$304,737,666	\$425,958,810
Chicago District 299	\$326,464	\$62,209	\$92,152
Downstate	\$345,180,588	\$304,675,457	\$425,866,658
Actual percent paid	89%	95%	80%
Claim with costs prorated	\$290,897,175	\$280,487,995	\$304,683,273
State audit adjustments	(\$1,696,375)	\$835,804	\$316,718
<b>Total net claim</b>	<b>\$289,200,800</b>	<b>\$281,323,800</b>	<b>\$304,999,991</b>
<b>PreK-12 Students Transported</b>			
Average transported more than 1.5 miles to school	780,415	702,814	786,296
Average transported less than 1.5 miles without hazard	47,656	36,352	44,757
Average transported less than 1.5 miles with hazard	170,047	144,632	166,260
Average number transported in total	998,121	883,798	997,313
Vocational students transported	16,618	12,231	14,291

# Transportation – Special Education

*Legislative Reference – 105 ILCS 5/14-13.01(b)  
Funding Source - State*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$387,682,600	\$387,682,600	\$387,682,600	\$415,719,300	<b>\$453,564,800</b>
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$28,036,700 7.23%	<b>\$37,845,500 9.10%</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to provide school districts and special education joint agreements financial support for the safe transportation of students with disabilities who require such services to their assigned school.

### Purpose

The purpose of the program is to reimburse a portion of the costs for transporting

students with disabilities who have special transportation needs as stated in their Individualized Education Program.

The district may place a child in either a public or approved private setting to receive the necessary special education and related services. These settings may be for day and/or residential services.

### Reimbursement/Distribution Method

Claims are required to be transmitted to the Illinois State Board of Education on or before August 15. Reimbursement is based on prior year costs and computed at a maximum of 80 percent for allowable costs of transportation.

Payments are vouchered in quarterly installments on or before September 30, December 30, March 30, and June 20, as required by law.

Actual claim data transmitted by Local Education Agencies, including Chicago District 299, is provided on the next page.

<b>Claimed Costs</b>	<b>2019-20 School Year FY21</b>	<b>2020-21 School Year FY22</b>	<b>2021-22 School Year FY23</b>
Salaries/Benefits	\$127,946,405	\$110,419,444	\$129,613,528
Purchased Services	\$9,300,595	\$10,478,142	\$14,904,326
Contractual transportation Services	\$365,639,952	\$261,156,671	\$428,499,117
Payments to Transit Carriers	\$2,571,847	\$754,237	\$1,537,906
Payments to Other Districts	\$13,904,885	\$11,428,189	\$13,458,716
Supplies	\$16,612,650	\$12,262,765	\$23,404,351
Other Expenses	\$430,115	\$282,586	\$732,695
Building and Maintenance (Ed Fund)	\$169,323	\$203,167	\$185,130
Building and Maintenance (O&M Fund)	\$1,492,278	\$1,488,748	\$1,705,036
Depreciation	\$29,162,841	\$27,846,217	\$29,370,212
Indirect Costs (reimbursable)	\$8,882,296	\$7,764,617	\$9,494,780
Offsetting Revenue	(\$8,399,388)	(\$8,643,260)	(\$11,319,079)
<b>Totals</b>	<b>\$567,713,799</b>	<b>\$435,441,523</b>	<b>\$641,586,718</b>

### **Population and Service Levels**

Population and service-level information is provided in the table below:

	<b>2019-20 School Year FY21</b>	<b>2020-21 School Year FY22</b>	<b>2021-22 School Year FY23</b>
Total claim amount	\$454,171,522	\$348,407,837	\$513,286,681
Chicago District 299	\$74,914,478	\$63,487,786	\$88,421,004
Downstate	\$379,257,044	\$284,920,051	\$424,865,677
Actual percent paid	85%	99.9%	81%
Claim with costs prorated	\$387,142,851	\$348,406,932	\$416,473,829
State audit adjustments	\$539,744	(\$336,936)	(\$754,533)
Total net claim	<b>\$387,682,596</b>	<b>\$348,069,996</b>	<b>\$415,719,296</b>
Special education students transported	85,188	71,429	78,991

# Truants' Alternative and Optional Education

Legislative Reference – 105 ILCS 5/2-3.66  
Funding Source – State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$11,500,000	\$11,500,000	\$11,500,000	\$11,500,000	<b>\$11,500,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to enable public school districts, state-authorized charter schools, Regional Offices of Education (ROEs), and community colleges to intentionally identify and address current gaps in achievement for those students with attendance problems and/or students who have dropped out of school up to and including those who are 21 years of age.

### Purpose

The purpose of the program is to ensure that at-risk students have equitable access to a system of support that is specifically designed to improve their learning conditions by offering modified instructional programming and services, truancy prevention and intervention services, and part-time or full-time options to regular school.

An appropriation of \$11.5 million in fiscal year 2023 allowed for the funding of 61 programs that serve an estimated 25,000 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.

### Reimbursement/Distribution Method

Funds are awarded through a competitive Request for Proposals process for a three-year period, with continuation funding contingent upon satisfactory performance. School districts, ROEs, community colleges, university laboratory schools, state-authorized charter schools, and area vocational centers are eligible to apply.

### Population and Service Levels

The following table displays service-level information:

Type of Students	FY20	FY21	FY22	FY23 (est)
Chronic truants	9,940	12,488	12,386	13,000
Truants	7,720	8,364	7,143	8,000
High school dropouts	1,264	976	860	1,000
Potential dropouts	3,435	2,924	3,229	3,000
<b>Total served</b>	<b>22,359</b>	<b>24,752</b>	<b>23,618</b>	<b>25,000</b>



# Charter Schools

*Legislative Reference – 105 ILCS 5/27A-7.5  
Funding Source - State*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	N/A	\$1,050,000	\$1,050,000	\$1,050,000	<b>\$1,050,000</b>
Change from	N/A	\$1,050,000	\$0	\$0	<b>\$0</b>
Prior Year	N/A	N/A	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

### Program Mission

The mission of the program is to provide parents and students access to high-quality school choices throughout the state of Illinois.

### Purpose

The purpose of the program is to promote high-quality education and opportunities for growth and learning for all Illinois students.

Each state’s charter school law empowers different entities to “authorize” charter schools (i.e., approve, oversee, and determine whether a charter should remain open or close at the end of its contract term).

Public Act 101-0543 abolished the Illinois State Charter School Commission as of July 1, 2020, and transferred all of its key authorizer duties to ISBE. On that date, ISBE assumed the responsibility to hear and decide appeals of local school board

decisions to close existing charter schools and to serve as the authorizer of any schools approved through the state appeals process. ISBE also became the authorizer of 11 charter schools (representing 12 campuses total) that had been previously authorized by the commission.

Charter schools are a significant part of Illinois’ public education system, and authorizers play a critical role in ensuring the quality of these schools and their delivery of equitable service of students. ISBE’s Charter Schools Department will continue to maintain high-quality authorization practices and will assist and reinforce the efforts of districts that are considering or utilizing educational innovations and the charter school model to increase educational opportunities for students.

### Reimbursement/Distribution Method

ISBE has legal authority to charge an administrative fee of up to 3 percent of the funding provided to state-authorized charter schools to cover the costs associated with ISBE’s statutorily defined authorizing responsibilities.

### Population and Service Levels

Appeals may be filed when a local school board revokes or declines to renew the charter of an existing charter school. The table below displays service-level information:



	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Appeals	2	0	0	2	2
Renewals	2	3	0	3	5

ISBE has not approved any appeals since it assumed the role of statewide appellate authorizer on July 1, 2020, so the number of state-authorized charter schools has not increased since fiscal year 2020. On November 17, 2022, ISBE's Board voted to revoke the charter of one of the state-authorized charter schools, with such revocation effective at the end of the 2022-23 school year. This is why the projected number of state-authorized charter schools decreases by one in FY 2024.

The following table displays service-level information:

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
State-authorized charter schools*	12	12	12	12	11

\* One state-authorized charter school has two campuses; the total number of campuses is represented here.

# Charter Schools Revolving Loan Fund

*Legislative Reference – 105 ILCS 5/27A-11.5  
Funding Source – State*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$200,000	\$200,000	\$200,000	\$200,000	<b>\$200,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to provide loans to support the development and financing of high-quality charter schools throughout Illinois during the initial term of a charter school.

### Purpose

The purpose of the program is to provide interest-free loans to new charter schools for acquisition and remodeling of facilities and to pay start-up costs of acquiring educational materials and supplies, textbooks, furniture, and other equipment or materials needed in the initial term of a charter school.

Charter schools are operated by nonprofit entities; because of their structure, they do

not always have access to the same financing instruments as local school districts. These interest-free loans enable a certified charter school to increase cash flow during the critical start-up years.

### Reimbursement/Distribution Method

Charter school operators may apply for a loan for up to \$750 per enrolled student. Approved applicants execute a promissory note and agree to a repayment schedule; thereafter, they will typically receive funds within two weeks. Loan repayments are deposited back into the Charter Schools Revolving Loan Fund for future use by other charter school operators. Full repayment is required by the end of the initial charter term, which is five years.

### Population and Service Levels

The Illinois Charter Schools Law sets forth certain program limitations and eligibility requirements for this program. The program is limited to one loan per charter school. Only new charter schools and new campuses of existing charter schools in their first five years of operation are eligible to receive a loan. The table on the next page displays service-level information:

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Eligible schools*	9	6	3	3	2
Number of loans	0	0	0	0	1
Number of students	4,419	3,115	981	1,302	1,171

\* The figure for the number of eligible charter schools includes all charter schools in their first terms of operation that have not previously received a revolving loan, including new campuses of existing charter school networks. The fiscal year 2024 projection is based on existing charter schools and campuses that are still in their initial charter terms.

# Driver Education

*Legislative Reference – 105 ILCS 5/27-24.3  
Funding Source – State*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$16,000,000	\$16,000,000	\$13,750,000	\$13,750,000	<b>\$10,000,000</b>
Change from	(\$2,750,000)	\$0	(\$2,250,000)	\$0	<b>(\$3,750,000)</b>
Prior Year	(14.67%)	0.00%	(14.06%)	0.00%	<b>(27.27%)</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to provide school districts with funding for teachers and school leaders to support high-quality high school driver education programs.

### Purpose

The purpose of the program is to reimburse school districts that have Grades 9 through 12 for a portion of the costs to provide driver education. Funds deposited in the Drivers Education Fund are generated from a portion of instruction permit and driver’s license fees, as well as a portion of fines levied for certain motor vehicle violations.

### Reimbursement/Distribution Method

Districts are reimbursed quarterly for students in driver education served in the prior school year. An amount per student is calculated for one pass or two attempts of classroom or behind-the-wheel instruction. The behind-the-wheel reimbursement rate is higher than the classroom instruction rate.

Per statute, the base reimbursement amount is a weighted calculation, dividing the total state appropriation each year by:

- The number of students who have completed classroom training multiplied by 0.2; plus
- The number of students who have completed behind-the-wheel training multiplied by 0.8.

The appropriation for fiscal year 2024 is being decreased by \$3.75 million to \$10 million. This reduction is necessary as revenues for the Drivers Education Fund have been declining since FY 2020 because fewer citations have been issued for motor vehicle violations. The fund shows a backlog of \$10.3 million for FY 2023. FY 2022 actual revenue is \$14.86 million, so if revenue maintains that pace for FY 2023 and FY 2024, the fund will be brought back into balance after maintaining reimbursement funding at \$10 million for FY 2024 and FY 2025. The appropriation reduction for FY 2024 will cut reimbursement per student by approximately \$8 for classroom instruction and \$35 for behind-the-wheel instruction.

## **Population and Service Levels**

Every district that has Grades 9 through 12 must offer classroom and behind-the-wheel training. High school students in public and nonpublic schools in the district are eligible to enroll in the course, as are all other residents between the ages of 15 and 21 who either have or will have a valid driver's license but may need additional instruction.

Population and service-level information is provided in the table below:

	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24 (proj)</b>
<b>Number of students</b>				
Classroom Instruction	95,725	91,045	93,518	98,915
Behind-the-Wheel Instruction	80,486	81,362	84,691	89,023
<b>Reimbursement per student</b>				
Classroom Instruction	\$33.43	\$30.20	\$29.41	\$21.38
Behind-the-Wheel Instruction	\$159.03	\$135.19	\$129.88	\$94.45

# Freedom Schools

Legislative Reference – 105 ILCS 5/2-3.186  
Funding Source – State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	N/A	N/A	\$17,000,000	\$17,000,000	<b>\$17,000,000</b>
Change from Prior Year	N/A	N/A	N/A	\$0	<b>\$0</b>
	N/A	N/A	N/A	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of Freedom Schools is to improve the odds of success for children in poverty. Freedom Schools operate in multiple states using a research-based and multicultural curriculum for disenfranchised communities most affected by the opportunity gap and learning loss caused by the pandemic. They focus on expanding the teaching of African American history, developing leadership skills, and providing an understanding of the tenets of the civil rights movement.

### Purpose

A Freedom School intentionally and imaginatively implements strategies that emphasize all of the following: racial justice and equity; transparency and building trusting relationships, self-determination, and governance; and community strengths and community wisdom. Such schools utilize current data, best practices, and evidence; shared leadership and collaboration; reflective learning culture; and a whole-child approach to education and literacy.

### Reimbursement/Distribution Method

A total amount \$17 million of funding was allocated for the fiscal year 2022 Phillip Jackson Freedom Schools Grant. Awards were granted to a total of 50 grantees. Grantees include districts, charter schools, and nonprofit organizations. Awards ranged from \$191,997 to \$350,000.

### Population and Service Levels

About 10,100 students are expected to be served through the FY23 Phillip Jackson Freedom Schools Grant.

	FY23 (est)	FY24 (proj)
Number of students	10,104	11,000

# Illinois State Board of Education Teacher Certificate Institute Fund

*Legislative Reference – 105 ILCS 5/3-12 & 5/21B-40  
Funding Source - State*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$2,208,900	\$2,208,900	\$2,208,900	\$2,208,900	<b>\$2,208,900</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Elevating Educators:** Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

### Program Mission

The mission of the program is to support activities associated with Chicago educator licensure and ensure educators are highly prepared for their positions by having met state licensure requirements. All issued licenses must be registered in at least one region in order to be valid for teaching in the state’s public schools.

### Purpose

The purpose of the program is to enable ISBE, serving by statute as the Chicago Regional Office of Education, to collect fees for educator licensure registration.

### Reimbursement/Distribution Method

Fees collected are used to support teacher institutes and also provide technology and other resources necessary for the timely and

efficient processing of licensure requests. Monies in the institute fund may also be used by the state superintendent of education to support the following initiatives within a city having a population exceeding 500,000 -- educator recruitment and retention programs, educator preparation programs seeking national accreditation, and professional development opportunities aligned with the requirements set forth in Section 21B-45 of the Illinois School Code. A majority of the monies in the institute fund must be dedicated to the timely and efficient processing of applications and for the renewal of licenses, per Public Act 099-0058.

### Population and Service Levels

Registration fees collected by ISBE are deposited into the ISBE Teacher Certificate Institute Fund. Fees collected include:

- Professional Educator License - \$10/year for a five-year period.
- Substitute and Short-Term Substitute Teaching License - \$10/year for a five-year period.
- Educator License with Stipulations with a Paraprofessional Endorsement - \$5/year for a five-year period.
- Educator License with Stipulations (if applicable) - \$10/year for length of license cycle.

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Registration fees - Professional Educator License - \$10/year for a five-year period	\$10/year	\$10/year	\$10/year	\$10/year	\$10/year
Registration fees - Substitute and Short-Term Substitute Teaching License - \$10/year for a five-year period	Sub: \$10/year; STS: \$5/year	Sub: \$10/year; STS: \$5/year	Sub: \$10/year; STS: \$5/year	Sub: \$10/year; STS: \$0/year	Sub: \$10/year; STS: \$0/year
Registration fees - Educator License with Stipulations with a Paraprofessional Endorsement - \$5/year for a five-year period	\$5/year	\$5/year	\$5/year	\$5/year	\$5/year
Educator License with Stipulations (if applicable) - \$10/year for length of license cycle	\$10/year	\$10/year	\$10/year	\$10/year	\$10/year



# Regional Offices of Education

*Legislative Reference – 105 ILCS 5/2-3.62, 3-14.23, 18-6 & 6-106.1  
Funding Source - State*

## Appropriation History\*

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$7,070,000	\$7,070,000	\$7,040,000	\$19,040,000	\$19,120,000
Change from Prior Year	\$30,000 0.43%	\$0 0.00%	(\$30,000) (0.42%)	\$12,000,000 170.45%	\$80,000 0.42%

*\*Includes appropriations for training of bus drivers.*

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to perform statutory responsibilities and contractual responsibilities of the Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs), and Chicago Public Schools (CPS) with quality and effectiveness.

### Purpose

The purpose of the program is to provide administrative funds for ROEs and ISCs and support continuous improvement and capacity building for the delivery of specific services.

State law provides for the establishment and operation of regional educational entities that serve the districts in their respective areas and perform identified state functions and services. This includes 35 ROEs, three ISCs in suburban Cook County outside the City of

Chicago, and one Chicago ISC. (Chicago District 299 acts as the Chicago ISC.)

The regional superintendents of education are required by law to carry out specified regulatory functions that include the Illinois Administrators' Academy, Computer Technology Education, Directory of Cooperating Consultants, and Staff Development Services in fundamental learning areas. They also provide other services to local districts and/or the Illinois State Board of Education, including providing initial and refresher training to approximately 25,000 school bus drivers annually.

### Reimbursement/Distribution Method

#### *ROE School Services*

ROE allocations consist of a base amount and an amount based on the total enrollment for each ROE and ISC. The base amount is distributed evenly to each ROE and ISC. Remaining funding is calculated using the enrollment for each ROE and ISC service region multiplied by a per pupil amount (determined by the appropriation level).

A total of \$12 million of the proposed \$19.1 million appropriation in fiscal year 2024 will be earmarked to increase the capacity of ROEs/ISCs to assist their districts with addressing truancy and chronic absenteeism as Illinois recovers from the COVID-19 pandemic.

*Bus Driver Training*

Each ROE is provided funding based on the number of initial training classes provided. Funding is based on the appropriation.

	FY22	FY23	FY24 Proposed
ROE School Services	\$6,970,000	\$18,970,000	\$18,970,000
Bus Driver Training	\$ 70,000	\$70,000	\$150,000
<b>Total</b>	<b>\$7,040,000</b>	<b>\$19,040,000</b>	<b>\$19,120,000</b>

**Population and Service Levels**

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Average Number of Professional Development Offerings per ROE	140	196	188	200	210

	FY20	FY21	FY22	FY23 (est)
Chronic Absenteeism Rate (State)	11%	21.1%	29.8%	17%

All 35 ROEs and four ISCs are eligible for funding.

# Regional Superintendents' and Assistants' Salaries

Legislative Reference – 105 ILCS 5/3-2.5 & 5/18-5  
Funding Source - State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$11,200,000	\$11,400,000	\$11,400,000	\$11,750,000	<b>\$12,100,000</b>
Change from Prior Year	\$200,000 1.82%	\$200,000 1.79%	\$0 0.00%	\$350,000 3.07%	<b>\$350,000</b> <b>2.98%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to ensure that all regional and assistant superintendents' salaries are paid according to statutory requirements.

### Purpose

The purpose of the program is to pay salaries of regional superintendents, assistant superintendents, executive directors of Intermediate Service Centers (ISCs), and assistant executive directors of ISCs.

### Reimbursement/Distribution Method

Salaries are determined by the School Code according to the population of the region as established by the preceding federal census, per statute. In any region where the appointment of more than one assistant superintendent is authorized, one assistant may be compensated at no more than 90 percent of the regional superintendent's salary and any other assistants shall be paid at a rate not exceeding 75 percent, depending on the qualifications of the assistant(s).

### Population and Service Levels

The executive directors and assistant executive directors of the three Suburban Cook County ISCs have been paid from these funds as regional and assistant superintendents since January 1, 2018.

# School District Emergency Financial Assistance Fund

Legislative Reference – 105 ILCS 5/1B, 1E, 1F and 1H  
Funding Source - State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	<b>\$1,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to assist school districts under a Financial Oversight Panel in achieving and maintaining financial health.

### Purpose

The purpose of the program is to provide emergency financial assistance to school districts that are financially in need and under the authority of a Financial Oversight Panel. The funds are intended to assist such districts in achieving financial stability so they will be able to provide quality learning programs that develop all students to their potential. The funding also assists with providing training and supports to teachers and leaders in such financially impacted districts, thus enhancing student learning, improving learning conditions, and elevating educators and educational equity for each

and every student. In addition, ISBE may expend funds for contractual services to provide technical and consulting services to districts so they can assess their financial condition.

### Reimbursement/Distribution Method

Under the provisions of Article 1H of the School Code, the maximum amount of an emergency financial assistance loan shall not exceed \$4,000 per pupil and an emergency financial assistance grant shall not exceed \$1,000 per pupil. Both a loan and grant may be approved.

Appropriations may be allocated and expended by ISBE as contractual services to provide technical and consulting services to school districts to assess their financial condition and by school districts under a Financial Oversight Panel to assist in improving its financial condition.

### Population and Service Levels

School districts that have an approved petition for emergency financial assistance are eligible to participate. No petition for emergency financial assistance is approved by ISBE unless there is also an established Financial Oversight Panel. Districts that have received emergency financial assistance are listed as follows:

Fiscal year 2003	Cairo Community Unit School District 1, (Alexander County)	Fiscal year 2011	Proviso Township High School District 209, (Cook County)
	Livingston Community Consolidated School District 4, (Madison County)	Fiscal year 2015	East St. Louis School District 189, (St. Clair County)
Fiscal year 2004	Venice Community Unit School District 3, (Madison County)		Hazel Crest School District 152-5, (Cook County)
Fiscal year 2010	Proviso Township High School District 209, (Cook County)		North Chicago School District 187, (Lake County)

# School STEAM Grant Program

Legislative Reference - 105 ILCS 5/2-3.119a  
Funding Source - State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	N/A	\$2,500,000	\$2,500,000	\$2,500,000	<b>\$2,500,000</b>
Change from	N/A	\$2,500,000	\$0	\$0	<b>\$0</b>
Prior Year	N/A	N/A	0.00%	0.00%	<b>0.00%</b>

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

### Program Mission

The School STEAM Grant Program funds were generated from a one-time specialty ticket made possible through the Illinois State Lottery. The purpose of the grant is to make science, technology, engineering, art, and math (STEAM) programming available to low-income students in disadvantaged neighborhoods. School STEAM grants shall be made available to public schools, charter schools, area vocational centers, and laboratory schools in which the percentage of students classified as low income exceeds the state average.

### Purpose

Grant recipients shall use funds to conduct, or contract with a third party to conduct, programming that educates, encourages, and promotes obtaining skills and career opportunities in the fields of science, technology, engineering, art, and math. Grant activities may include direct service to students or professional learning for teachers to provide STEAM instruction. Priority shall be given to programs that provide hands-on experience and to programs that focus on promoting young women to enter into the fields of science, technology, engineering, art, and math.

### Reimbursement/Distribution Method

Applicants must meet the eligibility criteria for funding. Initial awards were made to eight school districts in fiscal year 2022 based on the results of a competitive grant process. Any available funding not disbursed via the initial awards will be distributed to the eight awarded districts in fiscal year 2023 to support continuation of grant-funded STEAM programming. Individual awards will not exceed \$350,000.

There are no cost sharing or matching requirements.

### **Population and Service Levels**

The following table displays service-level information:

	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23 (est)</b>	<b>FY24 (proj)</b>
Number of grants awarded	N/A	N/A	8	8	0
Total K-12 students served through program (cumulative)	N/A	N/A	4,946	5,500	0

# School Technology Revolving Loan Program

Legislative Reference – 105 ILCS 5/2-3.117a  
Funding Source - State

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$7,500,000	\$7,500,000	\$7,500,000	\$7,500,000	\$7,500,000
Change from Prior Year	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%	\$0 0.00%

### Board Goals

The program aligns with the following Board goals

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to build 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.

### Purpose

The purpose of the program is to provide funding for technology hardware and software for integrating technology into

teaching and learning through low-cost, three-year loans to eligible applicants to help meet their technology goals.

### Reimbursement/Distribution Method

Loan applications are approved on a first-come, first-served basis until all loan funds are disbursed. If approved loan requests exceed funds available, eligible applicants that do not receive funding receive first consideration in the next fiscal year in which the grade levels specified on the application are eligible for funding. 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.
- Staff development directly related to integration of technology hardware.

Funds are repaid over a maximum of three years.

### Population and Service Levels

All school districts are eligible to participate on a two-year rotating basis: Grades 9 through 12 in fiscal year 2023 and Grades K through 8 in FY 2024. They alternate in



each second year thereafter. The population served for FY 2022 included all eligible applicants that enrolled students in Grades K

through 8. The following table displays service-level information:

	FY20	FY21	FY22	FY23 (est)	FY 24 (proj)
Number of eligible applicants	795	484	795	484	795
Grade levels served	K-8	9-12	K-8	9-12	K-8
Dollars loaned	\$924,435	\$0	\$212,950	0	\$1,250,000
Number of loans	3	0	2	0	15
Percent eligible districts participating	1%	0%	1%	0%	2%

# Teacher Certificate Fee Revolving Fund

*Legislative Reference – 105 ILCS 5/21B-40  
Funding Source - State*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$6,000,000	\$6,000,000	\$6,000,000	\$6,000,000	<b>\$6,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Elevating Educators:** Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

### Program Mission

The mission of this program is to ensure that all candidates for teaching, administrative, and school support personnel endorsements meet established state requirements through the use of a highly effective technical and informational support system.

### Purpose

The purpose of this program is to provide the mechanism for the state to receive the application fee charged for licenses, endorsements, or evaluation of credentials. All application fees are set forth in 105 ILCS 5/21B-40. Application fees for a Professional Educator License (PEL) (in-state) and Educator License with Stipulations (ELS) are \$100. The application fee for a substitute teaching license is \$50. The application fee is \$150 for out-of-state license applications and \$50 for each subsequent endorsement or approval. Short-term substitute teacher license fees are \$25. The application fee for

a short-term substitute teacher is waived any time the governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act. Substitute and Short-term substitute teaching license application fees can be refunded to applicants who provide evidence of working at least 10 days on the license within one year of its issuance.

The funds received are deposited into the Teacher Certificate Fee Revolving Fund and are used to provide technology and other resources necessary for the timely and efficient processing of licensure requests. Funds available from the Teacher Certificate Fee Revolving Fund may also be used by ISBE to support the recruitment and retention of educators, to support educator preparation programs as they seek national accreditation, and to provide professional development aligned with the requirements set forth in Section 21B-45 of the School Code. A majority of the funds in the Teacher Certificate Fee Revolving Fund must be dedicated to the timely and efficient processing of applications and for the renewal of licenses.

### Reimbursement/Distribution Method

Funds provide for continual enhancement and maintenance to the Educator Licensure Information System, agency educator licensure personnel costs, equipment to link Regional Offices of Education to the ISBE

computerized educator licensure database, enhancements to software systems, and upgrades to technology used to process license and endorsement applications.

**Population and Service Levels**

Approximately 64,000 applications for teaching, administrative, and school service personnel licenses, endorsements, and approvals are processed annually. The following table displays service-level information:

	<b>FY21</b>	<b>FY22</b>	<b>FY23 (est)</b>	<b>FY24 (proj)</b>
Number of licensure applications received	58,459	63,500	64,000	64,000

# Temporary Relocation Expenses Revolving Grant Fund

*Legislative Reference – 105 ILCS 5/2-3.77  
Funding Source - State*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	<b>\$1,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to assist school districts that have incurred emergency relocation expenses as a result of fire, earthquake, tornado, mine subsidence, 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 them to be able to make progress in achieving the State Board goals. These funds allow a continued system of support to be available that will enhance student learning and learning conditions so that each and every child is provided with safe and healthy learning conditions.

### Purpose

The purpose of the program is to pay school district emergency relocation expenses incurred as a result of fire, earthquake, tornado, mine subsidence, other natural or man-made disaster, or school building condemnation. The request for funds must be made by a Regional Office of Education and approved by the state superintendent of education.

The Temporary Relocation Program provides loan and grant funds to school districts for eligible costs of implementing the temporary relocation. ISBE bases the amount of each loan on allowable expenses identified in the district's application, the estimated insurance proceeds to be realized, and the yield from the local property tax levied per Article 17-2.2c of the School Code. ISBE bases the amount for grants on how many allowable expenses identified in the application exceed the total of the estimated insurance proceeds and seven-year period tax yield.

### Reimbursement/Distribution Method

Funding is based on costs for the lease or renovation of facilities and for transportation

and other costs associated with the emergency relocation of school operations so that safe and healthy learning conditions are ensured for students. Loans received from the program must be repaid.

**Population and Service Levels**

The following chart shows school districts that were able to move students from dangerous environments to safe classrooms:

District	Fiscal Year	Loan Amount	Grant Amount	Total	Students Served
Pana CUSD #8	FY99	\$217,000	\$348,000	\$565,000	1,329
Massac CUSD #1	FY00	\$333,176	\$8,998	\$342,174	2,321
Dongola CUSD #66	FY01	\$31,777	\$179,827	\$211,604	349
Oakland CUSD #5	FY01	\$210,386	\$0	\$210,386	440
Cypress SD #64	FY02, FY03, FY05, FY06	\$14,084	\$850,075	\$864,159	120
Altamont CUSD #10	FY03	\$140,234	\$372,316	\$512,550	182
Gavin SD #37	FY05, FY06	\$555,286	\$352,816	\$908,102	615
Southeastern CUSD #337	FY06, FY07, FY08, FY09	\$408,972	\$457,045	\$866,017	182
Casey-Westfield CUSD #4C	FY06, FY07, FY08, FY09	\$198,247	\$1,106,608	\$1,304,855	367
Gillespie CUSD #7	FY10, FY11, FY12, FY14	\$242,550	\$876,045	\$1,118,595	736
Meridian CUSD #101	FY14, FY16	\$71,680	\$103,103	\$174,783	444

# Adolescent Health

Legislative Reference – 105 ILCS 110  
Funding Source – Federal (CFDA 93.079)

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$500,000	\$500,000	\$500,000	\$500,000	<b>\$500,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$99,935	\$99,935	\$99,935	\$99,935	TBD
Change from Prior Year	\$0	\$0	\$0	\$0	TBD
	0.0%	0.0%	0.0%	0.0%	TBD

*\*Federal grant awards may be spent over multiple years. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2024 amount is to be determined (TBD).*

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to administer and disseminate the Youth Risk Behavior Survey (YRBS) and Health Profiles. The YRBS results help in understanding the factors that contribute to the leading causes of illness, death, and disability among youth and young adults. Among the behaviors that contribute to unintentional injuries and violence are sexual behaviors related to unintended pregnancy and sexually transmitted diseases, including HIV infection, alcohol and other drug use, tobacco use, unhealthy dietary habits, and inadequate physical activity. YRBS measures the prevalence of obesity and asthma and other

health-related behaviors. It also is used to gather information regarding sexual identity and sex of sexual contacts. YRBS includes a national school-based survey conducted by the Centers for Disease Control and Prevention and state, territorial, tribal, and local surveys conducted by state and territorial agencies, Local Education Agencies, local health agencies, and tribal governments.

### Purpose

The purpose of the program is to analyze YRBS and Health Profiles data to better understand factors that contribute to causes of illness, death, and/or disability among youth and provide resources to mitigate them. Such analysis allows the ISBE to gather relevant data regarding students' learning conditions.

### Reimbursement/Distribution Method

Funds are provided for staffing and are used for such purposes as coordinating contracts related to collecting, analyzing, and disseminating YRBS surveys and Health Profiles.

**Population and Service Levels**

The 2021 YRBS was completed by 1,911 students in 37 public high schools in Illinois, with an overall response rate of 67.55 percent.

The 2023 YRBS is expected to be administered to around 1,500 students in 45 schools during the fall semester. ISBE hopes to attain at least a 70 percent overall response rate.

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Youth Risk Behavior Survey - number of students	N/A	1,911	N/A	1,500	N/A
Youth Risk Behavior Survey - number of schools	N/A	37	N/A	45	N/A
Youth Risk Behavior Survey - response rate	N/A	67%	N/A	70%	N/A

# Bipartisan Safer Communities Act: Stronger Connections Grant Program

Legislative Reference – P.L. 117-159  
Funding Source – Federal (CFDA 84.424A)

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$25,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$25,000,000
	N/A	N/A	N/A	N/A	100.00%

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24
Grant Award	\$0	\$0	\$0	TBD	TBD
Change from Prior Year	\$0	\$0	\$0	TBD	TBD
	N/A	N/A	N/A	TBD	TBD

*\*ISBE has applied for this new federal award that would span five fiscal years. The ISBE application is pending approval by the U.S. Department of Education.*

**Board Goal** The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The purpose of the program is to provide safe, healthy, and welcoming learning environments to enhance the performance of students, particularly students who attend high-poverty, low-performing schools. It also is designed to help students who attend

schools that utilize exclusionary discipline practices meet state and local performance standards in core academic subjects

### Purpose

The purpose of the program is to improve students' academic achievement by increasing supports to Local Education Agencies and local communities, specifically related to access to education/programmatic support to improve school conditions for student learning.

### Reimbursement/Distribution Method

The information below shows the grant award allocation at the state level based on the Every Student Succeeds Act:

#### *Grant Award*

- 95% Grants
- 4% State Education Agency Activities
- 1% Administration

Funding is available through a competitive



grant process evaluated on need, quality of project services, quality of the management plan, quality of project evaluation, and adequacy of resources of the applicant.

**Population and Service Levels**

	<b>FY24 (proj)</b>
Number of low-income students	46.5%
Number of schools that are categorized as targeted and/or comprehensive	515

# Black and Gold Initiative

Legislative Reference – Not Applicable  
Funding Source – Federal

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	N/A	N/A	\$75,000	\$74,432	<b>\$66,100</b>
Change from Prior Year	N/A	N/A	\$75,000	(\$568)	<b>(\$8,332)</b>
	N/A	N/A	100.00%	(0.76%)	<b>(11.19%)</b>

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24
Grant Award	N/A	N/A	N/A	N/A	N/A
Change from Prior Year	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A

\*This program is funded by an appropriation from the State Coronavirus Urgent Remediation Emergency fund for costs obligated by December 31, 2024.

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and supportive learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The program mission is to improve student outcomes by providing mentoring, educational programming, and violence prevention for Black male high school students in the Champaign-Urbana area.

### Purpose

The program provides students with a personal development experience intended to blend both effective leadership and efficient self-disciplinary practices to establish a new understanding of the value of education.

### Reimbursement/Distribution Method

The General Assembly appropriated federal funds from the State Coronavirus Urgent Remediation Emergency fund to support the Black and Gold Initiative (BGI) in fiscal year 2022. One discretionary grant award will be disbursed to BGI for the partial provision of student mentoring services.

### Population and Service Levels

The BGI provides mentoring services to a high school student cohort group of approximately 25 Black male youths in the Champaign-Urbana area. Selected students participate in BGI's Mentally Investing Now Determines Success (MINDS) Program, which meets twice a month throughout the school year. Students focus on developing eight critical life skills, including effective communication, decision-making, goal setting, respect, teamwork, citizenship, conflict resolution, and time management, during these meetings. Additionally, MasterMINDS provides a two-week summer program for extended learning.

The BGI fully supports students by also providing much-needed tangible resources, such as phones, transportation, and temporary shelter.

	<b>FY23 (est)</b>	<b>FY24 (proj)</b>
Number of students participating in the program	25	25
Number of mentors providing support to students	10	10
Number of biweekly mentorship classes attended by students	13	13

# Career and Technical Education – Basic

Legislative Reference – PL 109-270  
Funding Source – Federal (CFDA 84.048A)

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$66,000,000	\$66,000,000	\$66,000,000	\$70,000,000	\$70,000,000
Change from Prior Year	\$11,000,000 20.00%	\$0 0.00%	\$0 0.00%	\$4,000,000 6.06%	\$0 0.00%

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$44,724,253	\$45,433,749	\$47,207,040	\$48,668,688	TBD
Change from Prior Year	\$2,453,904 5.81%	\$709,496 1.59%	\$1,773,291 3.90%	\$1,461,648 3.10%	TBD

\*Federal grant awards may be spent out over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2024 amount is to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

## Program Mission

Career and Technical Education (CTE) programs in Illinois strengthen students' technical skills; facilitate transitions to

postsecondary training programs and employment, or both; and help students meet the Illinois Learning Standards. CTE programs afford students opportunities to engage in career exploration, work-based learning, and pre-apprenticeships by creating personalized and innovative learning opportunities that engage students' strengths and interests. Students preparing for careers in nontraditional fields as well as students in special populations, such as individuals receiving special education services, English learners, and students in the juvenile justice system, receive support via CTE programming. Participation in CTE increases students' opportunities for careers in high-wage, high-skill, and in-demand occupations.

## Purpose

The purpose of CTE is to provide educational opportunities to fully develop academic, technical, and employability skills for career opportunities, specific job training, and

occupational retraining; to learn about nontraditional occupations; and to support special populations of students. Business and industry will be working even more closely with secondary and postsecondary entities in the coming year to align the pathways to the needs in local areas. These opportunities enable students to succeed in secondary and postsecondary education. The Education for Employment (EFE) regional delivery systems assist in maintaining and expanding technical skills of the state's labor force and promote economic growth and development. The EFEs will work with districts to strengthen partnerships with postsecondary schools, business, and industry.

CTE programs enable students to engage in career exploration, work-based learning, pre-apprenticeships, and Career and Technical Student Organizations. CTE funding supports school counselors, who are a critical piece to providing the support to students for success after high school. Secondary CTE instructional programs are grouped into seven broad areas based on career clusters and provide students with 17 career pathways. The seven areas are Agriculture, Food, and Natural Resources; Arts and Communication; Finance and Business Services; Human and Public Service (including Family and Consumer Sciences); Health Science Technology; Information Technology; and Manufacturing, Engineering, Technology, and Trades.

ISBE is leveraging federal Perkins funds to reduce opportunity gaps by supporting districts to identify local gaps and root causes and design and implement aligned solutions via their local formula grants and new grant opportunities.

### **Reimbursement/Distribution Method**

Grant award allocations at the state level are based on the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

ISBE distributes 60 percent of the funds and the Illinois Community College Board (ICCB) distributes 40 percent of the funds.

Grant awards are distributed in accordance with the requirements specified in the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V):

- 85% Grants
- 8% Leadership Activities
- 5% Administration
- 2% State Institutions

Federal funds (85 percent of the grant award) are distributed to eligible recipients through allocation formulas. The secondary school allocations are calculated from census data, with 30 percent of the total based on the 5- to 17-year-old population and 70 percent based on the 5- to 17-year-old population below the poverty level. The ICCB has the responsibility for postsecondary and adult CTE programs. The community college allocations are calculated from Pell Grant count data. Reserve funds, which will be up to 15 percent of the 85 percent for formula grants, will be awarded to fund equity-oriented innovative approaches in high-needs districts. Statewide leadership activities (8 percent of grant award) are conducted according to the provisions of Perkins V.

## **Population and Service Levels**

The following table displays service-level information for CTE participants:

<b>Students Served</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23 (est)</b>	<b>FY 24 (proj)</b>
Secondary Students	278,883	228,797	266,448	270,000	279,000
Community College Students	119,269	98,681	99,977	114,000	114,000
<b>Total Students</b>	<b>398,152</b>	<b>327,478</b>	<b>366,425</b>	<b>384,000</b>	<b>393,000</b>

<b>Programs Offered</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23 (est)</b>	<b>FY24 (proj)</b>
Secondary Schools Offering Programs	592	541	648	660	660
Community Colleges Offering Programs	48	48	48	48	48
<b>Total Programs</b>	<b>640</b>	<b>589</b>	<b>696</b>	<b>758</b>	<b>758</b>

# Child Nutrition Programs

Legislative Reference – PL 111-296 and 7 CFR 210,215,220,225,226, 245  
Funding Source – Federal (CFDA 10.541,10.555,10.558,10.560,10.582)

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$1,062,500,000	\$1,062,500,000	\$1,062,500,000	\$1,062,500,000	\$1,250,000,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$187,500,000
	0.00%	0.00%	0.00%	0.00%	17.65%

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24
Grant Award	\$788,848,763	\$962,494,045	\$1,147,522,982	TBD	TBD
Change from Prior Year	\$7,048,680	\$173,645,282	\$185,028,937	TBD	TBD
	0.90%	22.01%	19.22%	TBD	TBD

*\*Child nutrition funds are distributed to states on a reimbursement basis. Numbers shown represent actual expenditures for the fiscal year.*

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The mission of the program is to provide leadership and support so that sponsoring entities can supply nutritious meals to children, enabling them to properly learn and grow.

### Purpose

The purpose of the program is to reimburse participating sponsors for a portion of the cost of providing nutritious meals (breakfast, lunch, supper, and snack) and milk to eligible children. Participation in federal meal programs is voluntary.

### Reimbursement/Distribution Method

Applicants for free or reduced-price meals under the National School Lunch Program (NSLP) and School Breakfast Program (SBP) must meet federal income guidelines or be determined as categorically eligible for free meals based on receipt of benefits under the Supplemental Nutrition Assistance Program or Temporary Assistance to Needy Families; be directly certified as receiving Medicaid; be homeless, a runaway, a migrant, or living in foster care; or participate in the federally funded Head Start Program.

The federal government provides a basic level of reimbursement for all lunches served to students eligible for reduced-price and

free meals as well as to students who are not eligible (paid category).

Fiscal year 2023 federal reimbursement rates for the NSLP:

Per Meal Reimbursement	Less than 60 percent Free or Reduced-Priced Meals	60 percent or more Free or Reduced-Priced Meals*
Paid**	\$0.77-0.85	\$0.79-0.87
Reduced-price**	\$3.93-4.01	\$3.95-4.03
Free**	\$4.33-4.41	\$4.35-4.43

A one-time menu certification is required to receive the additional seven cents.

\* Sponsors receive the 60 percent or more reimbursement if 60 percent or more of the lunches served during the second preceding school year were served free or at a reduced price.

\*\* Sponsors receive the higher rate of reimbursement in each category if they have been certified for meeting the U.S. Department of Agriculture's new meal pattern requirement.

FY 2023 federal reimbursement rates for the SBP:

	Rates	Rates for Severe Need Schools*
Paid breakfast reimbursement	\$0.50	\$0.50
Reduced-price breakfast reimbursement	\$1.96	\$2.37
Free breakfast reimbursement	\$2.26	\$2.67

\* Sponsors receive the 60 percent or more reimbursement if 60 percent or more of the lunches served during the second preceding school year were served free or at a reduced price.

FY 2023 federal reimbursement rates for the After-School Care Snack Program:

	Rates
Paid snack reimbursement	\$0.09
Reduced-price snack reimbursement	\$0.54
Free snack reimbursement	\$1.08

FY 2023 federal reimbursement rates for the Special Milk Program (SMP):

	Rates
Paid special milk	\$0.27
Free special milk	Avg. cost per ½ pint

FY 2022 (June 2022-August 2022) federal reimbursement rates for the Summer Food Service Program (SFSP):

	Operating Rates	Administrative Rates	
		Rural/Self-Prep	Urban/Vended
Breakfasts	\$2.37	\$0.2350	\$0.1850
Lunches/suppers	\$4.13	\$0.4325	\$0.3575
Supplements	\$0.96	\$0.1175	\$0.0925

FY 2023 federal reimbursement rates for the Child and Adult Care Food Program (CACFP):

Child Care Center Rates	Breakfasts	Lunch & Suppers	After-School Snacks
Paid	\$0.45	\$0.47	\$0.19
Reduced	\$1.91	\$3.63	\$0.64
Free	\$2.21	\$4.03	\$1.18

Day Care Home Rates	Breakfasts	Lunch & Suppers	Supplements
Tier I	\$1.66	\$3.04	\$0.97
Tier II	\$1.66	\$3.04	\$0.97

In addition to this reimbursement, sponsors in the CACFP also receive cash in lieu of commodities/USDA Foods based on the number of lunches and suppers served. The cash in lieu of commodity rate for CACFP is \$0.3000 per meal for FY 2023.



In addition to this reimbursement, sponsors in the NSLP also receive a Planned Assistance Level (PAL) factor as a credit to purchase commodities/USDA Foods based on the number of lunches served. The PAL for NSLP is \$0.4300 per meal (\$0.30000 per meal plus 12 percent provision dollars) for FY 2023.

The Fresh Fruit and Vegetable Program (FFVP) provides selected schools federal funds to purchase and serve fresh fruits and vegetables free of charge to students at school at times other than during the meal periods. Allocation of funds is based on \$50 per student enrolled at time of annual application for FFVP funds.

If available, funds may be increased up to \$75/per student mid-year.

**Population and Service Levels**

NSLP and SBP are two separate voluntary programs available to all public schools, nonprofit private schools, and residential child care institutions that agree to operate a nonprofit program that meets federal requirements and offers lunches to all children in attendance. The number of sponsors and sites participating as well as the number of meals served under the NSLP, SBP, and After-School Snack Program are shown below.

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
<b>LUNCH</b>					
Percent of students eligible for free and reduced-price meals	60%	100%	100%	64%	64%
Child Nutrition Programs Enrollment Rate	87%	100%	100%	84%	84%
Number of Sponsors	1,053	234	1,067	1,041	1,041
Number of Sites	4,012	453	4,181	4,045	4,045
Number of Meals	106,942,661	1,734,658	163,069,178	162,092,573	158,850,721
<b>BREAKFAST</b>					
Number of Sponsors	805	163	847	825	825
Number of Sites	3,417	341	3,665	3,546	3,546
Number of Meals	49,612,759	1,132,208	74,077,673	73,447,169	71,978,225
<b>SNACKS</b>					
Number of Sponsors	149	54	141	161	161
Number of Sites	608	120	521	511	511
Number of Meals	2,247,654	343,673	2,512,089	2,520,610	2,470,197

The SMP is open to public schools, nonprofit private schools, residential child care institutions, day care centers, and camps that agree to operate a nonprofit milk program and do not have a federally funded food service program. The program is ideal for locations with children who do not have access to milk through another federally funded meal program (such as half-day kindergarten students not present during lunch). The number of milks served is shown below.

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Number of Sponsors	278	199	211	210	210
Number of Sites	452	296	327	360	360
Number of Milks	4,318,470	1,845,072	4,537,035	4,722,389	4,627,941

The FFVP is a competitive program available to public schools, nonprofit private schools, and residential child care institutions.

Selected schools must be elementary schools, participate in the NSLP, and have 50 percent or more of their students qualify for free and reduced-price meals.

	FY22	FY23 (est)
Number of Sites	344	384
Number of Students	125,358	134,438
Allocation per Student	\$50.00-\$75.00	\$50.00 - \$75.00

The SFSP is a voluntary program available to public schools; private schools; residential camps; state, local, municipal, and county government entities; and private not-for-profit organizations not participating in other child nutrition programs during the summer months. The intent of the program is to serve nutritious meals during the summer months to children who during the school year receive free or reduced-price meals through the National School Lunch and Breakfast Programs.

The following table displays service-level information:

	FY22	FY23 (est)
Number of Sponsors	133	137
Number of Sites	1,561	1,608
Number of Meals	9,766,745	3,492,566

The CACFP is a voluntary program available to nonprofit and for-profit nonresidential child care centers, family day care homes, Head Start centers, and outside-of-school-hours child care programs. In addition, legislation allows reimbursement for snacks and/or suppers served to school-age children participating in after-school programs located in an area served by a school in which at least 50 percent of the enrolled children are approved eligible for free or reduced-price meals. Reimbursement is also allowed for meals served to children and disabled adults living in emergency shelters.

The adult care portion of the program is administered by the Department on Aging. Meals/snacks must meet federal requirements.

The following table displays service-level information:

	FY22	FY23 (est)
Number of Sponsors – Child Care Centers	753	645
Number of Sites – Child Care Centers	2,649	1,920
Number of Sponsors – Child Care Homes	11	10
Number of Sites - Child Care Homes	4,425	4,127
Number of Meals	68,801,555	69,817,910

# Elementary and Secondary School Emergency Relief Funds

Legislative Reference – PL 116-136; PL 117-2  
Funding Source – Federal (CFDA 84.425D; 84.425U)

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$569,500,000	\$7,875,295,000	\$7,781,206,400	\$6,215,389,700	<b>\$4,048,807,500</b>
ESSER I	\$569,500,000	\$569,500,000	\$475,411,400	\$41,543,000	<b>\$5,738,400</b>
ESSER II	N/A	\$2,250,805,000	\$2,250,805,000	\$1,162,038,900	<b>\$524,556,000</b>
ARP ESSER	N/A	\$5,054,990,000	\$5,054,990,000	\$5,011,807,800	<b>\$3,518,513,100</b>
Change from Prior Year	N/A	\$7,305,795,000	(\$94,088,600)	(\$1,565,816,700)	<b>(\$2,166,582,200)</b>
	N/A	1282.84%	(1.19%)	(20.12%)	<b>(34.86%)</b>

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24
Grant Award	\$569,467,218	\$5,620,796,927	\$1,688,609,898	N/A	N/A
ESSER I	\$569,467,218	\$0	\$0	N/A	N/A
ESSER II	N/A	\$ 2,250,804,891	\$0	N/A	N/A
ARP ESSER	N/A	\$ 3,369,992,036	\$ 1,688,609,898	N/A	N/A
Change from Prior Year	N/A	\$5,051,329,709	(\$3,932,187,029)	N/A	N/A
	N/A	887.0%	(69.96%)	N/A	N/A

\*The ESSER I award is funded by the Coronavirus Aid, Relief, and Economic Security Act and had a funding period through September 30, 2022. The ESSER II award is funded by the Coronavirus Response and Relief Supplemental Appropriations Act and has a funding period through September 30, 2023. ARP ESSER award is funded by the American Rescue Plan Act of 2021 and has a funding period through September 30, 2024.

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

## Program Mission

The mission of the Elementary and Secondary School Emergency Relief (ESSER) I, II and American Rescue Plan (ARP) Act ESSER

programs is to provide services to all schools and educational entities in a Local Education Agency (LEA) regardless of participation in Title programs. The ESSER I, II, and ARP ESSER programs provide relief funding to Illinois LEAs, including charter schools that are LEAs, that received an allocation under Title I, Part A of the Elementary and Secondary Education Act (ESEA) of 1965.

ESSER I, II, and ARP ESSER State Education Agency (SEA) reserve programs provide pre-K through Grade 12 services to all schools and educational entities in an LEA regardless of participation in Title programs. The SEA reserve provides relief funding to non-Title I, Part A-eligible LEAs; Education for Employment (EFE) systems/vocational centers, Regional Offices of Education (ROEs), special education cooperatives that did not receive allocations under Title I, Part A of the ESEA; and other emergency needs as determined by the state.

ESSER I nonpublic school programs provide a proportionate share, not funding, to offer equitable services based on low-income count or total enrollment.

### **Purpose**

The purpose of the program is to provide supplemental services to prevent, prepare for, and respond to the COVID-19 pandemic. Districts are strongly encouraged to explore the use of these funds to address the needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth; outreach and service delivery; technology for online learning (including hardware, software, and connectivity); mental health services and supports; summer learning and supplemental after-school programs; professional development to minimize the spread of

infectious diseases (e.g., sanitation training); cleaning and sanitizing school and district buildings; and other activities necessary to maintain the operation and continuity of services.

### **Reimbursement/Distribution Method**

ESSER I and II and ARP ESSER funds provide grant opportunities that utilize Coronavirus Aid, Relief, and Economic Security (CARES) Act; Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act; and ARP Act dollars to assist districts in reducing barriers to prevent, prepare for, and respond to the COVID-19 pandemic.

ESSER I funds are distributed through formula grants based on the percentage of Title I, Part A funds received in FY 2020. ESSER II and ARP ESSER funds are distributed through formula grants based on the percentage of Title I, Part A funds received in FY 2021.

### **Population and Service Levels**

The information below shows the ESSER I and II and ARP ESSER grant award allocation at the state level based on the CARES, CRRSA, and ARP Acts.

#### *Grant Award*

- 90% LEA grants
- 9.5% Non-Title I, Part A-eligible LEAs; EFE systems/vocational centers, ROEs/regional programs, and special education cooperatives; and other emergency needs as determined by the state
- 0.5% Administrative costs

The following table displays examples of ESSER I and II and ARP ESSER scope of service-level information:

ESSER I - Mandatory LEA Subgrants and SEA Set-Aside Programs					
Category	Program	Service Level	FY21	FY22	FY23 (est)
<b>Mandatory Subgrants to LEAs</b>					
Local Supplement	90% to Title I Districts	Districts funded	837	323	147
<b>SEA Set-Aside</b>					
Local Supplement	Non-Title I Entities	Entities funded	156	20	12
	Early Childhood	Entities funded	12	12	1
Student Learning	Digital Equity I Formula Grant	Districts funded	368	368	48
	Illinois Department of Innovation and Technology	Entities served	993	993	N/A
	Professional Development Grant	Districts funded	92	92	16
	Learning Technology Center	Entities served	890	890	N/A
Elevating Educators	Virtual Coaching/Teacher Mentoring	Districts served	15	43	104

ESSER II - Mandatory LEA Subgrants and SEA Set-Aside Programs					
Category	Program	Service Level	FY21	FY22	FY23 (est)
<b>Mandatory Subgrants to LEAs</b>					
Local Supplement	90% to Title I Districts	Districts funded	847	847	568
<b>SEA Set-Aside</b>					
Local Supplement	Non-Title Entities	Entities funded	143	143	27
Student Learning	Digital Equity II Formula Grant	Districts funded	N/A	315	315
	Fall Administration of Assessments	Districts served	N/A	865	N/A
	IBHE-Led High Impact Tutoring Program	Districts served	N/A	12	56
	District-Led High Impact Tutoring Formula Grant	Districts funded	N/A	N/A	94
	Bridge Program - OneGoal	Districts served	N/A	26	33
	Jumpstart K & 1st Grade	Entities funded	N/A	43	43
	Interim Assessments	Districts served	N/A	15	17
	Priority Learning Standards/ Curriculum Evaluation Tool	Districts served	27	60	75
Learning Conditions	Community Partnership Grants	Entities funded	N/A	136	136
	Social & Emotional Learning Hubs	Entities served	N/A	506	850
	REACH Statewide Expansion	Entities served	N/A	130	425
	Student Care	Entities served	N/A	1232	1232
Elevating Educators	Teacher Mentoring	Districts served	N/A	43	104
	Principal Mentoring	Districts served	N/A	150	150
	Affinity Groups	Districts served	N/A	35	49

**ARP ESSER - Mandatory LEA Subgrants and SEA Set-Aside Programs**

<b>Category</b>	<b>Program</b>	<b>Service Level</b>	<b>FY22</b>	<b>FY23 (est)</b>	<b>FY24 (proj)</b>
<b>Mandatory Subgrants to LEAs</b>					
Local Supplement	90% to Title I Districts	Districts funded	849	849	TBD
<b>SEA Set-Aside</b>					
Local Supplement	Learning Loss Formula Grant to LEAs	Entities funded	889	889	TBD
	After School Programs Formula Grant to LEAs	Entities funded	889	889	TBD
	Summer Enrichment Formula Grant to LEAs	Entities funded	889	889	TBD
	Special Education Cooperatives	Entities funded	56	56	TBD
	Non-Title Entities	Entities funded	93	93	TBD
Student Learning	Digital Equity III Formula Grant	Districts funded	N/A	389	389
	High Impact Tutoring	Districts served	N/A	56	120
	Interim Assessments	Districts served	N/A	17	20
	Priority Learning Standards	Districts served	60	75	TBD
Learning Conditions	Community Partnership Grants	Entities served	N/A	136	136
	Social & Emotional Learning Hubs	Entities served	N/A	850	1000
Elevating Educators	Educator Pipeline - Special Education	Entities served	N/A	25	25
	Educator Pipeline - Bilingual Education	Entities served	N/A	100	200
	Principal Mentoring	Districts served	N/A	150	TBD
	Affinity Groups	Districts served	N/A	49	50

# Emergency Assistance to Non-Public Schools

Legislative Reference – PL 116-260; PL 117-2  
Funding Source – Federal (CFDA 84.425R; 84.425V)

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	N/A	\$167,736,400	\$167,736,400	\$156,661,300	<b>\$128,015,900</b>
EANS I	N/A	\$84,490,000	\$84,490,000	\$73,414,900	<b>\$47,829,500</b>
ARP EANS	N/A	\$83,246,400	\$83,246,400	\$83,246,400	<b>\$80,186,400</b>
Change from	N/A	\$167,736,400	\$0	(\$11,075,100)	<b>(\$28,645,400)</b>
Prior Year	N/A	100.00%	0.00%	(6.60%)	<b>(18.28%)</b>

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24
Grant Award	N/A	\$84,489,804	\$83,246,346	N/A	N/A
EANS I	N/A	\$84,489,804	\$0	N/A	N/A
ARP EANS	N/A	\$0	\$83,246,346	N/A	N/A
Change from	N/A	\$84,489,804	(\$1,243,458)	N/A	N/A
Prior Year	N/A	100.00%	(1.47%)	N/A	N/A

*\*The EANS I award is funded by the Coronavirus Response and Relief Supplemental Appropriations Act and has a funding period through September 30, 2023. The ARP EANS award is funded by the American Rescue Plan Act of 2021 and has a funding period through September 30, 2024. These are multi-year awards to the Office of the Governor. The Illinois State Board of Education is the fiscal agent for these awards.*

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with special attention paid to historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have effective educators who are prepared through multiple pathways and are supported in and celebrated for their

efforts to provide each and every student an education that meets their needs.

### Program Mission

The mission of the Emergency Assistance to Non-Public Schools (EANS) I and American Rescue Plan (ARP) EANS programs is to provide COVID-19 relief services to all Illinois-registered pre-K through 12 nonpublic schools.

The programs ensure that a proportionate share of services based on low-income count goes to such schools.

### Purpose

The purpose of the program is to provide services to nonpublic schools to prevent, prepare for, and respond to the COVID-19 pandemic. Illinois-registered nonpublic schools



are strongly encouraged to explore the use of these services to address the needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth; outreach and service delivery; technology for online learning (including hardware, software, and connectivity); mental health services and supports; summer learning and supplemental after-school programs; professional development to minimize the spread of infectious diseases (e.g., sanitation training); cleaning and sanitizing school and district buildings; and other activities necessary to maintain the operation and continuity of services.

**Reimbursement/Distribution Method**

EANS I and ARP EANS programs provide service opportunities that utilize Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act and ARP Act funds to assist Illinois-registered nonpublic schools in reducing barriers to prevent, prepare for, and respond to the COVID-19 pandemic.

EANS I and ARP EANS service allocations are distributed through a competitive award application.

**Population and Service Levels**

The information below shows the EANS I and ARP EANS service award allocation at the state level based on the CRRSA and ARP Acts.

The following table displays examples of EANS I and ARP EANS scope of service-level information:

<b>EANS I</b>				
	<b>FY21</b>	<b>FY22</b>	<b>FY23 (est)</b>	<b>FY24 (proj)</b>
Number of Schools Served	0	240	290	280
Number of Students Served	0	56,980	69,000	65,000

<b>ARP EANS</b>				
	<b>FY21</b>	<b>FY22</b>	<b>FY23 (est)</b>	<b>FY24 (proj)</b>
Number of Schools Served	0	10	75	60
Number of Students Served	0	1,119	13,884	12,800

# Governor's Emergency Education Relief Funds

Legislative Reference – PL 116-136; PL 116-260

Funding Source – Federal (CFDA 84.425C)

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$108,500,000	\$240,900,000	\$155,413,400	\$70,486,000	\$34,490,200
GEER I	\$108,500,000	\$108,500,000	\$107,508,400	\$24,120,500	\$4,701,700
GEER II	N/A	\$132,400,000	\$47,905,000	\$46,365,500	\$29,788,500
Change from	N/A	\$132,400,000	(\$85,486,600)	(\$84,927,400)	(\$35,995,800)
Prior Year	N/A	122.03%	(35.49%)	(54.65%)	(51.07%)

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24
Grant Award	\$108,497,757	\$47,904,238	\$11,080	N/A	N/A
GEER I	\$108,497,757	\$0	\$3,012	N/A	N/A
GEER II	N/A	\$47,904,238	\$8,068	N/A	N/A
Change from	N/A	(\$60,593,519)	(\$47,893,158)	N/A	N/A
Prior Year	N/A	(55.85%)	(99.98%)	N/A	N/A

*\*The GEER I award is funded by the Coronavirus Aid, Relief, and Economic Security Act and had a funding period through September 30, 2022. The GEER II award is funded by the Coronavirus Response and Relief Supplemental Appropriations Act and has a funding period through September 30, 2023. These are multi-year awards to the Office of the Governor. The Illinois State Board of Education is the fiscal agent for these awards.*

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with special attention paid to historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Educator Quality:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts

to provide each and every child an education that meets their needs.

### Program Mission

The mission of the Governor's Emergency Education Relief (GEER) I and II programs is to provide services to help close the education divide in three primary areas -- early childhood, K-12, and higher education -- so students can engage in robust and meaningful learning opportunities, whether in-person or at home.

### Purpose

GEER I and II funds provide grant opportunities that utilize Coronavirus Aid, Relief, and Economic Security (CARES) Act and Coronavirus Response and Relief Supplemental Appropriations Act 2021 funding to assist entities in reducing barriers

to prevent, prepare for, and respond to the COVID-19 pandemic.

**Reimbursement/Distribution Method**

ISBE is utilizing GEER I and II funds for multiple programs as outlined in the table below:

Program/Purpose	Estimated Allocation
Digital Equity Grants for Connectivity and Devices for Local Education Agencies	\$39,500,000
Early Childhood Grants	\$28,100,000
Student Care Department to Support Student Safety and Social-Emotional Learning	\$2,500,000
Jumpstart Kindergarten Grants for Lost Instructional Time	\$5,000,000

**Population and Service Levels**

The information below shows the GEER I and II grant award allocation at the state level based on the CARES Act.

The following table displays GEER service-level information:

	FY22	FY23 (est)
Digital Equity Grant Recipients	84	20
Early Childhood Education Grant Recipients	150	20
School Districts Served by ISBE Student Care Department	852 public school districts; 396 nonpublic school districts; 134 charter schools	852 public school districts; 396 nonpublic school districts; 134 charter schools
Jumpstart Kindergarten Grant Recipients	115	17

# Homeless Children and Youth – American Rescue Plan Act

*Legislative Reference – PL 117-2  
Funding Source – Federal (CFDA 84.425W)*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	N/A	\$33,115,000	\$33,115,000	\$33,118,500	\$26,029,700
Change from	N/A	\$33,115,000	\$0	\$3,500	(\$7,088,800)
Prior Year	N/A	100.00%	0.00%	0.01%	(21.40%)

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24
Grant Award	N/A	\$8,278,217	\$24,850,845	N/A	N/A
Change from	N/A	\$8,278,217	\$16,572,628	N/A	N/A
Prior Year	N/A	100.00%	200.20%	N/A	N/A

*\*This federal grant award is funded by the American Rescue Plan Act Elementary and Secondary Schools Emergency Relief fund and has a funding period through September 30, 2024.*

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and supportive learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

Students experiencing homelessness have been increasingly under-identified as a result of the COVID-19 pandemic. The critical role of educators and staff in schools and districts to properly identify such students may have been impeded by the remote learning situation. These students have remained underserved by schools, districts, and states. American Rescue Plan (ARP) Act funding to support students experiencing homelessness has tremendous potential to

expand the systems in Illinois to identify and support the needs of homeless children and youth.

### Purpose

The purpose of this program is to support the specific needs of homeless children and youth via the ARP Elementary and Secondary School Emergency Relief – Homeless Children and Youth Fund. Funds will be used to identify homeless children and youth, to provide homeless children and youth with wrap-around services to address the challenges of COVID-19, and to enable homeless children and youth to attend school and fully participate in school activities.

### Reimbursement/Distribution Method

Up to 25 percent of the funding will be utilized for state-level activities. The remaining 75 percent will be distributed to existing McKinney-Vento subgrantees and Local

Education Agencies based on a prescribed formula.

and public laboratory schools approved by the Illinois State Board of Education.

**Population and Service Levels**

Applicants eligible to receive funding include school districts, Regional Offices of Education, Intermediate Service Centers,

	<b>FY23</b>
School districts and charter schools eligible for funding	850
Non-school districts eligible for funding	46

# Individuals with Disabilities Education Act – Deaf and Blind

*Legislative Reference – PL 108-446  
Funding Source – Federal (CFDA 84.326T)*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$800,000	\$800,000	\$800,000	\$800,000	\$800,000
Change from Prior Year	\$300,000	\$0	\$0	\$0	\$0
	60.00%	0.00%	0.00%	0.00%	0.00%

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$343,838	\$343,838	\$343,838	\$343,838	TBD
Change from Prior Year	\$0	\$0	\$0	\$0	TBD
	0.00%	0.00%	0.00%	0.00%	TBD

*\*Federal grant awards may be spent out over a five-year period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2024 amounts are to be determined (TBD).*

### Board Goals

The program aligns with the following Board goals:

**Learning Conditions** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

### Program Mission

The mission of the program is to provide supplemental funds for equitable services,

including technical assistance, information, and trainings, for staff and students. These efforts enhance the educational experience for deaf-blind children from birth through age 21 in a safe and healthy environment.

### Purpose

The purpose of the program is to provide technical assistance, information, and training to address early intervention, special education, and transitional and related service needs of children with deaf-blindness and also enhance state capacity to improve services and outcomes for children and their families. Services are coordinated with other state agencies that have responsibilities for providing services to children who are deaf-blind.

### Reimbursement/Distribution Method

Funds are distributed via a grant to the Philip J. Rock Center and School.

## **Population and Service Levels**

The following table displays service-level information:

	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23 (est)</b>	<b>FY24 (proj)</b>
Students served	357	327	318	290	292
Number of referrals received	26	23	23	20	22
Number of service provider contacts	2,460	2,038	3,588	3,000	3,412
Number of family contacts	728	1,830	1,239	1,200	1,230
Number of school districts served	133	138	133	130	131
Number of trainings provided	34	16	8	10	12
Number of persons trained	120	167	137	130	134
Website visits	9,995	10,985	8,249	10,000	11,751

# Individuals with Disabilities Education Act - Part B

Legislative Reference – PL 108-446  
Funding Source – Federal (CFDA 84.027A; 84.027X)

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$754,000,000	\$754,000,000	\$949,576,400	\$949,576,400	<b>\$949,576,400</b>
Change from	\$0	\$0	\$195,576,400	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	25.94%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$534,100,818	\$549,779,217	\$659,957,428	\$570,895,141	TBD
IDEA Part B	\$534,100,818	\$549,779,217	\$556,358,744	\$570,895,141	TBD
ARP IDEA	\$0	\$0	\$103,598,684	N/A	N/A
Change from	\$3,366,930	\$15,678,399	\$110,178,211	(\$89,062,287)	TBD
Prior Year	0.63%	2.94%	20.04%	(13.50%)	TBD

\*Federal grant awards may be spent over a 27-month period. ARP IDEA award is funded by the American Rescue Plan Act of 2021 and has a funding period through September 30, 2023. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2024 amounts for the federal grant award are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population student population will

have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child an education that meets their needs

## Program Mission

The mission of the program is to help local school districts and service provider agencies meet the individual academic and behavioral needs of students with disabilities ages 3-21 so they may progress in the general curriculum and achieve equitable outcomes.

## Purpose

The purpose of the program is to provide supplemental funds to ensure all children with disabilities ages 3-21 receive a free appropriate public education in the least



restrictive environment. Funds are used for teacher and teachers' aides salaries; other personnel (e.g., social workers, psychologists, physical therapists); training; specialized consultants; and instructional supplies, materials, and equipment.

**Reimbursement/Distribution Method**

The following information shows the Individuals with Disabilities Education Act (IDEA) – Part B grant award allocation at the state level:

*Grant Award*

- 89% Formula Grants
- 11% State Set-Aside
  - 50% Room and Board Reimbursement
  - 33% Discretionary Funds
  - 17% Administration

Formula grant funds are distributed to school districts based on the amount received in

fiscal year 2000. Funds in excess of the total base amount required are distributed based on the relative population of children ages 3-21 (85 percent) and on the relative population of those children who are living in poverty (15 percent). Funds are also used to provide room-and-board costs for children with disabilities placed in private facilities, to fund special discretionary projects, and to pay administrative costs.

Unexpended funds from IDEA – Part B that are initially reserved for room-and-board reimbursements are used to pay school districts for the costs of those students with disabilities whose program costs exceed four times the district's per capita tuition rate.

**Population and Service Levels**

The following table displays service-level information:

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Number of students with disabilities ages 3-21 eligible for special education	300,356	268,462	289,165	305,729	311,723
School districts/Co-ops	683	865	865	865	865
District allotments	\$469,828,668	\$484,174,213	\$490,903,268	\$500,707,146	\$510,511,024

# Individuals with Disabilities Education Act – Part B Preschool

Legislative Reference – PL 108-446  
Funding Source – Federal (CFDA 84.173A; 84.173X)

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$29,200,000	\$29,200,000	\$41,000,000	\$41,000,000	<b>\$41,000,000</b>
Change from	\$0	\$0	\$11,800,000	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	40.41%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$18,074,298	\$18,199,069	\$27,322,994	\$18,973,506	TBD
IDEA	\$18,074,298	\$18,199,069	\$18,344,525	\$18,973,506	TBD
ARP IDEA	\$0	\$0	\$8,978,469	N/A	N/A
Change from	\$416,971	\$124,771	\$9,123,925	(\$8,349,488)	TBD
Prior Year	2.36%	0.69%	50.13%	(30.56%)	TBD

*\*Federal grant awards may be spent over a 27-month period. ARP IDEA award is funded by the American Rescue Plan Act of 2021 and has a funding period through September 30, 2023. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2024 amounts for the federal grant award are to be determined (TBD).*

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child an education that meets their needs

### Program Mission

The mission of the program is to support schools in developing a comprehensive early learning system that enables all children with disabilities ages 3 through 5 to be educated appropriately.

**Purpose**

The purpose of the program is to help school districts and special education cooperatives offer more comprehensive programs for children with disabilities ages 3 through 5 by employing teachers and aides; purchasing materials and supplies; and providing related services, training, and consultation to ensure equitable outcomes for all preschool children.

**Reimbursement/Distribution Method**

The information on the below table shows the Individuals with Disabilities Education Act – Part B Preschool grant award allocation at the state level.

*Grant Award*

- 75% Formula Grants
- 20% Discretionary Grants
- 5% Administration

Formula grants are distributed to Local Education Agencies and special education cooperatives according to the amount received in fiscal year 1998. Funds in excess of the total base amount required are distributed based on relative populations of children ages 3 through 5 (85 percent) and on the relative populations of children in this age range living in poverty (15 percent). Discretionary funds are used to provide statewide program development activities, including a child-find campaign; establishment of a regional technical assistance system; in-service training; and special projects. The remaining federal funds are used to pay administrative costs.

**Population and Service Levels**

School districts are eligible to participate. The following table displays service-level information:

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Children served	37,500	22,909	22,750	33,960	38,000
School districts/ Special Ed co-ops	420	815	763	763	763
District Allotments	\$14,185,518	\$13,401,309	\$13,508,404	\$14,119,033	\$14,646,063

# Individuals with Disabilities Education Act – Part D State Personnel Development

*Legislative Reference – PL 108-446  
Funding Source – Federal (CFDA 84.323A)*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
Change from	\$0	\$0	\$0	\$0	\$0
Prior Year	0.00%	0.00%	0.00%	0.00%	0.00%

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$1,000,000	\$1,200,000	\$4,200,000	\$1	TBD
Change from	\$0	\$200,000	\$3,000,000	(\$4,199,999)	TBD
Prior Year	0.00%	20.00%	250.00%	(100.00%)	TBD

*\*Awards for this program are multi-year and correspond to a project period through September 30, 2025. Agency received \$4.2 million in FY 22 which provided funding for FY 22-23.*

*\*\* State fiscal year 2024 amounts for the federal grant aware are to be determined (TBD).*

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Elevating Educators:** Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

### Program Mission

The mission of the program is to increase the capacity of school districts to implement high-quality, research-based, and standards-

aligned curriculum, instruction, interventions, and assessment to improve performance and ensure equitable outcomes of students, particularly those who receive special education and related services, by developing and implementing initiatives to promote the recruitment and retention of special education teachers.

### Purpose

The purpose of the Individuals with Disabilities Education Act (IDEA) – Part D State Personnel Development Grant is to assist State Education Agencies in reforming and improving their systems for personnel preparation and professional development in early intervention, educational, and transition services in order to improve the results for children with disabilities.

This grant will be used for the Illinois Elevating Special Educators (IESE) Project. The primary objectives of IESE are 1) to enhance the effectiveness of staff who

support students with disabilities through research-based professional development, 2) to deliver mentoring to increase the retention of early career special education teachers to address the Illinois special education teacher shortage, 3) to increase the engagement of families as partners in the educational process and decision making, and 4) to deliver professional learning and technical assistance to build seamless and sustainable delivery systems for specialized populations of learners.

**Reimbursement/Distribution Method**

The U.S. Department of Education awards State Personnel Development funds to states on a multi-year basis.

ISBE was awarded a new five-year grant totaling \$9.6 million in October 2020 that will extend through September 30, 2025. Grant funds will be distributed in the amount of \$1.2

million in FY 2021 and \$2.1 million every year after through FY 2025. Grant funds will be distributed to Regional Office of Education (ROE) 9 for coordination with other ROEs.

**Population and Service Levels**

There were 289,165 students with disabilities ages 3-21 eligible for special education in Illinois during the 2021-22 school year. The IDEA Part D grant will target initiatives to promote the retention and recruitment of special education teachers. During the 2021-22 school year there were a reported number of 611 special education teacher vacancies, which constitutes approximately 30% of all vacant teacher positions. This grant will seek to reduce the number of unfilled vacancies by increasing the retention of early career special educators through the provision of professional learning and coaching to support their early career development.

<b><u>Individuals with Disabilities Education Act-Part D State Personnel Development</u></b>				
	<b>FY21</b>	<b>FY22</b>	<b>FY23 (est)</b>	<b>FY24 (proj)</b>
Number of students with disabilities ages 3-21 eligible	291,371	289,165	305,729	311,723
Number of special education teacher vacancies	494.1	611.4	533.8	509.9
% of special education vacancies of total teacher vacancies	31.3%	30.4%	29.4%	28.3%

# Mental Health Services Professional Demonstration

Legislative Reference – PL 114-95 and 115-245

Funding Source – Federal (CFDA 84.184X)

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$0	\$0	\$0	\$0	\$3,600,000
Change from Prior Year	\$0	\$0	\$0	\$0	\$3,600,000
	N/A	N/A	N/A	N/A	100.00%

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$0	\$0	\$0	\$1,201,072	TBD
Change from Prior Year	\$0	\$0	\$0	\$1,201,072	TBD
	N/A	N/A	N/A	100.00%	TBD

\*This will be a multi-year award over a five-year period through December 31, 2027.

\*\* State fiscal year 2024 amounts for this federal grant award are to be determined (TBD).

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

Professional Demonstration Grant enables ISBE to form partnerships with institutions of higher education and LEAs to support and demonstrate such innovative training. Selected LEAS must have a specific high ratio of mental health services providers to students. The districts that are chosen must meet this criteria and be in the regions served by the school.

### Reimbursement/Distribution Method

Funds are distributed to district partnerships as identified in the approved program plan.

### Program Mission

The mission of the program is to increase the number and diversity of high-quality, trained providers available to address the shortages of mental health services professionals in schools served by high-need local education agencies (LEAs).

### Population and Service Levels

This program will serve districts/students/trainees in the northern region of the state. Population and service levels are to be determined.

### Purpose

The purpose of this program is to train school-based mental health services providers for employment in schools and LEAs. The Mental Health Services

# Preschool Development Grant – Birth through 5

Legislative Reference – PL 111-5  
Funding Source – Federal (CFDA 93.434)

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$3,750,000	\$15,000,000	\$20,000,000	\$35,000,000	<b>\$35,000,000</b>
Change from	\$3,750,000	\$11,250,000	\$5,000,000	\$15,000,000	<b>\$0</b>
Prior Year	N/A	300.00%	33.33%	75.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$13,692,341	\$13,414,500	\$13,414,500	\$4,000,000	TBD
Change from	\$9,989,404	(\$277,841)	\$0	(\$9,414,500)	TBD
Prior Year	269.77%	(2.03%)	0.00%	(70.18%)	TBD

\*Federal grant awards may cross fiscal years and include carryover amounts from a prior year award. The Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2024 amounts are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

## Program Mission

The mission of the program is to develop an overarching statewide strategic plan, informed by a needs assessment, which will guide systemic efforts to coordinate Illinois' mixed delivery system so that all children and

families have access to the services they need to thrive. Activities will also be conducted to maximize parental choice and knowledge, to engage community voice, to share best practices, and to improve the overall quality of early childhood care and education throughout the state.

## Purpose

The following purposes of the program are:

- To develop, update, or implement a strategic plan that facilitates collaboration and coordination among existing programs of early childhood care and education in a mixed delivery system across the state;
- To more efficiently use existing federal, state, local, and non-governmental resources to align and strengthen the delivery of existing programs;
- To encourage partnerships among the wide range of early childhood education (ECE) programs and service partners that make up the

- Birth through 5 early childhood state system;
- To expand parental choice and knowledge about existing programs; and
- To enhance school readiness for children from low-income and disadvantaged families, including during children's transition into elementary school, by sharing best practices between and among ECE providers.

- **Activity Four:** Share best practices among early childhood care and education program providers in the state to increase collaboration and efficiency of services, including to improve transitions from such programs to elementary school.
- **Activity Five:** After activities One and Two are completed, improve the overall quality of early childhood care and education programs in the state.

The grant is structured as follows:

- **Activity One:** Conduct or update a thorough statewide Birth through 5 needs assessment of the availability and quality of existing programs/services in the state.
- **Activity Two:** Develop or update a strategic plan, assessment results, that recommends collaboration, coordination, and quality improvement activities among existing programs.
- **Activity Three:** Maximize parental choice and knowledge and promote and increase involvement by parents and family members in the development and transition of their children.

**Reimbursement/Distribution Method**

The grant funding supports the infrastructure of a high-quality mixed delivery system of services. Activities under this grant are carried out jointly by the Illinois State Board of Education and the Governor’s Office of Early Childhood Development, along with other state agencies.

**Population and Service Levels**

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Number of Parent Cafes conducted	30	64	50	50	0
Number of students enrolled in the early childhood higher education program receiving tuition reimbursement	40	49	0	0	0
Number of teachers receiving program supports through institutions of higher education to obtain Early Childhood credentials	0	136	136	135	0



# School-Based Mental Health Services

Legislative Reference – PL 4631  
Funding Source – Federal (CFDA 84.184H)

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$7,500,000
Change from Prior Year	N/A	N/A	N/A	N/A	\$7,500,000
	N/A	N/A	N/A	N/A	100.00%

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	N/A	N/A	N/A	\$2,975,414	TBD
Change from Prior Year	N/A	N/A	N/A	\$2,975,414	TBD
	N/A	N/A	N/A	100.00%	TBD

\*This will be a multi-year award over a five-year period through December 31, 2027.

\*\* State fiscal year 2024 amounts for this federal grant award are to be determined (TBD).

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

The purpose of the program is to increase recruitment and retention-related incentives for school-based mental health services providers; promote the re-specialization and professional retraining of existing mental health services providers to qualify them for work in Local Education Agencies (LEAs) with demonstrated need; and increase the diversity and cultural and linguistic competency of school-based mental health services providers, including competency in providing identity-safe services.

### Purpose

The purpose of this program is to provide grants to LEAs to increase the number of credentialed mental health services providers that offer school-based mental health services to students with demonstrated need.

### Reimbursement/Distribution Method

Funds are distributed to school districts as identified in the approved program plan.

### Population and Service Levels

This grant requires partnership with 16 high-need LEAs; and the selection criteria for this application is based on the following three items: higher ratios of mental health services providers to students, higher rates of poverty, and inclusion in the top 20 percent of LEAs with racially disproportionate exclusionary discipline.

Goals related to training, paid internships, stipends after hiring, and diversity of the field are tied to specific outcomes that will

increase the number of unduplicated credentialed mental health services providers in Illinois.

	FY24
Unduplicated credentialed mental health service providers	TBD

# STOP - School Violence Prevention and Mental Health Training

*Legislative Reference – 34 USC 10551-54  
Funding Source – Federal (CFDA 16.839)*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Change from	\$1,000,000	\$0	\$0	\$0	\$0
Prior Year	N/A	0.00%	0.00%	0.00%	0.00%

## Federal Grant Award\*

	FY20	FY21**	FY22**	FY23**	FY24**
Grant Award	\$0	\$0	\$0	\$0	\$0
Change from	(\$1,000,000)	\$0	\$0	\$0	\$0
Prior Year	(100.00%)	N/A	N/A	N/A	N/A

*\*Federal grant awards may be spent over a multi-year period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\* The current award expires on Sep. 30, 2023, and no new awards are expected.*

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

### Program Mission

Students, Teachers, and Officers Preventing (STOP) School Violence is funded by a federal grant from the U.S. Department of Justice. The purpose is to implement a statewide approach to training school personnel to recognize the mental health needs of youth and empower them to actively participate in maintaining safety and wellness in their school.

### Purpose

The purpose of the STOP - School Violence Prevention and Mental Health Training Program Grant is to develop and enact a statewide approach to training school personnel to recognize the mental health needs of youth and empower them with the tools and resources necessary to actively participate in maintaining the safety and wellness of their school.

### Reimbursement/Distribution Method

The Illinois State Board of Education collaborates with Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs), local universities, and school districts to provide quarterly training for school personnel, law enforcement personnel, and other adults who interact with youth. Facilitators use the National Council for Behavioral Health’s curriculum for Youth

Mental Health First Aid (YMHFA) as they conduct trainings at regional locations or district sites. YMHFA is the primary focus, but additional trainings for supporting students' mental health will encompass guidance and curriculum that address issues pertaining to grade-level character, kindness, safe internet usage, and communicating with others. Training for school personnel and leaders will parallel threat assessment team building as well as ongoing monitoring techniques. Trainings focused on school climate will promote trauma-informed practices aimed toward teaching and support staff engagement.

**Population and Service Levels**

YMHFA facilitators accommodated 114 personnel in six different ROEs or ISCs throughout the state during FY 2022. The populations trained were primarily teachers and administrators, while mental health professionals were third most frequent job category attending the training. Five sessions for YMHFA were facilitated by our trainers.

	FY21	FY22	FY23 (est)	FY24 (proj)
Number of personnel accommodated by program facilitators	100	114	150	250
Number of training sessions provided	3	5	10	10

# Student Care Department

*Legislative Reference – 23 Ill. Admin. Code 1.285*

*Funding Source - Federal*

## Appropriation History\*

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	N/A	N/A	N/A	N/A	N/A
Change from	N/A	N/A	N/A	N/A	N/A
Prior Year	N/A	N/A	N/A	N/A	N/A

*\*The Student Care Department has been allocated funding from the Governor’s Emergency Education Relief I fund and the Elementary and Secondary School Emergency Relief (ESSER) II fund for fiscal year 2021 through FY 2023. The State Board of Education intends to fund this department from American Plan Rescue ESSER funding in FY 2024 and will seek a General Revenue Fund appropriation in FY 2025.*

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

nonpublic special education entities will occur to ensure communication and documentation of incidents is provided to parents/guardians and to the agency within the required time limit. Furthermore, entities found to not be utilizing these practices properly will be required to adhere to a Corrective Action Plan.

This department is also responsible for the reduction of exclusionary discipline, namely suspensions and expulsions. A primary focus is working with districts who fall into the top 20 percent of exclusionary discipline for suspensions, expulsions, and racial disproportionality. The department assists these districts with providing tools to incorporate implicit bias professional development and/or training to staff.

### Program Mission

The mission of this department is to provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by investigating violations of restraint and seclusion and other educational complaints. Increased oversight and monitoring of school districts, special education cooperatives, and

The Student Care Department provides monitoring and oversight of bullying prevention policies that are formulated by school districts, charter schools, and nonpublic and nonsectarian elementary and secondary schools. This includes the review and approval of 1,321 submissions and amendments to entities required bullying policies.

## **Purpose**

Section 10-20.33 of the School Code specifies certain restrictions on the use of time out and physical restraint. Further, Section 2-3.130 requires ISBE to develop regulations to address the use of time out and physical restraint in public schools. ISBE developed rules (23 Ill. Admin. Code 1.280 and 1.285) to regulate schools' administration of time out and physical restraint.

ISBE initiated emergency rulemaking in November 2019 to address additional regulations necessary to ensure safe administration of time out and restraint for Illinois public school students. The emergency rules, along with the proposed permanent rulemaking, authorized ISBE to collect and analyze evidence of time out and restraint during the 2017-18, 2018-19, and 2019-20 school years. In addition, the emergency and proposed permanent rules require data reporting for all new instances of time out and restraint.

The goals of ISBE are supported by allowing for the development of the inter-departmental Student Care Department, which is tasked with analyzing and investigating data and complaints relating to previous administration of time out and restraint and ensuring that all forthcoming uses of time out and restraint conform with the laws and rules of the state. Funding will provide appropriate professional development and targeted assistance to all districts regarding appropriate response to student behaviors so that all personnel are prepared to meet the requirements of law and rule.

The goals of the Student Care Department include ensuring that all uses of time out and restraint are appropriate and applied in the narrowly defined allowed application. The department will ensure that all facilities

where time out is implemented meet the standards set out by rule and state law. It will also aim to address culture and climate changes within schools as a corollary to time out and restraint, including reducing the number of expulsions and out-of-school suspensions, addressing bullying, increasing the frequency of restorative practices, and reducing chronic absenteeism through a streamlined training approach across the state.

## **Reimbursement/Distribution Method**

The funding supports the program and legal work performed by internal Student Care Department staff, legal counsel, and experts retained to represent the state superintendent in complaints, investigations, and compliance issues relating to time out and restraint.

The funding also will support the technical assistance and training provided to school districts, special education cooperatives, nonpublic special education entities, charter schools, and nonsectarian elementary and secondary schools to further reduce behavioral/disciplinary practices deemed harmful to students. It also supports compliance with rules that require entities to submit policies that address bullying in order to provide parents/guardians with resources to assist students affected by bullying.

## **Population and Service Levels**

The Student Care Department is needed to adequately address the capacity required to investigate and process past actions; review and monitor current individual student issues and large-scale systemic issues involving personnel, schools, departments, districts, and/or cooperatives; process, investigate, and respond to incoming complaints; and address student, personnel, school, district, and community needs according to best practice.

	FY21	FY22	FY23 (est)	FY24 (proj)
Complaints/reports received	0	27	30	25
Investigations/monitoring/oversight/approvals	3	94	100	80
Number of onsite monitoring visits	1	3	5	5
Number of professional development training opportunities	0	2	5	5

# Substance Abuse and Mental Health Services

Legislative Reference - 405 ILCS 105  
Federal (CFDA 93.243)

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$5,300,000	\$5,300,000	\$5,300,000	\$5,300,000	<b>\$5,300,000</b>
Change from Prior Year	\$0	\$0	\$0	\$0	<b>\$0</b>
	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$0	\$1,800,000	\$1,800,000	\$1,800,000	TBD
Change from Prior Year	\$0	\$1,800,000	\$0	\$0	TBD
	N/A	100.00%	0.00%	0.00%	TBD

\*Federal grant awards may be spent over multiple years. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2024 amount is to be determined (TBD).

## Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of this program is to transform the way in which schools and their communities meet the social-emotional needs of school-aged youth. A key factor in this effort is the Resilience Education to Advance Community Healing (REACH) State Initiative. Training is provided to school personnel and students to support a safe and healthy environment.

## Purpose

The purpose of REACH is to build and expand the state's capacity on previously developed systems of support to create a sustainable model that can be duplicated in other school districts to improve their capacity to provide trauma-informed services, particularly Alternative Learning Opportunities Programs (ALOPs), in schools. This project seeks to provide screening, referral, and treatment support services to the highest-need students and their families in various regions of the state via evidence-based ALOPs and schools that feed into ALOPs.

The REACH program will implement training, build capacity, and further develop school-community collaborations in each district as noted by the connections it will be able to make with existing ISBE mental health-related initiatives.



**Reimbursement/Distribution Method**

Funds are distributed to school districts as identified in the approved program plan.

**Population and Service Levels**

Substance Abuse and Mental Health Services funding was made available to select areas in suburban, urban, and rural regions near the two metropolitan areas of the state in fiscal year 2023. This funding will serve a minimum of 750 students annually, with a total goal of 6,750 students over the project period.

	<b>FY23 (est)</b>	<b>FY24 (proj)</b>
Number of youth served (unduplicated) over the project period	750	1,500

# Teacher Mentoring

Legislative Reference – Not Applicable  
Funding Source - Federal

## Appropriation History\*

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	N/A	N/A	N/A	N/A	N/A
Change from	N/A	N/A	N/A	N/A	N/A
Prior Year	N/A	N/A	N/A	N/A	N/A

\*Teacher Mentoring has been allocated funding from the Elementary and Secondary School Emergency Relief (ESSER) I and II funds in FY 2022 and FY 2023. The State Board of Education intends to fund this program from the American Rescue Plan ESSER funds for FY 2024 and may seek a General Revenue Fund appropriation in FY 2025.

### Board Goal

The program aligns with the following Board goal:

**Elevating Educators:** Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

### Program Mission

The mission of this program is to provide instructional coaching and mentoring support to novice (defined as first-through third-year) teachers, clinicians, and early childhood educators who are employed by an entity that is a recipient of the Early Childhood Block Grant and who hold or are in the process of obtaining a Professional educator License.

### Purpose

Teacher Mentoring will provide critical support to new teachers in Illinois with the intention of increasing teacher effectiveness, student achievement, and teacher retention. This program is especially important considering the educator shortage in Illinois, the instructional challenges associated with

the COVID-19 pandemic, and unfinished learning among students. One in 10 teachers nationally quits after their first year, according to the U.S. Department of Education. Recent research in Illinois conducted by the Stanford Research Institution and its partners shows that when state funding previously supported mentoring programs, more than 4,500 teachers in more than 1,500 schools statewide received mentoring. Of those teachers, only 16 percent left the profession in early years, compared with 27 percent of educators who did not receive mentoring. It is important to fully fund this program to ensure equal access for new teachers in all areas of our state.

### Reimbursement/Distribution Method

Funding for this program would be distributed through a sole source contract with the Illinois Education Association (IEA), which is the vendor that developed and implemented the program in all prior years. The IEA subcontracts with the Illinois Federation of Teachers and the Chicago Teachers Union. Funds will be spent primarily on stipends for mentors and participants, and to support mentor training, coordination, and the development of resources for the mentors and new teachers.

### **Population and Service Levels**

The following table displays service-level information for the program:

	<b>FY21</b>	<b>FY22</b>	<b>FY23 (est)</b>	<b>FY24 (proj)</b>
Educators Mentored and/or coached	122	747	2,100	2,100
Districts Served	15	43	104	104

# Title I – Basic, Part A

Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.010A)

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$1,033,900,000	\$1,033,900,000	\$1,151,400,000	\$1,191,400,000	<b>\$1,191,400,000</b>
Change from	\$490,009	\$0	\$117,500,000	\$40,000,000	<b>\$0</b>
Prior Year	0.05%	0.00%	11.36%	3.47%	<b>0.00%</b>

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$671,396,393	668,210,980	685,475,824	701,660,960	TBD
Change from	(\$6,976,668)	(\$3,185,413)	\$17,264,844	\$16,185,136	TBD
Prior Year	(1.03%)	(0.47%)	2.6%	2.4%	TBD

\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2024 amount is to be determined (TBD).

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every

child a high-quality education that meets their needs.

### Program Mission

The mission of this program is to provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.

### Purpose

The purpose of this program is to provide supplemental services for children from preschool through Grade 12 who are at risk of not meeting the Illinois Learning Standards. Title I funds support instruction in core subjects, including English language arts, mathematics, science, social studies, physical education, technology, fine arts, world languages, and music. Funds may also support parent

involvement and professional development activities. Funds are used for a variety of expenditures, including instructional salaries, supplies, and materials; consultant fees; equipment; and other services in support of supplemental programs to support high-quality education and other activities to close the achievement gap.

**Reimbursement/Distribution Method**

Title I – Basic allocations are distributed through formula grants based on the low-income census count. All Illinois Local Education Agencies (LEAs) that have a low-income census count of at least 10 and at least 5 percent of their school-age population are eligible to receive assistance.

In addition, under Title I, the state sets aside 7 percent of the state’s Title I – Basic, Part A allocation for school improvement activities. The state allocates not less than 95

percent of that 7 percent to districts on a formula basis to serve schools implementing Comprehensive or Targeted support and improvement activities or it may, with approval of the district, directly provide for these activities.

**Population and Service Levels**

The information below shows the Title I – Basic, Part A grant award allocation at the state level based on the Every Student Succeeds Act.

*Grant Award*

- 92% LEA Grants
- 7% School Improvement
- 1% State Education Agency Administration

The following table displays Title I – Basic, Part A service-level information:

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Number of Title I districts	849	850	852	847	850
Number of Title I Schoolwide schools	2,082	1,983	2,294	2,295	2,300
Number of Title I Targeted schools	681	751	1,008	1,010	1,015
Students receiving Schoolwide Title I Program (reading and mathematics instruction)*	926,317	906,028	913,916	902,224	905,500
Students receiving Targeted Title I Program (reading and mathematics instruction)*	37,518	38,748	36,253	40,633	42,000
Students not participating in Title I Program**	1,067,816	1,029,500	1,007,994	1,000,719	1,000,000
Number of Title I public school teachers**	7,602	5,208	4,842	4,069	4,100
Total number of Title I teachers**	7,602	5,216	4,845	4,075	4,115

\*Student Information System school year 2020,2021, and 2022 end-of-year data.

\*\* Employment Information System (EIS) FY 2020, 2021, and 2022 end-of-year data. Teacher count includes ALL EIS teacher codes (Special Education, Resource, etc.).

<b>School Improvement</b>	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Number of Title I School Improvement Comprehensive Schools	149	149	200	316	300
Number of Title I School Improvement Targeted Schools	352	352	400	752	700

# Title I – Education of Migratory Children, Part C

Legislative Reference – P.L. 115-64  
Funding Source – Federal (CFDA 84.011A)

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$5,000,000	\$5,000,000	\$7,000,000	\$7,000,000	\$7,000,000
Change from	(\$558,109)	\$0	\$2,000,000	\$0	\$0
Prior Year	(10.04%)	0.00%	40.00%	0.00%	0.00%

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$2,078,788	\$2,082,946	\$1,985,265	\$1,916,826	TBD
Change from	(\$25,434)	\$4,158	(\$97,681)	(\$68,439)	TBD
Prior Year	(1.21%)	0.20%	(4.69%)	(3.45%)	TBD

*\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2024 amount is to be determined (TBD).*

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and

every child a high-quality education that meets their needs.

### Program Mission

The mission of this program is to improve the academic growth and proficiency of migratory students as measured by standardized tests and academic progress assessments and to increase the number who graduate from high school ready for college and career by providing support in the areas of identified need and reducing the effects of educational disruption related to repeated moves for migratory children.

### Purpose

The purpose of this program is to develop and provide supplemental educational services to migratory children through the age of 21, who have not graduated from high school or received their High School Equivalency Diploma. This program provides interventions, such as

individualized instruction and family liaisons, to increase the percentage of migratory students meeting learning standards and on track for graduation, with an emphasis on reading and mathematics. Funds are generally used for summer school and supplemental regular-term services that address professional development for teachers and other program staff, coordination of services in resource projects, interstate coordination, migratory child identification, and student recruitment.

**Reimbursement/Distribution Method**

Migrant funds are distributed to serve communities with documented migratory child populations through a competitive bidding process.

**Population and Service Levels**

The Migrant Education Program (MEP) serves highly mobile children of migratory farm workers as well as youth who are migratory farmworkers. A total of 996 migratory children qualified for services in fiscal year 2022. ISBE monitors the total number of migratory children who qualify for services and the total number of migratory children who are actually served, as required by the grant. Almost all of the migratory children identified were Hispanic, and many were English learners. Most were in Grades K-12 (62 percent), but children ages 0-5 (11 percent) and out-of-school youth (27 percent) also qualified for services. Students came to Illinois from Texas, Florida, Mexico, and other areas. Migratory families often do not remain in one school district for the entire school year. Many come to Illinois in the summer and leave before the school year begins.

Five summer-term programs and four fall- or regular-term programs operated by school districts, a community college, a nonprofit organization, and a state university provided recruiting and supplemental academic services to students, including in-school and out-of-school youth, in communities with

identified migratory student populations. Other supportive services, such as transportation; meal programs; science, technology, engineering, the arts, and mathematics activities; parent involvement; and referral to social services, were offered to enhance the summer school component of the program. Additionally, two statewide resource projects provided support to funded programs in the areas of identification and recruitment of students, curriculum and professional development, and health and dental services.

Migratory children are eligible for program services for 36 months after their last qualifying move. The following table displays service-level information:

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Students Summer Program*	519	493	425	450	500
Number of eligible migrant students	932	951	996	1,000	1,000
Number of funded entities	8	7	7	7	7

*\*These numbers reflect only migratory children served with MEP funds. Some migratory children were served by school districts with other state, local, or federal funding because the migrant funding is supplemental to existing programs.*

The following entities received funding under this program in the 2021-22 school year:

- Beardstown Community Unit School District 15
- Community Health Partnership of Illinois
- Illinois Migrant Council
- Kankakee School District 111
- Northern Illinois University
- Parkland College District 505
- Urbana School District 116

# Title I – Migratory Incentive, Part C

*Legislative Reference – P.L. 115-64  
Funding Source – Federal (CFDA 84.144F)*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$100,000	\$100,000	\$100,000	\$100,000	<b>\$100,000</b>
Change from	\$48,000	\$0	\$0	\$0	<b>\$0</b>
Prior Year	92.31%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$68,182	\$59,288	\$59,242	\$59,645	TBD
Change from	\$0	(\$8,894)	(\$46)	\$403	TBD
Prior Year	0.00%	(13.04%)	(0.08%)	0.68%	TBD

*\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2024 amount is to be determined (TBD).*

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and

every child a high-quality education that meets their needs.

### Program Mission

The mission of the program is to provide incentive grants to State Education Agencies that participate in consortium arrangements with other states to improve the delivery of services to migratory children whose education is interrupted.

### Purpose

The purpose of the program is to provide financial assistance to states to support the development of high-quality educational programs and interstate coordination so that migratory children are provided with appropriate educational and supportive services that 1) address their needs in a coordinated and efficient manner and 2) give them the opportunity to meet challenging state content and student performance standards.



**Reimbursement/Distribution Method**

Funds are expended to improve the delivery of services to migratory children through participation in the activities of three multi-state consortia: the Identification and Recruitment Consortium (IDRC), Inspire and Innovate: the Migratory Parent Coalition (I2MPACT), and Instructional Services for Out-of-School and Secondary-Aged Youth (iSOSY). These competitive grants were awarded to state consortia for a new three-year cycle in state fiscal year 2021. A new consortia grant cycle starts in FY 2024.

IDRC focuses on building interstate resources and coordination to improve the proper and timely identification of eligible migratory children whose education has been interrupted. I2MPACT focuses on increasing migratory parent involvement in the education of their children.

The iSOSY program supports the provision of services based on scientific research to improve the educational attainment of underserved migratory out-of-school and secondary-aged youth. The project utilizes technology and gives partner states access to a clearinghouse of educational materials and resources to build capacity to identify and serve migratory youth.

**Population and Service Levels**

The Illinois Migrant Education Program (MEP) utilized resources from all three consortia in the annual statewide training of 49 recruiters. In addition, resources from IRDC were used to evaluate the effectiveness of MEP recruitment practices and procedures. I2MPACT resources were used to foster parent engagement and to train parents involved in the MEP Advisory Committee.

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Number of consortia ISBE participated in	2	3	3	3	2

# Title I – Neglected and Delinquent, Part D

Legislative Reference – PL 114-95  
Funding Source – Federal (CFDA 84.013A)

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	<b>\$1,500,000</b>
Change from Prior Year	\$20,100 1.36%	\$0 0.00%	\$0 0.00%	\$0 0.00%	<b>\$0 0.00%</b>

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$478,581	\$450,776	\$517,052	\$291,592	TBD
Change from Prior Year	(\$454,990) (48.74%)	(\$27,805) (5.81%)	\$66,276 14.70%	(\$225,460) (43.60%)	TBD

*\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2024 amount is to be determined (TBD).*

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every

child a high-quality education that meets their needs.

### Program Mission

The mission of this program under the Every Student Succeeds Act is to provide interventions appropriate for at-risk, neglected, and delinquent students to increase the percentage of these students meeting the Illinois Learning Standards, particularly in reading and math; to provide such children and youth with the services needed to successfully transition from institutionalization to further schooling or employment; to prevent at-risk youth from dropping out of school; and to provide a support system to ensure continued education and the involvement of families and communities.

### Purpose

The purpose of Title I – Part D, Subpart 1 is to provide supplemental educational services

(e.g., transitional services, such as preplacement programs or worksite schools) to youth in state institutions for delinquent youth and adults so that they meet the same state standards as other students and transition from institutionalization to further education and employment.

The purpose of Title I – Part D, Subpart 2 is to provide local agency programs that meet the educational needs of neglected, delinquent, and at-risk children; that assist in the transition of these students from correctional facilities to locally operated programs to further education and employment; and that ensure that these students have the same opportunities to achieve as if they were in local schools in the state.

**Reimbursement/Distribution Method**

The allocation for each state is generated by child counts in state juvenile institutions that provide at least 20 hours of instruction from nonfederal funds and adult correctional

institutions that provide 15 hours of instruction a week. The State Education Agency then makes subgrants to state agencies based on their proportional share of the state's adjusted enrollment count of neglected or delinquent children.

ISBE awards subgrants to districts with high numbers or percentages of children in locally operated juvenile correctional facilities, including facilities involved in community day programs.

**Population and Service Levels**

The Illinois Department of Juvenile Justice (IDJJ) receives funds to provide supplemental educational services to youth who reside in the five Illinois youth centers.

Twenty-five districts received grants in FY 2022 to provide supplemental educational services to 2,029 youth who reside in facilities/institutions.

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Number of participants in Subpart 1 institutions (IDJJ)	6	6	5	5	5
Number of youths residing in Subpart 1 institutions (IDJJ)	693	355	190	116	125
Number of districts receive grant funds	23	24	25	25	25
Number of youths residing in Subpart 2 institutions	2,173	2,002	2,029	2,050	2,060

# Title II – Improving Teacher Quality, Part A

*Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.367A)*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$160,000,000	\$160,000,000	\$160,000,000	\$160,000,000	<b>\$160,000,000</b>
Change from	\$0	\$0	\$0	\$0	<b>\$0</b>
Prior Year	0.00%	0.00%	0.00%	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$79,034,080	\$78,180,745	\$76,710,054	\$73,641,478	TBD
Change from	(\$2,291,058)	(\$853,335)	(\$1,470,691)	(\$3,068,576)	TBD
Prior Year	(2.82%)	(1.08%)	(1.88%)	(4.00%)	TBD

*\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2024 amounts are to be determined (TBD).*

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every

child a high-quality education that meets their needs.

### Program Mission

The mission of this program under the Every Student Succeeds Act (ESSA) is to increase student achievement; improve the quality and effectiveness of teachers, principals, and other leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

### Purpose

The purpose of this program is to provide funds to increase student academic achievement by reducing class size and elevating teacher and principal quality through recruitment, hiring, and retention strategies. Funds can also be used for developing or improving evaluation systems:

providing high-quality, evidence-based professional development; or providing programs and activities to improve the ability of teachers to teach children with disabilities or English learners. Funds can be used for assessments or to improve instruction and capacity for early education. Ultimately, the use of Title II funds must serve the needs of all students.

**Reimbursement/Distribution Method**

The information below shows the Title II – Preparing, Training, and Recruiting High-Quality Teachers and Principals grant award allocation at the state level based on ESSA:

*Grant Award*

95% Grants

5% State Education Agency activities

As provided by law, a portion of these funds is set aside for state-level activities to establish or expand teacher, principal, or other school leader preparation academies and to prepare teachers, principals, and other school leaders to serve in high-need schools. Local Education Agency (LEA) funds are allocated based on the

following formula – 20 percent allocated based on enrollment population in public and private, not-for-profit schools and 80 percent allocated for children who are in poverty within the district.

**Population and Service Levels**

All Illinois school districts are eligible to participate. Teachers in private, not-for-profit elementary and secondary schools are also eligible to participate. Funds may be used to increase student academic achievement, develop and improve evaluation systems, and improve instruction and capacity. For example, districts have included recruitment and hiring stipends for hard-to-fill positions; mentoring and induction opportunities to assist first-year professionals (e.g., teachers and principals); and professional development opportunities that include studying strategies for differential and inquiry-based instruction, writing curriculum to align standards, developing valid and credible assessments and rubrics, creating text-dependent questions, and integrating technology into standard-based units. A total of 779 projects were reviewed, approved, and processed in fiscal year 2022.

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Number of LEAs utilizing Title II formula funds	856	861	779	847	850
Number of Ed Leaders Network subscriptions provided	79,523	103,017	107,420	107,000	107,000
New Superintendent Mentoring*	241	260	218	240	240

# Title III – English Language Acquisition

*Legislative Reference – P.L. 115-64  
Funding Source – Federal (CFDA 84.365A)*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$50,400,000	\$50,400,000	\$50,400,000	\$50,400,000	\$56,000,000
Change from	\$0	\$0	\$0	\$0	\$5,600,000
Prior Year	0.00%	0.00%	0.00%	0.00%	11.11%

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$24,858,247	\$25,463,457	\$25,481,119	\$26,615,519	TBD
Change from	(\$85,845)	\$605,210	\$17,662	\$1,134,400	TBD
Prior Year	(0.34%)	2.43%	0.07%	4.45%	TBD

*\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2024 amounts are to be determined (TBD).*

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

### Program Mission

The mission of the program is:

- To provide effective professional development to teachers and administrators designed to improve the instruction and assessment of English learners (ELs).
- To implement high-quality programs for ELs and immigrant students that will help them attain English proficiency, achieve at high levels in core academic subjects, meet the Illinois Learning Standards, and graduate from high school prepared to enter college or a career.
- To promote parental, family, and community participation in the education of ELs and immigrant children.

## **Purpose**

The purpose of the program is to assist school districts in teaching English and providing high-quality instruction to ELs and immigrant children so they can meet the same challenging academic standards expected of all children.

## **Reimbursement/Distribution Method**

The information below shows the Title III - English Language Acquisition grant award allocation at the state level based on the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA):

### *Grant Award*

- 95% Local Education Agency Grants
- 5% State Education Agency Activities  
(no more than 50 percent  
for administration)

ESSA requires that 95 percent of the federal allocation to the state be used for a Language Instruction Education Program (LIEP) and an Immigration Education Program for eligible school districts. Not more than 15 percent of these funds may be reserved for districts to implement programs for immigrant students. Both programs -- LIEP and Immigrant Education -- are formula-based grants that provide supplemental funds to school districts that are implementing programs for EL students with state and local funds. Funding levels for both programs are based on a per pupil allocation.

### *LIEP Grants*

All school districts are eligible to apply for these grants either individually or in consortia with other districts if they meet the following conditions: 1) the district (or each district in a consortium) is in full compliance with state statutes and 2) the district (or the consortium) has an enrollment of EL students that, in the aggregate, generates a minimum grant of \$10,000. School districts are required to consult with nonpublic schools within their

district area in preparing their grant application. Nonpublic schools enrolling EL students identified through an English language proficiency assessment are eligible to participate in the program and their students may be included in the grant application at the discretion of their nonpublic schools. The final per pupil allocation is \$100 in FY 2023.

### *Immigrant Education Program Grants*

School districts that have met all the following conditions are eligible to apply: 1) the district (or each district in a consortium) is in full compliance with state statutes; 2) the district has reported immigrant student enrollments to the Illinois State Board of Education in the current school year; 3) the district has shown a significant increase (either 3 percent or 50 students, whichever is less) over the average immigrant student enrollment for the preceding two fiscal years; and 4) the district has reported the enrollment of a minimum of 10 immigrant students.

An eligible immigrant student for the purpose of this grant, according to federal regulations, is defined as a student: 1) ages 3 through 21; 2) not born in any of the 50 states, the District of Columbia, or the Commonwealth of Puerto Rico; and 3) who has not been attending one or more schools in any one or more states for more than three full academic years.

The total number of eligible immigrant students reported as of December 9, 2022, was 23,919. An estimated 14,200 of this number will receive services under the FY 2023 Title III Immigrant Education Program Grant. The projected per capita allocation is \$200.

## **Population and Service Levels**

Chicago Public Schools (CPS) enroll approximately 2 percent of the immigrant students in the state, according to the 2021-22 end-of-the-year report to the Student Information System. The remaining 98 percent are enrolled in other districts located

primarily in the northern half of the state.

Approximately 72 percent of the ELs reported to be in Illinois public schools speak Spanish. The balance speaks one or more of 185 other languages. LIEP serves students whose English language proficiency is below average for their age or grade level. The table below displays the number of EL students served with LIEP funds:

	FY20	FY21	FY22 (est)	FY23 (est)
Chicago students	68,375	69,033	70,549	71,750
Downstate students	177,127	174,275	184,818	191,825
<b>Total</b>	<b>245,502</b>	<b>243,308</b>	<b>255,367</b>	<b>263,575</b>

Students in the Immigrant Education Program are from downstate as CPS chooses not to participate in the Immigrant Student Education Program. Immigrant students are not required to be ELs in order to be eligible for Title III services. The following table displays the number of eligible immigrant program students and the eligible immigrant students who are being served through Title III funds:

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Eligible Immigrant Education Program Students Identified	30,553	23,173	19,673	23,854	26,000
Immigrant Education Program Students Served By Title III	3,840	3,448	2,468	14,199	14,908



# Title IV – 21<sup>st</sup> Century Community Learning Centers

Legislative Reference – P.L. 115-64  
Funding Source – Federal (CFDA 84.287C)

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$150,000,000	\$125,020,700	\$125,000,000	\$125,000,000	<b>\$125,000,000</b>
Change from	\$0	(\$24,979,300)	(\$20,700)	\$0	<b>\$0</b>
Prior Year	0.00%	(16.65%)	(0.02%)	0.00%	<b>0.00%</b>

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$50,922,148	\$51,305,680	\$49,802,313	\$53,976,143	TBD
Change from	(\$551,637)	\$383,532	(\$1,503,367)	\$4,173,830	TBD
Prior Year	(1.07%)	0.75%	(2.93%)	8.38%	TBD

\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.

\*\*State fiscal year 2024 federal award amounts are to be determined (TBD).

## Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

## Program Mission

The mission of the program is to provide academic enrichment opportunities during

non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that complement their regular academic programs; and provides literacy and other educational services to the families of participating children.

## Purpose

The purpose of the program is to provide academically focused after-school programs, particularly to students who attend high-poverty, low-performing schools, to help them meet state and local performance standards in core academic subjects and to offer families of participating students opportunities for literacy and related educational development.

**Reimbursement/Distribution Method**

The information below shows the Title IV - 21<sup>st</sup> Century Community Learning Centers grant award allocation at the state level based on the Every Student Succeeds Act:

*Grant Award*

- 93% Grants
- 5% State Education Agency Activities
- 2% Administration

Funding is available through a competitive

grant process evaluated on need, quality of project services, quality of the management plan, quality of project evaluation, and adequacy of resources of the applicant.

**Population and Service Levels**

Community learning centers primarily serve students attending schools with a high concentration of students from low-income families. The following table displays service-level information:

	FY22	FY23 (est)
Grantees	198	220
Sites	609	680
Percentage of 21st Century Community Learning Centers elementary students who complete homework to teacher's satisfaction	74%	75%
Percentage of 21st Century Community Learning Centers middle/high school students who complete homework to teacher's satisfaction	72%	73%

# Title IV – Student Support and Academic Enrichment, Part A

*Legislative Reference – PL 107-110  
Funding Source – Federal (CFDA 84.424A)*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$50,000,000	\$74,979,300	\$100,000,000	\$100,000,000	<b>\$100,000,000</b>
Change from Prior Year	\$0	\$24,979,300	\$25,020,700	\$0	<b>\$0</b>
	0.00%	49.96%	33.37%	0.00%	0.00%

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$49,061,654	\$50,043,672	\$48,486,202	\$51,925,413	TBD
Change from Prior Year	\$1,995,603	\$982,018	(\$1,557,470)	\$3,439,211	TBD
	4.24%	2.00%	(3.11%)	7.09%	TBD

*\*Federal grant awards may be spent out over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2024 amounts are to be determined (TBD).*

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their

effectiveness in providing each and every child a high-quality education that meets their needs.

### Program Mission

The mission of this program is to provide grants to school districts to improve students’ academic achievement by increasing the capacity of states, Local Education Agencies (LEAs), schools, and communities. The program is designed to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

### Purpose

The purpose of this program is to improve students’ academic achievement by increasing capacity, providing access to a well-rounded

education, improving school conditions, using technology, and improving digital literacy.

**Reimbursement/Distribution Method**

The information below shows the Title IV – Student Support and Academic Enrichment grant award allocation at the state level based on the Every Student Succeeds Act:

*Grant Award*

- 95% LEA Grants
- 4% State Education Agency Activities
- 1% Grant Administration

Funds are distributed via formula and based on the district’s relative share of Title I, Part A funds.

**Population and Service Levels**

All Illinois school districts are eligible to participate. Teachers in private, not-for-profit elementary and secondary schools are also eligible to participate.

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Number of Title IV, Part A participating districts	502	515	520	530	540

# Title V – Rural and Low-Income School Programs, Part B

*Legislative Reference – P.L. 115-64  
Funding Source – Federal (84.358B)*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$2,000,000	\$2,000,000	\$2,000,000	\$2,200,000	\$2,200,000
Change from	\$0	\$0	\$0	\$200,000	\$0
Prior Year	0.00%	0.00%	0.00%	10.00%	0.00%

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$1,422,673	\$1,557,886	\$1,300,956	\$1,018,670	TBD
Change from	(\$114,083)	\$135,213	(\$256,930)	(\$282,286)	TBD
Prior Year	(7.42%)	9.50%	(16.49%)	(21.70%)	TBD

*\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2024 award amount is to be determined (TBD).*

### Board Goals

The program aligns with the following Board goals:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for

their effectiveness in providing each and every child an education that meets their needs.

### Program Mission

The mission of this program is to provide financial assistance to rural districts to assist with improving student academic achievement by increasing teacher recruitment and retention, training of teachers, and providing a safe and healthy environment.

### Purpose

The purpose of this program is to assist rural districts in using federal resources more effectively to improve the quality of instruction and student academic achievement. The districts may lack the personnel and resources to compete effectively for federal competitive grants and receive grant allocations in amounts that are

too small to be effective in meeting their intended purposes.

Funds received under the Rural and Low-Income School Programs may be used for:

- Parental involvement activities;
- Activities authorized under Title I, Part A - Improving Basic Programs;
- Activities authorized under Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders;
- Activities authorized under Title III - Language Instruction for English Learners and Immigrant Students; and
- Activities authorized under Title IV, Part A - Student Support and Academic Enrichment.

**Reimbursement/Distribution Method**

The information below displays the Title V – Rural and Low-Income Students grant award

allocation at the state level based on the Every Student Succeeds Act:

95% Local Education Agency Grants  
5% Administration

Funds are distributed via formula and based on average daily attendance.

**Population and Service Levels**

Rural and low-income funds support rural districts with school locale codes of 32, 33, 41, 42, or 43 (as assigned by the U.S. Department of Education’s National Center for Education Statistics) and a low-income census poverty rate of 20 percent or higher. The following table displays district-level information:

	FY20	FY21	FY22	FY23 (est)	FY24 (proj)
Eligible districts	67	72	52	45	48
Participating districts	67	69	51	45	48

# Title X – Education for Homeless Children

*Legislative Reference – P.L. 115-64  
Funding Source – Federal (CFDA 84.196A)*

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	\$5,000,000	\$7,000,000	\$9,000,000	\$9,000,000	\$9,000,000
Change from	\$0	\$2,000,000	\$2,000,000	\$0	\$0
Prior Year	0.00%	40.00%	28.57%	0.00%	0.00%

## Federal Grant Award\*

	FY20	FY21	FY22	FY23	FY24**
Grant Award	\$3,916,113	\$4,095,516	\$4,379,854	\$4,501,717	TBD
Change from	\$306,867	\$179,403	\$284,338	\$121,863	TBD
Prior Year	8.50%	4.58%	6.94%	2.78%	TBD

*\*Federal grant awards may be spent over a 27-month period. State appropriations and grant awards will not match for this reason. Additionally, state appropriation authority is requested as a matter of state law. Regardless of the appropriation amount, the Illinois State Board of Education can only spend amounts equal to what has been awarded by the federal government.*

*\*\*State fiscal year 2024 award amounts are to be determined (TBD).*

### Board Goal

The program aligns with the following Board goal:

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student

### Program Mission

The mission of the program is to provide youth experiencing homelessness with support, technical assistance, and advocacy to ensure that they remain enrolled in school and meet or exceed rigorous academic standards.

### Purpose

The purpose of the program is to address the

educational barriers that youth experiencing homelessness encounter when enrolling, attending, and learning in school and to ensure that youth experiencing homelessness have equal access to the same free and appropriate public education provided to all other students.

### Reimbursement/Distribution Method

Grants are awarded through a competitive application process. Current grantees will continue to provide services to youth experiencing homelessness, provided they satisfy predetermined goals.

### Population and Service Levels

Applicants eligible to receive funding include school districts, Regional Offices of Education, Intermediate Service Centers, and public laboratory schools approved by the Illinois State Board of Education. Currently, seven regional projects provide training and assistance to school district

homeless education liaisons and award subgrants for services to students experiencing homelessness, their families, and attendance centers.

The following table displays end-of-the-year homeless counts:

	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23 (est)</b>	<b>FY24 (proj)</b>
PK-12 Students	38,890	32,284	36,543	43,000	42,000



# Youth in Care and Low-Income IES Grant

Legislative Reference – 105 ILCS 110  
 Funding Source – Federal (CFDA 93.079)

## Appropriation History

	FY20	FY21	FY22	FY23	FY24 Proposed
Appropriation	N/A	N/A	N/A	N/A	\$1,000,000
Change from Prior Year	N/A	N/A	N/A	N/A	\$1,000,000
	N/A	N/A	N/A	N/A	100.00%

## Federal Grant Award\*

	FY20	FY21	FY22	FY23**	FY24**
Grant Award	N/A	N/A	N/A	TBD	TBD
Change from Prior Year	N/A	N/A	N/A	TBD	TBD
	N/A	N/A	N/A	TBD	TBD

\*Fiscal years 2023 and 2024 amounts are to be determined (TBD). ISBE applied for this federal award opportunity. Awards for this program are multi-year and correspond to a project period through June 30, 2026, if the funding is received.

## Board Goal

The program aligns with the following Board goal:

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historical inequities.

## Program Mission

The Institute of Education Science (IES) Grant, if received, will support ISBE’s larger initiative to enhance the Illinois Longitudinal Data System (ILDS) infrastructure. This in turn will drive research that can inform policy and decision-making for Illinois students. In addition, this research reflects ISBE’s commitment to equity, quality, community, and collaboration. When examining the work through ISBE’s equity lens, it centers the experiences and outcomes of underserved groups, the state’s low-income students and Youth in Care (i.e., those in foster

care). When examining the work through ISBE’s quality lens, this project will provide rich insight and analysis into our understanding of the College and Career Readiness Indicator to learn how to better support Youth in Care and low-income students in the future. When examining the work through ISBE’s community lens, this research ensures we understand and support two of our underserved populations in the state, which will ultimately strengthen our entire student community. Lastly, when examining this work through ISBE’s collaboration lens, this project was borne from a shared commitment by Northern Illinois University, ISBE’s data steward, and the Illinois Workforce and Education Research Collaborative (IWERC), ISBE’s research practice partner. ISBE will utilize the ILDS to conduct research that allows us to best serve and support the students of Illinois.

## Purpose

This IES Grant will enable an expansion and enhancement of existing state efforts to

establish, validate, and implement a system of college readiness indicators to support low-income youth and children in foster care. The proposed project activities will use ongoing improvements to the ILDS infrastructure to ensure we better understand the key predictors of secondary and postsecondary outcomes. In turn, this understanding can ensure ISBE remains committed to its focus on *student learning*, ensuring every child makes significant gains each year. The ILDS data will enable investigation of those outcomes as students move from high school into higher education.

The funding from this grant will allow ISBE to support our research partners to analyze the predictive validity of the College and Career Readiness Indicator for both Youth in Care and low-income students. The research questions (RQ) are as follows:

*RQ1: What is the predictive validity of the current CCRI for all students in Illinois?*

*RQ2: What is the predictive validity of the current CCRI for two key underserved student groups in Illinois -- Youth in Care and low-income students?*

*RQ3: Among Youth in Care and low-income students, how does attainment of the CCRI components identified as increasing postsecondary education and/or engagement in the workforce vary based on school and district characteristics and supports?*

**Reimbursement/Distribution Method**

With regard to the IES Grant, ISBE is employing a pass-through funding procedure for this important work and research.

The following organizations and agencies are involved in this grant-funding

opportunity, with their appropriate position within the process noted.

The U.S. Department of Education is the provider of up to \$1 million for education research, development, and dissemination, according to the Catalogue of Federal Domestic Assistance (CFDA) description. Competition Title: Using Longitudinal Data to Support State Education Policymaking.

ISBE is the pass-through entity/prime recipient that will provide a subaward to a subrecipient to carry out part of the federal program. ISBE has applied for \$963,377 for the funding of this project.

IWERC is the subrecipient of pass-through funds. It will receive up to \$283,168 over the three-year period of the project.

Northern Illinois University) also is a subrecipient of pass-through funds. NIU will receive up to \$680,209 over the three-year period of the project.

**Population and Service Levels**

This potential grant will allow ISBE to serve low-income students and youth in Care, ages 0-18.

Percentages of total state school enrollment that are classified as Low-Income Students for the following years:

	FY20	FY21	FY22	FY23 (est)
Low-Income Students	48.8%	48.5%	48.1%	46.5%

As of October 31, 2022 (FY 2023), we have a total count of 20,619 students who are classified as Youth in Care.





# Illinois State Board of Education

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